



2024-2025 BRYN MAWR COLLEGE UNDERGRADUATE CATALOG

EQUALITY OF OPPORTUNITY

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

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

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

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

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2024-25 ACADEMIC CALENDAR

2024 First Semester

September 2	Labor Day (no classes)
September 3	Classes begin
October 11	Fall break begins after last class
October 21	Classes resume (8 a.m.)
November 27	Thanksgiving break begins after last class
December 2	Classes resume (8 a.m.)
December 12	Last day of classes
December 13-14	Review period
December 15-20	Examination period

2025 First Semester

September 1	Labor Day (no classes)
September 2	Classes begin
October 10	Fall break begins after last class
October 20	Classes resume (8 a.m.)
November 26	Thanksgiving break begins after last class
December 1	Classes resume (8 a.m.)
December 11	Last day of classes
December 12-13	Review period
December 14-19	Examination period

CONTACT AND WEBSITE INFORMATION

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

Phone: (610) 526-5000

College website: www.brynmawr.edu

ABOUT BRYN MAWR COLLEGE

The Mission of Bryn Mawr College

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

As a residential women's college at the undergraduate level, and through coeducational graduate programs in arts and sciences, in social work, and in post-baccalaureate premedical training, Bryn Mawr is committed to women's education and empowerment, to gender equity, and to supporting all students who choose to pursue their studies here.

2025 Second Semester

January 20	Martin Luther King Day
January 21	Classes begin
March 7	Spring break begins after last class
March 17	Classes resume (8 a.m.)
May 2	Last day of classes
May 3-4	Review period
May 5-16	Examination Period (for seniors ends at 5 p.m. on May 11)
May 17	Commencement

2026 Second Semester

January 19	Martin Luther King Day
January 20	Classes begin
March 6	Spring break begins after last class
March 16	Classes resume (8 a.m.)
May 1	Last day of classes
May 2-3	Review period
May 4-15	Examination Period (for seniors ends at 5 p.m. on May 10)
May 16	Commencement

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

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

A Brief History of Bryn Mawr College

Established in 1885, Bryn Mawr was founded to offer a more rigorous education than any then available to women.

Like many projects of late 19th century Progressive thinkers, this bold vision embodied emancipatory potential and deep contradictions.

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

From its founding, Bryn MaAwr has prized superb teaching and research. The College offered undergraduate and graduate degrees from the outset, and was the first women's college

to offer the Ph.D. Bryn Mawr’s undergraduate and graduate programs became widely viewed as models of academic excellence, helping to elevate higher education standards nationwide.

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

Respect for students’ capacity to direct their own lives has always been an integral part of Bryn Mawr, which was the first college in the country to approve a student self-government association (1891). For more than 135 years, students have taken a large measure of responsibility for managing residential life and upholding standards of academic integrity through the College’s Honor Code, which many alumnae describe as a lifelong touchstone for professional and personal integrity.

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

Geographical Distribution of Students

202-23 Undergraduate Degree Candidates

The 1403 full-time undergraduate students came from 46 states, the District of Columbia, Puerto Rico, and the Armed Forces Pacific and 33 foreign nations, distributed as follows:

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

<i>Mid-Atlantic</i>	467.....	39.0%
Pennsylvania	171	
New York	121	
New Jersey.....	101	
Maryland.....	55	
Delaware	19	
<i>Midwest</i>	97.....	8.1%
Illinois.....	22	
Ohio	19	
Minnesota	17	
Wisconsin	8	
Missouri	8	

Michigan	8	
Kansas.....	7	
Indiana.....	5	
Iowa.....	2	
Nebraska	1	
<i>New England</i>	170.....	14.2%
Massachusetts.....	99	
Connecticut.....	41	
Maine.....	12	
New Hampshire.....	8	
Vermont	7	
Rhode Island	3	
<i>South</i>	159.....	13.3%
Virginia.....	45	
North Carolina	35	
Georgia.....	28	
Florida.....	16	
Tennessee	15	
Kentucky.....	6	
Louisiana	6	
Arkansas.....	3	
West Virginia	2	
Alabama	2	
South Carolina.....	1	
<i>Southwest</i>	93.....	7.8%
Texas	81	
Arizona	6	
New Mexico	4	
Oklahoma	2	
<i>West</i>	197.....	16.5%
California	116	
Washington.....	30	
Colorado	22	
Oregon.....	17	
Hawaii.....	4	
Nevada	3	
Idaho.....	2	
Utah	1	
Wyoming.....	1	
Alaska.....	1	
<i>Armed Forces Pacific</i>	1	0.1%
<i>District of Columbia</i>	11.....	0.9%
<i>Puerto Rico</i>	1.....	0.1%
<i>Grand Total</i>	1196.....	100.0%

Percent of Entire Student Body

New England	12.1%
Mid-Atlantic.....	33.3%
South	11.3%
Midwest	6.9%
Southwest.....	6.6%
West	14.1%
Territory/Military	0.9%
International.....	14.7%
Grand Total.....	100.0%

Students by Country of Residence (listed by residence, not nationality. List includes Domestic Students)

China.....	107
India.....	10
Viet Nam.....	9
Korea, Republic of.....	8
Bangladesh.....	6
France.....	5
Pakistan.....	5
Singapore.....	5
United Kingdom.....	5
Ghana.....	4
Ethiopia.....	3
Germany.....	3
Japan.....	3
Netherlands.....	3
Nigeria.....	3
Russian Federation.....	3
Thailand.....	3
Canada.....	2
Kenya.....	2
Paraguay.....	2
Turkey.....	2
United Arab Emirates.....	2
Belarus.....	1
Belgium.....	1
Egypt.....	1
Fmr Yugoslav Rep of Macedonia.....	1
Iceland.....	1
Mexico.....	1
Nepal.....	1
Panama.....	1
Slovakia.....	1
Taiwan, Province of China.....	1
Zimbabwe.....	1

LIBRARIES AND EDUCATIONAL RESOURCES

The Mariam Coffin Canaday Library is the center of Bryn Mawr’s library system. Opened in 1970, it houses the College’s holdings in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located adjacent to Old Library and houses the collections in Classical and Near Eastern Archaeology, Classics, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library, located in the Park Science Building, brings together the collections for Mathematics and the sciences.

Tripod (<https://tripod.brynmawr.edu>), the library catalog, provides access to print and online books, journals, videos, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College libraries. Tri-Co books are available to students and are delivered across the three campuses daily.

Can’t find what you need in the Tri-Co? Use E-ZBorrow and Interlibrary Loan (ILL) to request materials from libraries worldwide.

Need research help? Librarians, specializing in subject areas are available to assist you at any stage of the research process. Stop by any library and speak to a librarian about your research. Make an appointment at <https://www.brynmawr.edu/lits/library-help> or email library@brynmawr.edu.

Special Collections

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

Bryn Mawr has developed an extraordinarily rich Rare Books and Manuscripts collection to support the research interests of students and faculty. The collection of late medieval and Renaissance texts includes one of the country’s largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Other important focuses of the collection are travel and exploration, women writers and women’s lives, books for children and young adults, the history of archaeology and museums, European and African cities, and important literature in early editions. Complementary to the rare books are collections of original letters, diaries, and other unpublished documents. Bryn Mawr has important collections from the late 19th and 20th centuries, including papers and photographs relating to the women’s rights movement; the experiences of women, primarily Bryn Mawr graduates, traveling and working overseas; and the papers of playwrights, writers, and scholars.

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

Collections of art and cultural artifacts include materials of interest to students of history of art, anthropology, archaeology, geology, and various interdisciplinary subjects. The materials are broadly representative of visual cultural practices across time and place, as well as medium. These collections can be searched online at triarte.brynmawr.edu.

There are extensive collections of Greek and Roman objects, especially vases, pre-classical antiquities, and objects from Egypt and the ancient Near East, many of which represent the interests of Bryn Mawr faculty from the beginnings of the college to the present day.

Works on paper by women artists are a particular strength of the art collections. The painting collection of approximately 250 works is primarily composed of 19th- and 20th-century American and European works; a highlight is the Madonna and Child by Romare Bearden (1945). The print collection illustrates the history of Western printmaking from the 15th through the mid-20th centuries and includes Old Master prints, art prints, and examples of 19th- century book illustrations. The collection also includes Japanese ukiyo-e woodblock prints; Chinese paintings and calligraphy; and early, modern, and contemporary photography.

Educational and Scholarly Technology

LITS staff are available for consultation and work with faculty, staff, and students on building digital collections, publishing digital scholarship, and facilitating the use of digital tools for teaching, learning and research.

In addition, the Rhys Carpenter Library houses the Digital Media and Collaboration Lab, which provides technologically enabled spaces for collaborative work, individual workstations with scanners, and specialized software for digital media and research.

Information Technology

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

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

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

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

Laboratories

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

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

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

Biology

The Department of Biology houses a wide variety of instrumentation appropriate for the investigation of living systems at the levels of cells, organisms and populations. This equipment is used in both teaching and research laboratories, providing students with the opportunity to utilize modern research methodologies for exploration. There is an extensive

collection of microscopes that can be used to image samples at scales ranging from subcellular to organismal. Department faculty and students have access to a shared inverted spinning disk confocal microscope with environmental control. The department also houses a wide array of microscopes, including stereo and compound microscopes, as well as upright light microscopes equipped with fluorescent and DIC optics, advanced digital capture and image analysis software. A microplate reader with fluorescence, luminescence and absorbance facilitates high-throughput kinetic studies of cells, proteins, and small molecules. To conduct molecular analyses of DNA and proteins, the department has both end-point and real-time thermal cyclers, centrifuges, electrophoresis equipment, a plate reader for ELISA assays, and traditional and Nanodrop spectrophotometers as well as a Qubit fluorometer. The department houses sterile tissue culture facilities that are used for cell culture experiments and a wide assortment of physiology equipment that is used to measure intracellular and extracellular muscle and nerve activity, including voltage clamp amplifiers. Infrared and greenhouse gas analyzers and a dedicated stable isotope facility are used to evaluate plant and ecosystem metabolism in solid and gas samples. A greenhouse is available for plant biology and ecology research, and an on-campus pond serves as a research field site for the analysis of micro- and macro-organism diversity and water quality parameters.

Chemistry

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

Computer Science

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

Geology

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

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

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

In addition to two field-ready fully equipped Chevrolet Suburban 4x4 vehicles and a departmental 15-passenger van for transportation to field sites, the department has a wide array of field equipment for use by students. Basic mapping equipment includes twelve Brunton 5010 GEO Transit compasses, a high-precision Leica TPS 1100 total surveying station (theodolite and electronic distance meter), four high-precision Trimble differential GPS units including two handheld GeoXT's, and

backpack or pole mountable ProXRS and ProXH antennas with field-rugged handheld PCs for data acquisition. Detailed geophysical surveys are supported by an ASD field-portable visible- to near-infrared spectrometer a Bartington Grad601 dual magnetic gradiometer system, and a PulseEKKO 100 ground-penetrating radar system with 50, 100, and 200 MHz antennas. For environmental monitoring, students use Onset Hobo data loggers and sensors, a YSI dissolved oxygen sensor, and an In-Situ Troll 9500 multi-parameter water quality meter; other water monitoring equipment includes Van Dorn water sampling bottle, Secchi disk, and a General Oceanics mechanical flowmeter. For rock and sediment sample collection the department has rock hammers, multiple gas-powered rock drills, several Eijkelkamp augers and coring devices, and a Ponar sediment grab sampler.

Physics

The Department of Physics has many laboratories for education and research. The instructional advanced experimental physics laboratories house oscilloscopes, digital multimeters, power supplies, low-temperature facilities, and a great deal of ancillary equipment commonly found in research laboratories. The lab has vacuum chambers and pumps, particle detectors and counters, lasers and optical table equipment. The instructional electronics laboratory has 17 stations equipped with electronic breadboards, function generators, power supplies, oscilloscopes, multimeters, and computers.

The Atomic and Optical Physics research laboratory is equipped with three optical tables, two ultrahigh vacuum systems used for cooling and trapping of atomic rubidium, a host of commercial and home built diode laser systems, several YAG pumped dye laser systems, a high vacuum atomic beam system, an electron multiplying ccd camera, and a variety of other supporting equipment.

The Nanomaterials and Spintronics Laboratory has microfabrication facilities including an AJA ATC Orion high vacuum sputtering deposition system, a Karl Suss MJB3 mask aligner for photolithography, an optical microscope, Filmetrics thin-film thickness measurement system, a DI water purification system, and a chemical hood, hosted in a 100-square-foot class-1000 soft curtain cleanroom with the ceiling lighting suitable for photolithography. It also has two chemical hoods, a Princeton Applied Research potentiostat (VersaSTAT-200), and an ETS humidity control chamber for self-assembly and templated electrochemical deposition of nanomaterials. The magnetic characterization equipment includes a PMS MicroMagTM 3900 Vibrating Sample Magnetometer, shared with the Department of Geology, and a Magnetic Force Microscope.

The Bryn Mawr Plasma Laboratory has a 3000-liter high vacuum chamber and a 50kJ pulsed plasma source as well as a high-density array of magnetic diagnostics, various high voltage power supplies, and a multi-port vacuum chamber used for educating students on various vacuum port technology.

The Biophysics lab has a Nikon CiL Plus Microscope with Phase Contrast Lenses & DS-Fi3 Color Digital Camera, a custom built 200-gallon saltwater flow tank, and a custom built humidity and temperature controlled growth chamber for plant studies. It also houses a Nikon Ti2-E with CSU W1 Spinning-Disk Confocal microscope which has a ThermoBox Incubation Package designed for precise temperature and humidity

control. This confocal microscope is shared with the Biology department.

Along with the other science departments in the Park Science Center, the department has shared access to an Atomic Force Microscope, a Rigaku Ultima IV X-ray diffractometer and an on-campus computing cluster that has 84 computing cores, 512 GB RAM, and 144 TB of accessible storage.

Psychology

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

Instrument Shop

The Department of Science Services in the Park Sciences Building houses a fully-equipped Instrument Shop staffed by one full-time instrument maker and one analytical instrumentation specialist who design, build, troubleshoot and maintain the scientific equipment for instructional and research laboratories in all six natural science departments. Capabilities include 3D SolidWorks design modeling of instrumentation, 2- and 3-axis CNC milling machines, a precision instrument lathe, surface grinding, full welding complement (TIG, including aluminum and stainless steel), sandblasting, sheet metal machinery, as well as a large lathe and milling machine for oversized work. The instrument maker/designer works with undergraduates engaged in research, class projects, and senior thesis projects with the possibility of some hands-on machining and assembly from their designs if time allows. Help with material selection, design and production alternatives is also offered.

Facilities for the Arts

Goodhart Hall is home to the Dance and Bi-Co Theater program offices and serves as the main venue for their curricular performances and productions as well as the multidisciplinary Performing Arts Series. The Office for the Arts and Production Office are both housed in Goodhart and support curricular and student-run performance groups and administer the building's performance spaces. Entrance to all Goodhart facilities are wheelchair accessible, including the 512-seat McPherson Auditorium, with state-of-the-art lighting and sound systems; the Katharine Hepburn Teaching Theater, a flexible black-box-style space with theatrical lighting and sound capabilities; the Music Room, equipped with a small

stage and two pianos and used for Bi-Co Music lessons, Bi-Co Chamber Music and Chamber Singers rehearsals and recitals, as well as the Bryn Mawr Reading Series presented by the Creative Writing Program; and the Common Room, an intimate, carpeted space used for Bi-Co Theater classes and student works. Goodhart also offers practice rooms and classrooms for music with a suite of grand and upright pianos and instrument storage areas for academic music studies, student-led instrumental ensembles, choirs and acapella groups, and casual instrumental practice.

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

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

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

Students interested in learning more about art spaces and venues on campus may contact the Office for the Arts at 610-526-5300 or visit <https://www.brynmawr.edu/inside/offices-services/arts-bryn-mawr>.

The Bern Schwartz Fitness and Athletic Center

The 11,500-square-foot Bern Schwartz Fitness and Athletic Center boasts more than 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from a broad offerings of physical education classes, Bryn Mawr Fit Club classes and strength and conditioning sessions for student athletes. The fitness center has more than 100 different workout options, free weights, indoor cycling bicycles, ergs, and cardiovascular and strength training machines.

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

The outdoor athletics and recreation facilities includes; Applebee Field, Shillingford Field, seven tennis courts, a recreational and club sport field at the Graduate School of Social Work, and an outdoor track and field practice area. The Applebee Field, named for Constance M. K. Applebee, the

first director of physical education at the College and credited for bringing field hockey to the United States, was converted from natural grass to a synthetic field in 2012, and expanded to meet NCAA requirements for lacrosse, soccer and field hockey. In the Fall of 2023, Applebee Field was resurfaced for soccer and lacrosse. The Shillingford Field was named for Jenefer Shillingford, former athletic director and field hockey coach at the College. Shillingford Field was converted from grass to AstroTurf Paris GT during the 2023-24 academic year as a competition-level turf field for field hockey. The AstroTurf Paris GT was developed for the Paris 2024 Olympics and is the world's first and only carbon zero hockey turf.

Campus Center

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

STUDENT RESPONSIBILITIES AND RIGHTS

The Honor Code

A central principle of Bryn Mawr College is the trust that it places in its students. This trust is reflected in the academic and social Honor Codes and in the philosophy of self-governance which shapes student life. Individual students take responsibility for integrity in their academic and social behavior. Administration of the academic Honor Code is shared with the faculty and the Dean of the Undergraduate College. The Academic Honor Board, composed of both students and faculty, mediates in cases of infraction. The Social Honor Board consists of the eight members of the Academic Honor Board and four rotating members, one from each class. These students may provide mediation in cases where conflicts cannot be resolved independently by the individuals directly involved.

The successful functioning of the Honor Code is a matter of pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the Honor Code makes great demands on the maturity and integrity of students, it also grants them an independence and freedom that students value. For example, because of the Honor Code, many examinations are self-scheduled, allowing students to take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

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

Privacy of Student Records

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

Directory Information

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

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

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

Campus Crime Awareness and Fire Safety

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

These laws require all institutions of higher education within the Commonwealth to provide students and employees with information pertaining to, but not limited to crime statistics, security measures, fire statistics, fire safety measures, policies relating to missing persons, and penalties for drug use, on an annual basis. These acts also require that this information be available to prospective students and employees upon request.

The primary purpose of the federal law is to create a national reporting system on crime and safety, as well as fire safety for our nation's colleges and universities. Bryn Mawr College is located in Lower Merion Township, a quiet residential suburb of Philadelphia. Bryn Mawr has a strong crime-prevention and fire safety program that includes the entire community—students,

staff and faculty. The entire report is available on-line at www.brynmawr.edu/safety/act73.htm plus the link is disseminated via e-mail and print messages to the Bryn Mawr College Community by October 1st every year as required by law. Should you have other general questions please contact the Campus Safety Department at (610) 526-7911.

Right-to-Know Act

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

Class entering fall 2016 (Class of 2020)

- Size at entrance: 407
- Within 4 years: 78.4%
- Within 5 years: 81.3%
- Within 6 years: 82.6%

Equal Opportunity, Non Discrimination, and Discriminatory Harassment Policies

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

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

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

Access Services

Bryn Mawr College welcomes students with disabilities to the campus community. Access Services provides reasonable accommodations for eligible students protected under the Americans with Disabilities Act due to documented learning, physical, medical, or psychological disabilities. Students who may be eligible for academic adjustments in the classroom, housing modifications in the residence halls, or other modifications should make an appointment with the Office of Access Services by emailing accessservices@brynmawr.edu. For additional information about Access Services, including eligibility criteria, documentation requirements, and procedures for requesting accommodations should check the Access Services website at <https://www.brynmawr.edu/inside/offices-services/access-services>.

THE UNDERGRADUATE COLLEGE DIVISION

The Undergraduate College Division is committed to promote excellence, transformation, and social consciousness in all that we do. In collaboration with faculty, staff and the broader BMC community, we support students to explore their personal and academic interests to become thoughtful contributors in an ever-changing world.

The Undergraduate College Division advocates for a holistic wellness approach, addressing multiple facets of student development. Our guiding principles shape our daily practice, work, and interactions within the broader Bryn Mawr community.

- Student Success
 - Academic Support Services
 - Access Services
 - Class Deans
 - Fellowships
 - Global Education
- Campus Safety
- Career & Civic Engagement
 - Career Counseling
 - Employer Relations and Internships
 - Volunteer Programs
- Student Life
 - Counseling
 - Health Services
 - Residential Life
 - Student Engagement
 - Title IX
- The Impact Center for Community, Equity, and Understanding
 - Intercultural Engagement
 - International Student Support and Advising
 - Religious and Spiritual Life
 - Student Support and Belonging

Customs New Student Orientation

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

Academic Support Services

Academic support services at Bryn Mawr include the Office of Academic Support, the Writing Center, the Q Center, peer mentoring, peer tutoring and a variety of study-skills support services. The Office of Academic Support helps students identify and implement techniques for more effective learning, studying, test-taking, and note-taking. This Office also helps students explore effective techniques for time and stress management so that students feel confident and motivated in their academic work. The Office of Academic Support collaborates with students to identify and adopt methods that utilize their unique strengths and promote success. The Writing Center offers free, individual consultations with peer writing tutors to review, strategize and revise writing assignments and projects. The Q Center supports student work on quantitative problems in introductory courses across social science and science disciplines. The Q Center is staffed by Q mentors who are trained to help students with quantitative reasoning, problem solving strategies, and alleviating math anxiety. Peer mentoring and peer tutoring are available without cost to students. More information about academic support can be found at: <https://www.brynmawr.edu/inside/offices-services/academic-support>.

Career & Civic Engagement Center

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

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

- Alum in Residence: An opportunity for reciprocal exchanges of knowledge, alumnae/i from different majors and careers return to campus to spend a day interacting with faculty, students and staff.
- Student leadership roles as Career Peers or Student Coordinators of service programs.
- Paid work off-campus through the federally funded American Reads/American Counts tutoring programs or in a wide variety of other non-profit organizations through the Community Based Work Study Program.
- Coaching on resume building, LinkedIn profiles, navigating internship/job search, graduate school and interview skills.
- Intensives: 3-5 day educational programs focused on topics such as Management, AESOP Business Academy, Grantsmanship, Storytelling, Humanities @ Work, Leadership Empowerment Advancement Program (LEAP), and the Leadership Learning Laboratory.
- Structured volunteer programs in off-campus communities, such as Bryn Mawr Buddies where international students are matched with immigrant elementary school students or becoming a certified IRS tax preparer who assists low-income Montgomery County residents with income tax preparation through the Volunteer Income Tax Assistance (VITA) program.
- Praxis courses: Praxis means the integration of theory and practice. Praxis courses integrate fieldwork and hands-on experiences with what you learn in the traditional classroom.
- On-campus recruiting events, such as Meet Ups, which include visits from hiring employers and graduate schools.

Health and Wellness Center

The Health and Wellness Center offers a wide range of comprehensive medical and counseling services to all matriculated students. A detailed description of the services and fees can be found on the Health Center website: <https://www.brynmawr.edu/inside/offices-services/health-wellness-center>.

ADMISSION

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

Candidates are expected to complete a four-year secondary school curriculum and Bryn Mawr requires students earn a high school diploma or GED equivalent. Official final high school transcripts must be sent from the high school to the College confirming the student has graduated. If the Admissions Office

does not receive the student's graduation confirmation, the student's information is sent to the College's Registrar who will intervene prior to enrollment.

A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition, and literature through four levels; four levels of mathematics (preferably up to pre-calculus or calculus); four levels of one modern or ancient language, or a good foundation in two languages; work in history; and four levels in science, including two lab sciences (preferably biology, chemistry, or physics).

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

Application

For the 2024-2025 application cycle, Bryn Mawr College will accept The Common Application. There is no application fee. For more information about applying to Bryn Mawr, please visit: www.brynmawr.edu/admissions-aid/how-apply.

Admission Plans

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

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

Application Deadlines

Applications and all supporting materials are due:

Fall Early Decision (ED I): November 15

Winter Early Decision (ED II): January 1

Regular Decision Plan: January 15

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

Standardized Tests and Interviews

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

- SAT I or ACT scores are currently optional ; however, if admitted students have taken either the SAT I or ACT, the College will request those official scores before matriculation. While the test scores will not be reviewed by the Office of Admissions, they will be used for academic advising and placement.
- Non-US citizens and non-US permanent residents are required to submit the TOEFL, IELTS, or Duolingo exams if their primary language is not English and/or their language of instruction over the past four years has not been English. Because exams are only given on selected dates students should sit for their exams well in advance of the application deadlines.
- Official scores are preferred and should be sent from testing agencies such as the College Board (Bryn Mawr code: 2049) or the ACT (Bryn Mawr code: 3526). Information about the tests, test centers, fees, and dates may be obtained at www.collegeboard.com and www.actstudent.org.
- The Office of Admissions will accept self-reported SAT and/or ACT scores. Admitted students will need to submit official copies of their scores before matriculation. Early Decision students must submit scores by March 1. Regular Decision students must submit scores by June 1.

Students submitting test scores must have them completed in advance of the application deadline.

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

International Applicants

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

Non-US citizens and non-US permanent residents are required to submit TOEFL, IELTS, or Duolingo results if their primary language is not English and/or their language of instruction over the past four years has not been English. Because exams are only given on selected dates students should sit for their exams well in advance of the application deadlines. Bryn Mawr will accept official results of any of the TOEFL tests: computer, paper or internet based.

Early Admission and Deferred Entrance

Each year a few outstanding students enter the College after the junior year of high school. An interview is encouraged for early admission candidates.

A student admitted to the College may request to defer entrance for one year. Students who wish to defer their entrance must accept the offer of admission and pay their \$500 deposit. They can request to defer entrance online by June 15. Students will be contacted as to whether their requests have been approved by the Office of Admissions and then must pay an additional \$500 deposit to hold their spot in the following year's class.

Credit for Advanced Placement Tests and International Exams

Students who have carried advanced work in school and who have honor grades (a score of 5 is required in most subjects, 4 or 5 in Biology, Calculus, chemistry, computer science, German, Latin, Economics, physics, and statistics)) on the Advanced Placement tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the first year at the College. Additional information can be found on the Registrar's Office website <https://www.brynmawr.edu/inside/academic-information/registrar/registration/transfer-test-credit>

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

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

- Students who present the full International Baccalaureate diploma with a total score of 30 or better and honor scores in three higher-level exams normally receive one year's credit.
- Those with a score of 35 or better, but with honor scores in fewer than three higher-level exams, receive two units of credit for each honor score in higher-level exams plus two for the exam as a whole.
- Those with a score of less than 30 receive two units of credit for each honor score in a higher-level exam. Honors scores are considered to be 6 or 7 in English, French, history and Spanish; 5, 6 or 7 in other subjects.

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

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

Home-School and Alternative Education Applicants

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

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

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

Transgender Applicants

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

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

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

Transfer Applicants

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

The deadline for transfer application is March 1. Transfer applicants are required to submit The Common Application and all supporting documents.

Applicants are not required to submit standardized test scores and can apply test-optional. Non-US citizens and non-US permanent residents are required to submit TOEFL (www.toefl.org), IELTS (www.ielts.org), or Duolingo exam results if their primary language is not English and/or their language of instruction over the past four years has not been English.

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

The Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program was created to give women 24 years of age or above who have experienced an interruption in their college education the opportunity to attend Bryn Mawr College.

Applicants under the McBride program are required to submit The Common Application in addition to the items listed below. Please visit www.brynmawr.edu/admissions-aid/how-apply/nontraditional-students.

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

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

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

Readmission

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

BILLING, PAYMENT, AND FINANCIAL AID

The Offices of Financial Aid and Student Accounts

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

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

Costs of Education

The tuition and fees in 2024-25 for all enrolled undergraduate students, resident and nonresident, is \$ 65,920 a year.

Summary of Fees and Expenses for 2024-25

Tuition	\$64,500
Residence (room and board).....	\$19,400
College Fee	\$1,010
Self-Government Association Dues.....	\$410
Non U.S. Citizen and Non-Permanent Resident Health Insurance	\$2,794
Other Fees:	
Continuing enrollment fee (<i>per semester</i>)	\$530

Billing and Payment Due Dates

The College bills for each semester separately. Students will receive email notifications to their College email account when a billing statement is available. Fall bills are due August 1 and Spring bills are due January 2. Students can access their account online through Bionic. The College partners with Nelnet Campus Commerce to provide billing, payment, and payment plan services. By registering for courses each semester, students accept responsibility for tuition and fees. Students who notify Residence Life of their intent to live on campus accept responsibility for room and board charges. The College reserves the right to prevent a student from registering for classes, attending class or entering residence until payment of the College charges has been made each semester. No student may pre-register for the next semester, participate in room draw, order a transcript, participate in graduation, or receive a diploma, until all accounts are paid.

A fee of \$ 530 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College. Students studying abroad during the academic year are charged tuition for the semester(s) they are abroad.

When a Student Withdraws

Determination of Withdrawal Date

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

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

Students will be refunded 100% of their previously paid tuition, room and board, and college fee if the Registrar receives written notice that the student has withdrawn from the College or begun a leave of absence before the first day of classes.

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

Treatment of Title IV Federal Aid When a Student Withdraws

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

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

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

The student is entitled to retain federal aid based on the percentage of the semester the student has completed. As prescribed by federal formula, the College calculates the percentage by dividing the total number of calendar days in the semester into the number of calendar days completed as of the withdrawal date. Fall and spring breaks are excluded as

periods of nonattendance in the enrollment period. Once the student has completed more than 60% of the semester, the student has earned all of the Title IV assistance scheduled for that period.

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

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

The order of return of Title IV funds is:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal Iraq Afghanistan Service Grant
- Federal Supplemental Education Opportunity Grants (FSEOG)
- Other Title IV assistance

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

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

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

Deadlines for Returning Federal Title IV Funds

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

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

Treatment of College Grants When a Student Withdraws

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

Treatment of State Grants When a Student Withdraws

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

Financial Aid

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

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well qualified for education in the liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and other donors add to the amounts available each year. Bryn Mawr supported 80 percent of the undergraduate students at the College with financial aid during the 2022-23 academic year, awarding more than \$42.5 million in institutional grant aid.

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

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

Bryn Mawr Merit Scholarship

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

Students may receive a Bryn Mawr Merit Scholarship even with no demonstrated financial need. Merit scholarships may be awarded to U.S. citizens and permanent residents. Awards for 2023-24 ranged from \$35,000-\$45,000 per year. Scholarships are non-negotiable and only awarded at the time of admission. Merit scholarships are awarded for a maximum of eight semesters and renewable provided that the student is enrolled full time at Bryn Mawr.

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

- The Federal Direct Loan Program: Low interest federal loans for undergraduate students.

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

Instructions to apply for financial aid are on the Office of Financial Aid web page at: <https://www.brynmawr.edu/inside/offices-services/financial-aid>.

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

- Only applicants who apply for aid at the time of initial admission will be considered for Bryn Mawr Grant assistance during any of their subsequent years of enrollment at the College. To be considered for Bryn Mawr Grant assistance as a freshman, the applicant's response to the FA Intent question on The Common Application or Coalition Application must be affirmative. Applicants may apply and will be considered for federal aid, including the Federal Direct Loan Program, every year regardless of applying for institutional aid as a freshman.
- CSS PROFILE: Submit the CSS Profile by the published admission application deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.
- Free Application for Federal Student Aid (FAFSA): Submit the FAFSA by the published admission application deadline. The Bryn Mawr College federal code number is 003237. Parents and students are encouraged to import their data directly from the Internal Revenue Service (IRS) to the FAFSA using the IRS Data Retrieval (IRDT) tool.
- Federal Tax Returns: Parents of dependent students and independent students and their spouse (if applicable) must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W-2 forms to the College Board Institutional Document Service (IDOC). Parents of dependent students and independent students and their spouse (if applicable) who are not required to file a federal income tax return must submit copies of all W-2 forms along with a Parent or Student Non-Tax-Filer Form to IDOC. All documents should be submitted to IDOC by the deadline. Note: Dependent students

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are only required to submit a signed copy of their complete federal income tax return or Student Non-Tax-Filer Form and W-2 forms if they are selected for verification.

- Trust Documents: Students and parents who are beneficiaries of trust funds (other than Uniform Gift to Minor Act trusts) must submit a copy of the Trust Tax Form 1041, the beneficiary's K-1 form, the year-end investment account statement for the trust assets, and a copy of the trust instrument governing the management of the trust by the Trustee to IDOC.

Returning Students

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

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

Submission Dates	• FAFSA • CSS/Financial Aid PROFILE • Noncustodial PROFILE (if applicable)	Tax Returns
Early Decision I	November 15	November 15
Early Decision II	January 1	January 1
Regular Decision	January 15	January 15
Fall Transfer	March 1	March 1
Returning Students	Submit all documents by April 15	

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

First Year and Transfer

- CSS PROFILE: Submit the CSS Profile by the published admissions application deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.
- Report your seven-digit Bryn Mawr College Assigned ID to ensure accurate processing of your financial aid results.
- Iran residents cannot complete a Profile and should instead use the International Financial Aid Application. This form is available from the Bryn Mawr website: www.brynmawr.edu/financial-aid/undergraduate-applicants/international-applicants.
- Please fax 001-610-526-5249, or email as a PDF to finaid@brynmawr.edu.

Returning Students

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

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

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

Loan Funds

Federal Direct Loans

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

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

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

Loan fees will be deducted proportionately from the gross amount on all Federal Direct Loans. The amount of loan funds the student receives is less than the amount borrowed, but the student is responsible for repaying the entire amount borrowed and not just the amount received. For all loans where the first disbursement is made on or after October 1, 2020 and before October 1, 2025, the loan fee for undergraduate students is 1.057%. The Department of Education will notify borrowers of fee changes.

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

U.S. Citizens and Permanent Residents

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

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

Federal Direct PLUS Loan

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

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

Interest rates on PLUS loans are set by Congress. Under the Bipartisan Student Loan Certainty Act of 2013 federal loan interest rates are tied to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. Each loan has a fixed interest rate for the life of the loan. Borrowers may view interest rate changes for the 2024-2025 academic year at <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

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

International Loan

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

Federal and State Financial Aid Satisfactory Academic Progress Policy

The Office of Financial Aid reviews federal aid applicants at the close of each payment period (term) to determine if Satisfactory Academic Progress (SAP) is being met in accordance with Federal academic standards and Federal policies. We will review both the qualitative (cumulative grade point average) and quantitative (pace of completion) progress of enrolled students. This process is independent from standards set forth by the Committee on Academic Standing (CAS) and the institutional Satisfactory Academic Progress Policy. Students who do not maintain SAP as outlined below will become ineligible for Federal and State financial aid.

General Requirements

Each student is responsible for meeting all degree requirements. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work. Students normally carry a complete program of four courses (four units) each semester and are expected to complete the full-time course of study in eight enrolled semesters. A student may register for 3.0, 3.5, 4.5, 5.0, or 5.5 units per semester with the approval of the student’s Dean. Federal regulations require institutions to check the academic progress each payment period (term). At Bryn Mawr, students must meet the quantitative and qualitative measures as outlined below to maintain eligibility for federal and state financial aid.

Quantitative (pace):

Students who fail to meet the below standards will be reviewed at the close of the semester by the Committee on Academic Standing (CAS) and the Office of Financial Aid. Students must meet the following requirements to maintain eligibility for Federal Title IV financial aid.

Pace:

Thirty-two units are required to complete the A.B. degree. All students must be on pace to complete the A.B. degree within 150% of the standard thirty-two units. To meet these guidelines, students must complete at least 67% of all courses attempted in any single semester and at least 67% cumulatively.

Courses in which a student has earned the following grades for any reason, including non-attendance, will count as units attempted but not completed: WD (withdrawal), 0.0 (failure), NC (a failure earned in a course taken credit / no credit), NGR (no grade), UI (unauthorized incomplete), or (I) Incomplete.

If a student has a grade changed in the term immediately following the SAP failure (ex., If a student did not meet SAP for

incompletes in the fall semester, that was changed to a grade in the spring semester than resulted in passing grades that allowed the student to meet the pace or GPA requirements) the students SAP status may be changed to satisfactory and Federal aid may be processed. Any grade changes that occur after the subsequent semester will not be eligible in a recalculation of SAP.

Repeated courses, and unofficially audited (visited) courses count as neither units attempted nor completed. Courses taken at other institutions that are approved to be used as transfer credit towards the degree by the Registrar’s office will be considered towards the student’s pace requirement as both attempted and completed courses. These standards apply to students enrolled in dual degree programs.

Students granted permission to study part-time, such as McBride Scholars, must meet all quantitative measures.

Federal regulations limit a student’s eligibility to receive federal aid to a timeframe that is equal to 150% of the normal time needed to receive a degree. For Bryn Mawr, this means a student can receive federal aid for a maximum of 12 semesters as they strive to complete the 32 mandatory credits required to receive a Bryn Mawr degree. However, to ensure that the student can do this within this length of time, a minimum number of completed credits is expected per semester, and this is part of the quantitative measure. Therefore, at the end of each semester a student must have successfully completed the following number of credits:

- End of First Semester = 3.0 cumulative credits
- End of Second Semester = 5.5 cumulative credits
- End of Third Semester = 8.0 cumulative credits
- End of Fourth Semester = 11 cumulative credits
- End of Fifth Semester = 13.5 cumulative credits
- End of Sixth Semester = 16.0 cumulative credits
- End of Seventh Semester = 19.0 cumulative credits
- End of Eighth Semester = 21.50 cumulative credits

To receive institutional financial aid beyond eight semesters, the student must submit a written appeal to the Financial Aid Office for a Committee review.

- End of Ninth Semester = 24 cumulative credits
- End of Tenth Semester = 27 cumulative credits
- End of Eleventh Semester = 29.5 cumulative credits
- End of Twelfth Semester = 32 cumulative credits

Transfer students are assigned a prorated timeframe based on the academic level at which they are classified when they matriculate.

Qualitative: Because Bryn Mawr does not have an established GPA measure for a student’s first year, but rather tracks a student’s progress via monitoring by the student’s advising dean and the Committee on Academic Standing, the Financial Aid Office is required to use the federal standard of:

Units attempted	Required Cumulative GPA
0-8	1.75
8-16	2.00

The cumulative GPA is monitored at the end of each semester. Students failing to maintain the outlined cumulative GPAs

based on units attempted will be placed on financial aid warning (which is separate from any academic action) for the subsequent semester and may receive federal aid for that semester. If at the end of the warning semester the student has achieved the requisite cumulative GPA, federal aid eligibility may continue. If the student fails to bring up the GPA to the requisite cumulative GPA, all future federal aid eligibility is suspended. The student may appeal for an additional semester of aid eligibility, as outlined below. The student may have federal aid eligibility reinstated once they have achieved the cumulative GPA, but this eligibility may not be retroactive. Students enrolled in summer courses will be reviewed once the summer payment period has ended.

Repeating Courses

With the permission of the instructor, a student who fails a course may enroll in it a second time. The initial enrollment and failing grade remain on the student's transcript and count towards the overall GPA. In extraordinary circumstances, a student who receives a grade of 1.00, 1.30 or 1.70 may repeat the course after receiving the permission of the Special Cases Committee. The student would receive unit of credit for the first attempt only. However, both grades would count toward the overall cumulative GPA. With the permission of the Committee, a student may repeat up to two courses, and not more than one in any semester.

Transfer credits: With prior approval from the Registrar's office, transfer credits will count towards both attempted and completed courses for pace towards degree completion but will not count toward a student's cumulative GPA.

Notification and Right to Appeal: A student who fails to meet either the Pace (quantitative) or GPA (qualitative) requirements as outlined above will be placed on a financial aid warning for the subsequent semester. Students will be notified by the Office of Financial Aid that they are on a SAP warning, and may continue to receive Federal and State financial aid during this semester. A student who fails to meet SAP for a second consecutive semester will be placed on SAP Suspension and lose Federal and State financial aid eligibility. These students who lose federal and state aid eligibility will be notified in writing, by email by the Office of Financial Aid. Students on suspension have the right to appeal. An appeal form and guidelines will be included with the official notification of loss of eligibility. Appeals received later than two weeks after notification will be reviewed at the discretion of the Dean of Financial Aid.

General criteria for appeals may include student's injury or illness, death of a close relative, or other special circumstances (which may include personal or family emergencies, natural disaster, etc.).

Appeals:

An appeal form is preferred, however is not required if the student provides the following information:

A detailed account of

- Why the student failed to make SAP
- What has changed that will allow the student to make SAP going forward
- Steps the student will take to make SAP going forward

Appeals will be reviewed by the Office of Financial Aid. If the appeal is approved, the student will be placed on a

semester of SAP Probation and continue to be eligible for Federal financial aid. In addition, the student must meet with their dean to prepare an academic plan that will satisfy the SAP requirements, with the Dean agreeing to monitor the student's progress in accordance with the plan. If more than one payment period is required to meet progress standards, the student and the Dean will make this clear in the Academic Plan that is created, including what must be required in each payment period, or term.

Regaining eligibility: Students may regain eligibility without an Academic Plan by achieving the SAP standards as indicated.

Note that all students are also subject to the college's Institutional Satisfactory Academic Progress Policy, found under the Academic Regulations section of this handbook.

Scholarship Funds

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

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

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

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

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

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

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

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

The Menakka Weerasinghe Bailey and Essel Bailey Fund was established by Menakka 1965 and Essel Bailey to provide undergraduate financial aid. (2021)

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

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

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

The Edith Schmid Beck Scholarship Fund was established by Edith Schmid Beck '44. The fund shall be used to provide undergraduate financial aid to a student working toward world peace who have shown genuine commitment to working toward international peace and justice, regardless of their academic major. Edith Beck had strong interest in fostering global solutions to world problems; she made a life-long commitment to erasing human differences that led to conflict and to working toward a worldwide acceptance and compliance with a universal code of law and social justice. (1999)

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

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

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

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

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

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

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

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

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

The Bryn Mawr College Investment Office's Scholarship Co-Investment Vehicle was established in 2023 to fund undergraduate scholarships. (2023)

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

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

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

The Cynthia Butterworth Burns 1959 Scholarship Fund was established by Cynthia Butterworth Burns '59. The fund shall be used to provide undergraduate financial aid. (2016)

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

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

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

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

The Amie 1943 & Yvonne 1965 Chabrier Scholarship Fund was established by Yvonne Chabrier 1965 to provide scholarship assistance to undergraduate students who demonstrate need with a preference for students who have an interest in French culture. (2023)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Commonwealth Scholarship was established by an anonymous donor to fund undergraduate financial aid for students with demonstrated financial need with preference for students from Virginia. (2021)

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

The Regina Katharine Crandall Scholarship Fund was established by a group of Regina Katharine Crandall's students and friends. She was a member of the teaching staff at Bryn Mawr College from 1902 to 1916; Associate in English 1916 to 1917; Associate Professor of English Composition 1917

to 1918; Margaret Kingsland Haskell Professor of English Composition 1918 to 1933. The fund shall be used to provide undergraduate financial aid with preference to a student who has shown excellence in writing. (1950)

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

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

The Annie Lawrie Fabens Crozier Scholarship Fund was established by Mr. and Mrs. Abbot F. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier '51, who died only a few years after her graduation from Bryn Mawr. The fund shall be used to provide undergraduate financial aid with preference to a Junior or Senior majoring in English. (1960)

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

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

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

The Sonali DeRycker 1995 Scholarship Fund was established by Sonali Dhawan DeRycker 1995 to fund undergraduate scholarships. Preference will be given to students from the western United States or mountain states coming from a public high school. (2024)

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

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

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The Kelly Lynn Douglas 2024 Scholarship Fund was established in 2023 by Edward and Kym Douglas to fund undergraduate scholarships, with a preference for students pursuing STEM degrees, especially those interested in engineering. (2023)

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

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

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

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

The Charles E. Ellis Scholarship shall be used to provide undergraduate financial aid for Philadelphia public school graduates. (1985)

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

Helen T. Farr '59 Scholarship Fund was established by Helen Tremain Farr, A.B. 1959 of Washington, D.C. The fund shall be used to provide undergraduate financial aid. (2020)

The Helen Feldman Scholarship Fund was established by the Class of 1968 for the establishment of a Fund in the name of Helen Feldman '68, their classmate who was killed in an automobile accident in August, 1967, the summer before her senior year. The fund shall be used to provide undergraduate financial aid for a student spending the summer studying in Russia. (1968)

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

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

The Alison Barbour Fox 1947 Scholarship was established by Alison Barbour Fox 1947 to support undergraduate financial aid, with preference for international students and underrepresented populations. (2021)

The Fraser Scholarship Fund was established by Barbara Gaines Fraser '65 and David W. Fraser to fund undergraduate

scholarships, with preference for non-U.S. citizen students. (2022)

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

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

The Jia Joanna Gao '19 Scholarship was established by Jia Joanna Gao '19 and her family. The fund shall be used to provide undergraduate financial aid, with a preference for international students. (2019)

The Donald N. Gellert Scholarship Fund was established by the Leopold R. Gellert Family Trust. The fund shall be used to fund undergraduate scholarships in celebration of Donald's 80th Birthday. (2019)

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

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

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

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

The Juliet Goodfriend 1963 Scholarship Fund was established by Juliet Goodfriend 1963 to provide scholarship assistance to undergraduate students who demonstrate financial need with a preference for students from the Philadelphia region. (2023)

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

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

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

The Margaret Winthrop McEwan Hansen '46 Scholarship Fund was established by Laurie Hansen Saxton '79 in honor of her mother, Margaret Winthrop McEwan Hansen '46. The fund shall

be used to support a student with need who is interested in the sciences. (2013)

The Alice Hendrick Hardigg 1951 Endowed Scholarship was established by Arthur P. Hardigg in honor of his mother. The fund shall be used to provide undergraduate financial aid with preference for a student majoring in Literatures of English or the humanities. (2022)

The Alice Cohen Harrison '36 and Sally R. Harrison '71 Scholarship Fund was established through the bequest of Alice Cohen Harrison and by Walter C. Harrison in honor of Sally R. Harrison '71. The fund shall be used to provide unrestricted support for the general purposes of the College with a preference for providing financial assistance to an undergraduate student with documented financial need. (2014)

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

The Catharine Hawkins Scholarship Fund was established by an anonymous donor to fund undergraduate scholarships with a preference for students from the western United States or mountain states coming from a public high schools. (2023)

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

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

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

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

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

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

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

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

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

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

The Lillia Babbitt Hyde Scholarship Fund was established by the Lillia Babbitt Hyde Foundation. The fund shall be used to provide undergraduate financial aid to students who plan to pursue a medical education or a scientific education in Chemistry. (1963)

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

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

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

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

The Albertha Luella Benton Jones and Dawn Aletha Carpenter Scholarship was established to fund undergraduate scholarships in memory of two beloved grandmothers and Philadelphia natives, who, through differing means, taught the women in their families the importance of aspiring to and striving for more. (2022)The Hope Haskell Jones 1956 Scholarship was established by Hope Haskell Jones 1956 to fund undergraduate scholarships. (2024)

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

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

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

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

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

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

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

The Kohn Family Scholarship Fund was established by Martha and Jeffrey Kohn in honor of their daughter, Alexandra Kohn 2016. The fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need. (2014)

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

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

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

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

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

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

The Langdon-Schieffelin Fund was established by Bayard Schieffelin and his wife, Virginia Loomis Schieffelin '30, during the Centennial Campaign. They requested that The Langdon-Schieffelin Fund be established, saying that the funds were given in gratitude for the years at Bryn Mawr of the following students: Julia Langdon Loomis, Class of 1898, Ida Langdon, Class of 1905, Barbara Schieffelin Bosanquet '27, Virginia Loomis Schieffelin '30, Barbara Schieffelin Powell '62. The

fund shall be used to provide faculty salaries or undergraduate financial aid. (1982)

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

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

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

The Nora Lavori, Class of 1971 Scholarship Fund was established by Nora Lavori via the Lavori Sterling Foundation to fund an undergraduate scholarship for a student with demonstrated financial need. (2023)

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

The Jean Lucas Lenard '59 Scholarship Fund was established by John and Jean Lucas to provide financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. This scholarship will provide support to a junior or senior pursuing a career in biochemistry or molecular biology. (2011)

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

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

The Bey-Shan Chien Liu '98 & Eric Liu Scholarship Fund was established by Bey-Shan Chien Liu '98 and Eric Liu to fund undergraduate scholarships. The Fund is to be awarded in the following order of preference: first, to students from the southern United States, with first preference given to graduates from the Louisiana School for Math, Science & the Arts or residents of Louisiana; second to a student who is the first in their immediate family to attend college. (2023)

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

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

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

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

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

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

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

The Jean May 1971 Scholarship Fund was established by Jean May 1971 to fund undergraduate scholarships with a preference for students from Texas or southwestern Pennsylvania. (2020)

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

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

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

The Mary-Berenice Morris McCall '52 Memorial Fund for Study Abroad was established by Dr. John P. McCall. The fund shall be used to provide undergraduate financial aid for students studying abroad. (2015)

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

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

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

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

The Karen Lee Mitchell '86 Scholarship Fund was established by Carolyn and Gary Mitchell in memory of their daughter,

Karen. The purpose of the Fund is to provide scholarship support for students of English literature, with a special interest in women's studies, a field of particular concern to Karen Mitchell. The fund shall be used to provide undergraduate financial aid. (1992)

The Caroline and Peter Moore Fund was established by Caroline Moore '56 and her husband Peter "for post-college women with financial need who have matriculated at Bryn Mawr from the Special Studies Program." The fund shall be used to provide undergraduate financial aid. (1982)

The Mrs. Wistar Morris Japanese Scholarship was established by the Japanese Scholarship Committee of Philadelphia. The fund shall be used to provide undergraduate financial aid for Japanese students. (1978)

The Margaret Morrow 1971 Scholarship Fund was established in 2019 by a generous gift from Marilyn McCloskey 1972. The Fund shall be used to provide undergraduate financial aid. (2019)

The Loretta and Ralph Myerson Scholarship Fund was established in 2021 by Patricia Huntington P2007 to fund undergraduate scholarships with a preference to support students interested in education or medicine. (2021)

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

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

The Harriet Nicol Endowed Scholarship Fund was established by the Harriet Nicol Foundation to provide undergraduate financial aid. (2021)

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

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

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

The Pacific Northwest Scholarship Fund was established to provide undergraduate financial aid to students from the Pacific Northwest. (1976)

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

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

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

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

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

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

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

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

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

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

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

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

The Julia Krekstein Rosenberg 1977 Endowed Scholarship Fund was established by Julia Krekstein Rosenberg '77. The fund shall be used to provide undergraduate financial aid for students who qualify for federal student aid. (2021)

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly '91. The fund shall be used to provide undergraduate financial aid for a student from a high school of the Catholic Archdiocese of Philadelphia. Should no graduate of the Archdiocesan school system require financial aid in a given year, the Quinn Scholarship shall be awarded to a student with financial need in the Katharine E. McBride Scholars Program, or to another nontraditional-aged student at the College. (1991)

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

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

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

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

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

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

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

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

The Julia Krekstein Rosenberg 1977 Endowed Scholarship Fund was established in 2021 by a generous gift from Julia Krekstein Rosenberg '77. The fund supports undergraduate scholarships for students who qualify for federal financial aid. (2021)

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

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

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

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

The Schwartz Merit Scholarship Fund was established by Rosalyn Ravitch Schwartz '44. The fund will provide

scholarship support for deserving undergraduates at Bryn Mawr. (2013)

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

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

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

The Rebecca Shapley 1996 Scholarship Fund was established by Rebecca Shapley 1996. The fund shall be used to provide undergraduate financial aid. (2022)

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

The Slotznick Scholarship Fund was established by Lisa Slotznick 1979 to fund undergraduate scholarships. (2024)

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

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

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

The Lydia Agnew Speller 1975 Scholarship Fund was established by Melinda Sanders '75 in memory of her classmate and friend, Lydia Agnew Speller '75. The fund shall be used to provide undergraduate financial aid. (2021)

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

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

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

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

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

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

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

The Dean Hayley Thomas Scholarship Fund was established by Alexis Blevins Baird 2005 and Bridget Baird 1969 in memory of Dean Thomas. The fund shall be used to provide undergraduate financial aid. (2018)

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

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

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

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

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

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

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

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

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

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

The Mildred and Carl Otto Von Kienbusch Fund for Undergraduate Scholarships was established by a bequest from Carl Otto von Kienbusch of New York City, husband of the

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late Mildred Pressinger von Kienbusch, Class of 1909. The fund shall be used to provide undergraduate financial aid. (1976)

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

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

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

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

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

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

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

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

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

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

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

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

The Diana Wilkens 1968 Scholarship Fund was established by Diana Wilkens 1968 to fund undergraduate scholarships. (2023)

The William H. Willis Endowed Scholarship Fund was established by Caroline C. Willis '66 in memory of her father.

The Fund provides scholarship support for undergraduate students, with preference for students from the South or students who are studying Classical Studies. (2008)

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

The Margaret W. Wright and S. Eric Wright Scholarship was established by a bequest from Margaret White Wright '43, of Charleston, West Virginia. The fund shall be used to provide undergraduate financial aid to students of Quaker lineage attending the College. (1985)

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

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

International Funds

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

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

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

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

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

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

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

The Middle East Scholarship Fund was established by Eliza Cope Harrison '58, of Ann Arbor, Michigan. The purpose of the Fund will be to enable the College to make scholarship awards

to able students from a number of Middle Eastern countries. While the countries have not been specifically named, it is expected that Iran and Turkey will be included. The fund shall be used to provide undergraduate financial aid. (1975)

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

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

The Elizabeth G. Vermey Scholarship Fund was established by friends of Elizabeth G. Vermey '58, who was the Director of Admissions at Bryn Mawr College from 1965 to 1995. The fund shall be used to provide undergraduate financial aid for an international student. (2008)

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

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The Curriculum

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

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

Requirements for the A.B. Degree for students who matriculated in the fall of 2023 or later

- Thirty-two units of work are required for the A.B. degree. These must include
- One Emily Balch Seminar.
- One unit to meet the Quantitative and Mathematical Reasoning Requirement (preceded by the successful completion of the Quantitative Readiness Assessment or Quantitative Readiness Seminar).
- Two units to satisfy the Foreign Language Requirement.
- One unit to satisfy the Power, Inequity, and Justice Requirement.

- Four units to meet the Distribution Requirement.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete six half-semester of physical education courses, including the required wellness class, THRIVE. They must also successfully complete a swim proficiency requirement and meet the residency requirement. Students will normally satisfy the Emily Balch Seminar, the Quantitative and Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits taken at Swarthmore or Penn through the Quaker Consortium or transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy any of these requirements, although they might allow a student to place into a more advanced course.

Requirements for the A.B. Degree for students who matriculated between the fall of 2011 and Fall 2022 (students who matriculated prior to fall 2011 should consult prior catalogs)

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

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

In addition, all students must complete six half-semester of physical education courses, including the required wellness class, THRIVE. They must also successfully complete a swim proficiency requirement and meet the residency requirement. Students will normally satisfy the Emily Balch Seminar, the Quantitative and Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy any of these requirements, although they might allow a student to place into a more advanced course.

Emily Balch Seminar Requirement

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

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grade of 2.0 or higher in the seminar in order to satisfy this requirement.

Quantitative Requirement

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

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

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

Foreign Language Requirement*

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

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

Power, Inequity, and Justice Requirement (Beginning with the Class of 2027)

The goal and method of a Bryn Mawr education is the open exploration and discussion of complex, challenging questions and topics across all fields of inquiry, in a community with students and faculty of diverse backgrounds, experiences, and positionalities. The Power, Inequity and Justice requirement foregrounds more explicitly a basic ethical component of a twenty-first century education: an understanding of the ways that power dynamics and hierarchies shape the production of knowledge and access to opportunity, as well as engagement with histories and futures of social transformation and justice. The requirement provides students the opportunity to creatively, productively, and collaboratively explore these issues.

Before the start of the senior year, each student must have completed, with grades of 2.0 or higher, a one-unit course at Bryn Mawr or Haverford Colleges that focuses on issues

of power, inequity, and justice. Courses used to meet this requirement may also satisfy other college-wide requirements. Courses that satisfy this requirement are designated “PIJ” in the course catalog and guides.

Power Inequity, and Justice requirement learning goals

Courses fulfilling the requirement will achieve one or more of the following goals:

- Identify and understand the societal, physical, and/or psychological effects of racialization, racial discrimination, dispossession, and exploitation caused by systemic structural inequality and structures of power;
- Identify and understand the societal, physical, and/or psychological effects of being defined by one’s race, ethnicity, sexual orientation, gender, class, nationality, disability, religious beliefs, and/or culture; and/or other forms of systemic structural inequality;
- Gain knowledge of and critical perspective on histories and legacies of colonialism and/or imperialism, including but not limited to exploitation, enslavement, displacement, genocide, and extraction;
- Develop understanding of how axes of power and difference—such as race, ethnicity, sexual orientation, gender, class, nationality, disability, religious beliefs, culture, etc.—interact to produce inequalities and hierarchies;
- Critically examine disciplines and fields of study in order to recognize and address racial and other forms of bias or differential access that are not otherwise surfaced through conventional approaches;
- Critically examine how forms of discrimination and inequity can be both perpetuated and challenged through diverse modes of cultural expression (literary, visual, musical, linguistic, etc.);
- Gain theoretical and methodological tools to study and document drivers of systemic inequity and/or responses to inequity in contemporary and historical contexts;
- Gain theoretical tools and vocabulary to use embodied knowledge and life experience as a basis for critical thinking and creative work;
- Develop skills and vision for undertaking reparative, restorative, and liberating work for the self and in the local and broader communities.

The plurality of learning goals articulated here reflects our commitment to diverse ways of engaging with issues of power, inequity, and justice. The manner and method of addressing these goals, as well as the evaluation of their effectiveness, will remain the prerogative of individual faculty members.

Distribution Requirement: Approaches to Inquiry

The course of study in the major provides students the opportunity to acquire a depth of disciplinary knowledge. In order to ensure exposure to a broad range of frameworks of knowledge and modes of analysis, the College has a distribution requirement that directs students to engage in studies across a variety of fields, exposes them to emerging areas of scholarship, and prepares them to live in a global society and within diverse communities. The aim of this

distribution requirement is to provide a structure to ensure a robust intellectual complement to a student's disciplinary work in the major.

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

1. Scientific Investigation (SI): understanding the natural world by testing hypotheses against observational Evidence. These are courses in which students engage in the observational and analytical practices that aim at producing causal understandings of the natural world. They engage students in the process of making observations or measurements and evaluating their consistency with models, hypotheses or other accounts of the natural world. In most, but not all, cases this will involve participation in a laboratory experience and will go beyond describing the process of model testing or the knowledge that comes from scientific investigation.
2. Critical Interpretation (CI): critically interpreting works, such as texts, objects, artistic creations and performances, through a process of close reading. These courses engage students in the practice of interpreting the meanings of texts, objects, artistic creations, or performances (whether one's own or the work of others) through close reading of those works.
3. Cross-Cultural Analysis (CC): analyzing the variety of societal systems and patterns of behavior across space. These courses encourage students to engage with communities and cultures removed from their own. Using the tools, methodologies and practices that inform our scholarship, students will develop a deeper sense of what it means to analyze or interpret a human life or community within a "culture." A central goal is to overcome the tendency to think that one's own culture is the only one that matters.
4. Inquiry into the Past (IP): inquiring into the development and transformation of human experience over time.

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

These approaches are not confined to any particular department or discipline. Each course that satisfies the distribution requirement will focus on one (or possibly two) of these Approaches. The distribution classifications can be found in the course guide and in BiONiC, and students should work with their deans and advisers to craft their course plan. Although some courses may be classified as representing more than one Approach to Inquiry, a student may use any given course to satisfy only one of the four Approaches.

Students cannot use the same course to meet both the QM, Foreign Language, and distribution requirements but may count one course towards both the [new requirement] and the distribution requirement. Similarly, a student may use one course (but no more than one) towards both the distribution requirement and the major. A student may use credits taken

at Swarthmore or Penn through the Quaker Consortium or transferred from other institutions to satisfy these requirements only with prior approval. No more than one course in any given department may be used to satisfy distribution requirements.

The Major

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

The following is a list of major subjects.

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

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

The declaration of a major is part of the Sophomore Planning Process. Students shall consult with the departmental adviser and complete a major work plan, which the student then shares with the dean.

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Students may not choose to major in a subject in which they have incurred a failure, or in which their average is below 2.0. Students may double major with the consent of both major departments and their dean. Even when a double major has been approved, scheduling conflicts may occur which make it impossible for a student to complete the plan.

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

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

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

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

The Independent Major Program

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

- Students should seek advice early in the process. Most students meet with potential faculty advisers and their dean in the spring of the freshman year to share their interests and to begin developing plans.
- Students should have a back-up plan for an established major in case they cannot find faculty advisers or their independent major proposal is not approved.
- The application for an independent major consists of the following components:
- A proposal that describes the student's interest in the proposed field of study. The proposal should explain why the student's interests cannot be accommodated by an established major, or a combination of an established major and a minor or concentration. It should identify the key intellectual questions the major will address and explain how each proposed course contributes to the exploration of those questions. The proposal should include possible ideas for a thesis topic.

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

All complete applications are reviewed by the Independent Major committee. The committee's decisions are final. The fact that a particular topic was approved in the past is not a guarantee that it will be approved again.

The committee considers the following issues:

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

If the committee approves the proposal, the student submits an independent major work plan. The plan is reviewed and signed by the faculty advisers and the chair of the independent major committee. The committee continues to monitor the progress of students who have declared independent majors and must approve, along with the advisers, any significant changes in the program. A grade of 2.0 or higher is required for all courses in the independent major. If this standard is not met, the student must change to a departmental major.

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

Physical Education Requirement

The Department of Athletics and Physical Education affirms the College's mission by offering a variety of opportunities

promoting self-awareness and the development of skills and habits that contribute to an ongoing healthy lifestyle. The Department offers a comprehensive program that includes competitive intercollegiate athletics, a diverse physical education curriculum and fitness and wellness programs designed to enhance the quality of life for the campus community.

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

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

Qualified students may also earn credit for instructional independent study programs at Bryn Mawr by prior approval only. (Two credits maximum). PE credit can be earned for certain dance classes in the Bryn Mawr Dance Department, providing the class is not offered for academic credit.

PE classes, except for independent study classes, can be taken at Haverford College. Students are expected to complete all aspects of the PE requirement by the end of their sophomore year. Failure to meet these expectations will be reported to the Dean's Office.

Transfer and McBride Students: For the purposes of the PE requirement, McBride students are treated as either sophomore or junior transfer students, depending on their academic status. All transfers must complete the swim proficiency requirement by either completing the swim proficiency test or by completing a swim class at Bryn Mawr College. Sophomore transfer students must also complete 3 PE elective credits from the PE general requirements. Junior transfer students must complete 1 PE elective credit from the PE general requirements. For specifics on credit allocation and policies regarding what programs satisfy PE requirements, students and advisors are encouraged to reference the Physical Education Website: gobrynmawr.com/information/physical_education/requirements

Residency Requirement

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

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

Exceptions

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

Commencement Participation

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

ACADEMIC REGULATIONS

Registration

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

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

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

Credit/No Credit Option

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

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

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

ACADEMIC REGULATIONS

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

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

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

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

NOTE: For Spring 2020 and Academic year 2020-2021 emergency Credit/No Credit and Pass/Fail policies were put into place in response to the COVID-19 Pandemic.

Course Options

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

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

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

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

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

Half-Semester Courses

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

Note that half-semester courses follow registration deadlines that differ slightly from full semester courses.

Cooperation with Neighboring Institutions

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

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

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

Bryn Mawr students in good academic standing may register for up to two courses per semester at the University of Pennsylvania on a space-available basis, provided that the course does not focus on material that is covered by courses at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn. These courses will normally be liberal arts courses offered by the College of Arts and Sciences. However, over one's time at Bryn Mawr, a student may count towards the degree up to four courses taught outside the College of Arts

and Sciences at the University of Pennsylvania. To ensure that students spend their first two years exploring the liberal arts curriculum, gaining breadth, and preparing for a major, students will enroll in no such courses during the first year of study and no more than one such course in the sophomore year. These courses must be taken during the fall or spring semesters; summer courses are excluded.

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

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

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

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

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

Conduct of Courses

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

Quizzes and Examinations

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

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

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

Extensions and Incompletes

Most courses are cumulative and are designed to enable students to complete work within one semester. The instructor's assessment is based on the contributions made and work completed within that time period. For these reasons, it is important to your learning, to your classmates, and to your instructor that you do your part by preparing for and attending classes regularly and by submitting assignments and taking quizzes/tests/exams on the schedule devised by your instructor and within the college-wide deadlines for the semester. Assignments due during the semester proper must be handed in by 5 p.m. on the last day of written work, which is the last day of classes. Final exams or final papers written in lieu of exams must be handed in by 12:30 p.m. on the last day of the exam period. Note that the exam period ends earlier for seniors. These deadlines are noted on the Registrar's website.

Nonetheless, situations may arise that interfere with a student's ability to meet one of their deadlines and a student may reach out to their instructor to request an extension. Please note that an extension is not guaranteed and your instructor is not required to provide one.

During the 14 weeks of classes

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

If you think you will be unable to meet a deadline set by your instructor, here are some guidelines about your next steps.

- Review your notes, your syllabus and Moodle for any policies your instructor may have announced regarding work completed after a deadline.

ACADEMIC REGULATIONS

- Contact your instructor as soon as you become aware that you are unlikely to meet a deadline. This is not only a courtesy and sign of respect; it is also a practical step that enables your instructor to partner with you to devise a solution.
- Carefully and honestly assess for yourself the reason you are behind. In many cases, it is a combination of things: time management, unexpected disruptions to day-to-day life, illness, a personal or family emergency. You do not need to go into details with your professor, but you do need to provide an honest explanation. Along with asking your instructor for an extended deadline, consider what changes you might need to make in order to meet the new deadline and to meet future deadlines in this course and in others.
- If you find you are behind in more than one course, or that you are asking for repeated extensions, consult with your dean about how to proceed. You may also want to consult with the Office of Academic Support. Your instructor may also ask you to talk with your dean before they can approve the solution you propose.

Extensions into finals week

Your instructors have designed your courses to enable you to complete all but a final exam, paper, or project while classes are in session. To give students time during finals week to focus on the final pieces of work for their classes, students are expected to submit all other assignments by 5:00 pm on the last day of classes, known as the “deadline for written work.” Occasionally, a student might receive permission from their instructor to submit work during finals week. Students in this situation should work with their instructor directly to set priorities so that they can complete all work for the semester, including their work for finals, by the last day of exams. Extensions into finals week do not require class dean approval.

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

Incomplete policy

In the case of serious illness, mental health crisis, family emergency, or some other emergency that arises **during the final week of the semester or finals period itself**, students may be eligible for an incomplete. Students may be requested to provide documentation to support their request.

- Approval is needed from both the faculty and the class dean.
- If a student’s incomplete request is approved, December 31 (Fall semester) and May 31 (Spring semester) serve as the fall and spring semester deadlines for a student to complete all outstanding course requirements.

It is important to note that an incomplete is not applicable if:

- A student has completed less than 50% of course expectations prior to an incomplete request.
- A student has stopped attending class or has had very sporadic attendance beyond the 6th week of the semester.
- A student has fallen behind in submitting work beyond

the 6th week of the semester without sufficient documentation to support late work.

- A student is interested in more time to earn a better grade in the course.
- When seeking out approval for an incomplete:
- A student is required to first meet with their Class Dean.
- Following this meeting, students will be asked to complete a Student Incomplete Request Form, share this completed form with their faculty, and seek approval from their faculty.
- If the faculty approve, they should stipulate the work that remains to be completed in order for a final grade to be recorded.

Once Coursework Has Been Submitted:

- Outstanding coursework must be completed by the incomplete deadline (December 31 for the fall semester and May 31 for the spring semester).
- The faculty will review and grade the outstanding academic work and submit a final grade to the Registrar’s Office no later than the first Friday of January (fall) or the first Friday of June (spring).
- If outstanding coursework is not submitted by the incomplete deadline, students will receive a “0” on those outstanding assignments and a final grade will be assigned.

As always, grades below merit, failures or withdrawals may trigger review by the Committee on Academic Standing. The student may be placed on warning, probation, academic leave, or dismissal from the college.

Course Withdrawals

Students have the ability to withdraw from a course, for any reason, by the Wednesday of the 9th week of classes. If a student is struggling in or failing a particular course(s), the institution believes it is in the best interest of the student to consider a withdrawal so they can devote time and energy, earlier than later, to their success in other courses. It is important to note that students must be enrolled in at least 4 units to withdraw from a course. It is important to note that students can withdraw from a maximum of 2 courses. Any additional withdrawal requests must be approved by both the class dean and the special cases committee.

To successfully withdraw from a course, students must complete the following steps:

- Students must complete the course withdrawal form.
- Students receiving financial aid must speak with their Financial Aid Counselor to ensure withdrawing does not negatively impact their ability to receive financial aid.
- Students must meet with their Class Dean for approval prior to this deadline.

International students with an F-1 or J-1 visa who are dropping below 3.0 units (below full-time enrollment) must complete the following steps:

- Make an appointment to meet with Patti Lausch, Assistant Dean for International Student and Scholar Advising.

- Students must complete the course withdrawal form.
- Students receiving financial aid must speak with their Financial Aid Counselor to ensure withdrawing does not negatively impact their ability to receive financial aid.
- Students must meet with their Class Dean for approval prior to this deadline.

It is important to note that Bryn Mawr College is a full-time, academic, residential community. Students who have missed more than 30% of the course's scheduled meetings at the semester midpoint in 2 or more of their courses may be placed on an academic leave of absence from the college. Final decisions are made by the students Class Dean and the Dean of Student Success in consultation with the Dean of Student Life.

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

Grading and Academic Record

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

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

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

Repeating Courses

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

In extraordinary circumstances, a student who receives a grade of 1.0, 1.3 or 1.7 may repeat the course after receiving the permission of the Special Cases Committee. The student would receive unit of credit for the first attempt only. However, both grades would count toward the overall GPA. With the

permission of the Committee, a student may repeat up to two courses, and not more than one in any semester.

Satisfactory Academic Progress

The Committee on Academic Standing, a small board of faculty and deans designed to help students who encounter academic difficulties, meets periodically to identify paths forward when a student is not making satisfactory academic progress towards the degree. The Faculty have identified three main criteria for evaluating satisfactory progress.

Standard of Work in the Major Subject: Students are expected to maintain grades of 2.0 or above in all courses in their major.

The Merit Rule: Students are expected to earn grades of 2.0 or above in at least half of the total number of units they take each semester and cumulatively at Bryn Mawr.

Satisfactory Progress Towards the Degree: Students are expected to complete course work satisfactorily and meet college deadlines for making progress towards the degree.

With these criteria in mind, the Committee reviews a student's record when the student has

- earned a grade below 2.0 ("below merit") in the major,
- earned a failing grade (0.0 or NC) after a previous failure,
- earned grades below 2.0 ("below merit") in more than half their course units in a given semester,
- completed fewer than 2/3 of the course units they attempted in a given semester,
- completed fewer than 3 units total in any given semester, or
- otherwise failed to make satisfactory progress towards the degree.

The following official guidelines regarding satisfactory academic progress meet the standards set by the Faculty of Bryn Mawr College and those mandated by the Department of Education. Students who receive Federal Financial Aid should review the Undergraduate Financial Aid Satisfactory Academic Progress Policy, which follows a different set of standards.

Qualitative Measures for Satisfactory Progress toward the Degree

At the close of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the college's academic standard of work. The record of any student who has received a grade below 2.0 in a course might be reviewed (see below). Upon review, students must meet the requirements set by CAS.

The Merit Rule:

This rule requires that a student attain grades of 2.0 or higher in at least one half of the total number of courses taken while at Bryn Mawr. Courses from which the student has withdrawn are not considered. Covered grades for courses which the student elects to take Credit / No Credit are considered. The student may be excluded from the College at the close of any semester in which the student has failed to meet this requirement and is automatically excluded if more than one-half of the student's work falls below 2.0 at the close of the student's junior year.

ACADEMIC REGULATIONS

A student who is excluded from the College is not eligible for readmission.

The Standard of Work in the Major:

This rule requires that every student working for an A.B. degree maintain grades of 2.0 or higher in all courses in the major subject. No student may choose as the major subject one in which the student has received a grade below 1.0 or one in which the student's average is below 2.0. A student receiving a grade below 2.0 in any course in the major subject (including a course taken at another institution) is reported to the Committee on Academic Standing. After consulting with the student's major department, the Committee may require the student to change the major. At the end of the junior year, a student having a major subject average below 2.0 must change the major. If the student has no alternative major, the student is excluded from the College and is not eligible for readmission.

Repeated Failure:

A student who has incurred a grade of 0.0 or NC following a previous 0.0 or NC will be reported to the Committee on Academic Standing.

Deterioration of Work:

A student whose work meets these specific standards but whose record has deteriorated (for example, who has earned two or more grades below merit) will be reported to the Committee on Academic Standing.

Quantitative Measures for Satisfactory Progress toward the Degree

Students may request exceptions to these quantitative measures by petitioning their deans or the Special Cases Subcommittee of the Committee on Academic Standing. Only the records of those students who fail to meet these standards or to secure an exception will be reviewed at the close of the semester by the Committee on Academic Standing (CAS). Upon review, students must meet the requirements set by CAS.

Units:

Thirty-two units are required to complete the A.B. degree. Students normally carry a complete program of four courses (four units) each semester and are expected to complete the full-time course of study in eight enrolled semesters. A student may register for 3.0, 3.5, 4.5 or 5.0 units per semester with the approval of the student's dean. To enroll in 5.5 units, the student must also secure the permission of the Special Cases Subcommittee of the Committee on Academic Standing.

Pace:

Full-time students must earn a minimum of fifteen units before the start of the junior year. These units may include transfer credits. At the end of the second, third or fourth semester, students who are unable to present to their dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

All students must be on pace to complete the A.B. degree within 150% of the standard thirty-two units. To meet these guidelines, students must complete at least 67% of all

courses attempted in any single semester and at least 67% cumulatively. Courses in which a student has earned the following grades for any reason, including nonattendance, will count as units attempted but not completed: WD (withdrawal), 0.0 (failure), NC (a failure earned in a course taken credit/no credit), or NGR (no grade). Officially dropped and unofficially audited courses count as neither units attempted nor completed. Courses in which a student has earned a grade of UI (unauthorized incomplete) or I (incomplete) will not be counted as a unit attempted until the final grade has been assigned. These standards apply to students enrolled in dual degree programs. The maximum timeframe for a transfer student may not exceed 150% of the thirty-two units minus the number of units accepted for transfer at the point of matriculation. Students who are unable to meet this expectation may petition their dean for an exception.

Acceptance into a Major Program:

By the end of the sophomore year, every student must have declared a major. At the end of the fourth semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Completion of requirements:

Before the start of the sophomore year, all students must have completed the Emily Balch Seminar Requirement. At the end of the second semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

At the end of the fourth semester, any student who has failed to meet this expectation must petition the Department of Athletics for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Before the start of the senior year, all students must have completed all remaining requirements, including the distribution, foreign language and quantitative requirements. At the end of the sixth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing. Procedure: The Committee on Academic Standing (CAS)

At the end of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the academic standards of the College or to make satisfactory progress towards the degree. A student whose record is reviewed by CAS must meet the requirements set by CAS.

Each student whose record is reviewed will receive an official letter on behalf of the Committee which lays out an academic plan and specifies the standards the student must meet by the end of the following semester or before returning to the College. In addition, the Committee may place restrictions upon a student's course load or course selection. The student's parent(s) or guardian(s) may be notified that the student's

record has been reviewed by the Committee and informed of any resulting change in student status.

Any student whose record has been reviewed will be put on academic warning or major subject warning the following semester, or the semester of the student's return if the student has been required to take an academic leave. While on academic or major subject warning, the student will be required to meet regularly with the student's dean and the student's instructors will be asked to submit mid-semester reports regarding the student's work. If the student meets the standards specified by the committee, the warning is lifted. If the student fails to meet the standards, the student may appeal to CAS for permission to return on academic probation or major subject probation. The student's appeal should specify the reasons the student failed to make satisfactory academic progress (such as health issues, family crises, or other special circumstance) and the changes that have taken place that ensure that the student can make satisfactory progress in the upcoming semester. The student may supply documentation to support the appeal.

Any student whose record is reviewed by CAS or who appeals to CAS to return on academic probation or major subject probation may be required to take an academic leave of absence from the College and present evidence that she can do satisfactory work before being readmitted on probation. A withdrawn student may not register for classes at the College until she has been readmitted. The CAS may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.

Readmission process for students who have been required to take an academic leave of absence:

Students who have been required by the CAS to take an academic leave may apply to return on probation when they have met the expectations set by the CAS and can demonstrate they are ready to do satisfactory work at the college. Students who hope to return in September must submit a re-enrollment application and all supporting materials by May 1. Those who hope to return in January must submit their application and materials by November 1. Re-enrollment applications are reviewed by CAS in June and in December.

Cumulative Grade Point Averages

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

Distinctions

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

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

Magna cum laude

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

Summa cum laude

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

Note: For the last five years the 10 students with the highest recalculated grade point averages in the class have had recalculated grade point averages equal to or exceeding 3.940

For students taking their A.B degree in May 2029 and later distinctions will be calculated as follows:

To calculate distinctions, summa cum laude, magna cum laude, and cum laude, grade point averages are recalculated to include grades covered by CR, NC and NNG. The graduating class' recalculated GPAs will be ranked. Neither this recalculated grade point average, the GPA ranking, nor the credit/no credit grades will appear on the student's transcript.

Summa cum laude

The 10 students with the highest recalculated grade point averages in the class receive the degree summa cum laude. Ten students represent approximately 3% of a graduating class.

Magna cum laude

A student whose recalculated GPA falls within the next 10% of GPAs shall receive the A.B. degree magna cum laude

Cum laude

A student whose refigured GPA falls within the next 20% of GPAs shall receive the A.B. degree cum laude.

Credit for Work Done Elsewhere

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

- Only liberal arts courses taken at accredited four-year colleges and universities will be considered for transfer.
- Four semester credits (or six quarter credits) are equivalent to one unit of credit at Bryn Mawr.
- A minimum grade of 2.0 or C or better is required for transfer. Grades of C minus or "credit" are not acceptable.
- No on-line, correspondence, or distance learning courses, even those sponsored by an accredited four-year institution, are eligible for transfer.
- The Registrar cannot award credit without the receipt of an official transcript from the outside institution recording the course completed and the final grade.

ACADEMIC REGULATIONS

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

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

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

Study Abroad: Bryn Mawr accepts credit from more than ninety approved programs and universities in over thirty countries. Students who plan to study abroad during the academic year need to complete an application, obtain the support of their major advisor, and receive the approval of the Study Abroad Committee. Students enroll full-time (typically 15-16 credits) through their host study abroad program.

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

Work done prior to matriculation: Students may receive up to four units of transfer credit for courses taken at a college prior to graduation from secondary school. The courses must have been taught on the college campus (not in the high school) and have been open to students matriculated at that college. These courses may include those taken at a community college. In all other respects, requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions, procedures and limits as all other requests for transfer credit.

Credit for Test Scores

Students may use honor scores on Advanced Placement, International Baccalaureate, A-Level, and other exams to enter advanced courses. They may also petition to count honor scores as transfer credits towards the 32 units needed to graduate in order to graduate in six or seven semesters rather than eight, or to avoid falling behind when they receive permission to enroll in a reduced course load, when they must withdraw from a course, or when they fail a course. A

maximum of eight units transfer credit may be used towards the degree with exceptions made for transfer students at the time of the student's application. Students may not count test credit towards general education requirements, including the Emily Balch Seminar, the Approaches to Inquiry, Quantitative Methods, Power, Inequity, and Justice, and Foreign Language requirements.

Departure from the College Prior to Graduation

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

To request a leave of absence, students should meet with the Assistant Director or the Assistant Dean and Director of Academic Support for an Impactful Time Away Consultation meeting to discuss the reasons for requesting a leave, goals for the leave, and the impact the leave may have on progress towards the degree. In some cases, the class dean, the Assistant Director of Student Support Services, an academic coach, and other staff and faculty members who work closely with and support the student's undergraduate college experience may initiate the conversation and connect the student with the Office of Academic Support. Students with F-1 visas must also notify the Assistant Dean of International Student and Scholar Advising to update their immigration records and avoid compromising their eligibility to return to the United States.

Once the decision has been made, the Assistant Director or Assistant Dean and Director of Academic Support will file a Notice of Departure, noting the type of leave and the length of time the student anticipates being away with the understanding that the timetable could change. Leaves of absences last a minimum of one full semester away from the College. Please note that the College may alert parent(s) and guardian(s) when a student's status changes from "enrolled" to "on leave."

If the leave begins mid-semester, the Assistant Director or Assistant Dean and Director of Academic Support will work with the student to alert the Registrar and the student's instructors. The transcript records all courses as "withdrawn." The College may be able to refund some tuition and fees through the end of the eighth week. Students normally leave campus within a few days after deciding to take a midsemester leave.

While away, students are encouraged to maintain ties to the College community by keeping in contact with their friends, faculty, and the Office of Academic Support. Students may undertake short visits to campus and are encouraged to connect with their support systems while visiting. Any student on a leave of absence who visits campus is considered a "guest" of their hosts and is not eligible for College services that are designed for enrolled students. Students on leaves of absence are encouraged, but not required, to participate in Impactful Time Away Consultation meetings with the Office of Academic Support a maximum of once per month through the duration of their leave.

A student on a leave of absence may ask that the leave be extended further or may apply to return sooner than anticipated. The deadline to apply for re-enrollment for the fall semester is March 1; students can expect to hear the Committee's decision by early April so that they can participate in room draw and

pre-registration. The deadline to apply for re-enrollment for the spring semester is November 1; students can expect to hear the Committee's decision by early December and will be assigned a room in a residence hall (if they choose to live on-campus) and will be eligible to register for classes in January when registration reopens.

Applications are reviewed by the Re-Enrollment Committee which consists of the Assistant Director of Academic Support, the Assistant Dean and Director of Academic Support, the Dean of Student Success, the Dean of Financial Aid, the Registrar, and the Committee on Academic Standing. The Re-Enrollment Committee will make an individual assessment of the student's readiness to return through the re-enrollment process and may consult other necessary departments and supports on a case-by-case basis. These departments and supports may include the class deans, Student Accounts, Residential Life and Student Engagement, Access Services, the Committee on Academic Standing, the Special Cases Committee, and the Directors of Health and Counseling Services.

Academic Leaves allow students on academic warning or probation to engage in work prescribed by the Committee on Academic Standing and resolve the issues that precipitated the leave. The leave may be requested by the student or mandated by the Committee on Academic Standing. Academic leaves last one or two full semesters. While on leave, students are expected to engage in activities that test their strategies and demonstrate their ability to manage challenging situations, such as employment and volunteer responsibilities, as well as coursework at another college. Students should consult our transfer credit policy and the Registrar and follow the guidelines set for them by the Committee on Academic Standing regarding the number and nature of courses they take while away. To return from academic leave, a student must file a re-enrollment application that will be reviewed by the Re-Enrollment Committee and the Committee on Academic Standing.

Personal Leaves allow students in good academic standing to take a break from their studies to explore non-academic interests or attend to personal matters that are impacting their ability to engage in coursework at the College. Students may plan to take a break from their studies in the upcoming semester. Students must successfully complete their academic work in the semester prior to the semester they plan to take the leave. Students can request to take a personal leave in the subsequent semester up until the Friday before the start of classes each semester.

Students may also take an unplanned personal leave after the semester has begun to address pressing (non-health and non-academic) personal and family issues. In this case, students will withdraw from all their coursework in the current semester and are expected to be away from the College for a minimum of the full semester.

Students on personal leave are expected to be taking time away from academics. Those who hope to study full-time at another institution should apply instead for Study Abroad or Study Away in the United States. However, in some circumstances, it might make sense for them to take courses as a guest student at another institution at home during their leave. Students who take personal leaves may apply to return by submitting a re-enrollment application.

Health Leaves allow students to leave mid-semester or at the end of a semester to address medical or psychological

concerns that interfere with their health, their personal and academic success, and their capacity to thrive at the College. To initiate a medical leave, students will consult with their class dean and/or the Office of Academic Support but may also consult a member of the medical or counseling staff at the Bryn Mawr College Health and Wellness Center. If working with medical professionals outside the College, students should ask their providers to speak with the Director of Medical Services or the Director of Counseling.

While on a health leave, students are expected to receive appropriate care, address the circumstances that led to the leave, and develop new strategies through sustained treatment and/or meaningful work. As the leave progresses, students are encouraged to engage in activities that test their strategies and demonstrate their ability to manage challenging situations, such as employment, volunteer responsibilities, or part-time coursework at a college near home. Students are advised to consult our transfer credit policy and the Registrar and may apply to transfer up to two Bryn Mawr units per semester away.

Occasionally, a member of the College's Health & Wellness Center, the student's class dean, the Office of Academic Support, or another staff member who works closely with the student may recommend that a student take a health leave. In such cases, a student may decline and instead attempt to address their issues while remaining enrolled. In a small subset of these situations, the Dean of Student Life will convene a confidential evaluation committee comprised of representatives from the Health & Wellness Center, the Residential Life Office, and the Student Life and Student Success teams to make a holistic and individualized assessment of whether to mandate a leave of absence. The Dean will do so if it appears that the student may be:

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

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

Health leaves last a minimum of one full semester. It is important to note that a student who takes a health leave

mid-semester will not be permitted to submit a re-enrollment application for the following semester. In deciding when a student can return, the College's Re-Enrollment Committee will make an individualized assessment of the student's readiness to return through the re-enrollment application process.

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

Mid-semester Returns Following Short-term Hospitalizations

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

While a short-term hospitalization will naturally interrupt a student's academic life temporarily, many students are able to recover, return to campus, and finish their semesters successfully, usually with extensions on their academic work that have been carefully planned with their dean and instructors. Others will withdraw from most or all courses and embark upon a leave of absence. The dean and student may discuss options while the student is still in the hospital and will continue to work closely together after the student has been discharged.

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

ACADEMIC OPPORTUNITIES

Minors and Concentrations

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

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

Combined Degree Programs

A.B./M.A. Degree Program

The combined A.B./M.A. program lets the well-prepared undergraduate student work toward a master's degree

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

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

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

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

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

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

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

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

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

Students do not register for this program in advance; rather,

they complete a course of study that qualifies them for recommendation by the appropriate Caltech 3+2 Plan Liaison Officer at Bryn Mawr College (Lisa Watkins for students interested in Chemical Engineering, Mark Matlin for all other Caltech majors) for application in the spring semester of their third year at the College. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Caltech program to complete the major requirements at Bryn Mawr.

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

3+2 Combined A.B./B.S. Degree Program in Engineering with Columbia University

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

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

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

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

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

Penn Engineering has posted information tailored to prospective 4+1 students on its website. Students interested in this program should consult the 4+1 liaison for their major department, as well as their major adviser. It may be advisable for such students to enroll in one or more introductory

engineering courses at Penn during their sophomore year to learn more about engineering and better prepare for graduate level courses.

4+1 Partnership In Bioethics with the University of Pennsylvania

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

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

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

A Master of Science (M.S.) in Population Health Research with formal specialization options in:

- Climate and Health
- Epidemiology
- Global Health
- Public Health Data Science
- Translation and Implementation Science
- as well as a Customized Option

In addition, students can earn a Master of Public Health (MPH) degree with the 4+1.5/2 program. This is a practice-based degree with a core curriculum and interdisciplinary certificates in 16 areas.

Program benefits include: Scholarships to support at least 35 percent of tuition; waiver of the GRE test; graduate school preparation webinars; access to a dedicated admissions representative; and personalized degree consultations as well as early completion of program requirements. Applicants who apply before the December deadline will be considered for a 50% tuition discount scholarship.

For more information, visit [brynmawr.edu/inside/offices-services/health-professions-advising/health-related-combined-degrees-bryn-mawr-students](https://www.brynmawr.edu/inside/offices-services/health-professions-advising/health-related-combined-degrees-bryn-mawr-students).

Students interested in this Program should consult Dr. Gail Glicksman in the Health Professions Advising Office.

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

Students who will successfully complete the A.B. degree at Bryn Mawr and meet the minimum GPA requirements for the particular field of interest to them can apply for admission for a Master's degree at Aberystwyth University in Wales. Aberystwyth offers the Master's degree in 13 fields, which are open to our students. Included among these fields are: Art, Environmental Sciences, Computer Science, Education, History, International Politics, Mathematics and Modern Languages. Students accepted to these graduate programs

ACADEMIC OPPORTUNITIES

will receive an Aberystwyth International Scholarship of 2000 pounds per year plus a 10% discount on the net tuition fee after the Scholarship. Interested students should contact Professor Alice Lesnick, Associate Dean for Global Engagement.

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

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

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

Bryn Mawr students interested in obtaining both the M.S.Ed. degree as well as faculty approval for the Commonwealth of Pennsylvania teaching certificate may apply to submatriculate as undergraduates into the University of Pennsylvania's Graduate School of Education's 10-month, urban-focused Master's Program in Elementary or Secondary Education. Students usually submatriculate at the beginning of their senior year.

Bryn Mawr students who submatriculate may take up to two graduate-level education courses at Penn while they are undergraduates (usually during their junior or senior years) that will double count toward both their undergraduate and graduate degrees. To submatriculate into the program, students must have a GPA of a 3.0 or above and must complete an application for admission.

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

4+2 Master's in Optics University of Rochester

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

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

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

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

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

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

Partnership with Johns Hopkins University School of Nursing Masters Entry into Nursing Program

This program facilitates the path to help Bryn Mawr students pursue an accelerated program leading from an A.B. from Bryn Mawr to a Hopkins MSN degree. Students take prerequisites while in college. They apply during their senior year, complete their A.B degree at Bryn Mawr, and then begin studies at Hopkins. GRE scores are waived. Eligibility: 3.3/4.0 GPA.

Students interested in this Program should consult Dr. Gail Glicksman in the Health Professions Advising Office.

The Tri-College (Tri-Co) Philly Program

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

Students enroll in two urban-focused, experiential courses taught by Tri-Co faculty in Philadelphia. The setting provides a sense of place to enhance classroom learning, helping students develop a firsthand sense of how the material in the courses is informed by the urban environment. Activists, artists, city leaders and representatives from organizations are invited guests in the classes, and students explore the city through neighborhood tours and through trips to museums, community-based organizations, archives, and arts and cultural organizations.

In fall 2024, program students will enroll in two of the following three courses: program students will enroll in two of the following three courses: Food Cultures in Philadelphia (ENGL B287); Grassroots Economies: Creating Livelihoods in an Age of Urban Inequality (POLS H262) or Philadelphia and the 2024 Election (SOC1 056C).

In spring 2025, program students will enroll in two of the following three courses: A City of Homes: Housing Issues in Philadelphia (SOCL B260); Access to Finance: Why Low-Income Households and Small Businesses in the US lack the financial products they need - a Philly Perspective (ECON H206B) or Philadelphia Music City (MUSI 005C).

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

Sophomores, juniors and seniors are eligible to participate. Spaces in the individual courses are also available to Tri-Co students not enrolled in the full program. Costs for travel to

classes and program activities are covered for all students taking Tri-Co Philly courses, as well as those in the program.

For more information, visit the program website at <https://www.brynmawr.edu/inside/academic-information/special-academic-programs/philly-program> or contact Calista Cleary at ccleary@brynmawr.edu.

Preparation for Careers in Data Science

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

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

Summer Language Programs

Summer language programs offer students the opportunity to spend short periods of time studying a language, conducting research and getting to know another part of the world well.

Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students (regardless of gender) with a serious interest in French language, literature and culture. The faculty of the Institut is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure and other sites in Avignon; access to the Université d'Avignon library is provided to the group. Students are encouraged to live with French families or in student residences. A certain number of independent studios are also available. Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit, and scholarships, students should consult Lisa Kolonay (avignon@brynmawr.edu) and/or visit the Avignon website at www.brynmawr.edu/avignon. For detailed information on the courses offered by the Institut, students should contact Camille Leclère-Gregory, Assistant Professor and Director of Institut D'Avignon (clecleregr@brynmawr.edu).

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

Councils programs, students should consult the Department of Russian or American Councils at www.americancouncils.org.

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

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

Study Abroad in the Junior Year

When thoughtfully incorporated into students' academic careers, study abroad can strengthen students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth. Students with majors across the humanities, the social sciences and the natural sciences can study abroad. The College has approved more than ninety programs in over thirty countries for semester or year-long study. Students also have the option to participate in exchange through agreements with Sciences Po (Paris); Aberystwyth University (Wales); Nanyang Technological University (Singapore); Tsuda University (Japan); Keio University (Japan); and Spelman College (Atlanta, Georgia, USA).

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

Students applying for study abroad must be in good academic and disciplinary standing as well as be on track to complete College-wide degree requirements. In addition, students should declare a major and complete their major work plan and College-wide requirements plan by the required deadlines, before studying abroad. Most non-English speaking language immersion programs expect students to meet at least intermediate proficiency level in the language of instruction and/or target language before matriculation, and some require more advanced preparation.

Students typically study abroad for one semester during their academic career. The Committee will consider requests from students majoring in a foreign language and those accepted to

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Oxford or the London School of Economics, which offer year-long programs only. All students interested in studying abroad in their junior year must first apply for College approval to study abroad in BiONiC by the deadline stated on the Study Abroad website.

Study abroad students pay Bryn Mawr College tuition to Bryn Mawr College. The College, in turn, pays the program tuition and academic-related fees directly to the institution abroad. Students are responsible for paying room and board costs and all other fees directly to the program or institution abroad. Financial aid for study abroad is available for students who are eligible for assistance and have been receiving aid during their first and sophomore years.

Preparation for Careers in Architecture

Although Bryn Mawr does not offer a formal degree in architecture or a set pre-professional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program. Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and planning (including courses offered by the departments of Classical and Near Eastern Archaeology, History of Art and Fine Arts (HC) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. These students should consult as early as possible with the program director in the Growth and Structure of Cities Program.

Preparation for Careers in the Health Professions

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

in psychology and biochemistry. Given the many variables, students are urged to meet with the Assistant Dean for Health Professions Advising, Gail Glicksman, who can help each student identify academic and co-curricular requirements to fit their needs.

International students should be aware that students who are not U.S. citizens or permanent residents comprise less than 1% of the medical school students in the United States. Many medical schools do not accept applications from international students, and schools that do accept international students often require them to document their ability to pay the entire cost of a four-year medical school education. International students are encouraged to contact the undergraduate health professions advisor to discuss the challenges facing international students seeking admission to U.S. health professions schools. The Health Professions Advising Office publishes the Guide for First- and Second-Year Students interested in the Health Professions. This handbook is available at the meeting for first-year students during Customs Week and at the Health Professions Advising Office in Canwyll House. Students interested in the health professions are encouraged to meet with the Assistant Dean for Health Professions Advising and to review the Health Professions Advising Office website.

Preparation for Careers in Law

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of "pre-law" courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr's well-established student self-government process, "shadowing" alumnae/i lawyers through the Career and Civic Engagement's externship program, attending Center law career panels, doing an internship and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance at any point in their career about the law-school application and admission process should consult with the College's pre-law advisor, Jennifer Beale, at Career and Civic Engagement. Please email her at jbeale@brynmawr.edu to be added to the prelaw listserv and/or make an appointment on Handshake.

Teacher Certification

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

Army Reserve Officer Training Corps (SROTC)

Bryn Mawr College participates in a cross-town agreement with Widener University to offer college students Army Reserve Officers' Training Corps. ROTC is comprised of college students who, in addition to their academic discipline, study Military Science. Military Science is an elective managerial training program designed to develop college students for positions of leadership and responsibility as junior officers in the U.S. Army, Army Reserve or the Army National Guard. The ROTC curriculum, offered at Widener University, and its' partners Villanova and West Chester Universities, encourages critical thinking, goal setting, and problem solving through and interdisciplinary study of leadership and managerial principles. Specifically the program is structured to develop skills in interpersonal motivation, decision making, communication and supervision, cultural awareness, physical fitness, tenacity and a strong work ethic.

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

Air Force Reserve Officer Training Corps (AFROTC)

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

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

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

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

Centers for 21st Century Inquiry

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

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

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

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

Continuing Education Program

The Continuing Education Program provides highly qualified women, men, and high-school students 18 and older, who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Students accepted by the Continuing Education Program may apply to take up to two undergraduate courses or one graduate course per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men over 65 years of age are entitled to take undergraduate courses for credit at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing education students are not eligible to receive financial aid from the College. For more information or an application, go to <https://www.brynmawr.edu/inside/academic-information/registrar/registration/continuing-education>

Postbaccalaureate Premedical Program

Established in 1972, the Bryn Mawr Postbac Program is one of the oldest and most successful in the nation. It is designed for highly motivated individuals who want to pursue a career in medicine but have not taken the required premedical courses as undergraduates. Over a 12-month period of intensive, full-time study, students are thoroughly prepared for the challenges of medical school. The program includes 65-70 students and is small enough to provide individual attention and support,

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yet large enough to offer a tight-knit community of diverse individuals with a shared goal of becoming a physician. In addition to their coursework, postbac students volunteer with various Philadelphia-area healthcare organizations, participate in health-related programming, and come together for social activities.

Strong linkage partnerships with sixteen medical schools (and one dental school) offer a pathway of conditional early acceptance to some students. Those accepted through linkage enter medical or dental school in August, immediately after completing their postbaccalaureate year. Otherwise, students may take the traditional approach by applying after completing their postbaccalaureate studies.

Admission to the Postbaccalaureate Premedical Program is conducted on a rolling basis. Decisions are made throughout the admissions cycle, generally October-March. Applying early is recommended because there are many more qualified applicants than spaces. Please visit www.brynmawr.edu/postbac for complete information.

The Curriculum

Bryn Mawr offers a structured and comprehensive curriculum that fulfills the premedical requirements needed to apply to medical school. Over a 12-month period, students complete 8 units in biology, general chemistry, organic chemistry, and physics. This usually includes a two-semester general chemistry laboratory course during the summer, and biology, physics and organic chemistry laboratory courses per semester during the following academic year.

Students who have completed some of the premedical requirements prior to entrance may take preapproved elective courses from the broader undergraduate course offerings.

Courses are taken in the following sequence:

Summer:

CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Units: 1.0

CHEM B104 General Chemistry II

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor. Units: 1.0

Fall:

BIOL B181 Introduction to Biology I: Genetics & the Central Dogma

For post-baccalaureate premedical students only. A comprehensive examination of topics in genetics, molecular biology and cancer biology. Lecture three hours, laboratory three hours a week. Units: 1.0

CHEM B213 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only. Units: 1.0

PHYS B101 Introductory Physics I

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory two hours. Units: 1.0

Spring:

BIOL B182 Introduction to Biology II: Biochemistry & Human Physiology

For post-baccalaureate premedical students only. A comprehensive examination of topics in biochemistry, cell biology and human physiology. Lecture three hours, laboratory three hours a week. BIOL B101 is strongly recommended. Units: 1.0

CHEM B214 Organic Chemistry II: Biochemistry

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 213 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only. Units: 1.0

PHYS B102 Introductory Physics II

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem

solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory two hours. Units: 1.0

The Emily Balch Seminars

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

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

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

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

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

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

For more information and a list of current courses, visit <https://www.brynmawr.edu/inside/academic-information/special-academic-programs/emily-balch-seminars>.

360° Course Clusters

360° course clusters create an opportunity for students to participate in multiple courses that connect students and faculty in a single semester (or in some cases across contiguous semesters) to focus on common problems, themes, and experiences for the purposes of research and scholarship. Interdisciplinary and interactive, the 360° program builds on Bryn Mawr's strong institutional history of learning experiences beyond the traditional classroom, placed within a rigorous academic framework.

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

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

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

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

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

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

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

4. 360° will encourage students and faculty to reflect on these different perspectives in explicit ways.

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

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

All 360° participants will share their experiences through such activities as poster sessions, research talks, web postings, panel discussions and/or sharing of data, research, visuals etc. Materials produced in a 360° cluster are archived for later use by others within the College community. For more information and a list of current and upcoming clusters, visit <https://www.brynmawr.edu/inside/academic-information/special-academic-programs/360-course-clusters>.

Focus Courses

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

Athletics and Physical Education

Faculty

Victor Brady, Senior Lecturer and Head Field Hockey Coach

Carla Coleman, Lecturer and Head Basketball Coach

Catherine Ely, Instructor and Head Rowing Coach

Cristina Fink, Athletics Director & Chair of Physical Education

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

Laura Marzano Kemper, Senior Lecturer and Assistant Athletic Trainer (on leave semester I)

Hayley Kirby, Instructor and Head Volleyball Coach

Pat McDevitt, Lecturer, Head Swim Coach and Aquatics Director

Terry McLaughlin, Senior Lecturer and Head Athletic Trainer

Claire Scanlan, Lecturer and Head Soccer Coach

Doanh Wang, Senior Lecturer and Head Tennis Coach (on leave semester I)

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

Bryn Mawr's Physical Education curriculum is designed to provide opportunities to develop lifelong habits. From organized sport instruction, to a variety of dance offerings, lifetime sport skills, fitness classes, and a wellness curriculum, the Department provides a breadth of programming to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculums offer more than 50 courses in a variety of disciplines. Students can also enroll in physical education classes at Swarthmore and Haverford Colleges.

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

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

The building hosts two courts in the Class of 1958 Gymnasium, an eight-lane pool, a fitness center with varsity weight training area, an athletic training room, locker rooms, a conference

smart room and the Department of Athletics and Physical Education offices. For more information, please consult <https://gobrynmawr.com/landing/index>.

Praxis Program

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

Praxis courses are characterized by genuine collaboration with community-based organizations. The nature of fieldwork, assignments, and projects varies according to the learning objectives for the course and according to the needs of the community partner. The different types of Praxis courses require increasing amounts of fieldwork but do not need to be taken successively. Students may enroll in more than one Praxis course at a time and are sometimes able to use the same field placement to meet the requirements of both courses.

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

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

Praxis Independent Study places fieldwork at the center of a supervised learning experience and gives students the opportunity to design their own course and find their own field placement. The fieldwork for Praxis Independent Study consists of 8-10 hours per week for 12 weeks. Typically, students

complete two, 4-to-5-hour time blocks of fieldwork per week. Fieldwork is supported by appropriate readings and regular meetings with a faculty advisor. Students receive additional support from Praxis staff, who conduct an orientation for each semester's Praxis cohort, facilitate reflection activities, visit each student's field site once a semester to meet with the student and their supervisor, and coordinate an end of semester Praxis showcase. Praxis Independent Study is an option for sophomore and higher-level students who are in good academic standing. Haverford College students majoring or minoring at Bryn Mawr College are eligible for Praxis Independent Study. International students may also engage in Praxis Independent Study courses but require Curricular Practical Training (CPT) authorization.

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

Students are eligible to take up to two Praxis courses with 8-10 hours of fieldwork per week during their time at Bryn Mawr.

Advanced planning is required for students wanting to develop a Praxis Independent Study course or enroll in a Praxis Fieldwork Seminar. This planning process includes completing a Proposal Form, identifying a field site, and faculty advisor (not required for Praxis Fieldwork Seminars) and developing a Learning Plan. At least one semester ahead of time, students should review the resources available on the Praxis website (<https://www.brynmawr.edu/inside/offices-services/career-civic-engagement-center/academic-connections-praxis>), attend an information session and/or schedule an appointment with the Senior Associate Director of Praxis, Liv Raddatz (lraddatz@brynmawr.edu), or Associate Director of Praxis, Tiffany Stahl (tstahl@brynmawr.edu) for individual guidance

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

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

The Graduate School of Arts and Sciences (GSAS)

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

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

ARCH 504 Archaeology of Greek Religion
 CSTS B675 Interpreting Mythology
 FREN 672 Baudelaire
 HART610 Topics in Medieval Art
 GREK 630 Euripides
 MATH 522 Complex Analysis
 PHYS 503, 504 Electromagnetic Theory I and II

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

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (about \$14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself. Today, faculty of the GSSWSR also participate in undergraduate departments and programs through their involvement with the interdisciplinary minors offered by the College, and through supervision of undergraduate Praxis and senior thesis experiences.

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

Moving forward, the School has reaffirmed its commitment through a redesigned outcomes/abilities-based curriculum, providing all students with an integrated perspective on policy, practice, theory, and research. Both Master's and Ph.D.

graduates are prepared to address the rapidly growing and complex challenges impacting the biological, psychological, and social conditions of children and families within their communities. GSSWSR graduates are leaders in defining standards of practice, shaping social welfare policy, and undertaking ethically grounded research in the social and behavioral sciences.

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

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

Academic Awards and Prizes

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

The Academy of American Poets Prize, awarded in memory of Marie Bullock, the Academy's founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. (1957)

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

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

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

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

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

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

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

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

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

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

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. It is awarded to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

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

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

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

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

The Sarah Stiffler Jesup Fund was established in memory of Sarah Stiffler Jesup '56, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further

a special interest, project or career goal during term time or vacation. (1978)

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

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

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

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

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

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

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

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

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

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

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

The Elisabeth Packard Art and Archaeology Internship Fund was established by Elisabeth Packard '29 to provide stipend and travel support to enable students majoring in History of Art or Classical and Near Eastern Archaeology to hold museum

internships, conduct research or participate in archaeological digs. (1993)

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

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

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

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

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

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

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

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

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

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

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the fund is to be awarded

annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

The Bryn Mawr Senior Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh '20. (1943)

The Emma Osborn Thompson Prize in Geology was established by a bequest of Emma Osborn Thompson '04. From the income of the bequest, a prize is to be awarded from time to time to a student in Geology. (1963)

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter, Laura van Straaten '90, in honor of Laura's graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights or reproductive rights. (1990)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker '10. It is given from time to time to support the study of living conditions of northern African Americans. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, Professor of Mathematics from 1918 until her death in 1966. (1960)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and President of the Trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Anne Kirschbaum Winkelman Prize, established by the children of Anne Kirschbaum Winkelman '48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

Scholarships for Medical Study

The following scholarships may be awarded to seniors or graduates of Bryn Mawr intending to study medicine, after their acceptance by a medical school in the United States. The health professions adviser will send applications for the scholarship to medical school applicants during the spring preceding the academic year in which the scholarship is to be held.

The Linda B. Lange Fund was founded by bequest under the will of Linda B. Lange, A.B. 1903. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded to members of the graduating class or graduates of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health or M.D. and Master of Public Health. The award may be continued until the degrees are obtained. Renewal applications will be sent to scholarship recipients by the premedical adviser. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother. The Scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Jane V. Myers Medical Scholarship Fund was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest under the will of Paul J. Sartain. The income from the fund is to establish a scholarship which is awarded by a committee to students and alumnae who have been accepted by a medical school. (1948)

AREAS OF STUDY

Definitions

Major

In order to ensure that a student's education involves not simply exposure to many disciplines but also development of some degree of mastery in at least one, a student must choose a major subject at the end of the sophomore year. With the guidance of the major adviser, a student plans an appropriate sequence of courses. The following is a list of major subjects:

- Anthropology
- Astronomy (Haverford College)
- Astrophysics (Haverford College)
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Classical and Near Eastern Archaeology
- Classical Culture and Society (see Greek, Latin, and Classical Studies)
- Classical Languages (see Greek, Latin, and Classical Studies)
- Comparative Literature
- Computer Science
- Creative Writing
- East Asian Languages and Cultures
- Economics
- Education Studies
- English (See Literatures in English)
- Environmental Studies (Bi-Co Major)
- Fine Arts (Haverford College)
- French and Francophone Studies
- Geology
- German and German Studies
- Greek (see Greek, Latin, and Classical Studies)
- Growth and Structure of Cities
- History
- History of Art
- International Studies
- Latin
- Linguistics (Tri-College Major)
- Linguistics and Languages (Tri-College Major)
- Literatures in English
- Mathematics
- Music (Haverford College)
- Neuroscience (Bi-Co Major)

Philosophy
 Physics
 Political Science
 Psychology
 Religion (Haverford College)
 Romance Languages
 Russian
 Sociology
 Spanish
 Transnational Italian Studies

Minor

The minor typically consists of six courses, with specific requirements determined by the department or program. A minor is not required for the degree. The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

Africana Studies
 Anthropology
 Astronomy (Haverford College)
 Biology
 Chemistry
 Child and Family Studies
 Chinese
 Classical and Near Eastern Archaeology
 Classical Culture and Society
 Comparative Literature
 Computational Methods
 Computer Science
 Creative Writing
 Dance
 Data Science
 East Asian Languages and Cultures
 Economics
 Education
 Environmental Studies (Tri-Co minor)
 Film Studies
 French and Francophone Studies
 Gender and Sexuality Studies
 Geology
 German and German Studies
 Greek
 Growth and Structure of Cities
 Health Studies
 History
 History of Art
 International Studies
 Japanese
 Latin
 Latin American, Iberian, and Latina/o Studies
 Linguistics
 Literatures in English
 Mathematics
 Middle Eastern, Central Asian, and North African Studies (MECANA)
 Museum Studies
 Music (Haverford College)
 Neuroscience
 Philosophy
 Physics
 Political Science

Psychology
 Russian
 Sociology
 Spanish
 Statistics (Haverford College)
 Theater
 Transnational Italian Studies
 Visual Studies (at Haverford)

Concentration

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

Gender and Sexuality Studies
 Peace, Conflict and Social Justice Studies

Key to Course Letters

ANTH	Anthropology
ARAB	Arabic
ARCH	Classical and Near Eastern Archaeology
ARTA	Arts in Education
ARTD	Dance
ARTS	Fine Arts
ARTT	Theater
ASTR	Astronomy
BIOL	Biology
CHEM	Chemistry
CITY	Growth and Structure of Cities
CMSC	Computer Science
CNSE	Chinese
COML	Comparative Literature
CRWT	Creative Writing
CSTS	Classical Culture and Society
DSC	Data Science
EALC	East Asian Languages and Cultures
ECON	Economics
EDUC	Education
ENGL	Literatures in English
ENVS	Environmental Studies
FREN	French and Francophone Studies
GEOL	Geology
GERM	German and German Studies
GNST	General Studies
GREK	Greek
HART	History of Art
HEBR	Hebrew and Judaic Studies
HIST	History
HLTH	Health Studies
INST	International Studies
ITAL	Transnational Italian Studies
INDT	Independent Programs
JNSE	Japanese
LATN	Latin
LING	Linguistics
MATH	Mathematics
MEST	Middle Eastern, Central Asian, and North African Studies (MECANA)
MUSC	Music
NEUR	Neuroscience
PHIL	Philosophy
PHYS	Physics
POLS	Political Science

AREAS OF STUDY /DEPARTMENTS AND PROGRAMS /AFRICANA STUDIES

PSYC	Psychology
RELG	Religion
RUSS	Russian
SOCL	Sociology
SPAN	Spanish
STAT	Statistics
WRIT	Writing Program

Key to Course Numbers

001-099 These course numbers are used by only a few departments. They refer to introductory courses that are not counted towards the major.

100-199 Introductory courses.

200-299 Introductory and intermediate-level courses

300-399 Advanced courses.

400-499 Special categories of work (e.g., 403 for a unit of supervised work).

A semester course usually carries one unit of credit. Students should check the course guide for unit listing. One unit equals four semester hours or six quarter hours. A quarter course (or Focus course) carries 0.5 units.

Key to Requirement Indicators

CC: Indicates courses that meet the requirement for work in the Cross-Cultural Analysis Approach to Inquiry

CI: Indicates courses that meet the requirement for work in the Critical Interpretation Approach to Inquiry

IP: Indicates courses that meet the requirement for work in the Inquiry Into the Past Approach to Inquiry

PIJ: Indicates courses that meet the requirement for work in Peace, Inequity, and Justice (for students entering in Fall 2023 on)

QM: Indicates courses that meet the requirement for work in Quantitative and Mathematical Reasoning

QR: Indicates courses that require quantitative readiness

SI: Indicates courses that meet the requirement for work in the Scientific Investigation Approach to Inquiry

Neighboring College Courses

Selected Haverford College courses may be listed in this catalog when applicable to Bryn Mawr programs. Consult the Haverford catalog for full course descriptions. Students should consult their deans or major advisers for information about Swarthmore College, University of Pennsylvania and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore are available through the Tri-Co Course Guide. Catalogs and course guides for Penn and Villanova are available through each institution's website.

Course Descriptions

Following the description are the name(s) of the Instructor, the College requirements that the course meets, if any, and information on cross-listing. Information on prerequisite courses may be included in the descriptions or in the prefatory material on each department.

At the time of this printing, the course offerings and descriptions that follow were accurate. Whenever possible, courses that will not be offered in the current year are so noted. There may be

courses offered in the current year for which information was not available at the time of this catalog printing. For the most up-to-date and complete information regarding course offerings, faculty, status, and college requirements, please consult BiONic at <https://vbm.brynmawr.edu>.

DEPARTMENTS AND PROGRAMS

AFRICANA STUDIES

The Africana Studies Program is an interdisciplinary, transdisciplinary, and decolonial intellectual; philosophical; and political project that centers the histories, languages, politics, religions/spiritualities and oral & expressive cultures of Black peoples throughout the African diasporas. Africana studies considers how racial blackness, and the concept of race itself, influences the development of the modern world. We investigate the social, historical, cultural and aesthetic works and practices of Black communities throughout the diaspora with a particular focus on the centuries-long histories, politics, and cultures of how Black women, Black queer and trans folks have been and continue to be at the forefront of Black liberation movements.

The Africana Studies program values a range of interdisciplinary research and course foci, including forced or choiced migration, decolonization, political economy and globalization, anti-Black racism, institutional power, oppression, heritage, joy, resistance, and liberation. These topics encourage students to appreciate and critique the multiplicity of what Blackness is, while creating visions for all that it can be. We are committed to speaking truth to power and working to redistribute power equitably and justly, ensuring that students have tools to examine their own positionality, navigate systems, and effect change. The interdisciplinary nature of our program affords students the opportunity to experience a vast exploration of the lives, knowledge systems, and cultures of Africa and African descendants throughout the world.

The Minor in Africana Studies at Bryn Mawr College trains students to think critically, write analytically, and engage expansive theoretical and methodological frameworks. Students are encouraged to contemplate literary, artistic, and cultural expressions as well as archives, and political & social movements and institutions. Our course offerings, pedagogical commitments, and theoretical underpinnings are grounded in Black Queer Feminisms throughout the African diasporas. We are particularly invested in cultivating, mentoring, and nurturing an intellectual, philosophical, and political project of Black Studies that centers the political and scholarly labor of Black women and Black Queer & Trans scholars.

Faculty

Paul Joseph López Oro, Assistant Professor and Program Director of Africana Studies

Advisory Committee

Michael H. Allen, Associate Provost and Professor of Political Science on the Harvey Wexler Chair in Political Science (on leave semester II)

Alex Alston, Assistant Professor of Literatures in English
 Darlyne Bailey, Professor and Dean Emeritus of the Graduate School of Social Work and Katharine E. McBride Professor
 Daniel Ferman-Leon, Consortium for Faculty Diversity Postdoctoral Fellow
 Ignacio Gallup-Diaz, Marjorie Goodhart Professor of European History (on leave semester II)
 Lela Aisha Jones, Assistant Professor & Director of Dance
 Min Kyung Lee, Associate Professor of Growth and Structure of Cities
 Dee Matthews, Associate Professor of Creative Writing
 C.C. McKee, Assistant Professor of History of Art
 Tamarah Moss, Associate Professor of Social Work
 Kalala J. Ngalamulume, Professor of Africana Studies and History (on leave semester I)
 Agnès Peysson-Zeiss, Senior Lecturer in French and Francophone Studies (on leave semester II)
 Monique Renee Scott, Associate Professor of History of Art
 Chanelle Wilson, Assistant Professor of Education

Students are encouraged to begin their work in the Africana Studies Program by taking any one of six gateway courses:

- HST B102: Introduction to African Civilizations (Ngalamulume)
- AFST B102: Introduction to Africana Studies (López Oro)
- AFST B202: Black/Queer/Diaspora (López Oro)
- AFST B204: #BlackLivesMatterEverywhere: Theories & Ethnographies on the African Diaspora (López Oro)
- AFST B206: Black Latinx Américas: Movements, Politics, and Cultures (López Oro)
- AFST B234: Advancing Racial Justice: Engaging with Community Organizations (Bailey)
- AFST B300: Black Women's Studies (López Oro)

The required gateway course provides students with an intellectual experience in multiple disciplines as well as the foundations for subsequent courses in Africana Studies. The course should be completed by the end of the student's junior year. We also encourage our Minors to also take the following cross-listed courses as part of their academic training in the field of Black Studies:

- ARCH B101: Introduction to Egyptian and Near Eastern Archaeology (Bradbury)
- ARTD B138: Hip Hop Lineages (Jones)
- ENGL B247: Introduction to 20th Century African American Literature (Alston)
- ENGL B356: Black Britain (Flower)
- ENGL B372: Black Ecofeminism(s): Critical Approaches (Alston)
- EDUC B200: Community Learning Collaborative: Practicing Partnership (Wilson)

- EDUC B266: Geographies of School and Learning: Urban Education Reconsidered (Wilson)
- HIST B243: Atlantic Cultures: Maroon Communities New World (Gallup-Diaz)
- Africana Studies: Minor Requirements

The requirements for a minor in Africana Studies are the following:

One-semester core course:

- AFST B202: Black/Queer/Diaspora (López Oro)
- AFST B204: #BlackLivesMatterEverywhere: Theories & Ethnographies on the African Diaspora (López Oro)
- AFST B206: Black Latinx Américas: Movements, Politics, and Cultures (López Oro)
- AFST B234: Advancing Racial Justice: Engaging with Community Organizations (Bailey)
- AFST B300: Black Women's Studies (López Oro)
- HST B102: Introduction to African Civilizations (Ngalamulume)
- HST B200: The Atlantic World
- Students may not count core courses twice. Any additional core course will count as a general elective.
- Five additional semester courses:
- Courses must be selected from at least two different departments and divisions.
- Chosen from an annual Bryn Mawr-approved list of courses at Bryn Mawr, Haverford, Penn, or Swarthmore, or by permission of the Bryn Mawr Africana Steering Committee.
- At least three of these courses must be taken at Bryn Mawr or Haverford.
- One course from studying away may fulfill this requirement if approved in advance by the Steering Committee.
- At least one of the additional courses should normally be at the 300-level.
- Units of Independent Study (403) may be used to fulfill this requirement.
- Only two courses of these five Africana Studies courses may overlap with courses taken to fulfill requirements in the student's major.

Students are encouraged to organize course work along prototypical routes:

- Regional or area studies; for example, focusing on Black people in Latin America, the English-speaking Caribbean or North America.
- Thematic emphases; for example, exploring class politics, conflicts and/or economic development in West and East Africa.
- Comparative emphases; for example, problems of development, governance, public health or family and gender.
- The student should indicate the proposed focus of the minor in writing at the time of registration for the minor.

AFRICANA STUDIES

- Capstone experience:
- Should consolidate or synthesize the student's focus in the minor (e.g. a thematic or comparative emphasis).
- Constitutes a sixth course or its equivalent.
- Can be satisfied by taking a capstone course at the 300-level within the major or another field.
- If the department in which the student is majoring requires a thesis, the Africana Studies requirement can be satisfied by writing on a topic related to the minor that is approved by the student's department; if the major does not require a thesis or the student does not choose to write a thesis, a seminary project may be substituted formulated within the framework of a capstone course or as an independent study project.

Courses

AFST B150 Topics in the African American Experience

This is a topics course. Topic will varies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

AFST B206 Black Latinx Americas: Movements, Politics, & Cultures

This interdisciplinary course examines the extensive and diverse histories, social movements, political mobilization and cultures of Black people (Afrodescendientes) in Latin America and the Caribbean. While the course will begin in the slavery era, most of our scholarly-activist attention will focus on the histories of peoples of African descent in Latin America after emancipation to the present. Some topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on "racial democracy," the relationship between gender, class, race, and empire, and recent attempts to write Afro-Latin American histories from "transnational" and "diaspora" perspectives. We will engage the works of historians, activists, artists, anthropologists, sociologists, and political theorists who have been key contributors to the rich knowledge production on Black Latin America.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

AFST B210 Black History in American Cinema

This course will serve as an overview of the history of Black Cinema and the portrayals of persons of African descent in cinema from the early 1900s to the present. This includes developments from Hollywood, independent filmmakers, and experimental foreign films. Additionally, and more importantly, we will venture to gain a deeper comprehension of the politics of film, as well as the ways that cinema has been used as a form of socialization, and/or self-expression.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

AFST B150 Topics in the African American Experience

This is a topics course. Topic will varies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

AFST B202 Black Queer Diaspora

This interdisciplinary course explores over two decades of work produced by and about Black Queer Diasporic communities throughout the circum-Atlantic world. While providing an introduction to various artists and intellectuals of the Black Queer Diaspora, this course examines the viability of Black Queer Diaspora world-making praxis as a form of theorizing. We will interrogate the transnational and transcultural mobility of specific Black Queer Diasporic forms of peacemaking, erotic knowledge productions, as well as the concept of "aesthetics" more broadly. Our aim is to use the prism of Blackness/Queerness/Diaspora to highlight the dynamic relationship between Black Diaspora Studies and Queer Studies. By the end of this course students will have a strong understanding of how systems of power work to restrict the freedoms of Black Queer and Trans communities, and how Black LGBTQ people have lived, organized, and created in spite of and in response to these oppressions. This interdisciplinary undergraduate upper-level course will utilize academic texts accompanied by poetry, fiction, film, television, and visual art to understand Black Queer and Trans subjectivities.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies

Units: 1.0

Instructor: López Oro,P.

(Fall 2024)

AFST B204 #BlackLivesMatterEverywhere

#BlackLivesMatterEverywhere: Ethnographies & Theories on the African Diaspora is a interdisciplinary course closely examines political, cultural, intellectual, and spiritual mobilizations for Black Lives on local, global and hemispheric levels. We will engage an array of materials ranging from literature, history, oral histories, folklore, dance, music, popular culture, social media, ethnography, and film/documentaries. By centering the political and intellectual labor of Black women and LGBTQ folks at the forefront of the movements for Black Lives, we unapologetically excavate how #BlackLivesMatterEverywhere has a long and rich genealogy in the African diaspora. Lastly, students will be immersed in Black queer feminist theorizations on diaspora, political movements, and the multiplicities of Blackness.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Museum Studies

Units: 1.0

Instructor: López Oro,P.

(Spring 2025)

AFST B206 Black Latinx Americas: Movements, Politics, & Cultures

This interdisciplinary course examines the extensive and diverse histories, social movements, political mobilization and cultures of Black people (Afrodescendientes) in Latin America and the Caribbean. While the course will begin in the slavery era, most of our scholarly-activist attention will focus on the histories of peoples of African descent in Latin America after emancipation to the present. Some topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on “racial democracy,” the relationship between gender, class, race, and empire, and recent attempts to write Afro-Latin American histories from “transnational” and “diaspora” perspectives. We will engage the works of historians, activists, artists, anthropologists, sociologists, and political theorists who have been key contributors to the rich knowledge production on Black Latin America.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

AFST B234 Advancing Racial Justice: Engaging with Community Organizat

This course will provide opportunities for students to engage with a diverse group of Philadelphia area community-based organizations and/or the neighborhoods of those they serve. Through time in the field, reflection essays, small group work, and class readings and discussions, students will learn about and how to use racial equity tools (RET) and develop an understanding of: the theories, practices, and levels of DEIAR, the dynamics of system-wide change, and the impact of transformative and restorative justice on individuals, organizations, and communities.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies; Praxis Program
Units: 1.0
Instructor: Bailey,D.
(Fall 2024)

AFST B300 Black Women's Studies

Black Feminist Studies, which emerged in the 1970s as a corrective to both Black Studies and Women's Studies, probes the silences, erasures, distortions, and complexities surrounding the experiences of peoples of African descent wherever they live. The early scholarship was comparable to the painstaking excavation projects of an archaeologist digging for hidden treasures. A small group of mainly black feminist scholars have been responsible for reconstructing the androcentric African American literary tradition by establishing the importance of black women's literature going back to the nineteenth century. In this interdisciplinary seminar, students closely examine the historical, critical and theoretical perspectives that led to the development of Black Feminist theory/praxis. The course will draw from the 19th century to the present, but will focus on the contemporary Black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on “western” and global

feminisms. Central to our exploration will be the analysis of the intersectional relationship between theory and practice, and of race, to gender, class, and sexuality. We will conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory.

Requirement: Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Intensive
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: López Oro,P.
(Fall 2024)

ARCH B101 Introduction to Egyptian and Near Eastern Archaeology

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies; Museum Studies
Units: 1.0
Instructor: Bradbury,J.
(Fall 2024)

ARTD B138 Hip Hop Lineages

Hip Hop Lineages is a team-taught practice-based course, exploring the embodied foundations of Hip Hop and its expression as a global phenomenon. Offered on a pass/fail basis only.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies
Units: 0.5
Instructor: Cotton,M., Jones,P.
(Fall 2024)

ARTD B141 African Diaspora: Beginning Technique

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

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 0.5
(Not Offered 2024-2025)

ARTD B210 Sacred Activism: Dancing Altars, Radical Moves

How do practices of embodiment, choreography, artistry, performance, testifying, and witnessing guide us to transformative and liberation action in our lives? This course excavates the adornment of beings/bodies and the making of sacred spaces for embodied performance, introspection, and ceremonial dance. We will take up the notion of the being/body as an altar and the importance of costume and garb in setting the scene for activism, ritual, and staged offerings. The cognitive has gotten us here, what might continuums of believing in the being/body unveil? Expect to dance, move, write, discuss, create projects, and engage in a variety of textual and media resources. We will work individually and

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collectively for communal learning. The content for this course will be steeped in the lives, cultures, and practices of black and brown folks. This is a writing and dance attentive course. No dance experience necessary, just courage to move.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ARTD B348 Ensemble: African Diaspora Dance

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Counts towards: Africana Studies

Units: 0.5

(Not Offered 2024-2025)

CSTS B108 Roman Africa

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the region even after the Vandal invasions of the fifth century.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

EDUC B200 Community Learning Collaborative: Practicing Partnership

One of the four entry-point options for student majoring or minoring in Education Studies, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school" informed by community-based as well as academic streams of educational practice. In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Child and Family Studies
Units: 1.0

Instructor: Wilson, C.

(Spring 2025)

EDUC B217 Lessons in Liberation: Rejecting Colonialist Power in Edu

Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices continue a legacy of oppression, in different forms. This course will analyze education practices, language, knowledge production, and culture in ways especially relevant in the age of globalization. We will explore and contextualize the subjugation of students and educators that perpetuates colonialist power and implement practices that amplify the voices of the marginalized. We will learn lessons in liberation from a historical perspective and consider contemporary influence, with a cross-continental focus. Liberatory education practices have always existed, often on the margins of colonial forces, but present nonetheless. This course will support students' pursuit of a politics of resistance, subversion, and transformation. We will focus on the development of a critical consciousness, utilizing abolitionist and fugitive teaching pedagogy and culturally responsive pedagogy as tools for resistance. Students will engage with novels, documentaries, historical texts, and scholarly documents to explore US and Cape Verdean education as case studies. In this course, we will consider the productive tensions between an explicit commitment to ideas of progress, and the anticolonial concepts and paradigms which impact what is created to achieve education liberation.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

EDUC B260 Reconceptualizing Power in Education

The systematic critical exploration of the influence of power in education requires attention and re-conceptualization; this course investigates the following question: how can power be redistributed to ensure equitable educational outcomes? We will examine the production of transformative knowledge, arguing the necessity for including creativity and multi-disciplinary collaboration in contemporary societies. Supporting students' pursuit of a politics of resistance, subversion, and transformation will allow for the rethinking of traditional education. We will also center the intersections between race, class, gender, sexuality, language, religion, citizenship status, and geographic region, assessing their impact on teaching and learning. Weekly fieldwork required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Praxis Program
Units: 1.0

(Not Offered 2024-2025)

EDUC B266 Geographies of School and Learning: Urban Education Reconsidered

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. Weekly fieldwork in a school required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor: Zuckerman, K.
(Spring 2025)

EDUC B308 Inquiries into Black Study, Language Justice, and Education

Growing out of the Lagim Tehi Tuma/”Thinking Together” program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B104 The Global Short Story

The majority of the most provocative and interesting English-language literary production at the current moment hails from African nations, India, Oceania and their diasporae throughout the world. A significant number of major international literary prizes have been awarded to members of these writing communities who cross borders, continents, passport identities, and traditions in their experiments with narration, place, politics, and the creolization of English. The late Nigerian novelist and memoirist Chinua Achebe said of the English language, in particular: “Do not be fooled by the fact that we may write in English because we intend to do unheard of things with it.”

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B216 Narrativity and Hip Hop

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip-hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend,

further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists’ narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia’s vibrant hip-hop and literature scene. For additional information see the program’s website <https://www.brynmawr.edu/philly-program>

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B247 Introduction to 20th Century African American Literature

This survey course is an introduction to some of the major authors, canonical texts, and defining critical debates of African American literature from 1899-1953. Selected authors include Charles Chesnutt, Angelina Grimké, Nella Larsen, Langston Hughes, Zora Neale Hurston, Sterling Brown, Ralph Ellison, and Gwendolyn Brooks. Contending with the entanglements of socio-political and aesthetic questions the course will explore the following themes: the roots of African American literature as a “peasant” literature; the role of white funders and audiences in African American literature; racial uplift ideology and the politics of class; questions of gender and sexuality; geographical (urban vs rural) divides; and ecological elements of the tradition. The course will revolve around close-reading and (written) interpretation within (and beyond) the historical and literary context of the works in question. Readings include novels, short stories, poetry, drama, autobiography and essays

from the first half of the 20th century. The course is open to all and assumes no prior knowledge of African American literature.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies
Units: 1.0
Instructor: Alston,A.
(Fall 2024)

ENGL B247 Introduction to 20th Century African American Literature

This survey course is an introduction to some of the major authors, canonical texts, and defining critical debates of African American literature from 1899-1953. Selected authors include Charles Chesnutt, Angelina Grimké, Nella Larsen, Langston Hughes, Zora Neale Hurston, Sterling Brown, Ralph Ellison, and Gwendolyn Brooks. Contending with the entanglements of socio-political and aesthetic questions the course will explore the following themes: the roots of African American literature as a "peasant" literature; the role of white funders and audiences in African American literature; racial uplift ideology and the politics of class; questions of gender and sexuality; geographical (urban vs rural) divides; and ecological elements of the tradition. The course will revolve around close-reading and (written) interpretation within (and beyond) the historical and literary context of the works in question. Readings include novels, short stories, poetry, drama, autobiography and essays from the first half of the 20th century. The course is open to all and assumes no prior knowledge of African American literature.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies
Units: 1.0
Instructor: Alston,A.
(Fall 2024)

ENGL B271 Transatlantic Childhoods in the 19th Century

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the "invention of childhood," we'll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both "literary" works and texts and artifacts from a range of other discourses and spheres. We'll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked structural differences. Here we'll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain's sharply stratified class landscape. If race and class are produced differently, we'll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We'll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; Child and Family Studies
Units: 1.0
Instructor: Flower,C.
(Spring 2025)

ENGL B277 Speculative Futures, Alternative Worlds

Just as colonization is an act of speculative fiction, imagining and violently imposing a different world, so too does decolonization rely on the power of imagination. This course will explore how Latinx, Black, Indigenous, and Asian American cultural producers deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, settler colonialism, heteropatriarchy, environmental destruction, and anti-immigrant discrimination in works by writers, filmmakers, and artists such as Octavia Butler, Sabrina Vourvoulias, N.K. Jemison, Ken Liu, Alex Rivera, Edgardo Miranda-Rodriguez, as well as anthologies such as *Walking the Clouds* and *Nets for Snaring the Sun*. In doing so, we will probe the role that literature, film, and graphic narratives can play in decolonizing knowledge. Students will be also introduced to key theoretical concepts such as modernity/coloniality; ethnic futurisms (Afro-Futurism, Latinxfuturism, Indigenous Futurism, etc.); marvelous realism; survivance, and social death that will help them unpack the critical work accomplished by genre fiction and query the ways in which the aesthetic imagination can contribute to social justice.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B283 Transnational Writing

This course is a study in direct and indirect conversations between and among writers, eras, and continents involving narrative practitioners who may never have interacted in life or letters, but whose works, nevertheless, "speak" to each other in intertextual exchanges. Almost all the works were originally written in English. The yoked works are in groupings of no more than 5 to underscore and to intensify the dialogue and to allow adequate time for discussion and written analysis. As Kenyan Ngugi wa Thiong'o observes in *The Wizard of the Crow*: "Stories, like food, lose their flavor if cooked in a hurry."

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B307 Literature in and of Philadelphia, 1682-1865

Love and freedom are words that constantly intertwine in the literatures of Philadelphia's self-fashioning. Known, of course, as the City of Brotherly Love, William Penn's projected utopia of religious freedom was, before the Civil War, the hotbed of political, racial, cultural and sexual revolution. The city where, in the shadow of plague and rising racism, the first non-violent Civil Rights protests took place and where Black Americans forged a literature of both freedom and beloved community. A city where, under lenient Quaker law, marriage laws allowed for greater sexual freedom than elsewhere in the country, where women were better educated than anywhere else in the world, and where experiments in gender equality and indeed, gender diversity, were able to proceed in relative peace. In this course, and in the city itself, we will examine literature written in and about Philadelphia before the Civil War, exploring how and why Philadelphians engaged questions of love, freedom and non-

freedom. This course will be taught in Philadelphia as part of the Tri-Co Philly Program and make use of the city's archives, museums and historical sites.

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B356 Black Britain

This course explores Black British literature from 1945 to the present, focusing on how the decolonization of the British Empire and pivotal moments of mass migration such as the 1948 arrival of the HMT Empire Windrush from Jamaica to London engendered a surge of Black artistic production following the second world war. We will investigate the categories of "Blackness" and "Britishness" in relation to their transnational and transracial implications, as well as their co-construction with categories of class, gender, and sexuality. Authors may include Sam Selvon, Buchi Emecheta, Caryl Phillips, Andrea Levy, Zadie Smith, Helen Oyeyemi, and others. Prerequisite: One course in Department of Literatures in English

Requirement: Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies

Units: 1.0

Instructor: Flower, C.

(Fall 2024)

ENGL B363 Toni Morrison and the Art of Narrative Conjure

A comprehensive study of Morrison's narrative experiments in fiction, this course traces her entire oeuvre from "Recitatif" to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being known, Morrison-as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In addition to critical essays, students complete a "Pilate Project" – a creative response to the works under study.

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B372 Black Ecofeminism(s): Critical Approaches

How have Black feminist authors and traditions theorized or represented the ecological world and their relationship to it? How does thinking intersectionally about gender(ing) and racialization expand or challenge conventional notions of "nature," conservation, or environmental justice? In what ways does centering racial blackness critically reframe a host of practical and philosophical questions historically brought together under the sign "ecofeminism?" Combining history and theory, the humanities and the social sciences, this interdisciplinary course will use the work of Black feminist writers (broadly defined) across a range of genres to approach and to trouble the major paradigms and problems of contemporary Euro-American ecofeminist thought. The course uses fiction and poetry by Toni Cade Bambara, Toni Morrison, and Countee Cullen as a gateway to a range of critical work by Jennifer Morgan, Sylvia Wynter, Maria Mies, and Val Plumwood as it attempts to define and deconstruct what Chelsea Frazier calls "Black Feminist Ecological Thought." Prerequisite: At

least one 200-level English course and one course in Africana Studies

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Alston, A.

(Spring 2025)

ENGL B372 Black Ecofeminism(s): Critical Approaches

How have Black feminist authors and traditions theorized or represented the ecological world and their relationship to it? How does thinking intersectionally about gender(ing) and racialization expand or challenge conventional notions of "nature," conservation, or environmental justice? In what ways does centering racial blackness critically reframe a host of practical and philosophical questions historically brought together under the sign "ecofeminism?" Combining history and theory, the humanities and the social sciences, this interdisciplinary course will use the work of Black feminist writers (broadly defined) across a range of genres to approach and to trouble the major paradigms and problems of contemporary Euro-American ecofeminist thought. The course uses fiction and poetry by Toni Cade Bambara, Toni Morrison, and Countee Cullen as a gateway to a range of critical work by Jennifer Morgan, Sylvia Wynter, Maria Mies, and Val Plumwood as it attempts to define and deconstruct what Chelsea Frazier calls "Black Feminist Ecological Thought." Prerequisite: At least one 200-level English course and one course in Africana Studies

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Alston, A.

(Spring 2025)

ENGL B374 African-American Childhoods

This course explores the literatures of African-American childhood from the late nineteenth century until the present day. We will explore "classic" works of children's literature by authors such as Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Ann Petry, Walter Dean Myers, Virginia Hamilton, Jacqueline Woodson, James Baldwin, Paule Marshall, June Jordan, Angie Thomas and others— alongside artifacts from a range of other spheres such as textbooks, chapbooks, and the overall rise of a new child-centered periodical culture at the turn of the twentieth century. We will pay especial attention to the ways in which the intertwined categories of literacy and property have shaped racialized notions of childhood in the United States. In addition to close textual analysis, we will engage with major theoretical works in the field of childhood and identity studies, while also investigating firsthand what can be learned via the physical examination of children's books held in Bryn Mawr's Ellery Yale Wood Collection.

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B382 Speculative Futures, Alternative Worlds

Just as colonization is an act of speculative fiction, imagining and violently imposing a different world, so too does decolonization rely on the power of imagination. This course

will explore how Latinx, Black, Indigenous, and Asian American cultural producers deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, settler colonialism, heteropatriarchy, environmental destruction, and anti-immigrant discrimination in works by writers, filmmakers, and artists such as Octavia Butler, Sabrina Vourvoulias, N.K. Jemison, Ken Liu, Alex Rivera, Edgardo Miranda-Rodriguez, as well as anthologies such as *Walking the Clouds and Nets for Snaring the Sun*. In doing so, we will probe the role that literature, film, and graphic narratives can play in decolonizing knowledge. Students will be also introduced to key theoretical concepts such as modernity/coloniality; ethnic futurisms (Afro-Futurism, Latinxfuturism, Indigenous Futurism, etc.); marvelous realism; survivance, and social death that will help them unpack the critical work accomplished by genre fiction and query the ways in which the aesthetic imagination can contribute to social justice.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

FREN B005 Intensive Intermediate French

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use internet resources regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department or recommended by their instructor from 002 regular. Two additional hours of instruction outside class time required. Additional meeting hours on Tuesday and Thursday will be scheduled according to students availability. Prerequisite: FREN B002IN (intensive) or Placement exam. Approach: Course does not meet an Approach

Requirement: Course does not meet an Approach
Counts towards: Africana Studies
Units: 1.5
Instructor: Peysson-Zeiss,A., Ragueneau,C.
(Fall 2024)

FREN B208 La diversité dans le cinéma français contemporain

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still "us against them", or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis,

from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. This course will be taught in French. Open to non-majors. There will be a weekly screening on Sunday, 7:00pm-9:00pm.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Film Studies
Units: 1.0
Instructor: Suaudeau,J.
(Spring 2025)

FREN B211 The Arts and Healing: The Many Facets of West Africa

This course will borrow from Achille Mbembe's views of Africa in which it is decolonization that ushered a temporal rupture which made possible a wide array of futures for the continent. After an introduction on the history of the region (background, French influence and gender relations), the 360 students will be able to examine local and global knowledge and their potentialities on the ground through a variety of approaches that include healing practices related to well-being in various areas of life, through the arts, literature, music and film. It is this exchange with both diasporic and local artists and thinkers, through lectures, readings and workshops at Bryn Mawr and in Senegal that students will be able to find some of the answers this cluster is raising. They will investigate the consequences of decolonization into the present through a series of modules and examine the differences, consequences and overlap of all the knowledge.s, creativity and futures that exist on and for the continent.

Requirement: Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

FREN B224 Racisme et antiracisme en France

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

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

FREN B262 Débat, discussion, dialogue

Despite their differences, all countries face similar problems. Examples of challenges include humanitarian aid international justice, the environment, economic inequalities, invisibility and access to health and food. What can we learn from each other in order to find solutions to shared problems? In this course, students will develop the skills necessary to debate and deal

with international/global issues. Everyone will expand their vocabulary in areas such as: politics, commerce, human rights, cultural diplomacy to name only a few key areas. We will gain in-depth knowledge of a particular region of the Francophone world as we explore shared themes. Each student will choose a francophone country and speak from that region, using the local press as reference. This will require independent research; including developing a bibliography pertaining to your country for each of the themes we study. Students will regularly share your expertise with others in formats ranging from reports to debates.

Units: 1.0
Instructor: Peysson-Zeiss,A.
(Fall 2024)

HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B156 The Long 1960's

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin American, Iberian,

and Latinx Studies; International Studies; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2024-2025)

HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

Requirement: Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B236 African History since 1800

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B237 Themes in Modern African History

This is a topics course. Course content varies
Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B243 Topics: Atlantic Cultures

This is a topics course. Course content varies. Current topic description: The course explores the process of self-emancipation by slaves in the early modern Atlantic World. What was the nature of the communities that free blacks forged? What were their relationships to the empires from which they freed themselves? How was race constructed in the early modern period? Did conceptions of race change over time?

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Gallup-Diaz,I.
(Fall 2024)

HIST B265 Colonial Encounters in the Americas

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B337 Topics in African History

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B349 Topics in Comparative History

This is a topics course. Topics vary.

Counts towards: Africana Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

HLTH B115 Introduction to Health Studies

The multidisciplinary foundation for the health studies minor. Students will be introduced to theories and methods from the life sciences, social sciences, and humanities and will learn to apply them to problems of health and illness. Topics include epidemiological, public health, and biomedical perspectives on health and disease; social, behavioral, and environmental determinants of health; globalization of health issues; cultural representations of illness; health inequalities, social justice, and health as a human right.

Requirement: Course does not meet an Approach

Counts towards: Africana Studies; Health Studies

Units: 1.0

Instructor: Bhattacharya, A.

(Fall 2024, Spring 2025)

INST B210 Popular Uprisings in Global Perspective

In recent years, popular uprisings and protest movements have mobilized hundreds and thousands of people in different parts of the world to demand a radical overhauling of existing systems and changes in political leadership. These uprisings have raised a series of questions that will be the focus of this class. What are the catalysts, underlying causes and demands of these protest movements? What can we learn from the grassroots organizing that allowed these movements to gain momentum? All too often popular uprisings in the Global South in particular, are seen as representing the failures and limits of revolutionary action and politics rather than their potential and promise. What then, do recent popular uprisings reveal about the limitations and relevance of various theoretical approaches to explaining revolutionary phenomena and

action? How might local scholars and activists analyzing the popular uprisings taking place in their countries, allow us to develop new vocabularies and frameworks for understanding popular protests and revolutionary action elsewhere? Students will explore these questions through a series of case studies including Sudan, Hong Kong, Chile, Lebanon, France, Ethiopia and India.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

INST B301 Politics of Aid and Humanitarianism

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

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ITAL B218 Early-Modern Intersections: a New Italian Renaissance

The period or movement commonly referred to as the Renaissance remains one of the great iconic moments of global history: a time of remarkable innovation within artistic and intellectual culture, and a period still widely regarded as the crucible of modernity. Although lacking a political unity and being constantly colonized by European Empires, Italy was the original heartland of the Renaissance, and home to some of its most powerful and enduring figures, such as Leonardo and Michelangelo in art, Petrarch and Ariosto in literature, Machiavelli in political thought. This course provides an overview of transnational Italian culture from the fourteenth to the sixteenth century by adopting a cross-cultural, intersectional, and inter-disciplinary approach. The course places otherness at the center of the picture rather than at its margins, with the main aim to look at pivotal events and phenomena (the rise of Humanism, courtly culture, the canonization of the language), not only from the point of view of its protagonists but also through the eyes of its non-male, non-white, non-Christian, and non-heterosexual witnesses. The course ultimately challenges traditional accounts of the Italian Renaissance by crossing also disciplinary boundaries, since it examines not only literary, artistic, and intellectual history, but also material culture, cartography, science, technology, and history of food and fashion. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Zipoli, L.
(Fall 2024)

PE B111 Hip-Hop: Lineages

Students learn basic movements from hip-hop, funk, house, breakin' and other contemporary urban styles. The course aims to expand the student's dance skills while increasing their knowledge of the history of hip-hop and providing a sophisticated understanding of the potential of hip hop as an art and social form. This course is open to all levels of experience. (Full Semester, 2 PE Credits)

Counts towards: Africana Studies

Instructor: Cotton, M., Jones, P.
(Fall 2024)

POLS B141 Introduction to International Politics

This course offers an introduction to international politics to acquaint students with major trends and themes in international relations and global affairs. The course is divided into three units. The first unit explores the foundational concepts and theories and the history of international relations. The second unit examines democracy and the global rise of populism & authoritarianism within the context of international organizations and global peace and security. The third unit focuses on global human rights in the areas of humanitarian intervention, forced migration, and transnational social movements. Throughout the semester, students will be asked to connect these theories and topics to issues that are playing out in the world today.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor: Corredor, E.

(Fall 2024, Spring 2025)

POLS B368 Comparative Racial Justice Movements, US and South Africa

The movements against white supremacy in South Africa and the United States during their respective eras of apartheid and Jim Crow are known to have intersected with one another, and many of their participants understood them as part of the same global struggle. But how well do the South African anti-apartheid movement and the American civil rights movement compare with one another? Even if the contours of their enemy—state-sponsored, systemic racism—were remarkably similar and the movements had overlapping ideological foundations, they still faced different political opportunity structures that shaped their trajectories. In the first half of the course, we will compare these two movements—their ideologies, their strategies, their obstacles, their successes, and their failures—in order to better understand what it means, and what it takes, to mount a movement for racial justice in a white supremacist society. In the second half of the course, we will then look at contemporary movements in the two countries in order to understand the possibilities for racial justice movements when de jure apartheid and segregation have (largely) been defeated. It is now, with South Africa lacking any sort of real Black Lives Matter movement, that it seems that the two countries have finally parted ways. Our job will be to understand why and how that is the case, but also to consider whether there is as much divergence as it appears. Can we situate service delivery protests in the Black South African townships and BLM marches in the United States within the same struggle that anti-apartheid freedom fighters and civil rights activists knew they shared? Prerequisite: At least one previous class in Political Science or Africana Studies or permission from the professor.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B200 Urban Sociology

How do social forces shape the places we live? What makes a place urban? What is a suburb and why do we have them? What's environmental racism? Why are cities in the US still highly racially segregated? We will take on these questions and more in this introduction to urban sociology. Classic and contemporary urban social theories will inform our investigations of empirical research on pressing urban issues such as housing segregation, the environment, suburbanization, transportation and inequality. The course has a special focus on the social, economic and political forces that shape in urban space in ways that perpetuate inequality for African Americans.

Requirement: Course does not meet an Approach

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B225 Women in Society

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South – those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the "Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system" (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course's final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Montes, V.
(Fall 2024)

SOCL B276 Making Sense of Race

What is the meaning of race in contemporary US and global society? How are these meanings (re)produced, resisted, and refused? What meanings might we desire or imagine as alternatives? In this course, we will approach these questions through an array of sources while tracking our own thinking about and experiences of raced-ness. Course material will survey sociological notions of the social construction of race, empirical studies of lived experiences of race, and creative

fiction and non-fiction material intended to catalyze thinking about alternative possibilities.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Taplin-Kaguru, N.
(Spring 2025)

SOCL B324 Du Bois and Sociology: The Racialized Self in Modernity

W.E.B. Du Bois pioneered a liberatory sociology of emancipation grounded in rigorous empirical investigation of social problems and a theory of the racialized self in modernity. In this course, we will examine the Du Boisian roots of American sociology, studying some of his most influential texts for insights into how sociology can address important current public conversations about dismantling racist and exploitative structures of oppression.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B329 Race, Class & Gender: Intersectionality & the Social World

This course takes an in-depth look into how racism, classism, and sexism perpetuate inequality as well as scholarly debates and engagements with intersectionality theory. We will critically engage with intersectionality theory and explore scholarship that applies intersectionality theory to a variety of social arenas including families, activism, education, sexuality, politics, health, work, and more. By the end of the course, you should be able to identify contemporary scholarly debates surrounding intersectionality theory and evaluate its applications across sociological works. Throughout the semester we will practice synthesizing readings, crafting original arguments, and critical writing skills.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B338 The Black Diaspora in the US: African and Caribbean Communities.

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 towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ANTHROPOLOGY

Students may complete a major or a minor in Anthropology.

Anthropology studies the human condition as it has been evolutionarily, historically, and culturally conditioned, ranging from sociocultural and linguistic anthropology, which focus on social, political, and cultural dynamics in contemporary contexts, to biological anthropology and archaeological archaeology, which focus on human evolution and past cultural change. Bryn Mawr's Anthropology major provides an opportunity to explore the social, cultural, biological and linguistic variations that characterize the diversity of humankind in the past and the present.

Faculty

Casey Barrier, Associate Professor (on leave semester II)

Susanna Fioratta, Associate Professor and Chair of Anthropology and Director of the Center for Social Sciences

Alexandra Kralick, Visiting Assistant Professor of Anthropology

Colin McLaughlin-Alcock, Visiting Assistant Professor of Anthropology

Melissa Pashigian, Associate Professor of Anthropology

Maja Šešelj, Associate Professor of Anthropology on the Clowes Professorship in Science and Public Policy

Amanda Weidman, Professor of Anthropology (on leave semester II)

Major Requirements

Requirements for the major are ANTH 101, 102, 303, 398, 399, and five additional 200- and 300-level elective courses in anthropology, one of which is an ethnographic area course that focuses on the cultures of a single region. Students are encouraged to select courses from each of the four subfields of anthropology: archaeology, bioanthropology, linguistic, and sociocultural anthropology.

For the class of 2024 and 2025, the major writing intensive requirement is fulfilled by taking ANTH 303 (WI). Beginning with the class of 2026, the major writing intensive requirement is fulfilled by taking two writing attentive (WA) courses: ANTH 303 (WA) and one other 300-level WA course in the Anthropology department at Bryn Mawr.

Required courses that must be taken at Bryn Mawr are: ANTH 101, 303, 398, and 399. ANTH 103 at Haverford may be substituted for ANTH 102. Beginning with the class of 2026, students must take at least three out of their five elective courses in the Bryn Mawr Anthropology department.

Minor Requirements

Requirements for a minor in anthropology are ANTH 101, 102 (or H103), 303, one ethnographic area course and two additional 200- or 300-level courses in anthropology.

Honors

Qualified students may earn departmental honors in their senior year. Honors are based on the quality of the senior thesis

(398, 399) and grade point average in courses taken for the anthropology major.

Cooperation with Other Programs

The Department of Anthropology actively participates and regularly contributes to the minors in Africana Studies, Environmental Studies, Gender and Sexuality Studies, and Health Studies. In addition, Anthropology cross-lists several courses with Biology, Classical and Near Eastern Archaeology, German, Growth and Structure of Cities, History, Peace and Conflict Studies, Political Science, and Sociology. Anthropology at Bryn Mawr also works in close cooperation with our counterpart department at Haverford College.

ANTH B101 Introduction to Biological and Archaeological Anthropology

An introduction to the place of humans in nature, evolutionary theory, living primates, the fossil record for human evolution, human variation and the issue of race, and the archaeological investigation of culture change from the Old Stone Age to the rise of early agricultural societies in the Americas, Eurasia and Africa. In addition to the lecture/discussion classes, students must select and sign up for one lab section.

Requirement: Inquiry into the Past (IP); Scientific Investigation (SI)
Units: 1.0

Instructor: Šešelj, M., Barrier, C., Kralick, A.
(Fall 2024)

ANTH B102 Introduction to Cultural Anthropology

This course will explore the basic principles and methods of sociocultural anthropology. Through field research, direct observation, and participation in a group's daily life, sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Fioratta, S., McLaughlin-Alcock, C.
(Fall 2024, Spring 2025)

ANTH B204 North American Archaeology

For millennia, the North American continent has been home to a vast diversity of Native Americans. From the initial migration of big game hunters who spread throughout the continent more than 12,000 years ago, to the complex Pueblos of the Southwest and urban Cahokia in the East, there remains a rich archaeological record that reflects the ways of life of

ANTHROPOLOGY

these cultures. This course will introduce the culture history of North America as well as explanations for culture change and diversification.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ANTH B208 Human Biology

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

Requirement: Power, Inequity, and Justice (PIJ)

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B213 Anthropology of Food

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Fioratta, S.

(Spring 2025)

ANTH B214 Becoming Unfree: Archaeology of Freedom's Ontological Status

Anthropological archaeologists have long taken part in wider discussions of concepts like egalitarianism, inequality, property, and political-economic stratification. Archaeologists have more rarely approached the past to consider the question of freedom. In their 2021 book *The Dawn of Everything*, anthropologist David Graeber and archaeologist David Wengrow do just this – they place the question of freedom as a central concern of all (pre)history. Their interest in the past is presented as a guide to the present and future, and they search for three kinds of freedom, which they call “primordial”: (1) freedom to move, (2) freedom to disobey, and (3) freedom to change one’s social relationships or form of social organization. The importance of the study of the past, in this way, is not about material or social inequalities but becomes one of asking how we have found ourselves recently “stuck” in systems that deny these freedoms? In this course we will engage the long archaeological and ethnographic records, including that of hunter-gatherers as well as states, to assess the material and social conditions that have opened spaces for freedoms and closed doors on others. We will tease apart various

notions of freedom and try to locate them in diverse cultural moments under varying relations of kinship, property, labor, egalitarianism, and material inequality. We will question the ontological (or “primordial”) status of freedom to consider if mobility, disobedience, and social-organizational shifts could also be experienced as “unfreedoms” in the creation and enforcement of both egalitarian and inegalitarian relations. Students will be encouraged to think about the importance of the past from the vantage of their own political desires for the present and future, and we will force ourselves to consider the enduring question: can we even find our future somewhere in the past? In the background, we will also continuously return to the question of our relationship to nature/environment and what human freedom may mean at this enlarging spatial, temporal, and ecological scale.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ANTH B216 Transnational Movements Across the Americas

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

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B218 Activist Imaginaries & Conflict Management

How do activists understand injustice, and how does this understanding inform activist efforts to imagine and build a more just future? What results from these activist efforts? In this class, we will examine how activists develop a kind of qualitative analysis, similar to anthropology, through which they understand social problems and seek solutions to those problems. In contrast to the frequent description of activist projects as “utopian,” we will explore how activists rely on a grounded analysis and, as such, often contribute to change even when they fail to realize their ultimate goal. We will also reflect on our role as anthropologists, asking how we can learn from and/or contribute to activist analyses and their resulting political projects. One 100-level course in any humanities or social sciences field, or permission of the instructor.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

ANTH B220 Theory and Method in Archaeology

An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples. Theoretical debates current in anthropological archaeology are reviewed and the place of archaeology in the general field of anthropology is discussed. Prerequisite: ANTH 101 or permission of instructor.

Requirement: Inquiry into the Past (IP)

Counts towards: Geoarchaeology

Units: 1.0

(Not Offered 2024-2025)

ANTH B223 The Global Middle East: Colonialism, Oil, the War on Terror

A central premise of this course is that European colonial intervention in the Middle East did not just impact the Middle East, but mobilized social, material, and ideological projects which fundamentally transformed Europe itself, producing the modern "West" and the contemporary globe. Challenging tendencies to think of the Middle East as distant and different, students will explore the ways that Euro-American intervention in the Middle East shapes our everyday lives in the contemporary U.S. We will explore how the economy, culture, identity, and social organization of contemporary life in Europe and the U.S. builds off of, and is dependent upon, this history of intervention. We will conclude with an examination of global solidarity movements, with a focus on Black American activists' solidarity work in the Arab world, to ask how this global interconnection makes the Middle East an important site for building and imagining a more just world.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: McLaughlin-Alcock, C.

(Fall 2024)

ANTH B232 Human Diet and Nutrition

One of the few truly universal aspects of the human experience is our need to consume food for survival. However, while food serves to nourish our bodies, diet and food choices are deeply embedded in the cultures in which we live. This course will combine archaeological, biological, and cultural anthropology studies to explore human diet and nutrition through history. The course will cover the basics of human nutrition, the evolution of the human diet from our hominin ancestors to now, and modern nutritional and diet culture in the United States.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ANTH B234 Forensic Anthropology

Forensic anthropology is a subfield of biological anthropology that applies methods and techniques developed in skeletal biology, bioarchaeology and forensic sciences to the analysis of human skeletal remains in a medico-legal setting. The goal of this course is to introduce you to the field of forensic anthropology by examining underlying theory and a variety of applied techniques that relate to the challenges of human skeletal identification, while situating the discipline in the broader context of evolutionary theory and ethics. Through practical exercises you will learn the bones of the skeleton, how to create a biological profile of an individual (reconstruct age, sex, ancestry, stature), and identify trauma and pathology. We will also examine broader topics such as crime scene investigation, search and recovery of human remains in various contexts, estimating the postmortem interval, human rights investigations, and ethics and responsibilities of forensic anthropologists.

Requirement: Scientific Investigation (SI)

Units: 1.0

Instructor: Šešelj, M.

(Spring 2025)

ANTH B246 The Everyday Life of Language: Field Research in Linguistic Anthropology

The goal of this course is to develop an awareness of how language operates in various interactional and other (eg. ritual, performance, political) contexts that we commonly experience. The focus will be on gaining hands-on experience in doing linguistic anthropological data collection and analysis, and putting the results of individual student projects together as part of initiating an ongoing, multi-year project. Topics that students explore ethnographically may include: language and gender; language, race and social indexicality; sociolinguistic variation; codeswitching; register and social stance; language and social media. Student research will involve ethnographic observation, audio-recording of spoken discourse, conducting interviews, and learning how to create a transcript to use as the basis for ethnographic analysis. Students will work in parallel on individual projects cohering around a particular topic, and class time will be used to discuss the results and synthesize insights that develop from bringing different ethnographic contexts together. For the praxis component of the course, students will use the experience they have gained to generate ideas for components of a middle school/high school language arts curriculum that incorporates linguistic anthropology concepts and student-driven research on language.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ANTH B251 Identity, Borders, and Globalization in Southeast Asia

This course will explore the complexity and diversity of Southeast Asia and the ways political, economic, and environmental concerns bridge borders of countries in the region. We will examine belief systems, family systems, urbanization, economic change, politics and governance, health, and ecological change, among other topics. We will critically examine colonial, anti-colonial, nationalist, and internationalist meanings by looking at lived experiences

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that question what does it mean to be bound by regional designation and simultaneously participate in processes of one's own making that challenge and transcend locality. Through reading ethnographies of cultures in the region, we also will examine anthropologies and knowledge being produced outside of the Western academy in Southeast Asia, problematize area studies and the Western construction of a geopolitical region of nation-states called Southeast Asia, and examine the limits of such a designation, as well as benefits as countries in the region that engage in ASEAN contend with globalization. Prerequisite: Sophomore Standing and Above.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B254 Anthropology and Social Science Research Methods

This course is designed for students interested in learning ethnographic and qualitative social science methods, and how to analyze qualitative results. Through hands on fieldwork, students will learn and practice ethnographic field methods, for example, observation, participant observation, interviewing, use of visual media and drawing, life stories, generating and analyzing data, and ways to productively transform qualitative data into contextual information. Ethics in ethnographic research will be a central theme, as will envisioning and designing projects that protect human subjects. The purpose of this course is to provide anthropology majors and students in social sciences, humanities, as well as STEM majors with interests in multi-method research, an opportunity to learn methods in advance of their thesis proposal and research, Hanna Holborn Gray summer research, and other social science independent research opportunities during their undergraduate experience, and post-graduation.

Requirement: Course does not meet an Approach

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B259 The Creation of Early Complex Societies

In the last 10,000 years, humans around the world have transitioned from organizing themselves through small, egalitarian social networks to living within large and socially complex societies. This archaeology course takes an anthropological perspective to seek to understand the ways that human groups created these complex societies. We will explore the archaeological evidence for the development of complexity in the past, including the development of villages and early cities, the institutionalization of social and political-economic inequalities, and the rise of states and empires. Alongside discussion of current theoretical ideas about complexity, the course will compare and contrast the evolutionary trajectories of complex societies in different world regions. Case studies will emphasize the pre-Columbian histories of complex societies in the Americas as well as some of the early complex societies of the Old World. Counts toward Latin American, Iberian, and Latino Studies minor. Approach: Inquiry into the Past (IP) and Cross-Cultural (CC).

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ANTH B281 The Power in Language: Introduction to Linguistic Anthropology

This course provides an introduction to the concepts and methods of linguistic anthropology, which can help us understand the role language plays in constructing identities, creating social and political hierarchies, and shaping understandings and experiences of the world. The course considers topics relevant to the everyday life of language in the U.S. context, including the relationship between language and gender, race, and socioeconomic inequality, and uses ethnographic materials from a variety of cultural contexts to explore three perspectives that are central to linguistic anthropology. These are: language, power, and the linguistic market: how different languages and the ways of speaking get associated with particular social groups and become valued or devalued; linguistic ideologies and semiotic processes: how language as a system of signs becomes meaningful, to whom, and in what ways; poetics and performance: how people "do things with words" and how the non-referential (sonic, poetic) aspects of language matter.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ANTH B287 Sex, Gender, Biology and Culture

This 200-level anthropology course is an introductory survey of topics in sex, gender, biology, and culture, approached through an intersectional feminist interdisciplinary biocultural anthropological lens. In this course, we delve into the variations of gender in the US and globally, explore the interplay between gender and sex, and examine concepts of biological sex, intersexuality, and sexuality. Students will also explore contemporary issues and research areas where anthropologists and human biologists investigate the intersection of sex and gender. This includes discussions on hormones, sports, and the brain, as well as examinations of sex and gender among non-human animals. This course offers students a unique amalgamation of biocultural anthropology, cultural anthropology, biology research, gender studies, feminist science studies, and health science. Through this course, students will develop skills to discern and assess scientific information and claims and construct a critical feminist toolkit for analyzing scientific knowledge. They will apply these skills to evaluate a diverse array of sources, ranging from peer-reviewed articles to popular media, websites, podcasts, and documentaries. Moreover, students will utilize queer feminist theories to cultivate this intersectional perspective, honing their abilities in analytical and critical thinking. Upon completion of the course, students will leave with enhanced confidence in articulating nuanced thoughts on the complex intersections of sex, gender, sexuality, science, and society.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Kralick, A.

(Fall 2024)

ANTH B291 Archaeology of Human-Environment Interaction

For the entirety of our history, humans have been interacting with, responding to, and shaping our environment. In this

course, we will discuss how archaeologists study and think about the ways in which people across the globe have engaged with their environments. We will begin with an overview of how archaeologists and anthropologists have theorized about human-environmental interactions. The course will then focus on three methodological frameworks used by archaeologists to study these interactions: geoarchaeology, zooarchaeology, and paleoethnobotany. Students will have the opportunity to study how archaeologists employ these methods together to better understand the relationships between people and the environments in which they live.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ANTH B293 Extractive Violence and Environmental Justice

This course will introduce students to the study of environmental justice and examine questions of race, ethnicity, indigeneity, gender and inequality within the political ecology of extractive capitalism. Through ethnographic accounts, documentary film, graphic novels, photography and other multimedia, we will examine case studies of environmental justice, conflicts over resources, and the impacts of extractive industries on indigenous and other frontline communities across the Global South and North. How does ecological toxicity manifest as a form of racialized violence deployed across post-colonial geographies? Why do hydrocarbons produce "modern democracy" in some places and "petro-despotism" in others? How do we make sense of our position in a global political ecology of resource extraction? This course will unfold in three parts: the first will situate the problem of environmental justice within the broader context of humans' impacts on global ecologies; the second will examine the historical context of extractive capitalism; and the third will examine the problem of environmental justice as a legacy of postcolonialism. Prerequisite: Sophomore standing and up; Anth 102 recommended/suggested.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

ANTH B294 Culture, Power, and Politics

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH B102, H103 or permission of the instructor.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B303 History of Anthropological Theory

A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms, or orientations, but as configurations of thought, technique, knowledge, and power that reflect the ever-changing relationships among the societies and cultures of the world. This course qualifies as completion of the writing requirement. Prerequisite: ANTH B102/ANTH H103 and at least one additional anthropology course at the 200 or 300 level.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Weidman,A.

(Fall 2024)

ANTH B312 Anthropology of Reproduction

This course will examine how power in everyday life shapes reproductive behavior and how reproduction is culturally constructed. Through an examination of materials from different cultures, this course will look at how often competing interests within households, communities, states and institutions (at both the local and global levels) influence reproduction in society. We will explore the political economy of reproduction cross-culturally, how power and politics shape gendered reproductive behavior and how it is interpreted and used differently by persons, communities and institutions. Topics covered include but are not limited to the politics of family planning, mothering/parenting, abortion, pregnancy, pregnancy loss, fetal testing and biology and social policy in cross-cultural comparison. Prerequisite: ANTH 8102 (or ANTH H103) recommended

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 1.0

Instructor: Pashigian,M.

(Fall 2024)

ANTH B317 Disease and Human Evolution

Pathogens and humans have been having an "evolutionary arms race" since the beginning of our species. In this course, we will examine how natural selection and other evolutionary forces shape our susceptibility to disease, and how we have adapted to resist disease. We will also address how concepts of Darwinian medicine impact our understanding of how people might be treated most effectively. We will focus on infectious and chronic diseases, and the anthropogenic effects contributing to the observed distribution of various diseases and illnesses, such as climate change and racism, and their interactions.

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B326 Sensory Ethnography

Life engages all of our senses, but much of our sensory experience is filtered out when we put that experience into words. This course approaches the senses and sensory experience together as both an object of ethnographic study and as a means of ethnographic enquiry. Going beyond the

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notion of the senses as biologically hard-wired individual perception, we will explore how the senses are instead learned and shaped by culture and socialization, not static but changing and transforming over time. We will also examine how sensory knowledge and experience can be political: that is, shaped by and responding to structures of power. Throughout the semester, we will be asking both what can be learned from taking sensory experience seriously, and how sensory ethnography might go beyond traditional ethnographic approaches. Students will conduct projects that explore and engage taste, touch, vision, hearing, and smell, and then experiment with different ways of producing anthropological knowledge, in addition to writing; possibilities include photography, video, audio recording, curated collections of objects, or guided taste or smell experiences.

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor: Weidman,A., Fioratta,S.
(Fall 2024)

ANTH B327 Caste and Race: Analogies and Intersections

With the global spread of the Black Lives Matter movement, and since the publication of American journalist Isabel Wilkerson's *Caste: The Origins of our Discontents*, there has been a renewed interest in thinking comparatively about caste and race. This course will examine the intertwined histories and legacies of caste and race as imaginaries deployed both to create and enforce social inequality and hierarchy, and to describe and analyze it. In the first half of the course we will examine how analogies and comparisons between caste and race have been made at various moments over the long 20th century. In the second half of the course, we will explore how caste and race have intersected in lived experience, using historical sources, ethnography, and memoir. In tracking intersections of experience and the production of knowledge, our course will bring together history, anthropology, sociology, and related fields, as well as different world areas— India/South Asia and the U.S./Western hemisphere— that have traditionally been held apart in the modern academy. Prerequisite: One course in Anthropology or History or related Social Science or Humanities departments, or permission of the instructors.

Requirement: Power, Inequity, and Justice (PIJ)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B329 The politics of belonging and exclusion in India

Since India's economic liberalization in the early 1990s, the globalizing dynamics of cultural and economic liberalization have been accompanied by renewed articulations of who belongs in the "New India" and who doesn't. In this context, caste, class, religious community, language, and gender have become crucial sites for claiming citizenship, articulating distinctions among people, and constructing senses of what and who can inhabit the public sphere. Using materials from different regions of India, our focus will be on how fine-grained ethnographic study can be a tool to examine the broader dynamics of belonging and exclusion and its political and social

effects. This course fulfills the BMC Anthropology major/minor ethnographic area requirement.

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B331 Medical Anthro Seminar: Critical Thinking for Critical Times

Advanced Medical Anthropology: Critical Thinking for Critical Times explores theoretical and applied frameworks used in medical anthropology to tackle pressing problems in our world today. Coupled with topical subjects and ethnographic examples, this seminar will enable students to delve deeply into sub-specialization areas in the field of medical anthropology, including: global health inequalities, cross-border disease transmission, genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, and ecological approaches to studying health and behavior, among others. No prior experience in medical anthropology is required. Prerequisite: Sophomore standing and higher.

Requirement: Course does not meet an Approach
Counts towards: Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B343 Human Growth and Development and Life History

In this seminar we will examine various aspects of the human life history pattern, highly unusual among mammals, from a comparative evolutionary perspective. First, we will survey the fundamentals of life history theory, with an emphasis on primate life histories and socioecological pressures that influence them. Secondly, we will focus on unique aspects of human life history, including secondary altriciality of human infants, the inclusion of childhood and pubertal life stages in our pattern of growth and development, and the presence of a post-reproductive life span. Finally, we will examine fossil evidence from the hominin lineage used in reconstructing the evolution of the modern human life history pattern. Prerequisite: ANTH B101 or permission of instructor.

Counts towards: Child and Family Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B345 Voices of the Dead: Seminar in Bioarchaeology

Bioarchaeology is the study of human skeletal remains from archaeological sites, with the goals of reconstructing the lifeways of past peoples. In this course we will learn about the methods used to reconstruct both individual lives and collective population histories, including human osteology, paleopathology, stable isotope analysis, mortuary analysis, and demography. We will study processes that leave their marks in/on bones and teeth, including behavioral features (such as occupation, inequality and social hierarchies, and interpersonal violence); ecological features (e.g., differences in landscape, diet, and naturally available resources); and biological features (e.g., growth and development, and physiological stress). This

exploration will be firmly rooted in the contemporary cross-cultural ethical and legal frameworks surrounding research using human remains, from excavation to repatriation.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ANTH B346 Human Rights and Citizenship in Global Perspective

This course examines the history of “decolonization.” In the 20th century, the global world order transformed from one organized around empires and imperial domination to one of nation-states, self-determination, and human rights. In three parts, this course will explore the history of colonization and imperialism; examine the historical significance and legacy of anti-colonial struggles, global decolonization in the 20th century, and the movement for human rights; as well as investigate the significance of these legacies to contemporary struggles over nationalism, migration, racial justice and citizenship.

Requirement: Course does not meet an Approach

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B352 Humans and Non-Humans

Anthropology is the study of humans, but the idea of the “human” always implies the category of the “non-human.” Humanity is defined in its relation to “non-humans”: ranging from tools and technology, to domesticated (and undomesticated) animals, to agricultural crops, our local ecologies, and the global environment. What does it mean to be human? What is the agency of non-humans in human worlds? Do forests think? Do dogs dream? What is the agency of a mountain? What are the rights of a river? What is the cultural significance of DNA? This course will trace Anthropological debates over the “human” and “non-human” in contexts ranging from Amerindian cosmology, to political ecology, and science and technology studies.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ANTH B354 Political Economy, Gender, Ethnicity and Transformation in Vietnam

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students

will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Pashigian, M.

(Spring 2025)

ANTH B355 Archaeology of Landscapes

Traditional archaeology has focused on the “archaeological site” in our attempts to understand past human practices. However, people in the past as with today did not live their lives within the small confines of an archaeological site but rather in the broader landscape surrounding them. In this seminar, students will gain an understanding of different theoretical and methodological approaches to studying the landscape. Using case studies from around the world, we will explore how archaeologists study the ways past people interacted with, modified, and experienced the landscapes in which they dwelt. In doing so, students will gain an appreciation for how the study of landscapes can improve our understanding of peoples lived experiences.

Units: 1.0

(Not Offered 2024-2025)

ANTH B356 The Politics of Public Art

In this class we will explore the politics of public art. While we will look at the political messaging of public art, we will also seek to understand how public art, through its integration into a social geography, has a political impact beyond its meaning. We will see how art claims public space and structures social action, how art shapes social groups, and how art channels economic flows or government power. By tracing the ways that art is situated in public space, we will examine how art enters into urban contest and global inequality. Class activity will include exploration of public art and students will be introduced to key concepts of urban spatial analysis to help interrogate this art. One 200-level course in Social Sciences, Humanities, or Arts fields, or permission of the instructor

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ANTH B357 Narratives of Illness, Healing, and Medicine

This course will explore the construction of narratives around illness, healing, and medicine cross-culturally and across a variety of media including through graphic novels, video drama series, primary source diaries, audio accounts, and anthropological texts. Illness narratives have figured prominently in the study and practice of medical anthropology, and increasingly in the teaching of medicine. We will ask: What is the role of illness narratives in the healing process for patients, healers, and caregivers in cross-cultural comparison? How can illness narratives destabilize dominant discourses, and provide an avenue of expression for those who are unable to easily speak or be heard, particularly in biomedical contexts? Who gets to speak, in what ways, and who remains unheard? What does it mean to tell a story of illness? What roles do illness stories play in illuminating and complicating understandings of illness, disability, trauma, and caregiving?

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How do illness narratives relate to suffering, hope, and healing, and how they differ for chronic or terminal illness? What do they tell us about making and remaking the self? Students will have the opportunity to explore frameworks and cross-cultural experiences through media beyond standard text. Prerequisite: ANTH B102 or permission of instructor.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ANTH B364 Anthropology of Global Public Health

This course will use an anthropological lens to explore the field of contemporary global health. Through readings and case studies in cultural anthropology, medical anthropology, applied and critical anthropology, and related social sciences, the class will examine the participants and institutions that make up the production of global health, as well as the knowledge and value production that have shaped agendas, policies and practices in global health, both historically and in the contemporary. The course will also explore anthropology's relationship to and perspectives on the history of global health. Through the use of ethnographic case-studies we will examine how local communities, local knowledge and political forces intersect with, shape, and are shaped by global initiatives to impact diseases, treatments, and health care delivery. Among other topics, the course will explore health disparities, epidemics/pandemics, global mental health, climate change and infectious diseases, chronic illness, violence, health systems, and communicable diseases such as polio, HIV/AIDS, Covid-19, Tuberculosis, etc. Prerequisite(s): ANTH B102/H103 recommended; sophomore standing or higher

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Pashigian, M.

(Spring 2025)

ANTH B366 Waves of Power: Sound in Culture, Politics, and Society

From the chants of protesters to the hum of engines, from the ring of church bells to the background tracks of our favorite songs, sound matters. It is not just a background to what we see, but a crucial and powerful part of social life. This course builds an understanding of sound through anthropological investigation, as a product of human creativity, human conflict, and human interaction with the material world. We will explore the ways that sound is conceptualized and endowed with meaning; how sound becomes linked to identity; and how sound can become a call to action in different cultural and historical contexts. The kinds of sounds we will encounter in this course include, but are not limited to, music and spoken language; we will also be studying environmental, industrial, and religious sounds. You will also be learning about different ways to record, document, and write about sound by engaging in your own sound-based ethnographic research. Prerequisite: Sophomore Standing or higher.

Units: 1.0

(Not Offered 2024-2025)

ANTH B398 Senior Conference

Research design, proposal writing, research ethics, empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written

presentations of the analysis and results of research are important. A senior thesis proposal is the most significant writing experience in the seminar. Prerequisite: Senior Anthropology majors only.

Units: 1.0

Instructor: Pashigian, M., Weidman, A., Barrier, C.

(Fall 2024)

ANTH B399 Senior Conference

Coding research notes, discussion of ongoing field work and research. A senior's thesis is the most significant writing experience in the seminar. Senior requirement.

Units: 1.0

Instructor: Pashigian, M., Šešelj, M., McLaughlin-Alcock, C.

(Spring 2025)

ANTH B403 Supervised Work

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024)

ANTH B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ARCH B260 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

BIOL B236 Evolution

A lecture/discussion course on evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement: Scientific Investigation (SI)

Units: 1.0

Instructor: Davis, G.

(Spring 2025)

CITY B185 Urban Culture and Society

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.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

Instructor: Hurley,J., Restrepo,L.
(Fall 2024)

CITY B229 Topics in Comparative Urbanism

This is a topics course. Course content varies. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

Instructor: Restrepo,L.
(Spring 2025)

CITY B365 Topics: Techniques of the City

This is a topics course. Course content varies. Current topic description: This course explores physical, social, economic, and political aspects of neighborhood change, with a particular emphasis on the 1950-1970 urban renewal and interstate highway programs in the US. These large-scale government-led efforts will be compared with more incremental neighborhood change from neighborhood-based community

development efforts, gentrification, market actors, and grassroots advocacy.

Units: 1.0

Instructor: Hurley,J.
(Spring 2025)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

HIST B334 Caste and Race: Analogies and Intersections

With the global spread of the Black Lives Matter movement, and since the publication of American journalist Isabel Wilkerson's *Caste: The Origins of our Discontents*, there has been a renewed interest in thinking comparatively about caste and race. This course will examine the intertwined histories and legacies of caste and race as imaginaries deployed both to create and enforce social inequality and hierarchy, and to describe and analyze it. In the first half of the course we will examine how analogies and comparisons between caste and race have been made at various moments over the long 20th century. In the second half of the course, we will explore how caste and race have intersected in lived experience, using historical sources, ethnography, and memoir. In tracking intersections of experience and the production of knowledge, our course will bring together history, anthropology, sociology, and related fields, as well as different world areas— India/South Asia and the U.S./Western hemisphere— that have traditionally been held apart in the modern academy.

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B201 Themes in International Studies

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

INST B210 Popular Uprisings in Global Perspective

In recent years, popular uprisings and protest movements have mobilized hundreds and thousands of people in different parts of the world to demand a radical overhauling of existing systems and changes in political leadership. These uprisings have raised a series of questions that will be the focus of this class. What are the catalysts, underlying causes and demands of these protest movements? What can we learn from the grassroots organizing that allowed these movements to gain momentum? All too often popular uprisings in the Global South

in particular, are seen as representing the failures and limits of revolutionary action and politics rather than their potential and promise. What then, do recent popular uprisings reveal about the limitations and relevance of various theoretical approaches to explaining revolutionary phenomena and action? How might local scholars and activists analyzing the popular uprisings taking place in their countries, allow us to develop new vocabularies and frameworks for understanding popular protests and revolutionary action elsewhere? Students will explore these questions through a series of case studies including Sudan, Hong Kong, Chile, Lebanon, France, Ethiopia and India.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

INST B315 Humans & Non-Humans

Anthropology is the study of humans, but the idea of the “human” always implies the category of the “non-human.” Humanity is defined in its relation to “non-humans”: ranging from tools and technology, to domesticated (and undomesticated) animals, to agricultural crops, our local ecologies, and the global environment. What does it mean to be human? What is the agency of non-humans in human worlds? Do forests think? Do dogs dream? What is the agency of a mountain? What are the rights of a river? What is the cultural significance of DNA? This course will trace Anthropological debates over the “human” and “non-human” in contexts ranging from Amerindian cosmology, to political ecology, and science and technology studies.

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ARABIC

Arabic language instruction is offered through Tri-College cooperation. Arabic 001 and 002 are taught at Haverford College (ARAB H001 and H002 Introduction to Modern Standard Arabic). Intermediate Arabic courses are taught at Bryn Mawr (ARAB B003 and B004 Second-Year Modern Standard Arabic), and Advanced Arabic courses are available at Swarthmore College and the University of Pennsylvania through the Quaker Consortium. The teaching of Arabic is one important component of the three colleges' efforts to increase the presence of the Middle East in their curricula. Bryn Mawr offers courses on the Middle East and North Africa in the departments of Anthropology, Classical and Near Eastern Archaeology, Comparative Literature,

Faculty

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Francophone Studies and Director of Middle Eastern Languages (on leave semester II)

Manar Darwish, Senior Lecturer and Coordinator of Bi-Co Arabic
Amira Ghazy, Arabic Drill Instructor

ARAB B003 Second Year Modern Standard Arabic

Fall 2024

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media. Prerequisite: ARAB H002 or placement by instructor.

Course does not meet an Approach

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ARAB B004 Second-Year Modern Standard Arabic

Spring 2025

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media. Prerequisite: ARAB B003 or placement.

Course does not meet an Approach

ARAB B100 Introduction to Jordanian Dialect and Culture

Not offered 2024-25

Having studied Modern Standard Arabic in some depth before, this course will help you communicate in the Jordanian dialect while introducing you to an in-depth examination of the history and culture. This will take place through a variety of interactive exercises and real-life scenarios, possibly going shopping in one of the local stores, and/or similar field trips. In addition, the course will introduce and touch upon cultural norms of Jordan, some of it specific to the country and some shared by inhabitants of the Arab world. This course will helping you advance your understanding of the history and culture of Jordan, but also of the Arabic language and its usage on a daily basis.

Course does not meet an Approach

ARAB B403 Independent Study

ARAB B421 Advanced Classical Arabic

ARTS PROGRAMS

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

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

Faculty

Tammy Carrasco, Visiting Assistant Professor of Dance

Lily Fossner, Visiting Assistant Professor and Lighting Designer

Lela Aisha Jones, Assistant Professor and Director of Dance
 McKenna Kerrigan, Visiting Assistant Professor of Theater
 Mark Lord, Theresa Helburn Chair of Drama and Professor
 of Theater (on leave semester II)
 Maiko Matsushima, Visiting Assistant Professor of Theater
 Justin McDaniels, Lecturer and Technical Director,
 Goodhart Hall
 Amy Radbill, Teaching Assistant and Theater Production Manager
 Catharine Slusar, Associate Professor and Director of Theater

DANCE

Dance is an art and an area of creative work as well as a significant and enduring human behavior that can serve as a core of creative and scholarly inquiry within the liberal arts. The Dance Program offers courses in progressive levels of ballet, modern and jazz, as well as a full range of courses in diverse genres and various traditions. Students may also investigate the creative process in three levels of composition and choreography courses. Performance opportunities available to students include the Spring Dance Concert, in which students work with professional choreographers or reconstructors and perform in our main stage theater, and our School Performance Project, which travels to schools throughout the Philadelphia region. The program's lecture/seminar dance studies courses are designed to introduce students to dance as a vital area of academic inquiry, and include examinations of dance theory, history and criticism, dance historiography, dance and embodied activism, and practical anatomy for dance.

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

Minor Requirements

Requirements for the dance minor are six units of coursework: three required (ARTD B140 and two of the three composition courses, B142, B242, or B243) and two .5 credit studio courses: one must be selected from among the following technique courses: 136, 137, 138, 139, 141, or any 200 or 300 level technique course; the second .5 credit course must be a technique course at the 200 or 300 level or selected from among the following performance ensembles: 345-350; three approved electives; and attendance at a prescribed number of performances/events. With the advisor's approval, one elective in the minor may be selected from allied Tri-College departments.

Independent Major in Dance Requirements

The independent major requires eleven courses, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; two dance composition courses (ARTD B142, ARTD B242, or ARTD B243); one 0.5 technique course at the intermediate or advanced level each semester after declaring the major. Participation in performance ensembles is highly recommended. The major also requires attendance at a

prescribed number of performances/events, demonstration of basic writing competency in dance by taking two writing attentive course in Dance or an approved allied program or department, and a senior capstone experience. With the advisor's approval, two electives in the major may be selected from allied Tri-College departments.

In both the minor and the major, students may choose to emphasize one aspect of the field, in consultation with the dance faculty regarding their course of study.

Technique Courses and Performance Ensemble Courses

The Dance Program offers a full range of dance instruction including courses in ballet, modern, jazz, West African, and Hip Hop, as well as techniques developed from other cultural art and social forms such as flamenco, Classical Indian, Latin social dance, and tap dance, among others. A ballet placement class is required for upper-level ballet courses. Performance ensembles, choreographed or re-staged by professional artists, are by audition and are given full concert support. The School Performance Project tours regional K-12 schools. Technique courses ARTD 136-139, 141, 230-232, 330-331, and all dance ensembles are offered for academic credit; alternatively, all technique courses and ensemble courses may be taken for Physical Education credit (see both listings below).

Technique/Ensemble Courses for PE Credit (check course guide for courses available each semester)

PE B101 Ballet: Beginning Technique
 PE B102 Ballet: Intermediate Technique
 PE B103 Ballet: Advanced Technique
 PE B104 Ballet Workshop
 PE B105 Modern: Beginning Technique
 PE B106 Modern: Intermediate Technique
 PE B107 Modern: Advanced Technique
 PE B108 Jazz: Beginning Technique
 PE B110 Jazz: Intermediate Technique
 PE B111 Hip Hop Technique
 PE B112 African Diaspora: Beginning Technique
 PE B118 Movement Improvisation
 PE B120 Intro to Flamenco
 PE B131 Tap: Learning and Performing
 PE B145 Dance Ensemble: Modern
 PE B146 Dance Ensemble: Ballet
 PE B147 Dance Ensemble: Jazz
 PE B148 Dance Ensemble: West African
 PE B149 Dance Ensemble: School Performance Project
 PE B150 Dance Ensemble: Hip Hop
 PE B195 Movement for Theater
 PE B196 Dance Composition Lab
 PE B197 Directed Work in Dance
 Courses for Academic Credit
 ARTD B136 Modern: Beginning Technique

ARTS: DANCE

ARTD B137 Ballet: Beginning Technique
ARTD B138 Hip Hop Lineages
ARTD B139 Movement as Freedom: Improv/Freestyle
ARTD B140 Approaches to Dance: Themes and Perspectives
ARTD B142 Dance Composition: Process and Presence
ARTD/ANTH B223 Anthropology of Dance
ARTD B210 Sacred Activism: Dancing Altars, Radical Moves
ARTD B220 Screendance: Movement and the Camera
ARTD B225 Dancing Histories/Writing Dance
ARTD B230 Modern: Intermediate Technique
ARTD B231 Ballet: Intermediate Technique
ARTD B232 Jazz: Intermediate Technique
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: Elements and Craft
ARTD B245 Dance: Close Reading
ARTD B250 Performing the Political Body
ARTD B265 Dance, Migration and Exile
ARTD B267 Diasporic Bodies, Continuous Revivals
ARTD B270 Diasporic Bodies, Citizenship, and Dance
ARTD B280 Practical Anatomy: Muscles, Bones, Movement
ARTD/ANTH B310 Performing the City: Theorizing Bodies in Space
ARTD B330 Modern: Advanced Technique
ARTD B331 Ballet: Advanced Technique
ARTD B342 Advanced Choreography
ARTD B345 Dance Ensemble: Modern
ARTD B346 Dance Ensemble: Ballet
ARTD B347 Dance Ensemble: Jazz
ARTD B348 Dance Ensemble: African Dance Forms
ARTD B349 Dance Ensemble: School Performance Project
ARTD B350 Dance Ensemble: Hip Hop
ARTD B400 Senior Project/Thesis
ARTD B403 Supervised Work
ARTD B251/EDUC B251 Arts Teaching in Educational and Community Settings

ARTD B137 Ballet: Beginning Technique

Beginning level dance technique courses focus on introducing movement vocabulary, developing skills, and gaining an understanding of the form. Students must meet the attendance requirement, and complete three short writing assignments. Offered on a pass/fail basis only.

Course does not meet an Approach
Fall 2024

ARTD B138 Hip Hop Lineages

Hip Hop Lineages is a team-taught practice-based course, exploring the embodied foundations of Hip Hop and its expression as a global phenomenon. Offered on a pass/fail basis only.

Course does not meet an Approach
Counts Toward Africana Studies
Fall 2024

ARTD B140 Approaches to Dance: Themes and Perspectives

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

Writing Attentive
Critical Interpretation (CI)
Not offered 2024-25

ARTD B141 African Diaspora: Beginning Technique

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

Cross-Cultural Analysis (CC)
Counts Toward Africana Studies
Not offered 2024-25

ARTD B142 Dance Composition: Process and Presence

This dance and movement composition course is open to movers of any kind, from any background, who want to explore embodied creation as a part of their educational and/or life practice. It engages students in developing and structuring movement ideas to build community with one another and the natural environment. This course will offer tools for developing creative problem-solving skills; exploring embodied approaches to observation, analysis, and communication; and investigating possibilities for collaboration. Students will be introduced to freestyle, cultural narratives, memoir, and other relevant resources as tools for researching and sketching choreographic ideas. Movement exercises, viewing of live and filmed work, and discussions will help to sharpen visual analysis and kinesthetic responses. The course includes journaling and required readings and viewings but focuses primarily on weekly movement assignments. Concurrent participation in any Dance Program technique course, either for academic or PE credit, is recommended.

Not offered 2024-25

ARTD B143 Jazz: Beginning Technique

Beginning level dance technique courses focus on introducing movement vocabulary, developing skills, and gaining an understanding of the form. Students must meet the attendance requirement, and complete three short writing assignments. Offered on a pass/fail basis only.

Course does not meet an Approach
Not offered 2024-25

ARTD B146 Asian Diaspora: Beginning Technique

Beginning level dance technique courses focus on introducing movement vocabulary, developing skills, and gaining an understanding of the form. Students must meet the attendance requirement, and complete three short writing assignments. Offered on a pass/fail basis only. This course is focused specifically in the dance form Bharatanatyam.

Not offered 2024-25

ARTD B148 Tap: Beginning Technique

Fall 2024

Beginning level dance technique courses focus on introducing movement vocabulary, developing skills, and gaining an understanding of the form. Students must meet the attendance requirement, and complete three short writing assignments. Offered on a pass/fail basis only.

Course does not meet an Approach

ARTD B210 Sacred Activism: Dancing Altars, Radical Moves

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

Not offered 2024-25

ARTD B225 Dancing Histories/Writing Dance

Black and African American dance is often best analyzed, critiqued, and understood in its sociopolitical context. In this course, there are two questions that will be primary modes of engagement: What are the major American and African American political and social agendas and events in the late twentieth century? What are the major choreographic works in the late twentieth century African American concert milieu? The socio-political and the field of dance merge seamlessly as the centerpieces of this course. As researchers, there are three overlapping aims: to learn about concert dance histories through historical sources, scholarship, and embodiment; to understand the processes of historiography; and to prepare students to undertake their own historical research and scholarship. The course is designed to illustrate how our understanding of the past is dynamic and evolving rather than fixed and static. Through critical engagement with the art of concert dance, Dancing Histories/Writing Dance emphasizes how history is written, questioned, and rewritten through vernacular and sacred dance performance. Assigned readings and viewings of work will enable recognition of how dance

scholars have written, and revised, dance histories. Students will develop a strong methodological framework that will allow them to grasp the effects of cultural competence and critical bias, and the ways in which the writing of history is a creative, political, and ideological process. This is a writing attentive course and was originally created by Elizabeth J Bergman.

Writing Attentive

Critical Interpretation (CI)

Inquiry into the Past (IP)

Not offered 2024-25

ARTD B230 Modern: Intermediate Technique

Course Objectives: to experience a progression of movement phrases designed to develop an understanding of modern dance principles; to gain confidence in increasingly complex movement sequences, and explore movement creatively; to improve body placement, strength, stamina, and flexibility while embodying modern dance technique; to investigate elements of choreography with an emphasis on modern dance characteristics; to incorporate elements of improvisation and to communicate movement ideas, both individually and collaboratively.

Course does not meet an Approach

Fall 2024

ARTD B231 Ballet: Intermediate Technique

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and rigorous, and on directing attention to dynamics and spatial ideas. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress and accomplishment. Preparation: three semesters of beginning level ballet, or its equivalent, or permission of the instructor.

Course does not meet an Approach

Fall 2024

ARTD B232 Jazz: Intermediate Technique

Course Objectives: to experience a progression of movement phrases designed to develop an understanding of modern dance principles; to gain confidence in increasingly complex movement sequences, and explore movement creatively; to improve body placement, strength, stamina, and flexibility while embodying modern dance technique.

Course does not meet an Approach

Fall 2024

ARTD B233 Hip Hop: Intermediate Technique

Course Objectives: to experience a progression of movement phrases designed to develop an understanding of Hip Hop dance principles; to gain confidence in increasingly complex movement sequences, and explore movement creatively; to improve body placement, strength, stamina, and flexibility while embodying Hip Hop dance technique; to investigate elements of choreography with an emphasis on modern dance characteristics; to incorporate elements of improvisation and to communicate movement ideas, both individually and collaboratively.

Not offered 2024-25

ARTD B242 Dance Composition: Elements and Craft

This dance composition course develops knowledge and skill in the theory and craft of choreography. Basic elements of dancemaking such as space, timing, shaping, and relationship are explored and refined through structured and open movement experiences. Attention is given to developing movement invention skills and compositional strategies; considering form and structure; investigating music, language, images, and objects as sources; experimenting with group design; and broadening critical understanding of their own work and the work of others. Students will work on weekly solo and group projects. Related viewing and reading will be assigned. Concurrent participation in any Dance Program technique course, either for credit or as an auditor, is recommended. Additional costs: In lieu of books, students may incur \$10-30 in performance ticket fees but may take advantage of free Tri-co performances. Course was previously taught at ARTD B144.

Not offered 2024-25

ARTD B243 Dance Comp: Making in the Moment

What movement emerges from your body/being in the absence of memorized choreography? How do you make an improvised dance in collaboration with others? This course is primarily a movement experience course sourced from western practices of dance improvisation. It will include guided movement practices, some readings, viewings, and journaling, as well as partner and group work-- all in service of exploring your improvisation movement practice. We will consider dance as a playful act that belongs to everyone, develop an eye for how composition emerges out of improvisation, and delve into collaboration as a rich creative resource, all of which become platforms to address discourses on body politics, the multicultural foundations of western dance improvisation, and the interdisciplinarity of the form. This course works to build a space in which the vulnerability of your curiosity leads to the discovery of dance compositions and movement that can only transpire through making dance in the moment. Some previous dance experience is good but not necessary; the courage to move is critical and will most support this work.

Critical Interpretation (CI)

Not offered 2024-25

ARTD B256 Dance Movement Therapy

In the fields of dance, embodiment, health, and movement, methodologies and practices of the being/body in motion are well-known as preventative art. This course will build a beginning understanding of dance/movement therapy or DMT. Through experiential exercises, lecture, discussion, and video presentations, students will explore contemporary structures of DMT and the intersection of DMT with social justice, psychology, and neuroscience, with a deep focus on the framework offered by anthropologist dancer Dr. Pearl Primus at the American Dance Therapy Conference in 1969. This course will review the historical roots of dance/movement as a healing art form prior to the western development of DMT, the origins of dance/movement therapy in the United States, and current theoretical frameworks and interventions of DMT. Critical analysis of theoretical structures will be applied in embodied practice throughout the course. This is a writing and dance attentive course. No dance experience necessary, just courage to move.

Writing Attentive

Critical Interpretation (CI)

Inquiry into the Past (IP)

Fall 2024

ARTD B260 Dance Education: Practice and Performance

Dance education is a world where teaching and performance coalesce to center being-with-our-bodies as a platform for learning. This course involves collaboratively creating an educational program for young audiences, communities, and participants in various educational sites. The seminar portion of the course engages students in reading, writing, and discussion on various perspectives of dance pedagogy, theory, and teaching strategies. The embodied component of the course brings students into a fluid relationship between theory and practice through teaching, peer-observation, and reflection on arts in education. There will be field visits during the course that include teaching and performance opportunities. This course is intended for students with experience in any dance form or theatrical performance at any level and we welcome students who are courageously beginning their journey with dance. It is embodied and writing attentive.

Not offered 2024-25

ARTD B280 Practical Anatomy: Muscles, Bones, Movement

KNOW THYSELF! This course is designed as a human anatomy class for students interested in the application of anatomy to physical activities including dance, sport, and movement in general. Students will learn musculoskeletal anatomy, basic kinesiology, strengthening and stretching practices, and injury identification and management. Students will support theoretical knowledge with experiential movement analysis in class. The goal of the course is to present a scientific basis that will aid in a greater understanding of how individual's bodies are shaped and move, and how to achieve greater efficiency of movement and desired performance outcomes.

Course does not meet an Approach

Not offered 2024-25

ARTD B330 Modern: Advanced Technique

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. The advanced modern course focuses on both intellectual and kinesthetic understanding of movement and command of technical challenges and performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress and accomplishment. Preparation: three semesters of Modern: Intermediate Technique, or its equivalent, or permission of the instructor. First-year students should contact Lela Aisha Jones at ljones2@brynmawr.edu to discuss placement at mcantor@brynmawr.edu.

Fall 2024

ARTD B331 Ballet: Advanced Technique

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. The advanced ballet course focuses on both intellectual and kinesthetic understanding and command of technical challenges and performance. The last half hour of the class is used for optional pointe or variations with the permission of the instructor. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of progress and accomplishment. Preparation: minimum

of 3 semesters of intermediate ballet, or its equivalent, or permission of the instructor.

Fall 2024

ARTD B342 Advanced Choreography

Fall 2024

Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. Concurrent attendance in any level technique course is recommended. Pre-requisite: ARTD B142: Dance Composition: Process and Presence and ARTD B242: Dance Composition: Elements and Craft.

ARTD B345 Dance Ensemble: Modern

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. This course is suitable for intermediate and advanced level dancers.

Fall 2024

ARTD B346 Dance Ensemble: Ballet

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Not offered 2024-25

ARTD B347 Dance Ensemble: Jazz

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Not offered 2024-25

ARTD B348 Ensemble: African Diaspora Dance

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Counts Toward Africana Studies
Not offered 2024-25

ARTD B349 Dance Ensemble: School Performance Project

The School Performance Project is a community-focused project in which students learn a lecture-demonstration and a narrative dance work and tour this combined program to schools in the Philadelphia area, reaching 1500 to 2000 children per year. The course introduces these audiences to dance through a program of original choreography supported by commissioned music and costuming. Interested students are expected to have some experience in a dance form or genre, enthusiasm for performance, and an interest in education in and through the arts. Students are selected after an initial group meeting and movement session. Concurrent participation in at least one technique class per week is recommended.

Not offered 2024-25

ARTD B350 Dance Ensemble: Hip Hop

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works are choreographed by faculty or guest choreographers and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Not offered 2024-25

ARTD B351 Dance Ensemble: Tap

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is highly recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Not offered 2024-25

ARTD B353 Dance Ensemble: Contemporary

Perform contemporary artistry that engages classical and traditional forms of various dance genres as fertile ground for manifesting the future of artistic inquiry and embodied research. Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills at a beginning professional level. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers are rehearsed and performed in a final concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert. If participating in a fall ensemble, students must also commit to scheduled rehearsals in the spring semester.

Fall 2024

ARTD B354 Dance Ensemble Site Specific

Engage in performance based artistic inquiry and embodied research designed in collaboration with architectural structures and the natural environment, revisiting the normalization of dance performance as made for the proscenium stage. Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills at a beginning professional level. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in a final concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert. If participating in a fall ensemble, students must also commit to scheduled rehearsals in the spring semester.

Course does not meet an Approach
Not offered 2024-25

ARTD B360 Dance Composition: Inter-Arts Making

This movement and performance based composition course is open to movers of any kind, from any performance background, who want to engage embodied making as intricately intertwined with other disciplines, especially within the arts (sound, costume, film, site, props, etc.). Further, the substance, material, or content which grounds dances will be explored. Collaboration in community and development of individual signature artistic patterns are primary objectives for the students in this course. Students will make artistic projects through engagement in artistic inquiry and embodied/performance research-developing, sketching, and structuring movement ideas in multi-dimensional works grounded in

being with the body. Movement exercises, viewing of live and filmed work, discussions, and writing will help to sharpen visual analysis and kinesthetic responses. The course includes journaling, variety of text resources, and viewings but focuses primarily on weekly movement assignments. Concurrent participation in any Dance Program technique course, either for academic or PE credit, is highly recommended. This course is embodied and writing attentive. Course Prerequisite: requires a strong desire to develop a practice of making art individually and in collective.

Course does not meet an Approach
Fall 2024

ARTD B400 Senior Project/Thesis

Majors develop, in consultation with a faculty advisor, a senior capstone experience that will expand and deepen their work and interests within the field of dance. This can range from a significant research or expository paper to a substantial choreographic work that will be supported in a full studio performance. Students who elect to do choreographic or performance work must also submit a reflection paper. Work begins in the fall semester and should be completed by the middle of the spring semester.

ARTD B403 Supervised Work

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

THEATER

Students may complete a minor in Dance or Theater and may submit an application to major in Dance or Theater through the independent major program. Students may complete a major in Fine Arts or a major or minor in Music at Haverford College.

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

Theater

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

Minor Requirements

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

Theater Performance

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. Theater Program productions are open to all races and genders

Courses

ARTT B150 Introduction to Theater

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.

Critical Interpretation (CI)

Fall 2024

ARTT B153 History of Formal Aesthetics for Conte

Not offered 2024-25

Once upon a time, a playwright said in a rehearsal room, "I just think that this is the most Cubist moment of this play." That room became very quiet. Everyone's face went blank - director, actors, costume designer, stage manager - all became uncomfortable, and the subject was hastily changed. Because what is Cubism exactly? And how could a play be Cubist? In this course, students participate in hands-on explorative research to first identify and compare works across disciplines. The ideas behind each movement (Romanticism, etc.) will be teased out and examined in relation to the moment of their occurrence, but also within their manifestations in art-making across visual, musical, architectural, and performative disciplines. All to address that menacing and elusive other 4-letter F-word: FORM. What are the works of art I respond to most strongly and what is it about the way they are made that elicits this response from me? What was going on in the world at the time of these works? How do the ideas in the aesthetic movement/s of that time translate into formal expressions? And how do they resonate with the events and artwork of our own current moment? In what ways can my own work contribute to this larger conversation? These terms are meant to communicate a way of seeing the world, and thereby a set of ideas. Realism and Naturalism have certainly found a full blossoming of recognition in the Western Theater - with Absurdism and Existentialism coming in a distant third and fourth - but without knowledge of all of them and the ideas and responses at work within them, by what other means is the theater-making artist to critique our current situation? And does it not need a broad and round critiquing? And how exactly is that the artist's job? Structure, including dramatic structure, will be examined as a component of form. We will read plays together! In the Fall, we covered periods and movements of aesthetics ranging from cave art to Realism. In Spring we will review our findings and forge ahead through Modernism, Post-Modernism, to Cyber Punk and beyond. New students are most welcome. No prerequisites are necessary.

ARTT B234 Lighting Design

This class is an introduction to the process of lighting design for the theatre. We will explore the steps and skills necessary to navigate the designer's path from text to production. This course will focus on how to think about light, how light can function as a dramaturgical tool, and how we can communicate lighting ideas to our collaborators.

Course does not meet an Approach

Fall 2024

ARTT B251 Fundamentals of Acting

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

Course does not meet an Approach

Fall 2024

ARTT B252 Fundamentals of Technical Theater

This course is an introduction to the building blocks of technical theater production and covers a wide range of topics in various technical disciplines. Through a combination of lectures, in-class demonstrations, and hands-on experience, students gain a basic understanding of terminology, materials, techniques, personnel, and processes involved in technical theater production. Students will gain some proficiency with tools and technology that will be useful in both theatrical and non-theatrical environments.

Fall 2024

ARTT B253 Performance Ensemble

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.

Course does not meet an Approach

Fall 2024

ARTT B254 Fundamentals of Theater Design

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

Course does not meet an Approach

Not offered 2024-25

ARTT B255 Fundamentals of Costume Design

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

Course does not meet an Approach
Fall 2024

ARTT B258 Intermediate Topics in Technical Theater Production

This course is a deeper exploration of the process of technical theater production introduced in ARTT B252 - Fundamentals of Technical Theater Production. Through a combination of lecture, in-class and out-of-class analysis, and hands-on experience students will gain a more thorough understanding of the processes of technical theatrical production. The course focuses on five sections of technical production: basic technical drawing, advanced scenic construction techniques, electricity for the entertainment industry (lighting, sound, motors), basic rigging, and basic sound system design and execution. While mathematics is not the focus of the class, basic math and some algebra and trigonometry will be necessary. Prerequisite: ARTT B252 or Permission of Instructor

Not offered 2024-25

ARTT B262 Playwriting I

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

Critical Interpretation (CI)
Not offered 2024-25

ARTT B265 Spaces of Possibility: Shakespeare and the Classroom

Focused on creating and collaborating, this course examines how we access Shakespeare and make Shakespeare accessible while working with 8th graders in Philadelphia. We will work as performers, creators, directors, designers, mentors and audience members. This course will be collaborative, sharing ideas and working as an ensemble comprised of college students and 8th graders. Prerequisite: ARTT B251 Fundamentals of Acting or permission of the instructor.

Not offered 2024-25

ARTT B270 Ecologies of Theater: Performance, Play, and Landscape

Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer to. Through readings in contemporary drama and performance and through the construction and evaluation of performances, the class will explore the relationship between human beings and the environments they imagine, and will study the ways in which those relationships impact how we think about our relationship to the world in which we live.

The course will culminate in a series of public performances. Suggested Preparation: Any course in theater, design, film, dram, or permission of the instructor.

Not offered 2024-25

ARTT B332 The Actor Creates: Performance Studio in Generating Original Work

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent their own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting)

Counts Toward Visual Studies

Not offered 2024-25

ARTT B351 Acting II: Acting for the Camera

Section 001 (Spring 2024): The Uses of Enchantment

Section 001 (Fall 2024): Acting for the Camera

A continuation of the methods of inquiry in Fundamentals of Acting, this course is structured as a series of project-based learning explorations in acting. Recommended preparation: Prior experience in theater is recommended but not required, ARTT B251 (Fundamentals of Acting) or permission of instructor

Current topic description: This class focuses on teaching the creative and technical skills needed to excel in on-camera acting. Beginning by exploring the technical aspects of constructing a self-tape audition, this class will help students build character by understanding its relationship to function. Students will learn how to create and design the visual guideposts to support their performance, using TV pilots of the last five years such as Beef, The Bear, and Abbott Elementary. Students will gain experience producing professional self-tapes that reflect current industry standards, understand how to create a full story in an audition of any size, and become experienced in reading both dramatic and comedic TV pilots with a critical eye.

Fall 2024

ARTT B353 Advanced Performance Ensemble

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

Fall 2024

ARTT B354 Shakespeare on the Stage

Not offered 2024-25

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

ARTT B356 Theater Of and After Samuel Beckett

An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and postmodern performance techniques.

Not offered 2024-25

ARTT B359 Directing for the Stage

A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes. Prerequisite: ARTT B252: or permission of instructor.

Not offered 2024-25

ARTT B362 Playwriting Adapting Mythic Cycles to the Stage

In this course we are learning to write performance texts that transcend the mere personal/psychological, move through the cultural/aesthetic realms, and reach into the epic - to the mythic order. We begin by examining the origins of theater within the functional technology of ritual practice, and look at universal myth and ritual structures across cultures. At the same time, we are locating the vectors of our own creative impulses, and allowing them to hold sway over the process of writing for the stage, and we write ourselves into unknown territory. Students are encouraged to set aside received and preconceived notions of what it means to write plays, or be a writer, along with ideas of what a play is "supposed to" or "should" look like, in order to locate their own authentic ways of seeing and making. Students will be encouraged to connect more deeply their own subconscious and, in so doing, to tap into the collective unconscious as a source material. In other words, disarming the rational, the judgmental thinking that is rooted in a concept of a final product and empowering the chaotic, spatial, associative processes that put us in immediate formal contact with our direct experience, impressions and perceptions of reality. Emphasis on detail, texture and contiguity will be favored over the more widely accepted, reliable, yet sometimes limiting Aristotelian virtues of structure and continuity in the making of meaningful live performance. Readings will be tailored to fit the thinking and inquiry of the class. We will likely

look at theoretical and creative writings of Gertrude Stein, Walter Benjamin, Toni Morrison, Marlon James, Leslie Marmon Silko, George Steiner, Mac Wellman, Maria Irene Fornes, Adrienne Kennedy, Graham Harvey, Mircea Eliade, Roland Barthes, as well as work that crosses into visual art realms and radical scientific thought from physicists David Bohm and F. David Peat. The course will be conducted in workshop fashion with strong emphasis on the tracking and documenting of process.

Not offered 2024-25

ARTT B403 Supervised Work

Research and work in a particular topic of theater under the guidance of an instructor.

ARTT B430 Practicum in Stage Management

Over the semester, the student will attend all auditions, rehearsals, and performances of the Bi-College Theater Program production, and will be responsible for managing all the details of same. With the guidance of a mentor and through reading and research, the student will learn to perform the many organizational and communications tasks involved in stage management. Students will be required to read a number of texts with the goal of understanding the vast scope of the job, the artistry and authority expected of a stage manager, the variations in styles of stage management, and the standard procedures a student stage manager can incorporate into a college setting. Each student will be expected to keep a daily journal of their experience-intellectual, artistic, and practical. The journal is their own and is meant to stimulate and deepen their thinking about the process. This practicum requires that a student be willing to engage in the production process both as an artist with an intellectual stake in the work and as an adult with a position of real authority in the group. The student will be expected to use that authority while always remaining calm, polite, kind, and generous to the artists with whom they are working. Prerequisites: Prior academic work in theater and the permission of the instructor

CRWT B362 Playwriting II

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course.

Not offered 2024-25

ASIAN AMERICAN STUDIES

Asian American Studies is a Tri-College program that offers a minor at all three colleges. The interdisciplinary curriculum is designed to help students develop an understanding of Asian American experiences, histories, cultures, and art. While the program centers Asian American experiences and perspectives, it also contextualizes Asian American Studies within the broader field of critical race and ethnic studies, with a focus on how race operates in the United States and intergroup relations between Asian Americans with other racial and ethnic minority groups. Asian American Studies provides rich interdisciplinary training in complex social and cultural issues pertaining to the study of race, ethnicity, and identity; migration and acculturation; intergroup relations; power and privilege; stereotyping and discrimination; and globalization. Studying the experiences of Asian Americans helps students to learn more about themselves and their relationships in an increasingly multiracial, multiethnic, and multicultural nation. Students are engaged in thinking deeply about concepts and theory, and relating those in applied ways to contemporary issues and problems in Asian American communities.

Learning Goals

- Gain competence in the theories and methods of the interdisciplinary study of Asian Americans.
- Contextualize how history has shaped the lives and experiences of Asian Americans, with relevance for contemporary issues and problems.
- Study and participate in creative expressions of Asian American experiences through literature, music, and dance.
- Examine the experiences of Asian Americans in the broader context of how race operates in the United States and understand intergroup relations with other racial and ethnic minority groups within the United States.
- Explore perspectives on Asian Americans from outside the United States taking a transnational or global view.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

Curriculum

The Asian American Studies minor is a 6-credit minor and is composed of the following requirements: at least 3 core courses in Asian American Studies, at least 1 course in Comparative Race and Ethnic Studies, and no more than 1 course in Transnational and/or Global Connections with Asia. In lieu of specific required courses, the curriculum offers a balance of structure and rigor with reasonable flexibility in possible pathways for completing the minor. The Co-Directors of Asian American Studies will help students select courses that meet the requirements for the minor. Students' minor experience will culminate with an annual Tri-College Asian American Studies symposium where seniors will present their work in various forms (e.g., music performance, poster presentation), reflecting the highly interdisciplinary nature of the program.

Students interested in the Asian American Studies Minor should

plan their course schedule in consultation with one of the Co-Directors of Asian American Studies (one located at Haverford/Bryn Mawr, one located at Swarthmore).

Minor Requirements

The 6-credit minor is composed of the following requirements:

- At least 3 "Core Courses" in Asian American Studies. These courses have a substantive focus on Asian American experiences, histories, and cultures. Please find a current list of approved courses on the Asian American Studies website.
- At least 1 Course in Comparative Race and Ethnic Studies. These courses provide exposure to the experiences, histories, and cultures of other racial and ethnic groups in and of themselves, or in relation to other groups. Many courses that could meet this requirement are drawn from African and Africana Studies/Black Studies; Latin American, Iberian, and Latinx Studies; Gender and Sexuality Studies; and other departments. Students should discuss the course they wish to use for this requirement with one of the Co-Directors.
- 1 Course in Transnational or Global Connections with Asia. No more than one course that offers perspectives on Asian Americans from outside the United States with regard to history, literature, culture, or politics in order to explore transnational or global connections in a broader context. There are many non-language courses offered by East Asian Languages and Cultures/Asian Studies and other departments on Asian history, literature, culture, and politics from regional or global perspectives that could meet this requirement. Students should discuss the course they wish to use for this requirement with one of the Co-Directors.

Please note:

The six minor credits should cross over at least two divisions of the College (e.g., Humanities, Social Sciences, Natural Sciences, Independent Programs).

Senior thesis credit for an Asian American Studies topic may be counted towards the minor. Please discuss your senior thesis topic with one of the Co-Directors of Asian American Studies in advance.

No more than two credits from a single department can count towards the minor and no more than two of the six minor credits may double-count towards the student's major. We wish to encourage thoughtful and intentional selection of courses for the Asian American Studies minor that help to expand a student's academic exposure beyond what would have been gained through the major program of study as a matter of course.

PSYC B354 Asian American Psychology

This course will provide an overview of the nature and meaning of being Asian American in the United States. We will examine the history, struggle, and success of Asian Americans, drawing upon psychological theory and research, interdisciplinary

ethnic studies scholarship, and memoirs. Students will also learn to evaluate the media portrayal of Asian Americans while examining issues affecting Asian American communities such as stereotypes, discrimination, family relationships, dating/marriage, education, and health disparities. Prerequisite: Introduction to Psychology (Psych 105) is required, Research Methods and Statistics (Psych 205) is recommended.

Counts towards: Asian American Studies; Child and Family Studies

Units: 1.0

(Not Offered 2024-2025)

ASTRONOMY & ASTROPHYSICS

Astronomy and astrophysics apply physical principles to understand the properties of objects in space. The range of scales of phenomena to be investigated is vast—from neutron stars the size of cities, to galaxies containing billions of stars, or even the entire Universe as a single system. The Haverford astronomy and astrophysics curricula are based on the study of these systems and of their evolution. Any study of astronomy and astrophysics is enriched by a firm understanding of the physics underlying these phenomena, and as such astronomy and astrophysics majors share many similarities with physics. Our curriculum is shaped to provide a solid foundation in the basic principles of both astronomy and physics, an understanding of the most recent developments in astronomy and cosmology, and the inspiration to pursue further learning in the sciences.

Entry to either the astronomy or astrophysics major comprises foundational courses in physics and mathematics during the first two years as well as ASTR 204 (typically taken in the sophomore year), which surveys all major areas of modern astrophysics. We also offer a number of more focused, upper level courses on specific topics in astronomy and astrophysics, including one on modern observational techniques. These courses usually reflect the research interests of our faculty.

Student research is a vital part of both majors. Our faculty work at the cutting edge of modern astronomy and cosmology, creating exceptional research opportunities for majors. Some of those opportunities are based on campus, within the College's William J. Strawbridge Observatory, equipped with telescopes and powerful computational facilities. Other opportunities lie off-campus, and we also encourage students to apply for summer research experience in other departments (as well as our own).

Affiliated Faculty

Suzanne Amador Kane, The John and Barbara Bush Professor in the Natural Sciences; Professor of Physics and Astronomy; Coordinator of Biochemistry and Biophysics

Steve Boughn, Professor Emeritus of Physics and Astronomy

Ted Brzinski, Associate Professor of Physics and Astronomy

Vianney Gimenez-Pinto, Visiting Assistant Professor of Physics and Astronomy

Daniel Grin, Assistant Professor of Physics and Astronomy

Wynn Ho, Research Associate

Islam Khan, Visiting Assistant Professor of Physics and Astronomy

Deepika Khilnane, Visiting Assistant Professor of Physics and Astronomy

Andrea Lommen, The John Farnum Professor; Professor of Physics and Astronomy

Karen Masters, Professor of Physics and Astronomy; Chair of Physics and Astronomy; Director of Marian E. Koshland Integrated Natural Sciences Center

Bruce Partridge, Professor Emeritus of Astronomy

Monica Ripp, Postdoctoral Research Fellow

Walter Smith, The Paul and Sally Bolgiano Professor of Physics; Professor of Physics and Astronomy

Kazi Tawhid-AI-Islam, Visiting Assistant Professor of Physics and Astronomy

Paul Thorman, Physics Laboratory Instructor and Observatory Coordinator

Affiliated Faculty

David Wonnacott, Professor and Chair of Computer Science; Coordinator of, Scientific Computing

Learning Goals

The courses offered in the astronomy and astrophysics program address a variety of learning goals:

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

ASTRONOMY & ASTROPHYSICS

- designing new experiments/observations, and networking with other scientists to possibly generate new collaborative efforts.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

Curriculum

Introductory Courses

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

Major Programs

Students can choose to major in either astronomy or astrophysics. Both majors provide substantial training in quantitative reasoning and independent thinking through work in and out of the classroom.

The department also offers a minor in astronomy.

- The astrophysics major is the same as a physics major, but with an astronomical emphasis. This major is appropriate for students who wish to pursue the study of astronomy with attention to the physical principles that underlie the observed phenomena. The depth of the physics training required for a degree in astrophysics will prepare students who wish to pursue graduate study in astronomy or astrophysics, or to make use of their physics training for a wide range of other careers.
- The astronomy major is appropriate for students who desire an in-depth education in astronomy that can be applied to a wide-range of career trajectories, but who do not necessarily intend to pursue graduate study in astronomy.

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

- study physics (PHYS H105 or PHYS H115 and PHYS H106, or PHYS H101 and PHYS H102, or Bryn Mawr equivalents). beginning in their first year.
- enroll in ASTR204 and PHYS H213/PHYS H214 in their sophomore year.

For students with little or no prior computer programming experience, and who do not intend to take CMSC105, we advise (but do not require) taking ASTR 104 / PHYS 104 in the first or second year. (Students who do well in this course can, if desired, go on to take CMSC107.)

Students may major in astronomy or astrophysics, but not both. Astrophysics majors may not double major in either physics or astronomy, nor can they minor in either physics or astronomy. Astronomy majors may pursue a double major or a minor in physics, however we encourage students considering that option to look more closely at being an astrophysics major.

For either major, students may count courses taken outside the Quaker Consortium toward the major with advanced permission; typically two to three courses may be granted credit in this way. Students interested in this option should discuss this point with their major/pre-major advisor in advance.

Major Requirements

Astrophysics Major Requirements

- PHYS H105 (or PHYS H115 or PHYS H101), PHYS H106 (or PHYS H102), PHYS H213, PHYS H214, PHYS H211 (usually taken concurrently with PHYS H213).
- Two mathematics courses; MATH H121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
- ASTR H204 and any two credits of 300-level astronomy courses. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.
- Two of the four core theoretical courses: PHYS H302, PHYS H303, PHYS H308, and PHYS H309 (or their Bryn Mawr equivalents).
- The Senior Seminar, PHYS H399F and PHYS H399I, including a talk and senior thesis on research conducted by the student. This research can be undertaken in a 400-level research course with any member of the Physics and Astronomy Department or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The thesis is to be written under the supervision of both the research advisor and a Haverford advisor if the research advisor is not a Haverford faculty member.

Bryn Mawr equivalents may be substituted for the non-astronomy courses.

Astronomy Major Requirements

- PHYS H105 (or PHYS H101 or PHYS H115), PHYS H106 (or PHYS H102), PHYS H213, PHYS H214.
- Two mathematics courses; MATH H121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
- ASTR H204, four 300-level astronomy credits, one of which may be replaced by an upper-level physics course. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.
- The Senior Seminar, PHYS H399F and PHYS H399I, including a talk and senior thesis on research conducted by the student. This research can be undertaken in a 400-level research course with any member of the Physics and Astronomy Department or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The thesis is to be

written under the supervision of both the research advisor and a Haverford advisor if the research advisor is not a Haverford faculty member.

Bryn Mawr equivalents may be substituted for the non-astronomy courses.

Senior Project

The senior project and requirements are the same for the Astronomy major and the Astrophysics major:

Coursework prior to the senior year provides students' primary preparation for their thesis work. As outlined in our program's educational goals, this coursework emphasizes: knowledge of the extraterrestrial universe, problem solving skills, constructing models, developing physical intuition, computer programming, observing skills, and research-like inquiry. Students also gain experience with oral and written communication of complex scientific topics in their introductory physics labs and in upper level coursework, including ASTR H341 (Observational Astronomy). During group research meetings, students provide weekly oral reports to each other on their thesis progress and receive ongoing support and instruction from faculty.

To pull together the many elements that make up the senior year, students are required to participate in a year-long seminar course, PHYS H399. At the approximately biweekly meetings, students and some departmental faculty gather around a table to discuss topics running the gamut from scientific ethics to how to give a scientific talk or write a scientific research paper. Further details on this course are contained in the description of senior year work in physics.

The most important part of the senior seminar remains the senior paper and the senior presentations. We assess students by their performance on a short talk and the draft of the background section of their thesis during the fall semester, a comprehensive talk or poster presentation in the spring semester and a senior thesis written in the form of a scientific paper.

Senior Project Learning Goals

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

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

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

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

Senior Project Assessment

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

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

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

Requirements for Honors

All astronomy and astrophysics majors are regarded as candidates for honors. For both majors, the award of honors will be made in part on the basis of superior work in the departmental courses and in certain related courses. The award of honors will additionally be based on the senior thesis and talk. High honors carries the additional requirement of demonstrated originality in senior research.

Minor Requirements

- PHYS H105 (or PHYS H115 or PHYS H101); PHYS H106 (or PHYS H102).
- ASTR H204; one 300-level astronomy credit. Minors may substitute a 100-level Swarthmore astronomy seminar for the 300-level astronomy course.

Concentrations and Interdisciplinary Minors

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

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

Special Programs

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

Study Abroad

Astronomy and astrophysics majors can and do pursue studies abroad. There are a number of programs, mostly in English-speaking countries, that allow astronomy and astrophysics majors to continue and broaden their studies in the field while

ASTRONOMY & ASTROPHYSICS

abroad. Majors may count courses taken abroad toward the major with advanced permission; typically two to three courses may be granted credit in this way. Students interested in studying abroad should discuss this point with their major/pre-major advisor in advance.

Facilities

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

Courses

ASTR H101 ASTRONOMICAL IDEAS (1.0 Credit)

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.

Paul Thorman

Division: Natural Science; Quantitative

Domain(s): C: Physical and Natural Processes (Offered: Spring 2025)

ASTR H103 FROM THE MICROSCOPIC TO THE MACROSCOPIC— AN INVITATION TO PHYSICAL SCIENCE

Whether tackling the world's energy problems, cellular structure, or the nature of dark matter, much science is done on the back of a napkin (with quick estimates) or using a computer. Yet these skills can be the least taught in our curricula.

Students will learn to do order of magnitude estimates and numerical calculations for a wide range of phenomena, getting to know more about research done by Haverford scholars or of broader interest. Crosslisted: ASTR. Pre-requisite(s): Anti-requisite: the course will not be open to students who place into Physics 105, 106, or 213 in the fall term. Lottery Preference: First year students only

(1.0 Credit)

Daniel Grin

Division: Natural Science

Domain(s): C: Physical and Natural Processes

ASTR H104 TOPICS IN INTRO PROGRAMMING: PHYSICS AND ASTRONOMY (1.0 Credit)

Topics in Introductory Programming is designed to give a general introduction to programming as related to data analysis across many fields. Students will be introduced to standard introductory programming imperative and object oriented techniques as well as data structures necessary to create efficient and understandable algorithmic solutions to problems. This course satisfies the prerequisite for CMSC 107. Antirequisite(s): Students who have taken a semester of college-level computer science (e.g., CMSC105) or placed into CMSC107 are ineligible to take this course. It is intended for

students with little or no background in computer programming. This course is equivalent to CMSC 104.

Andrea Lommen

Division: Natural Science; Quantitative

Domain(s): C: Physical and Natural Processes

(Offered: Spring 2025)

ASTR H204 INTRODUCTION TO ASTROPHYSICS

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

(1.0 Credit)

Andrea Lommen

Division: Natural Science

Domain(s): C: Physical and Natural Processes

(Offered: Fall 2024)

ASTR H304 COMPUTATIONAL PHYSICS (1.0 Credit)

An introduction to the methods and problems of computational physics, including matrix methods, ordinary differential equations, integration, eigensystems, Monte Carlo techniques, Fourier analysis, and iterative methods. Course will include a substantial independent project. Crosslisted: Physics, Astronomy, Computer Science Prerequisite(s): PHYS 213 or BMC PHYS 306 or instructor consent

Vijay Singh

Division: Natural Science

Domain(s): C: Physical and Natural Processes

(Offered: Spring 2025)

ASTR H325 ADVANCED TOPICS IN THEORETICAL PHYSICS (1.0 Credit)

An introductory course in general relativity with an emphasis on physical principles and geodesics in curved spacetime. Topics include special relativity, the calculus of variations, metrics, tensors, parallel transport, covariant derivatives, geodesics, the equivalence principle, gravitational redshift, the static weak-field metric, the Schwarzschild metric describing spacetime outside of a black holes or star, the precession of planetary orbits and the bending of light by massive objects. Additional topics may include applications to rotating black holes, gravitational waves, cosmology, or Hawking radiation. Prerequisites: Phys H213 or PHYS B205 and B207.

Daniel Grin

Division: Natural Science

Domain(s): C: Physical and Natural Processes

ASTR H341 ADVANCED TOPICS: OBSERVATIONAL ASTRONOMY (1.0 Credit)

Observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H-alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with

minimal faculty supervision. Formal reports are required.

Prerequisite(s): ASTR H204

Karen Masters

Division: Natural Science

Domain(s): C: Physical and Natural Processes

(Offered: Fall 2024)

ASTR H352 TOPICS IN ASTROPHYSICS: EXTRAGALACTIC DATA SCIENCE (0.5 Credit)

A 0.5 credit upper level astronomy/astrophysics elective, which can be taken in series with the other 0.5 credit upper level Astro elective offered the same semester, or as a stand-alone course. This class will cover the basics of modern extragalactic science (a review of our knowledge of the Milky Way and external galaxies) alongside hands on projects involving data science/statistical techniques used to investigate them. Assessment will be highly project based, with regular coding assignments (in python) done during class time, and guided reading of both current, and classic astrophysical literature. Students will leave with an understanding of extragalactic astrophysics as a modern data focused science. Crosslisted: PHYS. Pre-requisite(s): ASTR204

Karen Masters

Division: Natural Science

Domain(s): C: Physical and Natural Processes

ASTR H355 TOPICS IN PHYSICS/ASTRONOMY: MODERN THEORETICAL IDEAS OF EARLY UNIVERSE PHYSICS (0.5 Credit)

This class will introduce a mathematical description of the evolution of the spatially homogeneous and isotropic universe, the origin of the Cosmic Microwave Background, the Big Bang Nucleosynthesis process, inflationary cosmology, constraining inflation models using current cosmological observations, Standard Model of particle physics, and several popular alternative cosmological scenarios. Students will build computational problem-solving skills related to some these concepts and learn techniques to decipher and analyze research articles. Crosslisted: ASTR. Pre-requisite(s): ASTR 204 or BMC equiv., and PHYS 214 (can be used as a co-requisite) Lottery Preference: Juniors and seniors in physics, astrophysics, and astronomy majors.

Division: Natural Science

Domain(s): C: Physical and Natural Processes

ASTR H356 TOPICS IN PHYSICS/ASTRONOMY: INTRODUCTION TO ASTROPARTICLE PHYSICS (0.5 Credit)

Astroparticle physics is the study of fundamental particles traveling through space coming from various astrophysical sources. The energies of some of these particles are much higher compared to the ones achievable by the most powerful human-made particle accelerators. In this course, we will learn about cosmic rays, Gamma-rays, neutrinos, neutrino oscillations and masses, dark matter cross-section, freezeout, evidences, candidates, and searches. There will be an emphasis on dark matter and neutrino physics and detection. Crosslisted: ASTR. Pre-requisite(s): ASTR 204 or BMC

equiv. PHYS 214 or BMC equiv. (can be taken concurrently) Lottery Preference: Juniors and seniors majoring in physics, astrophysics, and astronomy.

Staff

Division: Natural Science; Quantitative

Domain(s): C: Physical and Natural Processes

ASTR H404 RESEARCH IN ASTROPHYSICS (1.0 Credit)

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

Andrea Lommen, Karen Masters

Division: Natural Science

(Offered: Fall 2024)

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students may complete a major in Biochemistry & Molecular Biology. Required courses are drawn principally from the Biology and Chemistry Departments and those interested in the Biochemistry & Molecular Biology major should consult both Biology and Chemistry web pages. Students may double major in Biology and Chemistry, but are not permitted to double major in Biology and Biochemistry & Molecular Biology or Chemistry and Biochemistry & Molecular Biology. There is no minor in Biochemistry & Molecular Biology. Students majoring in Biochemistry & Molecular Biology are not permitted to minor in Biology or Chemistry. No more than two non-Tri-Co courses may be counted towards the major.

The Biochemistry & Molecular Biology major allows the student to progress through a series of courses that emphasize understanding life at the molecular level and utilize experimental approaches. Research can be a valuable experience for students considering graduate or professional studies or for those planning research or teaching careers. Any Biology or Chemistry professor may be selected as a research adviser and students are encouraged to consult departmental advisers for information on how to join research groups. Students may begin conducting research at any point in their undergraduate experience with the approval of a faculty member.

With careful advanced planning a student may enroll in Study Abroad. Typically a Biochemistry & Molecular Biology major will select a one-semester program in an English-speaking country such as England, Wales, Australia or New Zealand; other programs are possible.

Faculty

Tamara Davis, Eleanor A. Bliss Professor and Program Director of Biochemistry and Molecular Biology

Advisory Committee

Bárbara Domingues Bitarello, Assistant Professor of Biology (on leave Semesters I & II)

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Monica Chander, Associate Professor of Biology (on leave semester I)

Gregory K. Davis, Associate Professor of Biology

Yan Kung, Associate Professor of Chemistry

Bill Malachowski, Barbara Ramsay 1965 and Robert Ramsay Professor of Chemistry (on leave semester I)

Ashlee M. Plummer-Medeiros, Assistant Professor of Chemistry

Lisa Watkins, Senior Lecturer in Chemistry

Adam Williamson, Assistant Professor of Biology

- Biology 352
- Chemistry 221 or 222 (when not used as a Core course)
- Chemistry 231
- Chemistry 311
- Chemistry 332
- Chemistry 345
- Chemistry 515

Students are encouraged to consider suitable course offerings at Haverford and Swarthmore. All advanced elective choices must be approved by the major adviser.

Biochemistry & Molecular Biology Requirements and Opportunities

A student may qualify for an A. B. in Biochemistry & Molecular Biology (BCMB) by completing courses in Biology and Chemistry with the following distribution. Students should be mindful that some courses have pre-requisites. Students interested in the BCMB major should complete CHEM 103/104 in their freshman year. Students should see the BCMB major adviser if they believe they qualify for advanced placement.

Fundamental Courses

- Biology 110: Biological Exploration I
- Chemistry 103 and 104: General Chemistry
- Chemistry 211/216 and 212/217 (lecture/lab): Organic Chemistry

Major Writing Requirement

Students will complete two writing-attentive laboratory courses before the end of their junior year. To satisfy this requirement, students typically select two courses from the following list: Biology 375, Biology 376, Chemistry 251 or Chemistry 252.

Core Biochemistry Courses

- Biology 375 OR Chemistry 242 and Chemistry 251
- Chemistry 377

Advanced Biology and Chemistry Courses

- Biology 201
- Biology 376
- Chemistry 221 OR Chemistry 222

Advanced Electives on Biochemically Related Topics

Two courses that provide depth and breadth are required and at least one must be at the 300 or 500 level OR have a laboratory component.

Suggested courses include, but are not limited to:

- Biology 215
- Biology 216
- Biology 255
- Biology 271
- Biology 317

Senior Experience

Option 1 or Option 2 are required for Honors.

Option 1 – 2 semesters of Biology 400 or Chemistry 398/399, plus all requirements associated with the senior thesis.

Option 2 – Independent Study or Praxis on a biochemical topic arranged by the student, plus all requirements associated with the senior thesis.

Option 3 – An additional biochemically-related advanced elective at the 300-level or with a laboratory component.

Courses in Allied Fields

- Mathematics 101, 102
- Mathematics 201

Timetable for Meeting Requirements

There are a variety of ways to meet the major requirements provided that 100 level courses in Chemistry are completed by the end of the freshman year. Fundamental courses in Biology and Chemistry must be completed before the junior year. Either Biology 375 OR Chemistry 242 and 251 must be completed before the senior year. Note that Mathematics 201 is required as a pre-requisite for Chemistry 221 or 222. Two sample programs are shown here; other curricular configurations are possible.

Sample Major Workplan 1

- First year: Chemistry 103, 104; Mathematics 101, 102
- Sophomore year: Biology 110; Chemistry 211 & 216, 212 & 217; Mathematics 201
- Junior year: Biology 201, 255; Chemistry 222, 242, 251
- Senior year: Biology 352, 376; Chemistry 377; Senior Experience

Sample Major Workplan 2

- First year: Biology 110, 111; Chemistry 103, 104; Mathematics 101, 102
- Sophomore year: Biology 201; Chemistry 211 & 216, 212 & 217; Mathematics 201
- Junior year: Biology 216, 375; Chemistry 222, 377

- Senior year: Biology 317, 376; Senior Experience

Honors

To be considered for honors, Biochemistry & Molecular Biology Majors must complete two semesters of research (Option 1) or an approved independent study or praxis (Option 2) and have a GPA of 3.7 in all courses taken for the major.

Advanced Placement

Students are instructed to follow the policies described by individual departments.

Courses

BIOL B110 Biological Exploration I

BIOL B110 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and population. Lecture three hours, laboratory three hours a week. BIOL B110 explores the ways the central dogma of molecular biology relates to the biochemical basis of human traits through the lens of biochemistry, cell biology, genetics, and molecular biology. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design. Topics include genetically modified organisms, stem cell biology, and molecular biological techniques.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Davis,T., Skirkanich,J., Williamson,A.
(Fall 2024)

BIOL B110 Biological Exploration I

BIOL B110 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and population. Lecture three hours, laboratory three hours a week. BIOL B110 explores the ways the central dogma of molecular biology relates to the biochemical basis of human traits through the lens of biochemistry, cell biology, genetics, and molecular biology. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design. Topics include genetically modified organisms, stem cell biology, and molecular biological techniques.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Davis,T., Skirkanich,J., Williamson,A.
(Fall 2024)

BIOL B111 Biological Exploration II

BIOL B111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Lecture three hours, laboratory three hours a week. Spring 2023: BIOL B111 will explore how organisms interact with and adapt to their environments, both abiotic and biotic. Topics to be investigated include development, physiology,

photosynthesis, ecology (population, community and ecosystem), and evolution. The laboratory portion of the course will explore the fundamentals of organismal biology through scientific research, with an emphasis on the scientific process and experimental design.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Skirkanich,J., Davis,G.
(Spring 2025)

BIOL B111 Biological Exploration II

BIOL B111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Lecture three hours, laboratory three hours a week. Spring 2023: BIOL B111 will explore how organisms interact with and adapt to their environments, both abiotic and biotic. Topics to be investigated include development, physiology, photosynthesis, ecology (population, community and ecosystem), and evolution. The laboratory portion of the course will explore the fundamentals of organismal biology through scientific research, with an emphasis on the scientific process and experimental design.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Skirkanich,J., Davis,G.
(Spring 2025)

BIOL B201 Genetics

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetic analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor: Davis,T.
(Fall 2024)

BIOL B201 Genetics

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetic analyses are drawn from a variety of organisms including

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Drosophila, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor: Davis, T.

(Fall 2024)

BIOL B215 Biostatistics with R

An introductory course in statistical analysis focusing on biological data. This course is structured to develop students' understanding of statistics and probability and when to apply different quantitative methods. The lab component focuses on how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, and probability. The course is geared around problem sets, lab reports, and interactive learning. No prior experience with programming is required. Suggested Preparation: BIOL B110 or B111 is highly recommended. Students who have taken PSYC B205/H200 or SOCL B265 are not eligible to take this course.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

Instructor: Bitarello, B., De Bona, S.

(Fall 2024)

BIOL B215 Biostatistics with R

An introductory course in statistical analysis focusing on biological data. This course is structured to develop students' understanding of statistics and probability and when to apply different quantitative methods. The lab component focuses on how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, and probability. The course is geared around problem sets, lab reports, and interactive learning. No prior experience with programming is required. Suggested Preparation: BIOL B110 or B111 is highly recommended. Students who have taken PSYC B205/H200 or SOCL B265 are not eligible to take this course.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

Instructor: Bitarello, B., De Bona, S.

(Fall 2024)

BIOL B216 Genomics

An introduction to the study of genomes and genomic data. This course will examine the history of this exciting field, the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes,

with a focus on animal genomics and humans in particular. Prerequisite: One semester of BIOL 110. BIOL 201 highly recommended.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

(Not Offered 2024-2025)

BIOL B236 Evolution

A lecture/discussion course on evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement: Scientific Investigation (SI)

Units: 1.0

Instructor: Davis, G.

(Spring 2025)

BIOL B236 Evolution

A lecture/discussion course on evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement: Scientific Investigation (SI)

Units: 1.0

Instructor: Davis, G.

(Spring 2025)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Requirement: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies

Units: 1.0

Instructor: Chander, M.

(Spring 2025)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Requirement: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology;
Environmental Studies; Health Studies

Units: 1.0

Instructor: Chander,M.

(Spring 2025)

BIOL B271 Developmental Biology

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Requirement: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor: Davis,G.

(Fall 2024)

BIOL B271 Developmental Biology

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Requirement: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor: Davis,G.

(Fall 2024)

BIOL B327 Evolutionary Genetics and Genomics

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of research articles. Quantitative proficiency required. Pre-requisites: One semester of BIOL 110-111 and BIOL 201, or BIOL 236, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

(Not Offered 2024-2025)

BIOL B352 Immunology

An introduction to immunology with a focus on the dynamic network of molecules and cells underlying the vertebrate immune response. This problem-based workshop course uses primary research articles and a curiosity-driven, open-ended laboratory research project to make sense of complicated biology and empower each student to build a big-picture view of this fast-moving, interdisciplinary field. Key themes include: immune cell specification and development; molecular recognition and immune cell signaling; generation of immunological memory; and cancer immunotherapies. Learning strategies include problem solving, small group discussion, and critical analysis of the primary literature. Three hours of class meetings and three hours of lab per week. Prerequisites: BIOL B110 and any 200-level course in Biology.

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

Instructor: Williamson,A.

(Fall 2024)

BIOL B352 Immunology

An introduction to immunology with a focus on the dynamic network of molecules and cells underlying the vertebrate immune response. This problem-based workshop course uses primary research articles and a curiosity-driven, open-ended laboratory research project to make sense of complicated biology and empower each student to build a big-picture view of this fast-moving, interdisciplinary field. Key themes include: immune cell specification and development; molecular recognition and immune cell signaling; generation of immunological memory; and cancer immunotherapies. Learning strategies include problem solving, small group discussion, and critical analysis of the primary literature. Three hours of class meetings and three hours of lab per week. Prerequisites: BIOL B110 and any 200-level course in Biology.

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

Instructor: Williamson,A.

(Fall 2024)

BIOL B375 Biochemistry

This course will focus on the structure and function of proteins, carbohydrates and lipids, enzyme kinetics, and central metabolic pathways. Students will explore these topics via lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisites: BIOL B110 and two semesters of Organic Chemistry (CHEM B211/B212).

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Chander,M.

(Fall 2024)

BIOL B375 Biochemistry

This course will focus on the structure and function of proteins, carbohydrates and lipids, enzyme kinetics, and central metabolic pathways. Students will explore these topics via lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours

BIOCHEMISTRY AND MOLECULAR BIOLOGY

of lab per week. Prerequisites: BIOL B110 and two semesters of Organic Chemistry (CHEM B211/B212).

Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Chander, M.
(Fall 2024)

BIOL B376 Molecular Biology

This course focuses on the analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.

Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Davis, T.
(Spring 2025)

BIOL B376 Molecular Biology

This course focuses on the analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.

Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Davis, T.
(Spring 2025)

CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Goldsmith, J., Karagiari, O., Watkins, L.
(Fall 2024)

CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology

Units: 1.0
Instructor: Goldsmith, J., Karagiari, O., Watkins, L.
(Fall 2024)

CHEM B104 General Chemistry II

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Kung, Y., Watkins, L.
(Spring 2025)

CHEM B104 General Chemistry II

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Kung, Y., Watkins, L.
(Spring 2025)

CHEM B211 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. Lecture three hours, recitation one hour a week. There is no longer a laboratory portion of CHEM B211. Instead, students can enroll in CHEM B216 which is a half-credit laboratory course that introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed CHEM B211. Students should consult with their deans/advisors about whether to enroll in CHEM B216. Students planning to major in STEM disciplines or intending to fulfill pre-health requirements will need to take CHEM B216 in addition to CHEM B211. Prerequisite: CHEM 104 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Cook, T.

(Fall 2024)

CHEM B211 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. Lecture three hours, recitation one hour a week. There is no longer a laboratory portion of CHEM B211. Instead, students can enroll in CHEM B216 which is a half-credit laboratory course that introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed CHEM B211. Students should consult with their deans/advisors about whether to enroll in CHEM B216. Students planning to major in STEM disciplines or intending to fulfill pre-health requirements will need to take CHEM B216 in addition to CHEM B211. Prerequisite: CHEM 104 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Cook, T.

(Fall 2024)

CHEM B212 Organic Chemistry II:

The second semester of organic chemistry includes discussion of the reactivity of carbonyl carbons such as ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. This course also emphasizes biologically relevant topics. There is no longer a laboratory portion of CHEM B212. Instead, students can enroll in CHEM B217 which is a half-credit laboratory course that covers reactions discussed in CHEM B212, more advanced NMR spectroscopy and an extended total-synthesis project. Students should consult with their deans/advisors about whether to enroll in CHEM B217. Students planning to major in STEM disciplines or intending to fulfill pre-health requirements will need to take CHEM B217 in addition to CHEM B212. Lecture three hours, recitation one hour a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Requirement: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Melvin, P.

(Spring 2025)

CHEM B212 Organic Chemistry II:

The second semester of organic chemistry includes discussion of the reactivity of carbonyl carbons such as ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. This course also emphasizes biologically relevant topics. There is no longer a laboratory portion of CHEM B212. Instead, students can enroll in CHEM B217 which is a half-credit laboratory course that covers reactions discussed in CHEM B212, more advanced NMR spectroscopy and an extended total-synthesis project. Students should consult with their deans/advisors about whether to enroll in CHEM B217. Students planning to major in STEM disciplines or intending to fulfill pre-health requirements will need to take

CHEM B217 in addition to CHEM B212. Lecture three hours, recitation one hour a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Requirement: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Melvin, P.

(Spring 2025)

CHEM B213 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Hall, A., Karagiari, O., Melvin, P., Cook, T.

(Fall 2024)

CHEM B213 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Hall, A., Karagiari, O., Melvin, P., Cook, T.

(Fall 2024)

CHEM B214 Org .Chem II: Biochemistry

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one

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hour and laboratory five hours a week. Prerequisite: CHEM 213 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Malachowski,B., Hall,A.
(Spring 2025)

CHEM B214 Org .Chem II: Biochemistry

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 213 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Malachowski,B., Hall,A.
(Spring 2025)

CHEM B216 Organic Chemistry Laboratory I

This is a half-credit laboratory course that introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed CHEM B211. 1 hour of lecture and 4 hours of laboratory per week. Prerequisite: Either concurrent enrollment in CHEM B211 or prior completion of CHEM B211 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 0.5
Instructor: Hall,A., Karagiari,O., Cook,T.
(Fall 2024)

CHEM B216 Organic Chemistry Laboratory I

This is a half-credit laboratory course that introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed CHEM B211. 1 hour of lecture and 4 hours of laboratory per week. Prerequisite: Either concurrent enrollment in CHEM B211 or prior completion of CHEM B211 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 0.5
Instructor: Hall,A., Karagiari,O., Cook,T.
(Fall 2024)

CHEM B217 Organic Chemistry Laboratory II

This is a half-credit laboratory course that covers reactions discussed in CHEM B212, more advanced NMR spectroscopy and an extended total-synthesis project. 1 hour of lecture and 4 hours of laboratory per week. Prerequisite: CHEM B216 with a grade of at least 2.0 and either concurrent enrollment in CHEM B212 or prior completion of CHEM B212 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 0.5
Instructor: Hall,A.
(Spring 2025)

CHEM B217 Organic Chemistry Laboratory II

This is a half-credit laboratory course that covers reactions discussed in CHEM B212, more advanced NMR spectroscopy and an extended total-synthesis project. 1 hour of lecture and 4 hours of laboratory per week. Prerequisite: CHEM B216 with a grade of at least 2.0 and either concurrent enrollment in CHEM B212 or prior completion of CHEM B212 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 0.5
Instructor: Hall,A.
(Spring 2025)

CHEM B221 Physical Chemistry I

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201.

Requirement: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Goldsmith,J.
(Fall 2024)

CHEM B221 Physical Chemistry I

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201.

Requirement: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Goldsmith,J.
(Fall 2024)

CHEM B222 Physical Chemistry II

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisite: CHEM B104 and MATH 201. May be taken concurrently with CHEM B212, with permission of instructor.

Requirement: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology

Units: 1.0
 Instructor: Goldsmith,J.
 (Spring 2025)

CHEM B222 Physical Chemistry II

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisite: CHEM B104 and MATH 201. May be taken concurrently with CHEM B212, with permission of instructor.

Requirement: Quantitative Methods (QM)
 Counts towards: Biochemistry and Molecular Biology
 Units: 1.0
 Instructor: Goldsmith,J.
 (Spring 2025)

CHEM B231 Inorganic Chemistry

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours a week. Prerequisite: CHEM 212.

Requirement: Course does not meet an Approach
 Counts towards: Biochemistry and Molecular Biology
 Units: 1.0
 Instructor: Cook,T.
 (Spring 2025)

CHEM B231 Inorganic Chemistry

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours a week. Prerequisite: CHEM 212.

Requirement: Course does not meet an Approach
 Counts towards: Biochemistry and Molecular Biology
 Units: 1.0
 Instructor: Cook,T.
 (Spring 2025)

CHEM B242 Biological Chemistry

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Requirement: Course does not meet an Approach
 Counts towards: Biochemistry and Molecular Biology; Health Studies
 Units: 1.0
 Instructor: Plummer-Medeiros,A.
 (Fall 2024)

CHEM B242 Biological Chemistry

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Requirement: Course does not meet an Approach
 Counts towards: Biochemistry and Molecular Biology; Health Studies
 Units: 1.0
 Instructor: Plummer-Medeiros,A.
 (Fall 2024)

CHEM B251 Research Methodology I

This is a laboratory topics course integrating advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record keeping and writing. Prerequisite CHEM B212. Co-requisite: CHEM B221 or B231 or B242. Attendance at departmental colloquia is expected of all students.

Requirement: Quantitative Readiness Required (QR)
 Major Writing Requirement: Writing Attentive
 Counts towards: Biochemistry and Molecular Biology
 Units: 1.0
 Instructor: Goldsmith,J., Plummer-Medeiros,A.
 (Fall 2024)

CHEM B251 Research Methodology I

This is a laboratory topics course integrating advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record keeping and writing. Prerequisite CHEM B212. Co-requisite: CHEM B221 or B231 or B242. Attendance at departmental colloquia is expected of all students.

Requirement: Quantitative Readiness Required (QR)
 Major Writing Requirement: Writing Attentive
 Counts towards: Biochemistry and Molecular Biology
 Units: 1.0
 Instructor: Goldsmith,J., Plummer-Medeiros,A.
 (Fall 2024)

CHEM B252 Research Methodology II

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.

Requirement: Quantitative Readiness Required (QR)
 Major Writing Requirement: Writing Attentive

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Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Kung,Y.

(Spring 2025)

CHEM B252 Research Methodology II

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.

Requirement: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Kung,Y.

(Spring 2025)

CHEM B345 Advanced Biological Chemistry

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Kung,Y.

(Fall 2024)

CHEM B345 Advanced Biological Chemistry

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Kung,Y.

(Fall 2024)

CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Plummer-Medeiros,A.

(Spring 2025)

CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Plummer-Medeiros,A.

(Spring 2025)

CHEM B515 Topics in Organic Chemistry

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Malachowski,B.

(Spring 2025)

CHEM B515 Topics in Organic Chemistry

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Malachowski,B.

(Spring 2025)

CMSC B109 Introduction to Computing

The course is an introduction to computing: how we can describe and solve problems using a computer. Students will learn how to write algorithms, manipulate data, and design programs to make computers useful tools as well as mediums of creativity. Contemporary, diverse examples of computing in a modern context will be used, with particular focus on graphics and visual media. The Processing/Java programming language will be used in lectures, class examples and weekly programming projects, where students will learn and master fundamental computer programming principles. Students are required to register for the weekly lab. Prerequisites: Must pass either the Quantitative Readiness Assessment or the Quantitative Seminar (QUAN B001).

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

CMSC B151 Introduction to Data Structures

Introduction to the fundamental algorithms and data structures using Java. Topics include: Object-Oriented programming, program design, fundamental data structures and complexity

analysis. In particular, searching, sorting, the design and implementation of linked lists, stacks, queues, trees and hash maps and all corresponding complexity analysis. In addition, students will also become familiar with Java's built-in data structures and how to use them, and acquire competency using a debugger. Students must also register for the weekly lab. Prerequisites: CMSC B109 or CMSC B113 or CMSC H105, or permission of instructor.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Poliak,A.

(Fall 2024)

CMSC B151 Introduction to Data Structures

Introduction to the fundamental algorithms and data structures using Java. Topics include: Object-Oriented programming, program design, fundamental data structures and complexity analysis. In particular, searching, sorting, the design and implementation of linked lists, stacks, queues, trees and hash maps and all corresponding complexity analysis. In addition, students will also become familiar with Java's built-in data structures and how to use them, and acquire competency using a debugger. Students must also register for the weekly lab. Prerequisites: CMSC B109 or CMSC B113 or CMSC H105, or permission of instructor.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Poliak,A.

(Fall 2024)

MATH B101 Calculus I

This is the first in a sequence of two courses that covers single-variable calculus. Topics include functions, limits, continuity, derivatives, differentiation formulas, applications of derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: proficiency in high-school mathematics (including algebra, geometry, and trigonometry).

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor: Chu,O., Sudparid,D.

(Fall 2024, Spring 2025)

MATH B101 Calculus I

This is the first in a sequence of two courses that covers single-variable calculus. Topics include functions, limits, continuity, derivatives, differentiation formulas, applications of derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: proficiency in high-school mathematics (including algebra, geometry, and trigonometry).

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor: Chu,O., Sudparid,D.

(Fall 2024, Spring 2025)

MATH B102 Calculus II

This is the second in a sequence of two courses that covers single-variable calculus. Topics include techniques of integration, applications of integration, infinite sequences and series, tests of convergence for series, and power series. Prerequisite: a merit grade in Math 101 (or an equivalent experience).

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Sudparid,D., Myers,A., Vien,D.

(Fall 2024, Spring 2025)

MATH B102 Calculus II

This is the second in a sequence of two courses that covers single-variable calculus. Topics include techniques of integration, applications of integration, infinite sequences and series, tests of convergence for series, and power series. Prerequisite: a merit grade in Math 101 (or an equivalent experience).

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Sudparid,D., Myers,A., Vien,D.

(Fall 2024, Spring 2025)

MATH B201 Multivariable Calculus

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Kara,S., Traynor,L.

(Fall 2024, Spring 2025)

MATH B201 Multivariable Calculus

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Kara,S., Traynor,L.

(Fall 2024, Spring 2025)

PHYS B101 Introductory Physics I

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe,

the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. First year students who will take or place out of MATH 101 should take PHYS 121. MATH B100 or MATH H105 are required co requisites. Lecture three hours, laboratory two hours.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0

Instructor: Schulz,M., Andrews,B., Arena,E.
(Fall 2024)

PHYS B101 Introductory Physics I

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. First year students who will take or place out of MATH 101 should take PHYS 121. MATH B100 or MATH H105 are required co requisites. Lecture three hours, laboratory two hours.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0

Instructor: Schulz,M., Andrews,B., Arena,E.
(Fall 2024)

PHYS B102 Introductory Physics II

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Prerequisites: PHYS B101. Lecture three hours, laboratory two hours.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0

Instructor: Matlin,M., Arena,E.
(Spring 2025)

PHYS B102 Introductory Physics II

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves

and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Prerequisites: PHYS B101. Lecture three hours, laboratory two hours.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0

Instructor: Matlin,M., Arena,E.
(Spring 2025)

PHYS B121 Modern Physics

This course presents current conceptual understandings and mathematical formulations of fundamental ideas used in physics. Students will develop physical intuition and problem-solving skills by exploring key concepts in physics such as conservation laws, symmetries and relativistic space-time, as well as topics in modern physics taken from the following: fundamental forces, nuclear physics, particle physics, and cosmology. This course can serve as a stand-alone survey of physics or as the first of a four-semester sequence designed for those majoring in the physical sciences. Co-requisite: MATH B101.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0

Instructor: Cheng,X.
(Fall 2024)

PHYS B121 Modern Physics

This course presents current conceptual understandings and mathematical formulations of fundamental ideas used in physics. Students will develop physical intuition and problem-solving skills by exploring key concepts in physics such as conservation laws, symmetries and relativistic space-time, as well as topics in modern physics taken from the following: fundamental forces, nuclear physics, particle physics, and cosmology. This course can serve as a stand-alone survey of physics or as the first of a four-semester sequence designed for those majoring in the physical sciences. Co-requisite: MATH B101.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0

Instructor: Cheng,X.
(Fall 2024)

PHYS B122 Classical Mechanics

The lecture material covers Newtonian Mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications, one-dimensional systems including forced oscillators, scattering and orbit problems. Lecture three hours, laboratory two hours. Prerequisites: PHYS 121 (or permission of the instructor) and MATH 101. Corequisite: MATH 102.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0

Instructor: Matlin,M., Radja,A.
(Spring 2025)

PHYS B122 Classical Mechanics

The lecture material covers Newtonian Mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications, one-dimensional systems including forced oscillators, scattering and orbit problems. Lecture three hours, laboratory two hours. Prerequisites: PHYS 121 (or permission of the instructor) and MATH 101. Corequisite: MATH 102.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Matlin, M., Radja, A.
(Spring 2025)

BIOLOGY

Students may complete a major or minor in Biology. Interdisciplinary minors with connections to the Biology Major include Data Science, Environmental Studies, Health Studies and Neuroscience.

The curriculum of the Department is designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of interest through coursework and independent research. Introductory and intermediate-level courses examine the structures and functions of living systems at all levels of organization, from molecules, cells and organisms to populations and ecosystems. Advanced courses encourage students to gain proficiency in the critical reading of research literature, leading to the development, presentation and defense of a senior paper as the capstone experience. Opportunities for supervised research with faculty are available and encouraged. Students considering majoring in Biology are encouraged to make an appointment to meet with the Department's major advisor, Jennifer Skirkanich (jskirkanic@brynmaur.edu), to determine the best sequence of courses based on their interests and goals.

Faculty

Brenna Appleton, Visiting Assistant Professor of Biology

Barbara Bitarello, Assistant Professor of Biology

Monica Chander, Associate Professor of Biology (on leave semester I)

Gregory Davis, Associate Professor of Biology

Tamara Davis, Eleanor A. Bliss Professor of Biology and Director of Biochemistry and Molecular Biology

Seba De Bona, Visiting Assistant Professor of Biology

Thomas Mozdzer, Professor and Chair of Biology

Hannah Shoenhard, Assistant Professor of Biology

Jennifer Skirkanich, Senior Lecturer in Biology and Director of STEMLA Program

Alison Weber, Assistant Professor of Biology

Michelle Wien, Senior Lecturer in Biology

Adam Williamson, Assistant Professor of Biology

Major Requirements

Two semesters of introductory biology (BIOL110 and BIOL111)

- The introductory biology courses must be completed with merit grades before the beginning of junior year.
- A score of 5 on the Advanced Placement examination or of 7 on the International Baccalaureate examination can be used to satisfy one semester of introductory biology. Students placing out of one semester of introductory biology are still required to take one semester of BIOL 110/111 plus an additional Biology course at the 200 or 300 level. In general, the Department highly recommends both semesters for majors since some 200/300-level courses require specific introductory courses (e.g., BIOL 110) as prerequisites.

Six courses at the 200 and 300 level (excluding BIOL 390-398)

- At least two of these upper-level courses must be at the 300 level.
- At least three of these upper-level courses must be laboratory courses. For students enrolled in two semesters of BIOL 400 or BIOL 403, only two upper-level laboratory courses are required. Please note: students must take a minimum of two writing attentive (WA) laboratory courses to complete the Writing in the Major requirement, as described below.
- The Writing in the Major requirement is fulfilled by completion of two WA-designated 200/300-level laboratory courses in Biology.
- No more than two upper-level courses may be taken outside the Bryn Mawr Biology Department.

Senior capstone experience (two options)

- All capstone experiences include a written paper, presentation of this work, and periodic self-reflections. This can be completed via one of the following options:
- **Option 1:** Two semesters of senior laboratory research (BIOL 400).
- **Option 2:** An additional 300-level, Senior Capstone-Eligible course, taken in the senior year.
- Two semester courses in general chemistry (CHEM 103 and CHEM 104)
- These courses must be completed with merit grades before the beginning of junior year.
- Three semester courses in allied sciences to be selected from Anthropology, Chemistry, Computer Science, Geology, Mathematics, Physics, or Psychology. Selection of allied science courses must be made in consultation with the student's major adviser and be approved by the Department.

Honors

Departmental honors are awarded to students who have distinguished themselves academically or via their participation in departmental activities. In order to be considered for honors, Biology majors are required to attend at least six STEM-focused seminars at Bryn Mawr College or Haverford College

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over the course of their junior and senior years. In addition, students are required to submit a one-paragraph summary of each seminar they attend within 48 hours of attendance. The form to submit summaries can be found [here](#). As part of the process for awarding honors in Biology, interested seniors are also required to write a short (one-page maximum) essay identifying ways in which they have distinguished themselves within the Biology Department, including activities and scholarship beyond the classroom that exemplify their engagement and growth as a Biology major. The form to submit an essay can be found [here](#).

Final selection for honors is made by the Biology faculty.

Minor Requirements

- Six semester courses in Biology (including up to two introductory biology courses)
- No more than two of these courses may be taken outside the Bryn Mawr Biology Department

Minors in Data Science, Environmental Studies, Health Studies and Neuroscience

These minors are available for students interested in interdisciplinary exploration in these areas. Check relevant sections of the course catalog for complete descriptions of the minors.

Teacher Certification

The College offers a certification program in secondary teacher education. Consult catalog for further information.

Animal Experimentation Policy

Students who object to participating directly in laboratory activities involving the use of animals in a course required for the major are required to notify the faculty member of their objections at the beginning of the course. If alternative activities are available and deemed consistent with the pedagogic objectives of the course by the faculty member, then the student will be allowed to pursue alternative laboratory activities without penalty.

4+1 Master of Engineering Program with the University of Pennsylvania

Students enrolled in this program may begin coursework towards their master's degree at University of Pennsylvania as a Bryn Mawr undergraduate. After graduation from Bryn Mawr, students will complete their master's coursework over the course of a year as a full-time student at UPenn. More information can be found [here](#). Biology majors interested in the 4+1 Program with Penn Engineering should contact Jennifer Skirkanich (jskirkanic@brynmawr.edu).

Summer Science Research Program at Bryn

Mawr College

Bryn Mawr and Haverford students are eligible to apply to the Summer Science Research (SSR) program. SSR is a 10-week program that supports students who are doing discovery-based research in the laboratory or field with Bryn Mawr faculty. The program provides support for students along with a speaker series and professional development programming. More information can be found [here](#).

BIOL B110 Biological Exploration I

BIOL B110 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and population. Lecture three hours, laboratory three hours a week. BIOL B110 explores the ways the central dogma of molecular biology relates to the biochemical basis of human traits through the lens of biochemistry, cell biology, genetics, and molecular biology. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design. Topics include genetically modified organisms, stem cell biology, and molecular biological techniques.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Davis, T., Skirkanich, J., Williamson, A.
(Fall 2024)

BIOL B111 Biological Exploration II

BIOL B111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Lecture three hours, laboratory three hours a week. Spring 2023: BIOL B111 will explore how organisms interact with and adapt to their environments, both abiotic and biotic. Topics to be investigated include development, physiology, photosynthesis, ecology (population, community and ecosystem), and evolution. The laboratory portion of the course will explore the fundamentals of organismal biology through scientific research, with an emphasis on the scientific process and experimental design.

Requirement: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Skirkanich, J., Davis, G.
(Spring 2025)

BIOL B181 Introduction to Biology I: Genetics & the Central Dogma

For post-baccalaureate premedical students only. A comprehensive examination of topics in genetics, molecular biology and cancer biology. Lecture three hours, laboratory three hours a week

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Wien, M., Appleton, B.
(Fall 2024)

BIOL B182 Introduction to Biology II: Biochemistry & Human Physiology

For post-baccalaureate premedical students only. A comprehensive examination of topics in biochemistry, cell biology and human physiology. Lecture three hours, laboratory three hours a week. BIOL B101 is strongly recommended.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

BIOL B201 Genetics

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetic analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor: Davis, T.

(Fall 2024)

BIOL B202 Neurobiology

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Requirement: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor: Shoenhard, H.

(Spring 2025)

BIOL B212 Nutritional Physiology

Nutritional physiology covers the biochemical basis of energy metabolism, physiological processes in digestion and uptake, structure and function of the digestive tract, and the biochemical transformation of carbohydrates, fats, and proteins in the body. The course also addresses vitamins, mechanisms of organ- to organism-wide control, the gut microbiome, and major events in nutritional research, as well as topics on politics and sociocultural influences of agricultural practices, food production, its distribution, and factors in its consumption. The emphasis is on expanding the students' understanding of physiology, primarily through a human-focused approach. Prerequisite: completion of Biol 110 or 111.

Requirement: Scientific Investigation (SI)

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

BIOL B215 Biostatistics with R

An introductory course in statistical analysis focusing on biological data. This course is structured to develop students' understanding of statistics and probability and when to apply different quantitative methods. The lab component focuses on how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, and probability. The course is geared around problem sets, lab reports, and interactive learning. No prior experience with programming is required. Suggested Preparation: BIOL B110 or B111 is highly recommended. Students who have taken PSYC B205/H200 or SOCL B265 are not eligible to take this course.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

Instructor: Bitarello, B., De Bona, S.

(Fall 2024)

BIOL B216 Genomics

An introduction to the study of genomes and genomic data. This course will examine the history of this exciting field, the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes, with a focus on animal genomics and humans in particular. Prerequisite: One semester of BIOL 110. BIOL 201 highly recommended.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

(Not Offered 2024-2025)

BIOL B217 Biomechanics

This course integrates anatomy, physiology, neuromechanics, and physics to understand the principles that govern animal and human movement. Concepts will highlight the interdisciplinary nature of biomechanics that must be used to study the mechanics of movement, from running, walking, flying, to swimming. Students will develop fundamental quantitative skills for biological problem-solving and be exposed to the field of comparative biomechanics. Prerequisite: One semester of BIOL 110-111, or permission of instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

(Not Offered 2024-2025)

BIOL B220 Ecology

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also

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discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies
Units: 1.0
Instructor: Mozdzer, T.
(Fall 2024)

BIOL B225 Biology and Ecology of Plants

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems. One semester of BIOL 110/111.

Requirement: Scientific Investigation (SI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

BIOL B228 Drosophila as a model for neurogenetics

This course will allow students to gain firsthand experience in how to use the *Drosophila melanogaster* model to perform original research in neurogenetics. Students will be provided with a novel gene to study and assess the role of these genes in a diversity of behavioral assays. The course will be a mixture of lecture, laboratory activity, paper discussion, and student presentation. One semester of BIOL B110-111 or permission of instructor.

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

BIOL B230 Ecological Exiles and Sustainability

The fossil record writes a natural history of forced past migrations of organisms due to physiological intolerances of shifting climatic conditions. These paleo stories of ecological exiles provide an informative backdrop for our own species as we grapple with the potential of becoming ecological exiles ourselves within our own lifetimes based on projections by the Intergovernmental Panel on Climate Change. For instance, the 2018 World Bank Report projects that climate change could force over 140 million people to migrate by 2050. Actions in support of sustainability initiatives are imperative to the health and well being of our species as we grapple with the status quo and the challenge of environmental injustices. This workshop-based course will begin with the concept of ecological exiles then consider how local initiatives on campus and beyond can help us to work towards global goals for sustainable development. For students enrolled in the Russophone Diaspora 360 cluster, the concept of ecological exiles will be

enriched by considering the literature and lived experiences of Russophone émigrés.

Requirement: Scientific Investigation (SI)
Units: 1.0
(Not Offered 2024-2025)

BIOL B236 Evolution

A lecture/discussion course on evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement: Scientific Investigation (SI)
Units: 1.0
Instructor: Davis, G.
(Spring 2025)

BIOL B238 Ethics in Biology

Students will read and discuss various text to understand the intersection of ethics with biology in the modern world in light of the history of questionable morality and ethics in science. We will specifically focus on the medical sciences, environmentalism, and how settler colonialism is an intrinsic part of most scientific research practices. Prerequisites: A college-level intro science class like BIOL 110 or 111, ENVS 101 or GEOL 101

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Units: 1.0
Instructor: De Bona, S.
(Fall 2024)

BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of analyzing, modeling, and visualizing scientific data through hands-on programming exercises. Content will draw on examples from across the life sciences. This course will use the Python programming language. No prior programming experience is required. Six hours of combined lecture/lab per week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Data Science
Units: 1.0
Instructor: Weber, A.
(Fall 2024)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies

Units: 1.0
 Instructor: Chander,M.
 (Spring 2025)

BIOL B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENV5 B101.

Requirement: Course does not meet an Approach
 Counts towards: Environmental Studies
 Units: 1.0
 (Not Offered 2024-2025)

BIOL B271 Developmental Biology

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Requirement: Scientific Investigation (SI)
 Major Writing Requirement: Writing Attentive
 Counts towards: Biochemistry and Molecular Biology; Health Studies
 Units: 1.0
 Instructor: Davis,G.
 (Fall 2024)

BIOL B303 Human Physiology

A comprehensive study of the physical and chemical processes in tissues, organs and organ systems that form the basis of animal and human function. Homeostasis, control systems and the structural basis of function are emphasized. Laboratories are designed to introduce basic physiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course, or permission of instructor.

Major Writing Requirement: Writing Attentive
 Counts towards: Health Studies
 Units: 1.0
 (Not Offered 2024-2025)

BIOL B305 Sleep and Biological Rhythms

This seminar course will survey our current understanding of chronobiology and sleep at the molecular, cellular, and organismal level. Classes will be a mixture of lecture, discussion, and student presentations based on both historical and current primary literature. Prerequisite: PSYC H217, PSYC B218, or BIOL B202 or permission of instructor.

Units: 1.0
 (Not Offered 2024-2025)

BIOL B317 Evolution and Medicine

An opportunity to apply evolutionary thinking to the prevention and treatment of human disease. Course themes include: pathogen evolution; evolution of defense mechanisms; reproductive medicine; cancer as an evolutionary process; disease-associated allele frequencies in populations; individual health versus population health. A problem-based seminar course with a focus on the primary research literature. Three hours of course meetings per week. Prerequisite: Required: BIOL 110 or 111 and any 200-level course in Biology. At least one of the following courses is recommended but not required: BIOL 201 (Genetics), BIOL 206 (Genomics), BIOL 215 (Biostatistics with R) or BIOL 236 (Evolution).

Requirement: Course does not meet an Approach
 Units: 1.0
 (Not Offered 2024-2025)

BIOL B323 Coastal and Marine Ecology

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). Lecture three hours, laboratory three hours per week. In 2020 the course will have a mandatory field trip to a tropical marine field station and an overnight field trip to a temperate field station in the mid-Atlantic. Prerequisite: BIOL B220 or BIOL B225.

Major Writing Requirement: Writing Attentive
 Counts towards: Environmental Studies
 Units: 1.0
 (Not Offered 2024-2025)

BIOL B327 Evolutionary Genetics and Genomics

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of research articles. Quantitative proficiency required. Pre-requisites: One semester of BIOL 110-111 and BIOL 201, or BIOL 236, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology
 Units: 1.0
 (Not Offered 2024-2025)

BIOL B330 Ecological Modeling

The survival of humanity depends upon natural resources and ecosystem services. To make important decisions about environmental problems, society needs to understand ecological systems. However, ecological systems are inherently complex. Statistical models coupled with empirical data and simulations provide a means of exploring the complexity of ecological systems to better inform environmental decisions. This class will introduce students to a variety of ecological models while instilling an appreciation for the types of uncertainties that may shroud models to better understand inferences made from them. The course will be taught as a hands-on integrated lab/lecture where students will be expected

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to program regularly, primarily in R. Prerequisite: BIOL B215 or BIOL B250.

Requirement: Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

BIOL B337 Stem Cell Biology and Regenerative Medicine

In this course we will explore the molecular and cellular biology of stem cells and regeneration, and examine experimental evidence demonstrating the underlying mechanisms and clinical applications of stem cell biology. Topics will include stem cell physiology, niches, embryonic stem cells, adult stem cells, limb/tissue regeneration, therapeutics, and regenerative bioengineering. Content information in this class will be supplemented by a student-driven journal club that will discuss experimental techniques and findings from recent primary research articles. Prerequisite: Any 200 level BIOL class.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

BIOL B338 Advanced Topics in Neurobiology: Learning and Memory

This course will focus on the cellular and molecular mechanisms underlying neuronal synaptic plasticity, learning, and memory. Through a combination of lectures, discussions, and presentations, we will build up to reading primary scientific literature covering multiple model organisms, learning paradigms, and experimental techniques. PSYC H217, PSYC B218, or BIOL B202 or permission of instructor.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Shoenhard,H.

(Spring 2025)

BIOL B344 Sensory Physiology

How do animals sense the world around them? How does an animal's physiology shape its experience of the world? In this class, we will cover the processes underlying animal sensing, including the senses familiar to us – vision (seeing), audition (hearing), somatosensation (touch), olfaction (smell), and gustation (taste) – as well as those we lack, such as electroreception and magnetoreception. The course will focus on the structures and transduction mechanisms that convert sensory signals in the outside world to neural signals. We will highlight commonalities across sensory systems in divergent organisms, as well as examine how animals have evolved unique sensory systems suited to their particular environments.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Weber,A.

(Spring 2025)

BIOL B347 Neural Coding

How do patterns of electrical activity in the brain represent information about the outside world, our movements, and our thoughts? In this course, we will discuss scientists' attempts to decipher this "neural code," examining current knowledge

and theories of how information is represented and processed in the brain. We will consider the roles of individual neurons, small neural circuits, and larger brain areas. Topics include: tuning curves, rate and temporal codes, noise and variability, population codes, oscillations and synchrony, and neural adaptation. We will also discuss existing and emerging technologies that are enabled by our understanding of the neural code, as well as the ethical questions raised by these technologies. (This course does not involve programming.)

Prerequisite: BIOL B202 or permission of instructor

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Weber,A.

(Fall 2024)

BIOL B352 Immunology

An introduction to immunology with a focus on the dynamic network of molecules and cells underlying the vertebrate immune response. This problem-based workshop course uses primary research articles and a curiosity-driven, open-ended laboratory research project to make sense of complicated biology and empower each student to build a big-picture view of this fast-moving, interdisciplinary field. Key themes include: immune cell specification and development; molecular recognition and immune cell signaling; generation of immunological memory; and cancer immunotherapies. Learning strategies include problem solving, small group discussion, and critical analysis of the primary literature. Three hours of class meetings and three hours of lab per week. Prerequisites: BIOL B110 and any 200-level course in Biology.

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

Instructor: Williamson,A.

(Fall 2024)

BIOL B375 Biochemistry

This course will focus on the structure and function of proteins, carbohydrates and lipids, enzyme kinetics, and central metabolic pathways. Students will explore these topics via lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisites: BIOL B110 and two semesters of Organic Chemistry (CHEM B211/B212).

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Chander,M.

(Fall 2024)

BIOL B376 Molecular Biology

This course focuses on the analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Davis,T.

(Spring 2025)

BIOL B398 Senior Seminar

A senior seminar course in which students investigate a broad topic in biology. Students will also write and present an independent research paper and facilitate class discussions about their topic. Potential topics for independent research are based on your own interests. Three hours of discussion per week, supplemented by frequent individual meetings with instructor. Open to senior Biology majors only.

Units: 1.0
Instructor: Davis,G.
(Fall 2024)

BIOL B400 Senior Research

Independent laboratory research in the senior year, which includes written and oral presentation of a senior paper based on this research. Typically taken both in the fall and the spring, in the spring this course will require meeting for one hour every week as a group.

Units: 1.0
Instructor: Davis,T., Chander,M., Davis,G., Mozdzer,T., Williamson,A., Bitarello,B., Weber,A.
(Fall 2024, Spring 2025)

BIOL B401 Supervised Research in Neuroscience

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Major Writing Requirement: Writing Intensive
Counts towards: Neuroscience
Units: 1.0
(Fall 2024)

ANTH B208 Human Biology

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

Requirement: Power, Inequity, and Justice (PIJ)
Counts towards: Health Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B317 Disease and Human Evolution

Pathogens and humans have been having an "evolutionary arms race" since the beginning of our species. In this course, we will examine how natural selection and other evolutionary forces shape our susceptibility to disease, and how we have adapted to resist disease. We will also address how concepts of Darwinian medicine impact our understanding of how people might be treated most effectively. We will focus on infectious and chronic diseases, and the anthropogenic effects contributing to the observed distribution of various diseases and illnesses, such as climate change and racism, and their interactions.

Counts towards: Health Studies
Units: 1.0

(Not Offered 2024-2025)

CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Goldsmith,J., Karagiari,O., Watkins,L.
(Fall 2024)

CHEM B104 General Chemistry II

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Kung,Y., Watkins,L.
(Spring 2025)

CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Plummer-Medeiros,A.
(Spring 2025)

CHEMISTRY

Faculty

Sharon Burgmayer, W. Alton Jones Professor of Chemistry (on leave semesters I & II)

Timothy Cook, Visiting Assistant Professor of Chemistry

Michelle Francl, Frank B. Mallory Professor of Chemistry (on leave semester I and II)

Jonas Goldsmith, Associate Professor and Chair of Chemistry

Ariana Hall, Lecturer in Chemistry

Olga Karagiari, Senior Lecturer in Chemistry

Yan Kung, Associate Professor of Chemistry

Bill Malachowski, Barbara Ramsay 1965 and Robert Ramsay Professor of Chemistry (on leave semester I)

Patrick Melvin, Assistant Professor of Chemistry

Ashlee Plummer-Medeiros Assistant Professor of Chemistry

Lisa Watkins, Senior Lecturer in Chemistry

Chemistry Program Requirements and Opportunities

The Chemistry major is offered with several different options:

- American Chemical Society Certified A.B., recommended for graduate school
- Chemistry major, A.B. Only
- Chemistry minor
- Chemistry major with concentration in biochemistry
- Chemistry major with concentration in geochemistry

For all degree options, merit level work is expected in every chemistry, math, biology, geology, and physics course.

FAQ About The Chemistry Major.

ACS Certified A.B. Major Requirements

A student may qualify for a major in chemistry by completing a total of 15 units in chemistry with the distribution:

- Chem 103, 104
- Chem 211/216, 212/217
- Chem 221, 222
- Chem 231
- Chem 242
- Chem 251, 252
- Chem 398, 399
- two other Chem 3xx

Other required courses: Math 201 (multivariable calculus) is a prerequisite for Chem 221 & Chem 222.

Students majoring in Chemistry fulfill the disciplinary writing requirement by satisfactorily completing Chem 251 and 252, which are writing intensive courses.

Major, A.B. only

A non-ACS certified major requires all of the above coursework except Chem 398, 399.

Timetables for Meeting Major Requirements

Students may follow various schedules to meet their major requirements. However, a fairly typical one is:

- freshman year: Chem 103 and 104, Math 101 and 102
- sophomore year: Chem 211/216, 212/217, Math 201
- junior year: Chem 221, 222, 231, 242, 251, 252
- senior year: two or more Chem 3xx
- In particular note that
- Math 201 must be completed before taking Chem 221 or Chem 222.
- Chem 221/222 can be taken concurrently with Chem 211/212.

Students who wish to deviate from the usual schedule (including those who want to complete the major in 3 years) should consult with the major adviser as early as possible to devise an alternative plan.

Honors

The requirements for departmental honors are:

- Complete one of the major plans
- Maintain a chemistry GPA of 3.7 or better. A maximum of 2 credits of 403 will be factored into the chemistry GPA
- Complete Chem 398 and 399 with a grade of 3.3 or better each semester.
- Participate in research oral/poster presentations.
- Write an acceptable thesis, and meet all department deadlines for submission of the thesis.
- Complete an additional unit of Chem 3xx (for a total of three 300-level chemistry units). With department approval, one unit of 300-level work in certain fields may be substituted.

Minor

A student may qualify for a minor in chemistry by completing a total of 8 units in chemistry with the distribution:

- Chem 103, 104
- Chem 211/216, 212/217
- Chem 221* or 222*
- Chem 231 or 242**
- Chem 251 or 252

*Pre-requisite: Math 201

**Biol 375 may be substituted for Chem 242

Major with Concentration in Biochemistry

- Chem 103, 104
- Chem 211/216, 212/217
- Chem 242*
- Chem 221**, 222**, or 231 (choose 2 of 3)

- Chem 251, 252
- Chem 345 or 377
- Chem 3xx
- Biol 201
- Biol 376***

*Biol 375 may be substituted for Chem 242

**Pre-requisite: Math 201

***Chem 242 satisfies the pre-requisite for this course.

Major with Concentration in Geochemistry

- Chem 103, 104
- Chem 211/216, 212/217
- Chem 221*, 222*, 231 or 242** (choose 3 of 4)
- Chem 251, 252
- Chem 332
- Chem 3xx
- Geol 101
- Geol 202
- Geol 302, 305, 350 (choose 2 of 3; Geol 350 requires Geology major adviser approval)

*Pre-requisite: Math 201

**Bio 375 may be substituted for Chem 242

The Chemistry major can also be combined with any of the minors offered in the College. In particular, the minors in Environmental Studies, Education and Computational Science offer attractive combinations with a Chemistry major for future career paths that require competency in those allied fields. Detailed information about these minors can be found in the appropriate section of the catalog. Students may double major in Chemistry and Biology, but are not permitted to double major in Biology and BCMB (Biochemistry & Molecular Biology) or Chemistry and BCMB.

A.B./M.A. Program

- Chemistry major A.B. requirements
- four units of 5xx*
- two units of 7xx
- M.A. thesis
- written final exam

*two units may be 3xx

3-2 Program in Engineering and Applied Science

The 3-2 Program in Engineering and Applied Science is offered in cooperation with the California Institute of Technology and awards both an A.B. at Bryn Mawr and a B.S. at Cal Tech. Chemistry students considering this program should contact Chemistry Senior Lecturer Lisa Watkins.

4+1 Program in Engineering at UPenn

The University of Pennsylvania 4+1 engineering program allows students to earn an A.B. at Bryn Mawr and an M.S. in Engineering (M.S.E) at UPenn. Students apply between

the beginning of the sophomore year and end of the junior year. Chemistry students considering this program should contact Chemistry Senior Lecturer Lisa Watkins. See also the description of the 4+1 Program in Engineering at UPenn.

Courses

CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Goldsmith, J., Karagiari, O., Watkins, L.
(Fall 2024)

CHEM B104 General Chemistry II

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Kung, Y., Watkins, L.
(Spring 2025)

CHEM B208 Topics in Art Analysis

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Requirement: Scientific Investigation (SI)
Counts towards: Museum Studies
Units: 1.0
(Not Offered 2024-2025)

CHEM B211 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and

CHEMISTRY

aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. Lecture three hours, recitation one hour a week. There is no longer a laboratory portion of CHEM B211. Instead, students can enroll in CHEM B216 which is a half-credit laboratory course that introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed CHEM B211. Students should consult with their deans/advisors about whether to enroll in CHEM B216. Students planning to major in STEM disciplines or intending to fulfill pre-health requirements will need to take CHEM B216 in addition to CHEM B211. Prerequisite: CHEM 104 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Cook, T.

(Fall 2024)

CHEM B212 Organic Chemistry II:

The second semester of organic chemistry includes discussion of the reactivity of carbonyl carbons such as ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. This course also emphasizes biologically relevant topics. There is no longer a laboratory portion of CHEM B212. Instead, students can enroll in CHEM B217 which is a half-credit laboratory course that covers reactions discussed in CHEM B212, more advanced NMR spectroscopy and an extended total-synthesis project. Students should consult with their deans/advisors about whether to enroll in CHEM B217. Students planning to major in STEM disciplines or intending to fulfill pre-health requirements will need to take CHEM B217 in addition to CHEM B212. Lecture three hours, recitation one hour a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Requirement: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Melvin, P.

(Spring 2025)

CHEM B213 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Hall, A., Karagiari, O., Melvin, P., Cook, T.

(Fall 2024)

CHEM B214 Org .Chem II: Biochemistry

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 213 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only.

Requirement: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Malachowski, B., Hall, A.

(Spring 2025)

CHEM B216 Organic Chemistry Laboratory I

This is a half-credit laboratory course that introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed CHEM B211. 1 hour of lecture and 4 hours of laboratory per week. Prerequisite: Either concurrent enrollment in CHEM B211 or prior completion of CHEM B211 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 0.5

Instructor: Hall, A., Karagiari, O., Cook, T.

(Fall 2024)

CHEM B217 Organic Chemistry Laboratory II

This is a half-credit laboratory course that covers reactions discussed in CHEM B212, more advanced NMR spectroscopy and an extended total-synthesis project. 1 hour of lecture and 4 hours of laboratory per week. Prerequisite: CHEM B216 with a grade of at least 2.0 and either concurrent enrollment in CHEM B212 or prior completion of CHEM B212 with a grade of at least 2.0.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 0.5

Instructor: Hall, A.

(Spring 2025)

CHEM B221 Physical Chemistry I

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201.

Requirement: Quantitative Methods (QM)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Goldsmith, J.

(Fall 2024)

CHEM B222 Physical Chemistry II

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisite: CHEM B104 and MATH 201. May be taken concurrently with CHEM B212, with permission of instructor.

Requirement: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Goldsmith, J.
(Spring 2025)

CHEM B231 Inorganic Chemistry

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours a week. Prerequisite: CHEM 212.

Requirement: Course does not meet an Approach
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Cook, T.
(Spring 2025)

CHEM B242 Biological Chemistry

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Requirement: Course does not meet an Approach
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor: Plummer-Medeiros, A.
(Fall 2024)

CHEM B251 Research Methodology I

This is a laboratory topics course integrating advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record keeping and writing. Prerequisite CHEM B212. Co-requisite: CHEM B221 or B231 or B242. Attendance at departmental colloquia is expected of all students.

Requirement: Quantitative Readiness Required (QR)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Goldsmith, J., Plummer-Medeiros, A.
(Fall 2024)

CHEM B252 Research Methodology II

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Attendance at departmental colloquia is expected of all

students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.

Requirement: Quantitative Readiness Required (QR)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Kung, Y.
(Spring 2025)

CHEM B311 Advanced Organic Chemistry

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: CHEM 212 and 222.

Units: 1.0
(Not Offered 2024-2025)

CHEM B332 Advanced Inorganic Chemistry

This is a topics course covering topics in advanced inorganic chemistry. Prerequisites: CHEM 231 and 242 or permission of the instructor.

Units: 1.0
(Not Offered 2024-2025)

CHEM B334 Organometallic Chemistry

Fundamental concepts in organometallic chemistry, including structure and bonding, reaction types, and catalysis, and applications to current problems in organic synthesis. Lecture three hours a week. Prerequisite: CHEM 212 and 231 or permission of instructor.

Units: 1.0
Instructor: Melvin, P.
(Fall 2024)

CHEM B345 Advanced Biological Chemistry

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375.

Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor: Kung, Y.
(Fall 2024)

CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology
Units: 1.0

Instructor: Plummer-Medeiros,A.
(Spring 2025)

CHEM B398 Senior Seminar

Units: 1.0

Instructor: Francl,M., Burgmayer,S., Malachowski,B.,
Goldsmith,J., Marengo,P., Kung,Y., Melvin,P., Plummer-
Medeiros,A.
(Fall 2024)

CHEM B399 Senior Seminar

Units: 1.0

Instructor: Francl,M., Burgmayer,S., Malachowski,B.,
Goldsmith,J., Kung,Y., Melvin,P., Plummer-Medeiros,A.
(Spring 2025)

CHEM B511 Advanced Organic Chemistry I

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week.

Units: 1.0
(Not Offered 2024-2025)

CHEM B515 Topics in Organic Chemistry

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0
Instructor: Malachowski,B.
(Spring 2025)

CHEM B532 Advanced Inorganic Chemistry

This is a topics course covering topics in advanced inorganic chemistry. Prerequisites: CHEM 231 and 242 or permission of the instructor.

Units: 1.0
(Not Offered 2024-2025)

CHEM B534 Organometallic Chemistry

Fundamental concepts in organometallic chemistry, including structure and bonding, reaction types, and catalysis, and applications to current problems in organic synthesis. Lecture three hours a week. Course is open to graduate students and those undergraduates with CHEM 212 and CHEM B231 or permission from the instructor.

Units: 1.0
Instructor: Melvin,P.
(Fall 2024)

CHEM B535 Inorganic Seminar: Group Theory

Fundamental concepts of mathematical groups, their derivation and their application to problems in bonding, spectroscopy and chemical reactivity.

Units: 1.0
(Not Offered 2024-2025)

CHEM B545 Advanced Biological Chemistry

This is a topics course. Topics vary. Prerequisite: Any course in Biochemistry.

Units: 1.0

Instructor: Kung,Y.
(Fall 2024)

MATH B101 Calculus I

This is the first in a sequence of two courses that covers single-variable calculus. Topics include functions, limits, continuity, derivatives, differentiation formulas, applications of derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: proficiency in high-school mathematics (including algebra, geometry, and trigonometry).

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0
Instructor: Chu,O., Sudparid,D.
(Fall 2024, Spring 2025)

MATH B102 Calculus II

This is the second in a sequence of two courses that covers single-variable calculus. Topics include techniques of integration, applications of integration, infinite sequences and series, tests of convergence for series, and power series. Prerequisite: a merit grade in Math 101 (or an equivalent experience).

Requirement: Quantitative Methods (QM)

Units: 1.0
Instructor: Sudparid,D., Myers,A., Vien,D.
(Fall 2024, Spring 2025)

MATH B201 Multivariable Calculus

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Requirement: Quantitative Methods (QM)

Units: 1.0
Instructor: Kara,S., Traynor,L.
(Fall 2024, Spring 2025)

CHILD AND FAMILY STUDIES

Child and Family Studies Minor

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

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

gender issues affecting children and families; social justice/ diversity issues affecting children and families; or economic factors affecting children and families.

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

Program Director

Jodie Baird, Visiting Assistant Professor and Program Director of Child and Family Studies

Advisory Committee

Dustin Albert, Associate Professor of Psychology

Marissa Martino Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics (on leave semester II)

Alice Lesnick, Term Professor of Education (on leave semester II)

Cora Mukerji, Assistant Professor of Psychology

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

Marc Schulz, Professor of Psychology on the Sue Kardas PhD 1971 Professorship and Director of Data Sciences

Amanda Weidman, Professor of Anthropology (on leave semester II)

Requirements for the Child and Family Studies Minor

The minor comprises six courses: one gateway course, (PSYCH 206 Developmental Psychology, PSYCH 203 Educational Psychology, PSYC 211 Lifespan Development, EDUC 200 Community Learning Collaborative, or SOCL 201 Study of Gender in Society), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Advanced Haverford and Swarthmore courses typically taken by juniors and seniors that are more specific than introductory and survey courses will count as 300 level courses. Only two CFS courses may be double-counted with any major, minor, or other degree credential.

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

Another requirement of the minor is attendance at minor gatherings (2-4 times per semester) during which topics of interest are discussed. Sessions are facilitated by a range of individuals, including CFS students, affiliated faculty and staff, and guest speakers. Meetings are 1-1.5 hours in length, with times to be arranged.

The final minor requirement is participation during senior year in an annual CFS Poster Session during which students share highlights of their CFS campus and field-based experiences.

(Note: it is important to check the Trico course guide for updated course information as not every course is taught every year. In some cases, courses relevant to the CFS minor will

have changed, or been added. Students should explore freely and consult with their advisor on curricular choices).

Courses that can be counted toward the Child and Family Studies Minor

Bryn Mawr College Courses and Seminars

SOWK 552 Perspectives on Inequality

SOWK 554 Social Determinants of Health

SOWK 559 Family Therapy: Theory & Practice

SOWK 571 Education Law for Social Workers

SOWK 574 Child Welfare Policy, Practice, and Research

SOWK 575 Global Public Health

Haverford College Courses and Seminars

ANTH 103 Introduction to Anthropology

ANTH 209 Anthropology of Education

ANTH 263 Anthropology of Space: Housing and Society

COML 289 Children's Literature

EDUC 200 Community Learning Collaborative

EDUC 250 Literacies and Education

EDUC 275 Emergent Multi-Lingual Learners in U.S. Schools

LING 200 2nd Language Acquisition

LING 228 1st Language Acquisition

PSYC 210 Developmental Psychology

PSYC 213 Memory and Cognition

PSYC 215 Introduction to Personality Psychology

PSYC 238 Psychology of Language

PSYC 327 Obesity: Psychology, Physiology, and Health

PSYC 335 Self & Identity

PSYC 338 Child Development & Social Policy

SOCL 204 Medical Sociology

SOCL 226 Sociology of Gender

SOCL 235 Class, Race, and Education

Swarthmore College Courses and Seminars

ED 14 Introduction to Education

ED 21/Psych 21 Educational Psychology

ED 23/Psych 23 Adolescence

ED 23A Adolescents and Special Education

ED 26/Psych 26 Special Education

ED 42 Teaching Diverse Young Learners

ED 45 Literacies and Social Identities

ED 53 Language Minority Education

ED 64 Comparative Education

ED 68 Urban Education

ED 70 Outreach Practicum

ED 121 Psychology and Practice

ED 131 Social and Cultural Perspectives

ED 151 Literacies Research

CHILD AND FAMILY STUDIES

ED 167 Identities and Education

PSYC 34 Psychology of Language

PSYC 39 Developmental Psychology

PSYC 41 Children at Risk

PSYC 50 Developmental Psychopathology

PSYC 55 Family Systems Theory and Psychological Change

PSYC 135 Advanced Topics in Social and Cultural Psychology

ANTH B102 Introduction to Cultural Anthropology

This course will explore the basic principles and methods of sociocultural anthropology. Through field research, direct observation, and participation in a group's daily life, sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Fioratta, S., McLaughlin-Alcock, C.
(Fall 2024, Spring 2025)

ANTH B213 Anthropology of Food

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Fioratta, S.
(Spring 2025)

ANTH B312 Anthropology of Reproduction

This course will examine how power in everyday life shapes reproductive behavior and how reproduction is culturally constructed. Through an examination of materials from different cultures, this course will look at how often competing interests within households, communities, states and institutions (at both

the local and global levels) influence reproduction in society. We will explore the political economy of reproduction cross-culturally, how power and politics shape gendered reproductive behavior and how it is interpreted and used differently by persons, communities and institutions. Topics covered include but are not limited to the politics of family planning, mothering/parenting, abortion, pregnancy, pregnancy loss, fetal testing and biology and social policy in cross-cultural comparison. Prerequisite: ANTH 8102 (or ANTH H103) recommended

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 1.0

Instructor: Pashigian, M.
(Fall 2024)

ANTH B343 Human Growth and Development and Life History

In this seminar we will examine various aspects of the human life history pattern, highly unusual among mammals, from a comparative evolutionary perspective. First, we will survey the fundamentals of life history theory, with an emphasis on primate life histories and socioecological pressures that influence them. Secondly, we will focus on unique aspects of human life history, including secondary altriciality of human infants, the inclusion of childhood and pubertal life stages in our pattern of growth and development, and the presence of a post-reproductive life span. Finally, we will examine fossil evidence from the hominin lineage used in reconstructing the evolution of the modern human life history pattern. Prerequisite: ANTH B101 or permission of instructor.

Counts towards: Child and Family Studies

Units: 1.0

(Not Offered 2024-2025)

EDUC B200 Community Learning Collaborative: Practicing Partnership

One of the four entry-point options for student majoring or minoring in Education Studies, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school" informed by community-based as well as academic streams of educational practice. In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor: Wilson, C.
(Spring 2025)

EDUC B210 Perspectives on Special Education

One of the four entry-point options for students majoring or minoring in Education Studies, this course has as its goal to introduce students to a range of topics, challenges and dilemmas that all teachers need to consider. Students will

explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0
(Not Offered 2024-2025)

EDUC B250 Literacies and Education

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. Fieldwork required. Priority given first to those pursuing certification or a minor in educational studies.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0
(Not Offered 2024-2025)

EDUC B266 Geographies of School and Learning: Urban Education Reconsidered

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Weekly fieldwork in a school required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor: Zuckerman, K.
(Spring 2025)

EDUC B301 Curriculum and Pedagogy Seminar

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.

Major Writing Requirement: Writing Intensive

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0
Instructor: Wilson, C.
(Fall 2024)

EDUC B302 Practice Teaching Seminar

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.

Major Writing Requirement: Writing Intensive

Counts towards: Child and Family Studies

Units: 1.0

(Fall 2024)

EDUC B310 Redefining Educational Practice: Making Space for Learning in Higher Education

A course focused on exploring, developing, and refining pedagogical conceptions and approaches appropriate to higher education contexts. Three hours a week of fieldwork are required. Enrollment is limited to 20 with priority given to students pursuing the minor in educational studies.

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935

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

Requirement: Critical Interpretation (CI)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B271 Transatlantic Childhoods in the 19th Century

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the "invention of childhood," we'll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both "literary" works and texts and artifacts from a range of other discourses and spheres. We'll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked structural differences. Here we'll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain's sharply stratified class landscape. If race and class are produced differently, we'll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We'll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

CHILD AND FAMILY STUDIES

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; Child and Family Studies
Units: 1.0
Instructor: Flower, C.
(Spring 2025)

ENGL B348 Medieval Childhoods

This course examines childhood and adolescence in the Middle Ages, exploring both texts for children and those that portray childhood. We will consider adolescent sexuality, royal primogeniture, childhood education and apprenticeship, and theories of infancy. Readings will include lullabies; early educational texts; nativity plays; chivalric training guides; poetry written by children; and instructional manuals for toys.

Counts towards: Child and Family Studies
Units: 1.0
(Not Offered 2024-2025)

PSYC B203 Educational Psychology

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

Requirement: Course does not meet an Approach
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Spring 2025)

PSYC B209 Clinical Psychology

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100). Please note that this course was previously known as "Abnormal Psychology" and has now been renamed "Clinical Psychology" and can not be repeated for credit.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Counts towards: Child and Family Studies; Health Studies
Units: 1.0
Instructor: Conlin, S., Mukerji, C.
(Fall 2024, Spring 2025)

PSYC B211 Lifespan Development

A topical survey of psychological development across the lifespan, focusing on the interaction of personal and

environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations and the family as contexts of development; identity and the adolescent transition; adult personality; cognition in late adulthood; and dying with dignity. Prerequisite: PSYC B105 or PSYC H100. Interested students can take this course or PSYC B206, but not both

Requirement: Course does not meet an Approach
Counts towards: Child and Family Studies
Units: 1.0
Instructor: Wang, L.
(Spring 2025)

PSYC B322 Culture and Development

This course focuses on children's development in cultural, social, and ecological contexts. Topics include socio-emotional development, parent-child relationship, socioeconomic status, immigration, social change, and globalization. Prerequisites: PSYC B205 and PSYC B211 or PSYC B224

Counts towards: Child and Family Studies
Units: 1.0
Instructor: Wang, L.
(Fall 2024)

PSYC B327 Adolescent Development

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or PSYC B211 (Lifespan Development) or permission or instructor. PSYC B205 is recommended.

Counts towards: Child and Family Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

PSYC B344 Early Childhood Experiences & Mental Health

Development represents a unique period during which the brain shows enhanced plasticity, the important ability to adapt and change in response to experiences. During development, the brain may be especially vulnerable to the impacts of harmful experiences (e.g., neglect or exposure to toxins) and also especially responsive to the effects of positive factors (e.g., community resilience or clinical interventions). This seminar will explore how childhood experiences "get under the skin," shaping neurobiological systems and exerting lasting effects on mental health and well-being. We will examine theoretical models of how early experiences shape development,

considering the proposed mechanisms by which different features of childhood environments could shape psychological risk and resilience. We will evaluate the scientific evidence for these models and then apply this knowledge to consider what strategies for intervention— at the level of the child, family, and society— could help reduce psychopathology and promote well-being. There is no textbook required for this course. We will read, critically evaluate, and discuss empirical journal articles and explore the implications of this scientific literature for public policy. Prerequisites: PSYC B209 or PSYC B206 or PSYC B218 or permission from instructor; PSYC B205 highly recommended

Counts towards: Child and Family Studies

Units: 1.0

Instructor: Mukerji, C.

(Spring 2025)

PSYC B352 Advanced Topics in Developmental Psychology

This is a topics course. Topics vary. Prerequisite: PSYC 206 or PSYC B211 or the consent of the instructor. Current topic description: How do children come to understand themselves and other people? This seminar explores young children's developing social cognition and the factors that influence this development. Topics include self-awareness, gender identity, and the emotional self, as well as children's perception and understanding of gender, race, morality, and other social constructs in others. We will examine these topics with the goals of understanding (a) the development of young children's identity and social thinking, (b) the role of socialization in this development, and (c) the implications of children's social cognition for their participation in the social world. This seminar, which will be driven by evidence-based, student-led discussion, is aimed at developing an integrated understanding of the literature and generating ideas for future inquiry.

Requirement: Course does not meet an Approach

Counts towards: Child and Family Studies

Units: 1.0

Instructor: Baird, J.

(Fall 2024)

PSYC B354 Asian American Psychology

This course will provide an overview of the nature and meaning of being Asian American in the United States. We will examine the history, struggle, and success of Asian Americans, drawing upon psychological theory and research, interdisciplinary ethnic studies scholarship, and memoirs. Students will also learn to evaluate the media portrayal of Asian Americans while examining issues affecting Asian American communities such as stereotypes, discrimination, family relationships, dating/marriage, education, and health disparities. Prerequisite: Introduction to Psychology (Psych 105) is required, Research Methods and Statistics (Psych 205) is recommended..

Counts towards: Asian American Studies; Child and Family Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B205 Social Inequality

In this course, we will explore the extent, causes, and consequences of social and economic inequality in the U.S.

We will begin by discussing key theories and the intersecting dimensions of inequality along lines of income and wealth, race and ethnicity, and gender. We will then follow a life-course perspective to trace the institutions through which inequality is structured, experienced, and reproduced through the family, neighborhoods, the educational system, labor markets and workplaces, and the criminal justice system.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Cox, A.

(Spring 2025)

SOCL B217 The Family in Social Context

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B225 Women in Society

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South – those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global

South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the “Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system” (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course’s final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Montes, V.
(Fall 2024)

SOCL B232 A Sociological Journey to Immigrant Communities in Philly

This course will use the lenses of sociology to critically and comparatively examine various immigrant communities living in greater Philadelphia. It will expose students to the complex historical, economic, political, and social factors influencing (im)migration, as well as how migrants and the children of immigrants develop their sense of belonging and their homemaking practices in the new host society. In this course, we will probe questions of belonging, identity, homemaking, citizenship, transnationalism, and ethnic entrepreneurship and how individuals, families, and communities are transformed locally and across borders through the process of migration. This course also seeks to interrogate how once in a new country, immigrant communities not only develop a sense of belonging but also how they reconfigure their own identities while they transform the social, physical, and cultural milieus of their new communities of arrival. To achieve these ends, this course will engage in a multidisciplinary approach consisting of materials drawn from such disciplines as cultural studies, anthropology, history, migration studies, and sociology to examine distinct immigrant communities that have arrived in Philadelphia over the past 100 years. Although this course will also cover the histories of migrant communities arriving in the area in the late 19th and early 20th centuries, a greater part of the course will focus on recent migrant communities, mainly from Africa, Asia, Latin America, and the Caribbean and arriving in the area of South Philadelphia. A special focus will be on the Mexican American migrant community that stands out among those newly arrived migrant communities.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B258 Sociology of Education

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

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

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

Faculty

Jennie Bradbury, Assistant Professor and Co-Chair of Classical and Near Eastern Archaeology

Shannon Dunn, Visiting Assistant Professor of Classical and Near Eastern Archaeology

Astrid Lindenlauf, Associate Professor and Co-Chair of Classical and Near Eastern Archaeology (on leave semesters I & II)

Rocco Palermo, Assistant Professor of Classical and Near Eastern Archaeology

Wu Xin, Assistant Professor of Classical and Near Eastern Archaeology

Major Requirements

The major requires a minimum of 10 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt (ARCH 101) and ancient Greece and Rome (ARCH 102), a course on Topics in Archaeological Principles and Methods (ARCH 233), and two semesters of the senior conference (ARCH 398 and 399). At least two upper-level courses should be distributed between Classical and Near Eastern subjects. Additional requirements are determined in consultation with the Major Advisor. A Praxis Independent Study or additional coursework in allied subjects may be presented for major credit, but must be approved in writing by the major advisor; such courses are offered in the Departments of Anthropology, Geology, Greek, Latin and Classical Studies, Growth and Structure of Cities, and History of Art. In consultation with the Major Advisor, one course taken in study abroad may be accepted for credit in the major after review of the syllabus, work submitted for a grade, and a transcript. Credit will not be given for a course that is ordinarily offered by the department. Students can also take courses at the University of Pennsylvania in consultation with the Major Advisor.

The writing requirement for the major consists of two one-

semester Writing Attentive courses offered within the department.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major advisor in the spring semester of the sophomore year, at which time a written plan will be designed. Students considering majoring in the department are encouraged to take the introductory courses (ARCH 101 and 102) early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in study abroad during the junior year are strongly advised to seek assistance in planning their major early in their sophomore year.

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.

Minor Requirements

The minor requires six courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt and ancient Greece and Rome, in addition to four other courses selected in consultation with the major advisor.

Honors

Honors are granted on the basis of academic performance as demonstrated by a cumulative average of 3.50 or better in the major.

Study Abroad

A semester of study abroad is encouraged if the program is approved by the department. Students who seek major credit for courses taken abroad must consult with the Major Advisor before enrolling in a program. Major credit is given on a case-by-case basis after review of the syllabus, work submitted for a grade, and a transcript. Credit will not be given for more than one course and not for courses that are ordinarily offered by the department.

Independent Research

Majors who wish to undertake independent research, especially for researching and writing a lengthy paper, must arrange with a professor who is willing to advise them, and consult with the Major Advisor. Such research normally would be conducted by seniors as a unit of supervised work (403), which must be approved by the advising professor before registration. Students planning to do such research should consult with professors in the department in the spring semester of their junior year or no later than the beginning of the fall semester of the senior year.

Additional Major Experiences: Fieldwork and Museum Internships

The department strongly encourages students to gain fieldwork experience over the summer and assists them in getting positions on field projects in North America and overseas. The department is undertaking several field projects in the eastern Mediterranean and Western Asia. Depending on the College's travel safety policy, advanced undergraduates may participate in these projects.

Museum internships, either during the summer or during the term, also constitute valid major experiences beyond the classroom. The department is awarded annually one fully paid summer internship by the Nicholas P. Goulandris Foundation for students to work for four to six weeks in the Museum of Cycladic Art in Athens, Greece. An announcement inviting applications is normally sent by the department chair in the spring.

Opportunities to work with the College's archaeology collections are available throughout the academic year and during the summer. Students wishing to work with the collections should consult Marianne Weldon, Collections Manager for Art and Artifacts.

Funding for Summer Learning Opportunities

The department has two funds that support students for summer internships, summer fieldwork projects, and archaeological summer projects of their own design. One, the Elisabeth Packard Fund for internships in Art History and Archaeology is shared with the Department of the History of Art, while the other is the Anna Lerah Keys Memorial Prize. Any declared major may apply for these funds. An announcement calling for applications is normally sent to majors in the spring, and the awards are made public at the annual college awards ceremony in April. To help cover expenses related to archaeological learning opportunities, which can be expensive, the department encourages majors to consider applying for funding offered by Bryn Mawr College and external funding sources.

Courses

ARCH B101 Introduction to Egyptian and Near Eastern Archaeology

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

Instructor: Bradbury, J.
(Fall 2024)

ARCH B102 Introduction to Classical Archaeology

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

Instructor: Palermo, R.
(Spring 2025)

ARCH B203 Ancient Greek Cities and Sanctuaries

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B204 Animals in the Ancient Greek World

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ARCH B209 Aegean Archaeology

This course explores the prehistoric cultures of the Aegean region, concentrating on Minoan Crete, Mycenaean Greece, the Aegean islands, and Troy during the Bronze Age (ca. 3000-1200 BCE). We examine Aegean art, architecture, and archaeology and consider cross-cultural contacts with Egypt and the Near East, including trade and diplomacy, the historicity of the Trojan War, and the enigmatic "Sea Peoples."

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ARCH B210 Daily Life in Ancient Egypt

In this course, learn about life growing up and getting old in ancient Egypt through their everyday food and drink including ancient recipes and massive factory installations for brewing beer, their clothing and adornment, education, household religion and the real beliefs of your average Egyptian often quite different from the religion sponsored by the pharaoh and the state. Learn about their illnesses and their medical treatments, types of jobs and complaints about lazy coworkers, life in the workmen's village of the great pyramid and the valley of the Kings, curses against enemies, disowning misbehaving adult children and even their leisure and playtime through

games, sports, toys, and pets. This course will assess the diverse lives of a laborer, slave, foreigner, high-ranking official, pharaoh and more throughout Egypt from 2600 BC- 1080 BC in the village Lahun, the Egyptian capital Tell el-Amarna, the temple town in South Abydos, and the workman's village for the Giza pyramids and the Valley of the Kings. It will examine Egyptian life through artifacts including ivory wands and birthing bricks for childbirth, children's toys, weapons and tools, amulets, and more; tomb scenes of daily life; and societal values through fairy tales, love poetry, legal documents, letters, scribal training practice texts, work attendance rosters, and ostraca.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ARCH B212 Visual Culture of the Ancient Mediterranean

This course explores the visual culture of the ancient Mediterranean world from the second millennium BCE to early Roman times. Drawing from an extensive variety of extant evidence that includes monuments, sculpture, paintings, mosaics, and artifacts deriving from culturally and geographically distinct areas, such as the Minoan world, Egypt, Turkey, Syria, Phoenicia, Cyprus, Greece, Macedonia, Italy, Tunisia, and Spain, the course explores how such evidence may have been viewed and experienced and how it may have, in turn, shaped the visual culture of the well-interconnected ancient Mediterranean world. Focusing on selected examples of evidence, including its materials, style, and methods of production, the course will also consider how past and current scholarly attitudes, approaches, and terminology have affected the understanding and interpretation of this evidence.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Dunn, S.

(Fall 2024)

ARCH B214 The Archaeology of Agricultural Revolutions in Western Asia

This course examines the archaeology of one of the most fundamental shifts to have occurred in human society in the last 12,000 years, the origins of agriculture. Via assigned readings, class work and lectures we will consider the varied factors which led (or did not lead) to the adoption of agriculture, questioning what the core building blocks of agricultural life were across Western Asia and exploring societies that did not experience these changes. We will also discuss the impacts these developments have had, and continue to have, on modern society and culture in the Middle East, North Africa and beyond. Themes covered will include societal organization, identity (gender, ethnicity, culture, personhood etc.), communication, and the relationships between humans, animals, and the environment. The class will also begin to address the relationships between colonialism and archaeology in Western Asia and explore what the future of a post-colonial and anti-racist archaeology looks like in this region.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B222 Alexander the Great

This course examines the life, personality, career, and military achievements of Alexander the Great, as well as the extraordinary reception of his legacy in antiquity and through modern times. It uses historical, archaeological and art-historical evidence to reconstruct a comprehensive picture of Alexander's cultural background and examines the real and imaginary features of his life and afterlife as they developed in the Hellenistic and Roman worlds, Late Antiquity, the Middle Ages, Renaissance, and succeeding periods in both Europe and Asia. Special attention is also placed on the appeal that Alexander's life and achievements have generated and continue to retain in modern popular visual culture as evidenced from documentary films and motion pictures.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ARCH B229 Visual Culture of the Ancient Near East

This course examines the visual culture of the Ancient Near East based on an extensive body of architectural, sculptural, and pictorial evidence dating from prehistoric times through the fifth century BCE. We will explore how a variety of surviving art, artifacts, sculpture, monuments, and architecture deriving from geographically distinct areas of the ancient Near East, such as Mesopotamia, the Eastern Mediterranean, Anatolia, and Iran, may have been viewed and experienced in their historical contexts, including the contribution of ancient materials and technologies of production in shaping this viewing and experience. By focusing on selected examples of diverse evidence, we will also consider how past and current scholarly methods and approaches, many of them art-historical, archaeological, and architectural in aim, have affected the understanding and interpretation of this evidence. In doing so, we will pay special attention to critical terms such as aesthetics, style, narrative, representation, and agency.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B233 Topics in Archaeological Principles and Methods

This topic course explores methods used in Archaeology. Course content varies.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Palermo, R.

(Fall 2024)

ARCH B235 Death and Burial in the Ancient Near East

Death is a shared human experience; however, it provokes a huge variety of responses; from the ad hoc and hasty burial

of the deceased through to elaborate and lengthy funerary rituals. One of the most direct forms of evidence we have as archaeologists for the people who lived thousands of years ago are burials. The Ancient Near East also offers a rich corpus of textual and visual material, which can be used to explore the ways in which ancient societies conceptualized and thought about death, from the nature of the afterlife to the role of malevolent or helpful ghosts.

Requirement: Inquiry into the Past (IP)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B237 Art and Archaeology of Central Asia

Exploring the rich and vibrant cultural heritage of Central Asia, this course delves into the region's history, art, and archaeology spanning from the third millennium BCE to the eighth century CE. Central Asia, constituting the territory between western China and eastern Iran, served as the heartland of the ancient Silk Road. Despite its significance, the region's history and culture often remain shrouded in mystery, largely unknown to the academic community. This course sheds light on topics related to Central Asia, such as state formation, nomadism, religious beliefs, trade, and arts and crafts production of Central Asia, while emphasizing the region's interconnectedness with the broader world.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B240 Archaeology and History of Ancient Mesopotamia

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.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Xin, W.

(Spring 2025)

ARCH B242 Colonies and Colonization in the Ancient Mediterranean

This course focuses on the character and consequences of colonization, colonialism, and imperialism in the ancient Mediterranean. Using archaeological and textual evidence, we will examine the history, practice, and physical manifestations of colonization from the earliest Phoenician and Greek colonies through the imperial world of the Roman Empire. We will discuss a variety of approaches and frameworks used to explore the intersection of migration and mobility, colonization

and colonialism, and imperial states and identities in the Classical world, and will explore the impact of these processes on the development of wider Mediterranean networks, identities, and histories.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B246 Classical Antiquity in Movies

This course explores the visual representations and the narratives of the Graeco-Roman times on screen. From silent films to modern Hollywood productions through Netflix, Amazon, and other streaming services productions, students will discuss the impact of classical antiquity in the film-making industry. We will be looking into how the depiction of different aspects of the Greek and Roman past (literature, history, art, archaeology) are used (and misused) on screen and in which way these productions influence the way we understand the ancient world.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B247 The World of Gilgamesh

This course explores how the people of ancient Mesopotamia perceive and comprehend the fundamental questions of human existence, such as the intricacies of life and death, gender and sexuality, the relationship between humans and the divine, and the definition of self-identity in relation to the outside world, through an examination of the literary works and archaeological remains from the ancient Near East. Guided by the epic tale of Gilgamesh, the legendary king of Uruk in Mesopotamian mythology, we will journey back to the mesmerizing world of the fourth and third millennium BCE, when human civilizations first emerged and thrived. This course offers an immersive experience, enabling students to unleash their intellectual creativity through dramatic performances and curation of a digital exhibit showcasing early Mesopotamian civilization.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B249 The Archaeology of Urban Revolutions in Western Asia

This course examines the archaeology of one of the most fundamental developments to have occurred in human society in the last 6,000 years, the origins of cities. Via assigned readings, class work and lectures we will consider the varied factors which led (or did not lead) to the emergence of cities, questioning what cities were (and are) and how they functioned in the ancient world. We will explore different trajectories towards urbanism that can be identified in the archaeological record and consider societies that did not experience these changes. By exploring processes and practices over the long-term, students will address issues of inequality in the earliest urban societies, developing an understanding of how axes of power and difference interacted to produce inequalities and hierarchies. We will also discuss the impacts these developments have had, and continue to have, on modern society and culture in the Middle East, North Africa and beyond. Themes covered will include the 'urban revolution', rurality and urbanism, urban planning and growth, houses and households, communication and mobility, climate and environment, power and inequality.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Bradbury, J.

(Spring 2025)

ARCH B250 Digital Archaeology

This course covers the innovative changes that have been brought about in Archaeology and Heritage Studies by new technologies and methodological approaches. Remote sensing data analysis, augmented reality, machine learning software, online collaborative platforms, and 3D tools are revolutionizing the way in which data is collected, managed, conserved, and disseminated. A combination of a survey of cutting-edge digital methods and applications, select case studies from Eurasia, and hands-on sessions enables students to gain a good understanding of the potential of digital tools. Prerequisite: ARCH B233.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Palermo, R.

(Spring 2025)

ARCH B252 Pompeii

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Requirement: Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Spring 2025)

ARCH B253 Gender Archaeology in Pre-Islamic Western Asia

This course explores the intersections of gender and archaeology in Western Asia during the pre-Islamic periods. It examines how diverse social groups use multiple means to construct, perform, and negotiate gender, sex, identities. The course discusses gender's intricate relationship with class, sexuality, and religion through analysis of texts, visual representations, spatial organization, and other material traces of the past. Grounded in the tradition of gender archaeology, this course draws on various discourses and interpretive frameworks to offer new archaeological approaches for understanding and discussing gender dynamics in both past and present societies.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Gender and Sexuality Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Xin,W.
(Fall 2024)

ARCH B254 Cleopatra

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, *Cleopatra*.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B260 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

ARCH B301 Greek Vase-Painting

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.

Units: 1.0
(Not Offered 2024-2025)

ARCH B304 Archaeology of Greek Religion

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0
(Not Offered 2024-2025)

ARCH B308 Ceramic Analysis

Pottery is one of the most common artifacts recovered during archaeological excavation. It is fundamental for reconstructing human behavior in the past and establishing the relative chronology of archaeological sites. This course focuses on the myriad of ways archaeologists study ceramics including the theories, methods, and techniques that bridge the gap between, on the one hand, the identification and description of pottery and, on the other, its analysis and interpretation. Topics covered include typology, seriation, production, function, exchange, specialization and standardization, site formation processes, ceramic characterization, and data management. The course will consist of lectures, discussions, student presentations on a chosen case study, and laboratory work. Prerequisite: permission of instructor.

Units: 1.0
(Not Offered 2024-2025)

ARCH B312 Bronze Age Internationalism

This course explores the rise and fall of the first international age in the eastern mediterranean. We will focus on the cultural and diplomatic connections between Egypt, Syria, Anatolia and the Aegean during the Bronze Age, c. 2000-1200BCE.. Prerequisites: ARCH B101 and 102; ARCH B101 and a 200-level ARCH course; or ARCH B102 and a 200-level ARCH course; or two 200-level ARCH courses; or permission by instructor.

Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Bradbury,J.
(Spring 2025)

ARCH B314 Ancient Greek Seafaring and Shipwrecks

This course examines the diverse evidence for ancient Greek seafaring and shipwrecks in the Mediterranean Sea from prehistory to the beginning of the Roman Empire. By focusing on archaeological, literary, iconographic, and epigraphic evidence, the course explores ancient Greek, Phoenician, Etruscan, and Roman interconnections in the Mediterranean Sea, through special attention to trade routes, commerce, colonization, economy, naval and maritime technology, cultural interactions, sea exploration, and piracy.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ARCH B316 Trade and Transport in the Ancient World

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf.

Units: 1.0

(Not Offered 2024-2025)

ARCH B317 Cultural Heritage and Endangered Archaeology

This course will examine how and why archaeological sites are 'endangered'. Primarily focusing on the Near East and North Africa (the MENA region), we will examine the different types of archaeological and heritage sites found across this broad region, and some of the threats and disturbances affecting them. We will consider how different interest groups and stakeholders view, value and present historical and archaeological sites to the general public, as well as the success of modern initiatives and projects to safeguard the heritage of the MENA region. Our research will consider the ethics of cultural preservation, as well as the issues and problems encountered by heritage specialists working in areas of modern conflict. Whilst not all damage can be prevented, the course will consider how different threats and disturbances might be mitigated. Prerequisite: Upper level 300-level course. Students should have completed at least two 100 level/200 level courses in either classical or near eastern archaeology.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B328 The Roman Empire in South West Asia

This course examines the impact – or lack thereof – the Roman Empire had on the visual and material culture in the Eastern Mediterranean and South-West Asia from the 2nd century BCE to the 5th century CE. To understand the local response to Rome's expansion, we study the complex political and social structures that were in place in these regions long before the arrival of Rome as well as the agents that continuously negotiated between Rome, local polities, and external factors (i.e., nomadic tribes). We will explore the multi-faceted world

of the easternmost provinces of the Roman Empire with reference to archaeological, visual, and textual sources and adopt counter-narrative approaches to critically discuss the nature of colonial and imperial encounters. The completion of ARCH B101 (Egyptian and Near Eastern Archaeology) or 102 (Classical Archaeology) is a prerequisite for this course.

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B329 Archaeology and National Imagination in Modern Greece

This course explores the link between archaeology, antiquity and the national imagination in modern Greece from the establishment of the Greek state in the early nineteenth century to present times. Drawing from a variety of disciplines, including history, archaeology, art history, sociology, anthropology, ethnography, and political science, the course examines the pivotal role of archaeology and the classical past in the construction of national Greek identity. Special emphasis is placed on the concepts of Hellenism and nationalism, the European rediscovery of Greece in the Romantic era, and the connection between classical archaeology and Philhellenism from the eighteenth to the twentieth centuries. Additional topics of study include the presence of foreign archaeological schools in Greece, the Greek perception of archaeology, the politics of display in Greek museums, and the importance and power of specific ancient sites, monuments, and events, such as the Athenian Acropolis, the Parthenon, and the Olympic Games, in the construction and preservation of Greek national identity.

Units: 1.0

(Not Offered 2024-2025)

ARCH B330 Archaeological Theory and Method

A history of archaeology from the Renaissance to the present with attention to the formation of theory and method.

Units: 1.0

(Not Offered 2024-2025)

ARCH B345 The Archaeology of Inequality

Archaeology offers a unique perspective to study and analyze how past inequalities developed over time, how they were maintained, negated, or transformed, and how societies responded to them or rejected them. Drawing upon different sets of data- including visual and material culture as well as bio-archaeological remains – and employing anthropological, social, and critical theory approaches, this course explores inequalities with reference to society, ethnicity, gender, and economy. We will use a wide range of case studies across the ancient Mediterranean, from Prehistory to Late Antiquity, to explore different trajectories of inequality and their manifestations in large-scale and long-term phenomena of war, economic crises, environmental transformation, and colonialism. Prerequisite(s): ARCH B101 and 102; or ARCH B101 and a 200-level ARCH course; or ARCH B102 and a 200-level ARCH course; or two 200-level ARCH courses

Requirement: Course does not meet an Approach

Instructor: Palermo, R.

(Fall 2024)

ARCH B347 Ancient Artifacts in the Bryn Mawr Special Collections

Centered on the question, how we can learn from and through objects, this course explores a selected corpus of artifacts from the ancient Mediterranean in the Bryn Mawr Special Collections with the aim to uncover how these objects were made and used and what they might have meant to their ancient users. Students will handle, study, and interpret a variety of artifacts made of clay, metal, stone, and glass, ranging from vessels, mirrors, and statuettes to mosaics and frescoes used originally in a variety of contexts of ancient Mediterranean daily life and spanning now their second-life as constituents of the Bryn Mawr Special Collections. Through close observation and analysis of the procurement and trade of the raw materials of these objects and their manufacturing techniques and decoration, including its themes, which extend from daily scenes and mythological tales to colorful abstract motifs and intriguing inscriptions, students will examine the use and function of these artifacts as evidence of meaningful ancient Mediterranean cultural thought, behavior, and experience. Interpretation will be based on close observation and active and experiential learning, through tactile engagement with these objects, comparing and contrasting them, studying their conservation, and inquiring, through deep critical thinking, archival work, and reflexivity, about their provenience, collecting, and digital itineraries. Prerequisites: ARCH B101 and B102.

Requirement: Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Museum Studies

Units: 1.0

(Fall 2024)

ARCH B352 Ancient Egyptian Archaeology

This course will examine two aspects of ancient Egyptian Archaeology. This first is the history of archaeological work in Egypt: tracing methodological developments, the impact of imperialism, colonialism, and race-based theories of the 19th and early 20th centuries on the development of archaeological thought, and where the field of archaeology in Egypt stands today. The second will examine settlements in ancient Egypt - from workmen's villages to planned "temple towns" to "lost cities" - in order to understand the built environment inhabited by the ancient Egyptians. Although the material that the ancient Egyptians used to build their homes, as well as their location in the flood-plain, often makes finding and studying settlements difficult, there are sources of evidence that can help us to rediscover where and how the ancient Egyptians lived, and allow us to reevaluate older theories about ancient Egyptian culture and society.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ARCH B355 The Achaemenid Empire

This course explores the art, history, and archaeology of the Achaemenid Empire. Between 550 and 330 B.C., the Achaemenid kings of Iran controlled the largest and greatest empire the world has seen up until that time. By studying the art, architecture, politics, religion, burial customs, administration, economy, and warfare of Achaemenid Persia, the course offers a unique insight into the wealth, splendor,

and diversity of one of the most powerful empires of the ancient Near East. Because the Achaemenid Empire exerted great influence on the ancient Mediterranean world, the contacts and conflict between ancient Greece and Persia will be also examined, from an ancient Greek perspective, in order to understand how this perspective contributed to the misapprehension of the Achaemenid Empire in modern Western thought.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ARCH B398 Senior Seminar in Near Eastern Archaeology

A weekly seminar on topics to be determined with assigned readings and oral and written reports.

Units: 1.0

Instructor: Bradbury, J.

(Fall 2024)

ARCH B399 Senior Seminar

A weekly seminar on common topics with assigned readings and oral and written reports.

Units: 1.0

Instructor: Xin, W.

(Spring 2025)

ARCH B403 Supervised Work

Supervised Work

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024, Spring 2025)

ARCH B501 Greek Vase Painting

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.

Units: 1.0

(Not Offered 2024-2025)

ARCH B504 Archaeology of Greek Religion

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0

(Not Offered 2024-2025)

ARCH B508 Ceramic Analysis

Pottery is one of the most common artifacts recovered during archaeological excavation. It is fundamental for reconstructing human behavior in the past and establishing the relative chronology of archaeological sites. This course focuses on the myriad of ways archaeologists study ceramics including the theories, methods, and techniques that bridge the gap between, on the one hand, the identification and description of pottery and, on the other, its analysis and interpretation. Topics covered include typology, seriation, production, function, exchange, specialization and standardization, site formation processes, ceramic characterization, and data management. The course will consist of lectures, discussions, student presentations on a chosen case study, and laboratory work.

Units: 1.0
(Not Offered 2024-2025)

ARCH B516 Trade and Transport in the Ancient World

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

Units: 1.0
(Not Offered 2024-2025)

ARCH B529 Archaeology and National Imagination in Modern Greece

This course explores the link between archaeology, antiquity and the national imagination in modern Greece from the establishment of the Greek state in the early nineteenth century to present times. Drawing from a variety of disciplines, including history, archaeology, art history, sociology, anthropology, ethnography, and political science, the course examines the pivotal role of archaeology and the classical past in the construction of national Greek identity. Special emphasis is placed on the concepts of Hellenism and nationalism, the European rediscovery of Greece in the Romantic era, and the connection between classical archaeology and Philhellenism from the eighteenth to the twentieth centuries. Additional topics of study include the presence of foreign archaeological schools in Greece, the Greek perception of archaeology, the politics of display in Greek museums, and the importance and power of specific ancient sites, monuments, and events, such as the Athenian Acropolis, the Parthenon, and the Olympic Games, in the construction and preservation of Greek national identity.

Units: 1.0
(Not Offered 2024-2025)

ARCH B530 Archaeological Theory & Method

A history of archaeology from the Renaissance to the present with attention to the formation of theory and method.

Units: 1.0
(Not Offered 2024-2025)

ARCH B552 Egyptian Architecture: New Kingdom

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.

Units: 1.0
(Not Offered 2024-2025)

ARCH B672 Archaeology of Rubbish

This course explores a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to understanding and interpreting spacial disposal patterns, identifying votive deposits (bothroi), and analyzing the use of dirt(y waste) in negotiating social differences.

Units: 1.0
(Not Offered 2024-2025)

CHEM B208 Topics in Art Analysis

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Requirement: Scientific Investigation (SI)
Counts towards: Museum Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B201 Introduction to GIS for Social and Environmental Analysis

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e.the quantitative readiness assessment or Quan B001).

Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science; Environmental Studies
Units: 1.0
Instructor: Kinsey,D.
(Fall 2024, Spring 2025)

CSTS B208 The Roman Empire

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

GSEM B619 Death and Beyond

The question of what happens after the moment of death has always fascinated humanity - at one moment there is a living person, the next only a corpse; where did the person go? Every culture struggles with these questions of death and afterlife - what does it mean to die and what happens after death? This seminar will examine a variety of types of evidence - archaeological, poetic, and philosophical - to uncover ideas of death and afterlife in some of the cultures of the ancient Mediterranean world, with particular attention to the similarities and differences between ideas of death and beyond in the cultures of Greece, Egypt, and Mesopotamia. Van Gennep's model of death as a rite de passage provides the basic structure for the class, which is divided into three sections, each concerned with one section of the transition: Dying - leaving the world of the living; Liminality - the transition between the worlds; and Afterlife - existence after death. This anthropological model allows us to analyze the different discourses about death and afterlife.

Units: 1.0
(Not Offered 2024-2025)

GSEM B624 Greek Tragedy in Performance

In this seminar we will approach Greek dramatic texts from two angles: theoretically and experientially. On the one hand, we will be reading (in English translation) the tragedies of the three great playwrights of Classical Athens—Aeschylus, Sophocles, and Euripides—while examining their treatment of myth, systems of metaphor and imagery, and the role of the chorus, as well as the relevance of Greek tragedy for subsequent centuries down to the present day. Special attention will be given to such themes as fate and predestination; relation between mortals and immortals; disability; euthanasia; slavery; and the impact of war on women and children. On the other, concurrent with our textual analysis, we will be reading Constantin Stanislavski, Michael Chekhov and other modern theater theorists. We will be applying these acting techniques to the texts in practice (i.e., performing them in class!) as we ask the question, What can be gained from stepping inside the plays and trying them on? No prior acting experience is necessary: just a curiosity about bringing ancient texts to life through the medium of one's body!

Units: 1.0
(Not Offered 2024-2025)

GSEM B652 Interdepartmental Seminar: History and Memory

The seminar will begin by establishing the categories of history and memory, as they have been constituted across the humanistic disciplines, defining and refining the epistemological and ontological distinctions between the two. Readings will be drawn first from the writings of Nietzsche and Freud and then move to the work of Barthes, Caruth, Connerton, Foucault, Guha, Gundaker, La Capra, Margolit, Nora, Sebald, Todorov, and Yerushalmi. Once a grounding context is established, the second half of the seminar will be organized around a set of categories, ranging from the material to the theoretical, through which we will continue our explorations in history and memory, among them, the following: trauma, witness, archive, document, evidence, monument, memorial, relic, trace. It is here that we

would each draw specifically on our own disciplinary formations and call upon students to do the same. The seminar would, of course, be open to all students in the graduate group.

Units: 1.0
(Not Offered 2024-2025)

COMPARATIVE LITERATURE

Comparative Literature is a joint Bryn Mawr and Haverford program that draws on the diverse teaching and research interests of the faculty at the two colleges, especially but not exclusively those in our many departments of language and literature. The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The close reading of literary texts and other works from different cultures and periods in their original language is fundamental to our enterprise. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology, philosophy, linguistics, religion, history, music, the history of art, visual studies, film studies, gender studies, Africana studies, Latin American and Iberian studies, and East Asian studies.

Our students have gone on to do graduate work in comparative literature and related fields; pursued advanced degrees in business, law, medicine, and journalism; and undertaken careers in translation, publishing, international business, diplomacy, and non-governmental organizations.

Faculty**Chairs and Advisers**

Martin Gaspar, Associate Professor of Spanish and Co-Chair of Comparative Literature

Maud McInerney, The Laurie Ann Levin Professor of Comparative Literature; Professor of English; Co-Chair of Comparative Literature (Haverford College)

Advisory Committee

Catherine Conybeare, Professor of Greek, Latin and Classical Studies on the Leslie Clark Professor in the Humanities (on leave semesters I & II)

Edwige Crucifix, Assistant Professor of French and Francophone Studies

Pardis Dabashi, Assistant Professor of Literatures in English (on leave semesters I & II)

Radcliffe Edmonds, Paul Shorey Professor of Greek and Professor and Chair of Greek, Latin, and Classical Studies

Shiamin Kwa, Professor of East Asian Languages and Cultures (on leave semester I)

Rudy le Menthéour, Professor and Chair of French and Francophone Studies and Co-Director of Health Studies (on leave semester I)

Roberta Ricci, Professor and Chair of Italian on the Andrew W. Mellon Foundation Chair in the Humanities

Qinna Shen, Associate Professor and Chair of German and German Studies

José Vergara, Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian Studies (on leave semesters I & II)

Learning Goals

Students should make use of these skills in the senior thesis and oral exam, which should also demonstrate the capacity to:

- evaluate and discuss the merits of a critical or methodological approach.
- complete an independent scholarly project.
- bring together and analyze critically, in light of certain central issues and themes, a selection of works of literature and criticism read over the four years.

Major Requirements

- COML 200 (Introduction to Comparative Literature), normally taken by the spring of the sophomore year.
- Six advanced literature courses in the original languages (normally at the 200 level or above), balanced between two literature departments (of which English may be one): at least two (one in each literature) must be at the 300-level or above, or its equivalent, as approved in advance by the advisor. These courses may not all be tagged as COML, and students are encouraged to go to individual languages and literatures pages to find courses, and discuss these with the major advisor.
- One course in critical theory.
- Two electives in comparative literature.
- COML 398 (Theories and Methods in Comparative Literature).
- COML 399 (Senior Seminar in Comparative Literature).

*In the case of languages for which literature courses in the original language are not readily available in the Tri-Co, students may be allowed to count a course taught in English translation for which they do at least part of the reading in the original language.

Minor Requirements

Requirements for the minor are COML 200 and 398, plus four additional courses—two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

NOTE: Both majors and minors should work closely with the co-chairs of the program and with members of the steering committee in shaping their programs.

Requirements for Honors

Students who, in the judgment of the Comparative Literature Steering Committee, have done distinguished work in their

comparative literature courses and in the Senior Seminar will be considered for departmental honors.

Prizes

The Laurie Ann Levin Prize is awarded annually to the senior major(s) whose work merits recognition for intellectual achievement, as demonstrated in the senior thesis.

Faculty

Two co-chairs, one at each college, and a Bi-College steering committee administer the program. The committee generally includes those faculty members most often involved in teaching the introductory course and the senior seminar.

Courses

COML B200 Introduction to Comparative Literature

This course explores a variety of approaches to the comparative or transnational study of literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of storytelling and literature; texts that comment on, respond to, and rewrite other texts from different historical periods and nations; translations; and readings in critical theory.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

Instructor: Le Menthéour, R.
(Spring 2025)

COML B324 Version Control: Surface, Depth and Literature

“Version Control” is a semester-long course in Comparative Literature that explores the way we read and interpret texts. Are texts hiding their true meanings under a surface layer of plot? Is a story a riddle that we have to overcome in order to understand it? As Rita Felski wrote: “the professional reader, whether critic or detective, presses below distracting surfaces to the deeper meaning of signs” (Felski, “Suspicious” 224). What are the hazards of pressing below the surface? We will address this and other questions this semester through the close reading of a variety of texts that make this question central to their plots. We read literary texts where multiple—and often contradictory—levels of story are held in suspension; texts that use images and texts together to tell their story; and, finally, we will look intra-textually at adaptations of literary texts.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

COML B398 Theories and Methods in Comparative Literature

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context. This is a required for majors and minors.

Units: 1.0
 Instructor: Gaspar, M.
 (Fall 2024)

COML B399 Senior Seminar in Comparative Literature

Thesis writing seminar. Research methods.

Units: 1.0
 (Not Offered 2024-2025)

COML B403 Supervised Work

Major Writing Requirement: Writing Intensive

Units: 1.0
 (Fall 2024)

COML B324 Version Control: Surface, Depth and Literature

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Requirement: Course does not meet an Approach
 Units: 1.0
 (Not Offered 2024-2025)

CSTS B219 Poetic Desires, Queer Longings

This course places poetry that considers love and desire from Greco-Roman antiquity in conversation with modern poetry and critical theory (queer, feminist, and literary). How are the roles of lover and beloved constructed through gender? How does queer desire and sexuality manifest in different cultural contexts? How have poets sought to express desire through language, and in what ways does language fail to capture that desire? Students in this course will face the difficulties of articulating desire head-on through both traditional literary analysis papers and a creative writing project. Texts will include love poetry by Sappho and Ovid, Trista Mateer's *Aphrodite Made Me Do It*, Anne Carson's *Eros the Bittersweet*, and Audre Lorde's "The Uses of the Erotic."

Requirement: Critical Interpretation (CI)
 Counts towards: Gender and Sexuality Studies
 Units: 1.0
 (Not Offered 2024-2025)

CSTS B375 Interpreting Mythology

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been

understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.

Units: 1.0
 (Not Offered 2024-2025)

EALC B200 Major Seminar: Methods and Approaches

This course is a writing intensive course for EALC majors and minors to introduce some foundational ideas and concepts in the study of East Asia. Beginning with close readings of primary source texts, students are introduced to the philosophy and culture of China, and its subsequent transmission and adaptation across the vast geographical area that is commonly referred to as "East Asia." Students will gain familiarity with methods in this interdisciplinary field and develop skills in the practice of close critical analysis, bibliography, and the formulation of a research topic. Required of EALC majors and minors. Majors should take this course before the senior year.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
 Major Writing Requirement: Writing Intensive
 Units: 1.0
 Instructor: Jiang, Y.
 (Spring 2025)

EALC B240 Topics in Chinese Film

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

EALC B281 Food in Translation: Theory and Practice

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (*Classic of Poetry*, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General

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Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love."

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

Instructor: Kwa,S.
(Spring 2025)

EALC B355 Animals, Vegetables, Minerals in East Asian Literature & Film

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Major Writing Requirement: Writing Attentive

Counts towards: Environmental Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B213 Global Cinema

This course introduces students to one possible history of global cinema. We will discuss and analyze a variety of filmmakers and film movements from around the world. Students will be exposed to the discipline of film studies as it is specifically related to the cinema of East Asia, South Asia, Africa, Europe, Latin America, and the Middle East. We will study these works with special emphasis on film language, aesthetics, and politics, as well as film style and genre. Along the way, we will explore a number of key terms and concepts, including colonialism, postcolonialism, form, realism, surrealism, futurism, orientalism, modernity, postmodernity, hegemony, the subaltern, and globalization. Filmmakers will include, among others, Wong Kar-wai, Satyajit Ray, Shirin Neshat, Fernando Mereilles, Agnès Varda, and Werner Herzog.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

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Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B237 Cultural Memory and State-Sanctioned Violence in Latinx Literature

This course examines how Latinx literature grapples with state-sanctioned violence, cultural memory, and struggles for justice in the Americas. Attending to the histories of dictatorship and

civil war in Central and South America, we will focus on a range of genres—including novels, memoir, poetry, film, and murals—to explore how memory and the imagination can contest state-sanctioned violence, how torture and disappearances haunt the present, how heteropatriarchal and white supremacist discourses are embedded in authoritarian regimes, and how U.S. imperialism has impacted undocumented migration. Throughout the course we will analyze the various creative techniques Latinx cultural producers use to resist violence and imagine justice.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B207 Ouvrir la voix: Introduction aux études francophones

This course provides students with an overview of foundational concepts, methods and texts relevant to Francophone Studies. We will engage with past and present debates relating to identity, diversity, nation and empire in the colonial and postcolonial contexts and explore the specificity of Francophone Studies with regards to the field of postcolonial studies. While focused on literature, the course will also explore other forms of cultural production (movies, graphic novels, political speeches, etc.) from sub-Saharan Africa, the Maghreb, the Caribbean and Vietnam. The course will train students in literary analysis and develop their ability to speak and write critically in French. Prerequisites: FREN 102 or 105.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Crucifix, E.

(Fall 2024)

FREN B229 Monstres et Merveilles

Sous leurs dehors simples, les contes merveilleux ont fasciné les critiques littéraires comme les spécialistes du folklore. Ces derniers ont tenté de définir leur structure primordiale et de les classer selon des motifs universels. Nous nous inspirerons à la fois de l'analyse structurale et de l'analyse symbolique pour

réenchanter des contes devenus parfois trop familiers. Pour y voir plus clair, nous lirons plusieurs versions d'un même conte. A la fin du cours, vous pourrez répondre à ces questions : quel est le rapport entre Cendrillon et les cendres ? Pourquoi le chaperon du Petit Chaperon Rouge est-il rouge ? Le devoir final sera un conte que vous écrirez vous-même.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

FREN B229 Monstres et Merveilles

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Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts

This study of selected women authors from Latin CE-Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Perpetua, Hrotswitha, Marie de France, the troubairitz, Christine de Pisan, Louise Labé, 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. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. Prerequisite: two 200-level courses or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B312 Advanced Topics in Literature

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Units: 1.0

Instructor: Crucifix, E.

(Spring 2025)

FREN B325 Topics: Etudes avancées

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. The seminar topic rotates among many subjects: La Révolution française: Histoire, littérature et culture; L'environnement naturel dans la culture française;

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Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Étude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité; Ecrire la Grande Guerre: 1914-10; Le "Rentrée Littéraire"; Proust/Baudelaire; L'Humain et l'environnement. Current topic description: À la fois fantasmé et décrié, le règne de Louis XIV a laissé une marque indélébile sur l'histoire de France. En effet, derrière le faste du château de Versailles, de l'avènement de la galanterie et de la préciosité se cachent la fermeté et la rigueur de la monarchie absolue de droit divin. Néanmoins, ces aspects en apparence contradictoires constituent des marqueurs de l'ambition démesurée et de la soif d'autorité d'un monarque qui a façonné le XVIIe siècle à tous les niveaux. Ce cours se propose d'étudier le règne de Louis XIV sous ses différentes manifestations : de la centralisation politique à la réglementation de la culture et de la langue, jusqu'aux innovations en matière d'ingénierie, d'architecture et d'urbanisme. Il s'agira de mettre en lumière l'étendue du pouvoir exercé par le roi sur son royaume, mais également de ses limites par l'étude de sources littéraires et critiques. Auteurs étudiés : Jean de la Fontaine, Pierre Corneille, Jean Racine, Molière, La Rochefoucauld, Blaise Pascal, René Descartes, Saint-Simon, Louis XIV, etc.

Units: 1.0

Instructor: Leclère-Gregory,C.
(Fall 2024)

FREN B326 Etudes avancées

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2024-2025)

FREN B350 Voix médiévales et échos modernes

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq.

Units: 1.0

(Not Offered 2024-2025)

GERM B223 Topics in German Cultural Studies

This is a topics course. Course content varies. Taught in English. Current topic description: Gender and Artificial Life: Monsters, Machines, Lovers and Others: Beginning with Pygmalion's animated sculpture, the creation of artificial life from dead matter stages a gendered dynamic between the creator and creation--a dynamic that was renegotiated in the eighteenth and nineteenth centuries and continues to be revisited today. Whereas Cartesian thought celebrates the perfectibility of automata and anthropomorphic machines, Romantic stories featuring animated dolls of women and Doppelgänger reveal a deep skepticism toward artificial life, bound to key aesthetic and philosophical questions that intersect with conceptions of the feminine at the time. Early film at the turn of the century both deploy and upend these characterizations, uncovering an aesthetic anxiety in the face of technological innovations and the quickly evolving life in the Metropolis--depicting Others along racialized and gendered

lines. In the present day, recent blockbusters such as the Barbie movie feature created life and simulacra and extend these questions beyond those of mere human autonomy to the very nature of visibility and representation. This course will feature works by Ovid, ETA Hoffmann, Edgar Allen Poe, Sigmund Freud, Eichendorff, Goethe, the Grimms, as well as expressionist and recent films.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Strair,M.

(Fall 2024)

GERM B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

HART B235 Critical Approaches to Visual Representation: Identification in the Cinema

This course is writing intensive. An introduction to the analysis of film and other lensed, time-based media through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform their viewers? Students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed by the camera in still photography, film, television, video games, and other media. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art and Film Studies. Fulfills Film Studies Introductory or Theory course requirement. This course was formerly numbered HART B110; students who previously completed HART B110 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Film Studies; Visual Studies

Units: 1.0

Instructor: Feliz,M.

(Spring 2025)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece

from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ITAL B216 Body and Mind

In this course, we will explore representations of the relationship between body and mind, starting from 19th-century Russian novels that conceptualize love as a physical ailment and ending with the history of Alzheimer's disease. Talking about the relationship between body and mind will allow us to investigate how gender roles and models of womanhood and masculinity shaped the evolution of modern sciences, from psychiatry to obstetrics. Investigating how bodies have been (and continue to be) read, we will discuss systems created to police societies by cataloguing bodies, from Lombroso's phrenology to modern fingerprinting and face recognition softwares. Finally, we will consider how our understanding of the relationship between body and mind has changed over time. Many of the theories we will discuss during the semester are now considered outdated pseudo-science - but how can we conceptualize the difference between science and pseudo-science? As new categories and disease designations appear to substitute the old ones, which are the implications of creating a label for a constellation of existing symptoms? The course will be taught entirely in English. There will be an optional hour in Italian for students of Italian.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

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Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ITAL B302 Italo Calvino Transnational Writer

Italo Calvino is one of the best-known Italian writers in the world - but in addition to being the author of numerous novels and short stories, Calvino was a translator, and editor and – perhaps most importantly – a reader. His activity provides us with a window into the Italian editorial landscape and its connection with foreign literary markets and traditions. Analyzing Calvino's letters to his colleagues at the publishing house Einaudi, his famous *risvolti*, introductions, and book reviews, we will reflect on the journey of texts from their selection and translation, to their publication, to their promotion and reception. We will discuss books as complex and stratified objects, reflecting on how editorial choices shape the reception and interpretation of a text. In exploring Calvino's engagement with other people's books, we will focus on the international dimension of his work, his personal and professional connections with France - where he lived for several years —with South America, Russia, and the United States. Such an emphasis on Calvino as a transnational reader and writer reflects and illuminates the peculiarity of the Italian editorial and literary ecosystem, in which translation has a central role.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

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Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ITAL B325 Literature and Film, Literature into Films and Back

This course is a critical analysis of Modern Italian society through cinematic production and literature, from the Risorgimento to the present. According to Alfred Hitchcock's little stories, two goats were eating the reel of a movie taken from a famous novel. "I liked the book better," says one to the other. While at times we too chew on movies taken from books, our main objective will not be to compare books and films, but rather to explore the more complex relation between literature and cinema: how text is put into film, how cultural references operate with respect to issues of style, technique, and perspective. We 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". Students will become acquainted with literary sources through careful readings; on viewing the corresponding film, students will consider how narrative and descriptive textual elements are transposed into cinematic audio/visual elements. An important concern of this course will be to analyze the particularity of each film/book in relation to a set of themes -gender, death, class, discrimination, history, migration- through close textual analysis. We shall use contemporary Film theory and critical methodology to access these themes.

Counts towards: Film Studies
(Not Offered 2024-2025)

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Counts towards: Film Studies
(Not Offered 2024-2025)

RUSS B220 Chernobyl

This course introduces students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures and media through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Students will contribute to a digital exhibition and physical installation. Taught in translation. No knowledge of Russian required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

RUSS B220 Chernobyl

This course introduces students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures and media through a comparative lens and as a global phenomenon. Culture meets ecology, science, history,

and politics. Students will contribute to a digital exhibition and physical installation. Taught in translation. No knowledge of Russian required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

RUSS B232 Coal, Oil, Nuclear: Narrative Afterlives

Coal. Oil. Nuclear energy. These items give shape to our everyday lives in countless ways. They impact our health, our politics, and our very survival on earth.. Nevertheless, because these resources permeate nearly every aspect of our existence, the human mind can struggle to comprehend them in their totality. In this course, we'll explore texts that engage with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies tend to focus on their scale and widespread impact. Reading stories, watching

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

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Coal. Oil. Nuclear energy. These items give shape to our everyday lives in countless ways. They impact our health, our politics, and our very survival on earth.. Nevertheless, because these resources permeate nearly every aspect of our existence, the human mind can struggle to comprehend them in their totality. In this course, we'll explore texts that engage with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies tend to focus on their scale and widespread impact. Reading stories, watching

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

COMPUTER SCIENCE

Students may complete a major or minor in Computer Science.

Computer Science is about the science of algorithms (theory, analysis, design and implementation) as well the design and implementation of computer systems. As such it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines. The department at Bryn Mawr is founded on the belief that Computer Science should transcend from being a subfield of mathematics and engineering and play a broader role in all forms of human inquiry.

The Computer Science Department is supported jointly by faculty at both Bryn Mawr and Haverford Colleges. The department welcomes students who wish to pursue a major in Computer Science. Additionally, the department also offers a minor in Computer Science. Students can further specialize their majors by selecting elective courses that focus on specific disciplinary tracks or pathways within the discipline.

Both, the major and the minor, emphasize foundations and basic principles of information science with the goal of providing students with skills that transcend short-term trends in computer hardware and software.

Faculty

Elizabeth Dinella, Assistant Professor of Computer Science

Deepak Kumar, Professor of Computer Science

Aline Normoyle, Assistant Professor of Computer Science

Adam Poliak, Assistant Professor of Computer Science

Dianna Xu, Professor and Chair of Computer Science

Yuxin Zhou, Visiting Assistant Professor

Major in Computer Science

Students are encouraged to prepare a major course plan in consultation with their academic adviser in Computer Science. The requirements for a major in computer science are:

Three introductory courses:

- CMSC B109 (or H105): Introduction to Computing, or CMSC B113: Computer Science I
- CMSC B151 (or H106 or H107): Data Structures
- CMSC/MATH B/H231: Discrete Mathematics

Four core courses:

- Any one of
 - CMSC B223/H251: Systems Programming
- Any one of
 - CMSC B/H240: Principles of Computer Organization
 - CMSC B/H245: Principles of Programming Languages
 - CMSC H260: Foundations of Data Science
- Any one of the designated theory courses (writing intensive)
 - CMSC B337: Algorithms: Design & Practice
 - CMSC B340: Analysis of Algorithms
- Any one of the designated Systems Courses
 - CMSC B355/H356: Operating Systems
 - CMSC H350: Compiler Design

Four Electives in Computer Science

- At least three must be 300-level or above

Senior Capstone Experience

- CMSC B399: Senior Conference

The Major requires students to take a total of eleven courses and CMSC 399 Senior Conference. If a student places out of a course (for instance an introductory course), another CS course must be substituted in its place from the Electives category.

Note that CMSC H340 does not fulfill the writing requirement of the college and cannot be used in place of CMSC B340. All requirements must be completed with merit grades.

Students declaring a CS major need to have completed at least three courses in computer science by the end of their sophomore year (typically CMSC B109/B113/H105, B151/H106 and B/H231). In addition, students who earn a grade below 2.7 in B151/H106 or B/H231 are not advised to declare a CS major.

Minor in Computer Science

Students in any major are encouraged to complete a minor in computer science. The requirements for a minor in computer science at Bryn Mawr are (Haverford equivalents are not listed, please see above): CMSC 109/113, CMSC 151 and CMSC 231, any two of CMSC 223/251, 240, 245, 260, 337, 340 or 345, and one elective chosen from any course in computer science, approved by the student's adviser in computer science. All requirements must be completed with merit grades. The Minor requires students to take a total of six courses. If a student places out of a course (for instance an introductory course), another CS course must be substituted in its place from the Electives category.

Students can declare a minor at the end of their sophomore year or soon after. Students should prepare a course plan and have it approved by their faculty adviser.

CMSC B109 Introduction to Computing

The course is an introduction to computing: how we can describe and solve problems using a computer. Students will learn how to write algorithms, manipulate data, and design programs to make computers useful tools as well as mediums of creativity. Contemporary, diverse examples of computing in a modern context will be used, with particular focus on graphics and visual media. The Processing/Java programming language will be used in lectures, class examples and weekly programming projects, where students will learn and master fundamental computer programming principles. Students are required to register for the weekly lab. Prerequisites: Must pass either the Quantitative Readiness Assessment or the Quantitative Seminar (QUAN B001).

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Data Science
Units: 1.0
(Not Offered 2024-2025)

CMSC B113 Computer Science I

This is an introduction to the discipline of computer science, suitable for those students with a mature quantitative ability. This fast-paced course covers the basics of computer programming, with an emphasis on program design, problem decomposition, and object-oriented programming in Java. Graduates of this course will be able to write small computer programs independently; examples include data processing for a data-based science course, small games, or estimating likelihood of probabilistic events, etc.. No computer programming experience is necessary or expected. Students are required to register for a weekly lab. Prerequisites: Students must have completed AP level Calculus, Statistics, Physics, Chemistry, Economics, or Computer Science; or IB Mathematics HL; or have a SAT score of 650 or higher in Mathematics or Physics; or ACT score of 28 or higher in Mathematics.

Requirement: Course does not meet an Approach; Quantitative Methods (QM); Quantitative Readiness Required (QR)

COMPUTER SCIENCE

Counts towards: Data Science

Units: 1.0

Instructor: Poliak,A.

(Fall 2024)

CMSC B151 Introduction to Data Structures

Introduction to the fundamental algorithms and data structures using Java. Topics include: Object-Oriented programming, program design, fundamental data structures and complexity analysis. In particular, searching, sorting, the design and implementation of linked lists, stacks, queues, trees and hash maps and all corresponding complexity analysis. In addition, students will also become familiar with Java's built-in data structures and how to use them, and acquire competency using a debugger. Students must also register for the weekly lab. Prerequisites: CMSC B109 or CMSC B113 or CMSC H105, or permission of instructor.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Poliak,A.

(Fall 2024)

CMSC B223 Systems Programming

Systems programming provides a foundation for the implementation of programs and toolkits that serve as infrastructure for other software, such as compilers, operating systems, networking APIs, and graphics engines. Topics include pointers, bit representations of data, x86_64 assembly, memory management, processes, and threads. In this class, students will gain hands-on experience implementing low-level algorithms and data structures using C. Furthermore, students will build technical skills related to makefiles, interactive debugging, version control, and command-line shell interaction. C++ and STL will be introduced at the end of the course.. Students must register for the weekly lab. Prerequisites: CMSC B151 or CMSC H106 or CMSC H107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231..

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Normoyle,A.

(Fall 2024)

CMSC B231 Discrete Mathematics

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory. Prerequisites: CMSC B231 or CMSC H231 or MATH B231 or MATH H231.

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Zhou,Y.

(Fall 2024)

CMSC B240 Principles of Computer Organization

A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the weekly laboratory, designs discussed in lecture are constructed in

software. Prerequisite: CMSC B151, or CMSC H106, or CMSC H107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

CMSC B245 Principles of Programming Languages

An introduction to the study of programming languages. Where do programming languages come from and how do they evolve? And why should a programmer choose one over another? This course explores these topics by covering several different programming language features and paradigms, including object-oriented, functional, and dynamic. It also looks at the history and future of programming languages by studying the active development of several real-world languages. The course has a weekly lab component where students explore several programming languages with hands-on exercises. Prerequisite: CMSC B151 or CMSC H106 or CMSC H107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Kumar,D.

(Fall 2024)

CMSC B283 Topics in Computer Science

This is an intermediate-level topics course. Course content varies. Prerequisites: CMSC B151 or CMSC H106/107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231, or permission of instructor Current topic description: This intermediate programming course covers the foundational concepts, architectures, and mathematics underlying video games and digital interactive experiences. We will deconstruct the designs of classic games, such as Pac-Man, Super Mario Brothers, Minecraft, Doom, and Diablo II, to explore the data structures, algorithms, and foundational mathematics necessary to implement popular game mechanics and features. Potential topics will include rendering and modeling, navigation systems, game artificial intelligence, dialog systems, character animation, networked multiplayer, user interfaces, physics engines, and sound. The course will challenge students to create original and novel game concepts through weekly assignments, labs, and a final project. Through these projects, students will learn the foundational mathematics behind "making objects move", such as transformations, splines, collision detection, and raycasting. Furthermore, students will gain object-oriented programming experience through designing mid-scale programs. Programming and project assignments will be in Java and C#, use the Processing and Unity frameworks, and cover how to build games for different platforms, namely web, desktop, virtual reality, and augmented reality.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Normoyle,A.

(Fall 2024)

CMSC B311 Computational Geometry

A study of algorithms and mathematical theories that focus on solving geometric problems in computing, which arise naturally from a variety of disciplines such as Computer Graphics, Computer Aided Geometric Design, Computer Vision, Robotics

and Visualization. The materials covered sit at the intersection of pure Mathematics and application-driven Computer Science and efforts will be made to accommodate Math majors and Computer Science majors of varying math/computational backgrounds. Topics include: graph theory, triangulation, convex hulls, geometric structures such as Voronoi diagrams and Delaunay triangulations, as well as curves and polyhedra surface topology. Prerequisite: CMSC B151 or CMSC H106 or CMSC H107, and CMSC B231, or CMSC H231 or MATH B231 or MATH H231, or permission of instructor.

Requirement: Quantitative Readiness Required (QR)

Units: 1.0

(Not Offered 2024-2025)

CMSC B313 Computer Graphics

An introduction to the fundamental principles of computer graphics, including 3D modeling, rendering, and animation. Topics cover: 2D and 3D transformations; rendering techniques; geometric algorithms; 3D object models (surface and volume); visible surface algorithms; shading and mapping; ray tracing; and select others. Prerequisites: CMSC B231 or CMSC H231 or MATH B231 or MATH H231, CMSC B246 and MATH B203 or MATH H215, or permission of instructor.

Units: 1.0

(Not Offered 2024-2025)

CMSC B325 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC B151, or CMSC H106 or CMSC H107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231, or permission of instructor.

Counts towards: Neuroscience

Units: 1.0

Instructor: Kumar,D.

(Fall 2024)

CMSC B337 Algorithms: Design and Practice

This course examines the applications of algorithms to the accomplishments of various programming tasks. The focus will be on understanding of problem-solving methods, along with the construction of algorithms, rather than emphasizing formal proving methodologies. Topics include searching, sorting, search engine indexing, Page Rank, pattern recognition algorithms, decision trees, neural nets, graph algorithms, error correcting codes, data compression, public key cryptography, digital signatures, cryptographic hash functions, etc. Also includes measuring program performance, programming pitfalls, code optimization, etc. This writing intensive course also focuses on student-led class discussions and formal presentations. Prerequisites: CMSC B151 or H106 and CMSC B231 or CMSC H231 or MATH B231 or MATH H231.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

CMSC B340 Analysis of Algorithms

This course will cover qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Topics include: performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior and correctness and complexity. Particular classes of algorithms will be studied in detail. This course fulfills the writing requirement in the major. Prerequisites: CMSC B151, or CMSC H106 or CMSC H107, and CMSC B231, or CMSC H231 or MATH B231 or MATH H231 or permission of instructor.

Requirement: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Xu,D.

(Fall 2024)

CMSC B355 Operating Systems

A practical introduction to modern operating systems, using case studies from UNIX, MSDOS and the Macintosh. Topics include computer and OS structures, process and thread management, process synchronization and communication, resource allocations, memory management, file systems, and select examples in protection and security. This is a challenging, implementation-oriented course with a strong lab component. Prerequisite: CMSCB223 or CMSC H251

Units: 1.0

(Not Offered 2024-2025)

CMSC B373 Artificial Intelligence

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. Prerequisites: CMSC B151 or CMSC H106 or CMSC H107, and CMSC B231, or CMSC H231 or MATH B231 or MATH H231.

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2024-2025)

CMSC B383 Recent Advances in Computer Science

This is a topics course. Course content varies. Current topic description: Machine Learning as a field has grown considerably over the past few decades. In this course, we will explore both classical and modern approaches, with an emphasis on theoretical understanding. There will be a significant math component (statistics and probability in particular), as well as a substantial implementation component (as opposed to using high-level libraries). However, during the last part of the course we will use a few modern libraries such as Pytorch. By the end of this course, you should be able to form a hypothesis about a dataset of interest, use a variety of methods and approaches to test your hypothesis, and be able to interpret the results to form a meaningful conclusion. We will focus on real-world, publicly available datasets, not generating new data. Prerequisites: CMSC B151 or CMSC H106/107, and

MATH B203 or MATH H215 and CMSC B231, or permission of instructor

Counts towards: Data Science

Units: 1.0

Instructor: Poliak, A.

(Fall 2024)

CMSC B399 Senior Conference

Seminar in computer science with regular oral presentations, weekly written reflections, and a final written report. Class discussions of foundational Computer Science research, oral and written presentations of research results will be emphasized. Required for all computer science majors in their senior year.

Units: 1.0

(Not Offered 2024-2025)

CMSC B403 Supervised Work/Independent Study

Students wishing to engage in in-depth study of content not typically covered in a computer science course can engage in this under the guidance of a faculty member. Students should closely consult with a faculty advisor prior to registering for this class. This class does not fulfill any major/minor requirement.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024)

CREATIVE WRITING

The Creative Writing Department offers a range of combine workshop/literatures courses in a wide variety of literary genres, from Short Fiction and Novel Writing, to Poetry, Screenwriting, Young Adult Literature and Writing for Radio and Podcast, all in the interest of developing the skills necessary to becoming accomplished emerging writers. In addition to these curricular offerings, students will be guided by working, publishing poets, novelists and practitioners who will help teach students negotiate their lives as writers. Students will also be exposed to many paths this life might take them down– from publishing to careers in magazine editorial work, book publishing and work in radio and podcasting.

Students will develop their own paths through the Department, experimenting with genres that might be unfamiliar while also developing expertise in areas of specific interest to them. Through these courses, students will learn to edit and revise their work, edit the work of others, and will leave the Department with a strong sense of the opportunities available to them in the literary, journalistic and film-writing worlds. They will become not just better creative writers, but more informed citizens of the world they will enter upon graduation.

In addition, each Creative Writing Major will plan to take three (3) Allied Courses under the advisement of their advisor in the Department. While the student's seven and a half Creative Writing courses will allow them to focus deeply on their craft, their larger project will be informed by the empirical and academic study they'll undertake in these courses. The Major in Creative Writing at the College will focus directly on the idea that good writing is informed not only by the writer's own experience of the world, but also by how they undertake study

in the humanities and sciences to deepen and broaden their knowledge base, their experience in researching and engaging with history, languages, science and beyond.

The Creative Writing Department stresses a combination of creative work, literary studies and empirical study throughout the College curriculum. Creative Writing majors will design a personalized program of study that deepens their understanding of diverse genres, textual traditions, and study in other fields. The Major culminates, in the Major's senior year, in an independently written Capstone Project of a minimum of 50 pages of creative work, developed and individually mentored by accomplished working writers. Students are encouraged to take at least two Creative Writing courses at Bryn Mawr or Haverford before signing up for the Major or Minor.

Faculty

Nicole Dennis-Benn, Visiting Assistant Professor

Elise Juska, Visiting Professor

Dee Matthews, Associate Professor and Co-Chair of Creative Writing

Sanam Sheriff, Visiting Assistant Professor of Creative Writing

Declan Spring, Visiting Instructor of Creative Writing

Daniel Torday, Professor and Co-Chair of Creative Writing

Summary of the Major

The Creative Writing Major requires a total of 12.5 units. Students must take seven and a half Creative Writing units which must include: at least one course in each of our core genres, Fiction and Poetry; the Sentence Workshop/Prosody Workshop; the half-credit Writing Practice course, taken during the student's junior or senior year; and two 300-level courses taken at BMC or HC, a one-semester Capstone course of one-on-one study with an assigned member of the Creative Writing faculty during their senior year, and one elective. Students will take three (3) Allied Courses in order to have a clear, empirical academic course of study to complement their literature and writing courses. These courses must come from multiple departments at the College, all related to each other through connections the student will make to inform their Capstone experience their Senior year. The Allied Courses will be chosen under advisement from the student's Major Advisor at the time of their declaring their Major.

Finally, to complete the Major, Creative Writing students must take two (2) courses within the Literatures in English Department. These courses can be taken at any level.

Students will meet with their advisers by the end of their sophomore year to create a written proposal, describing the logic of their Allied Course choices, and their intended Capstone project.

The Creative Writing Major requires a minimum of 12.5 units:

- 1 unit fiction writing
- 1 unit poetry writing
- 1 unit sentence / prosody workshop

- 2 units 300-level work (completed at Bryn Mawr or Haverford)
- 1 unit senior capstone course
- 1 unit creative writing elective at any level
- Half-unit writing practice
- 2 units from Literatures in English
- 3 units allied courses

Minor Requirements

Requirements for the minor in CW are six (6) units of course work, generally including three beginning/intermediate courses in at least three different genres of creative writing and three electives, including at least one course at the 300 level 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 CW is to provide both depth and range, through exposure to several genres of creative writing. Students should consult with the CW Chair 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.

Writing in the Major Requirement

Creative Writing majors will complete one Writing Intensive course. Most Creative Writing courses meet the requirement as Writing Intensive courses.

Students Going Abroad

Students should complete both the Sentence Workshop/Prosody Workshop and one 300-level course before leaving for a semester or year abroad. Up to two courses from study abroad may count toward the CW major, provided they get departmental approval. Send your request, and full syllabuses of the courses you took/will take, to the CW Chair.

Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding Capstone projects will be considered for departmental honors.

Courses

CRWT B159 Introduction to Creative Writing

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

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Sheriff,S.
(Fall 2024)

CRWT B233 Writing for Radio and Podcast

In this course students will learn the foundations of journalism, audio storytelling, and radio/podcast production. We will break free of academic writing to find our authentic voices, and write for the ear. The course centers on two main projects: A short reported piece and a longer produced podcast episode. While the writing in and of itself is creative, this course will focus on of nonfiction writing as an audio medium. For half of the course meetings esteemed professionals from the current radio/podcast landscape will visit to share their career stories, teach us writing and production skills, and give us audio to analyze. Students will learn the basics of audio editing and produce their own pieces in Audacity or the software of their choice and workshop with classmates.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Creative Writing; Praxis Program
Units: 1.0
(Spring 2025)

CRWT B260 Writing Short Fiction I

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.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Sheriff,S., Torday,D.
(Fall 2024, Spring 2025)

CRWT B261 Writing Poetry I

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

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Sheriff,S.
(Fall 2024)

CRWT B265 Creative Nonfiction

This course will explore the literary expressions of nonfiction writing by focusing on the skills, process and craft techniques

CREATIVE WRITING

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.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Torday,D.
(Spring 2025)

CRWT B266 Screenwriting

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

Requirement: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

CRWT B267 Sentence Workshop

This is a topics course. Topic content varies. Current topic description: TBA

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Matthews,D.
(Fall 2024)

CRWT B268 Literary Editing

This course will examine the tools that literary writers bring to factual reporting and how these tools enhance the stories they tell. Readings will include reportage, polemical writing and literary reviewing. The issues of point-of-view and subjectivity, the uses of irony, forms of persuasion, clarity of expression and logic of construction will be discussed. The importance of context—the role of the editor and the magazine, the expectations of the audience, censorship and self-censorship—will be considered.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Spring,D.
(Fall 2024)

CRWT B360 Writing Short Fiction II

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, workshoping student pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Suggested Preparation: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. Students without the ARTW B260, must submit a writing sample of 10-15 pages in length (prose fiction) to the

Creative Writing Program during the preregistration period to be considered for this course.

Units: 1.0

Instructor: Torday,D.
(Fall 2024)

CRWT B361 Writing Poetry II

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

Units: 1.0

Instructor: Matthews,D.
(Spring 2025)

CRWT B362 Playwriting II

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course.

Units: 1.0

(Not Offered 2024-2025)

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

Units: 1.0

(Not Offered 2024-2025)

CRWT B367 Visual Poetics

Visual Poetics is an advanced poetry workshop in which we will discuss and write poetry that privileges the visual field as an essential element. The class will examine the development of experimental literary forms from visual to multimedia poetics. We will utilize avant-garde techniques and consider the different representations of the visual poetic from Russian

futurism to cinéma vérité to digital poetry practices. Observation and practice of the various visual mediums will allow critical thinking around topics of hybridity, collaboration, form and innovation in poetic craft.

Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2024-2025)

CRWT B400 Senior Thesis

Units: 1.0
(Not Offered 2024-2025)

CRWT B233 Writing for Radio and Podcast

In this course students will learn the foundations of journalism, audio storytelling, and radio/podcast production. We will break free of academic writing to find our authentic voices, and write for the ear. The course centers on two main projects: A short reported piece and a longer produced podcast episode. While the writing in and of itself is creative, this course will focus on of nonfiction writing as an audio medium. For half of the course meetings esteemed professionals from the current radio/podcast landscape will visit to share their career stories, teach us writing and production skills, and give us audio to analyze. Students will learn the basics of audio editing and produce their own pieces in Audacity or the software of their choice and workshop with classmates.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Creative Writing; Praxis Program
Units: 1.0
(Spring 2025)

DATA SCIENCE

Data are an omnipresent aspect of modern life. Commercial, governmental, and non-profit organizations increasingly depend on data for their daily operations and planning. Massive amounts of personal data are generated daily. How such data are used and interpreted raises significant moral and social issues and is likely to influence the well-being and functioning of individuals, communities, environments and societies.

The Data Science (DS) minor is an interdisciplinary program with courses in a number of departments. The DS minor provides an opportunity for students to learn about data analytics, computational approaches, data-driven decision making, data structures and management, and the social and ethical implications of data.

Students can complete the minor by selecting from a broad range of courses. The Data Science minor is intended to offer pathways for students from all divisions of the college. Students may complete at Data Science minor as a complement to any major in the TRICO.

Faculty

Augie Faller, Visiting Assistant Professor of Data Science

Ashley Kuelz, Post-Doctoral Fellow

Marc Schulz, Professor of Psychology on the Sue Kardas PhD 1971 Professorship and Director of Data Science

Requirements for the Data Science Minor

The minor comprises six courses.

One course in each of two foundational areas:

- Data Analytic Approaches: BIOL B250 Computational Methods in the Sciences; CITY B201 Introduction to GIS for Social & Environmental Analysis; CITY B217 Research Methods in Social Sciences; CMSC B151 (Data Structures); ECON B258 Introduction to Econometrics; MATH B195 (Statistics for Data Science); MATH B205 (Theory of Probability with Applications); PSYCH B205 Research Methods & Statistics or SOCL B265 (Quantitative Methods)
- Fundamentals of Computing: DSCI B100, Introduction to Data Science; CMSC B110. Introduction to Computing; CMSC B113, Computer Science I; or BIOL 115, Computing Through Biology

Four additional courses from the list of courses below.

Additional Minor Guidelines/Requirements:

- Students can only count a total of 2 courses that they are using for major credit (or another minor) towards the minor
- At least two of the additional four courses beyond the two foundational requirements must be at the 200 level or above

Courses

DSCI B100 Introduction to Data Science

“Data science” is a catch-all term used to describe the practice of working with and analyzing messy data sources to draw meaningful conclusions. This course provides a broad introduction to the field of data science via the statistical programming language, R. Over the semester, students will learn how to manipulate, manage, summarize and visualize large data sets. No previous exposure to programming or statistics is expected.

Requirement: Course does not meet an Approach; Quantitative Readiness Required (QR)
Counts towards: Data Science; Neuroscience
Units: 1.0
Instructor: Kuelz,A.
(Fall 2024)

DSCI B201 Data Ethics: Surveillance and Manipulation

Data ethics has become an increasingly important topic with the rise of big data and artificial intelligence. We are now tracked online and off, and our data is packaged and sold to the highest bidder. In this course we will ask: Why is privacy valuable, and how might it be protected in the age of big data? What is surveillance capitalism, and what is new about it? Are we being manipulated by algorithms that know too much about us? If so, what is the ethical harm of manipulation? Course materials will be drawn from diverse sources, and assignments will apply ethical theories to current problems. Students who took PHIL-B258: Data Ethics in Social Media in Spring 2024 should contact the instructor for permission to take this course.

Requirement: Course does not meet an Approach
Counts towards: Data Science
Units: 1.0
Instructor: Faller,A.
(Fall 2024)

DSCI B210 Quantifying Happiness: Efforts to study and alter happiness

This course is designed to introduce students to the scientific study of happiness and psychological well-being. We begin with readings that will allow us to critically consider what is meant by happiness and well-being and then move on to evaluating approaches to measuring these constructs. We will examine studies that have tracked happiness and attempted to identify contributors to happiness. We will also look at efforts to increase happiness. We will ponder the ways in which culture and historical factors influence the study of happiness. Students will work directly with data sets measuring aspects of happiness. Part of the class meeting time will be used to support study work with data. Prerequisite: Intro to Data Science or a statistics class; coursework in the social sciences recommended but not required; Quantitative Readiness Required (QR)

Requirement: Course does not meet an Approach
Counts towards: Data Science

Units: 1.0

Instructor: Schulz,M.
(Spring 2025)

DSCI B314 Advanced Data Science:Regression & Multivariate Statistics

This course is designed to improve your data science skills by introducing you to advanced statistical techniques that have become increasingly important in psychology and a variety of fields. The focus will be on understanding the advantages and limitations of regression approaches and multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Topics covered will include basic regression approaches, advanced regression strategies, structural equation modeling, factor analysis, measurement models, path modeling, modeling of longitudinal data sets, multilevel modeling approaches and growth curve modeling. Students will gain familiarity with these techniques by working with actual data sets. The last part of each class will be reserved for lab time to apply lessons from class to an assignment due the following week. Students are welcome to stay beyond the noon ending time to complete the assignment. Prerequisites: Required: PSYC Research Methods and Statistics 205 (BMC), Psych 200 (HC) Experimental Methods and Statistics, or BIOL B215 Experimental Design and Statistics. Students with good statistical preparation in math or other disciplines and some knowledge of core methods used in social science or health-related research should consult with the instructor to gain permission to take the class. This course was formerly numbered PSYC B314; students who previously completed PSYC B314 may not repeat this course.

Counts towards: Data Science; Health Studies

Units: 1.0

Instructor: Schulz,M.
(Fall 2024)

DSCI B315 Bayesian and Frequentist Statistical Inference

What are the different ways in which we can derive conclusions (and certainty of those conclusions) from the same sample of data? This course provides an introduction to the logic and application of statistical methods for analyzing data relevant to fields in data science utilizing two popular perspectives: the traditional Null Hypothesis Significance Testing (NHST)

or Frequentist approach as well as the more contemporary approach of Bayesian inference. In doing so, we will tackle two of the most predominate ways of drawing conclusions about the world and gain important insight into quantifying uncertainty in our conclusions. Topics covered include data management and screening; methods for describing and presenting data; t-tests; analysis of variance; advanced applications of the general linear model (i.e., regression) including moderator analyses; and generalized versions of the general linear model such as logistic regression. Some of these topics may be seen as a review from the NHST perspective; however we will jump straight into modeling these parameters using the more flexible general linear model. This is an applied course in statistics. Thus, the emphasis is not on learning math (i.e., doing statistical analyses by hand). Rather, the major objectives of this course are for you to gain a conceptual understanding of statistical inference from both Bayesian and NHST perspectives, learn how to implement statistical analyses using both approaches on a computer using R (a free, open-source program), interpret R output, and communicate the results of statistical analyses in clear and compelling language. No prior knowledge of the R statistical platform is required. Prerequisites: BIOL 215 Biostatistics with R, or PSYC 205 Research Methods and Statistics, or SOCL 265 Quantitative Methods or A comparable statistics course in the BICO (e.g., PSYC H200).

Requirement: Course does not meet an Approach

Counts towards: Data Science

Units: 1.0

Instructor: Kuelz,A.
(Spring 2025)

BIOL B215 Biostatistics with R

An introductory course in statistical analysis focusing on biological data. This course is structured to develop students' understanding of statistics and probability and when to apply different quantitative methods. The lab component focuses on how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, and probability. The course is geared around problem sets, lab reports, and interactive learning. No prior experience with programming is required. Suggested Preparation: BIOL B110 or B111 is highly recommended. Students who have taken PSYC B205/H200 or SOCL B265 are not eligible to take this course.

Requirement: Quantitative Methods (QM); Quantitative

Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

Instructor: Bitarello,B., De Bona,S.
(Fall 2024)

BIOL B216 Genomics

An introduction to the study of genomes and genomic data. This course will examine the history of this exciting field, the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution,

comparative genomics, and analysis of transcriptomes, with a focus on animal genomics and humans in particular. Prerequisite: One semester of BIOL 110. BIOL 201 highly recommended.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies
Units: 1.0
(Not Offered 2024-2025)

BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of analyzing, modeling, and visualizing scientific data through hands-on programming exercises. Content will draw on examples from across the life sciences. This course will use the Python programming language. No prior programming experience is required. Six hours of combined lecture/lab per week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Data Science
Units: 1.0
Instructor: Weber,A.
(Fall 2024)

BIOL B330 Ecological Modeling

The survival of humanity depends upon natural resources and ecosystem services. To make important decisions about environmental problems, society needs to understand ecological systems. However, ecological systems are inherently complex. Statistical models coupled with empirical data and simulations provide a means of exploring the complexity of ecological systems to better inform environmental decisions. This class will introduce students to a variety of ecological models while instilling an appreciation for the types of uncertainties that may shroud models to better understand inferences made from them. The course will be taught as a hands-on integrated lab/lecture where students will be expected to program regularly, primarily in R. Prerequisite: BIOL B215 or BIOL B250.

Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science
Units: 1.0
(Not Offered 2024-2025)

CITY B201 Introduction to GIS for Social and Environmental Analysis

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing

and Quantitative Readiness are required (i.e. the quantitative readiness assessment or Quan B001).

Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science; Environmental Studies
Units: 1.0
Instructor: Kinsey,D.
(Fall 2024, Spring 2025)

CITY B217 Topics in Research Methods

This is a topics course. Course content varies. Current topic description: This course is a hands-on introduction to the research process. It will provide students with the practical skills needed to design, conduct, and analyze original research of the complexity of a thesis-length project. Specifically, students will build knowledge and experience in research design (how to craft a good research question and match methods to the question), quantitative research methods (analysis of pre-existing large-n survey data), and data analysis (basic descriptive and inferential statistical analysis using Excel and SPSS). Students will also get an introduction to qualitative research methods and how they compare to quantitative methods. No computer programming is required or taught.

Requirement: Quantitative Methods (QM)
Counts towards: Data Science
Units: 1.0
Instructor: Hurley,J.
(Spring 2025)

CITY B328 Analysis of Geospatial Data Using GIS

An advanced course for students with prior GIS experience involving individual projects and collaboration with faculty. Completion of GIS (City 201) or equivalent with 3.7 or above. Instructor permission required after discussion of project.

Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science
Units: 1.0
(Not Offered 2024-2025)

CMSC B109 Introduction to Computing

The course is an introduction to computing: how we can describe and solve problems using a computer. Students will learn how to write algorithms, manipulate data, and design programs to make computers useful tools as well as mediums of creativity. Contemporary, diverse examples of computing in a modern context will be used, with particular focus on graphics and visual media. The Processing/Java programming language will be used in lectures, class examples and weekly programming projects, where students will learn and master fundamental computer programming principles. Students are required to register for the weekly lab. Prerequisites: Must pass either the Quantitative Readiness Assessment or the Quantitative Seminar (QUAN B001).

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Data Science
Units: 1.0
(Not Offered 2024-2025)

CMSC B113 Computer Science I

This is an introduction to the discipline of computer science, suitable for those students with a mature quantitative ability. This fast-paced course covers the basics of computer programming, with an emphasis on program design, problem decomposition, and object-oriented programming in Java. Graduates of this course will be able to write small computer programs independently; examples include data processing for a data-based science course, small games, or estimating likelihood of probabilistic events, etc.. No computer programming experience is necessary or expected. Students are required to register for a weekly lab. Prerequisites: Students must have completed AP level Calculus, Statistics, Physics, Chemistry, Economics, or Computer Science; or IB Mathematics HL; or have a SAT score of 650 or higher in Mathematics or Physics; or ACT score of 28 or higher in Mathematics.

Requirement: Course does not meet an Approach; Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

Instructor: Poliak,A.

(Fall 2024)

CMSC B151 Introduction to Data Structures

Introduction to the fundamental algorithms and data structures using Java. Topics include: Object-Oriented programming, program design, fundamental data structures and complexity analysis. In particular, searching, sorting, the design and implementation of linked lists, stacks, queues, trees and hash maps and all corresponding complexity analysis. In addition, students will also become familiar with Java's built-in data structures and how to use them, and acquire competency using a debugger. Students must also register for the weekly lab. Prerequisites: CMSC B109 or CMSC B113 or CMSC H105, or permission of instructor.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Poliak,A.

(Fall 2024)

CMSC B383 Recent Advances in Computer Science

This is a topics course. Course content varies. Current topic description: Machine Learning as a field has grown considerably over the past few decades. In this course, we will explore both classical and modern approaches, with an emphasis on theoretical understanding. There will be a significant math component (statistics and probability in particular), as well as a substantial implementation component (as opposed to using high-level libraries). However, during the last part of the course we will use a few modern libraries such as Pytorch. By the end of this course, you should be able to form a hypothesis about a dataset of interest, use a variety of methods and approaches to test your hypothesis, and be able to interpret the results to form a meaningful conclusion. We will focus on real-world, publicly available datasets, not generating new data. Prerequisites: CMSC B151 or CMSC H106/107, and

MATH B203 or MATH H215 and CMSC B231, or permission of instructor

Counts towards: Data Science

Units: 1.0

Instructor: Poliak,A.

(Fall 2024)

ECON B253 Introduction to Econometrics

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective. ECON H201 does not count as an elective.

Requirement: Quantitative Methods (QM)

Counts towards: Data Science

Units: 1.0

Instructor: Monge,D.

(Fall 2024, Spring 2025)

ECON B304 Econometrics

The econometric theory presented in ECON 253 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON B253 or ECON H203 or ECON H204 and ECON B200 or ECON B202 and MATH B201 or permission of instructor.

Counts towards: Data Science

Units: 1.0

Instructor: Kim,M.

(Spring 2025)

GEOL B104 The Science of Climate Change

A survey of the science behind climate change. Students will analyze climate data, read primary scientific literature, examine the drivers of climate change, and investigate the fundamental Earth processes that are affected. We will also examine deep-time climate change and the geologic proxies that Earth scientists use to understand climate change on many different time scales. This course is appropriate for students with little to no scientific background but is geared toward students who are considering a science major. Two 90-minute lectures per week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Hearth,S.

(Spring 2025)

GEOL B210 Cataloging Collections

This course is an introduction to cataloging as an integral component of museum collections management. Students will consider the history, theories, and practices of cataloging as a museum practice as it relates to the different objectives of various types of museums (art, natural history, science,

history, zoological). Students will explore how cultural attitudes, institutional policies, and social expectations have historically influenced, and continue to shape, the development of collections management policies and procedures, while undertaking projects related to collections research and cataloguing. They will evaluate and recommend standardized vocabularies to build a collections database that accommodates more complex histories while optimizing searchability. They will engage with instructors who are actively involved in the professional operations of and calls to “decolonize” collections, becoming trained in the fundamentals of cataloguing collections as they actively rethink these structures and contribute to object records.

Requirement: Course does not meet an Approach

Counts towards: Data Science; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

GNST B425 Praxis III - Independent Study

Counts towards: Data Science; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

HLTH B302 Survey Methods for Health Research

Surveys are widely used to measure the population prevalence of various health conditions; to better understand the scope and impact of exposure to social and economic stressors on population health; to monitor health-related knowledge, attitudes and practices; and to inform health systems strengthening efforts. Through course material and hands-on experience, students will master the basic elements of survey design, including, operationalizing constructs and formulating research questions, choosing a mode of survey implementation, pretesting the survey instrument, designing a sampling plan, managing field operations, and analyzing and interpreting survey data. Prerequisites: Completion of a 200-level course in the social sciences or permission of the instructor.

Requirement: Course does not meet an Approach

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

MATH B104 Basic Probability and Statistics

This course introduces key concepts in descriptive and inferential statistics. Topics include summary statistics, graphical displays, correlation, regression, probability, the Law of Large Numbers, expected value, standard error, the Central Limit Theorem, hypothesis testing, sampling procedures, bias, and the use of statistical software.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

Instructor: Sudparid,D., Kasius,P.

(Fall 2024, Spring 2025)

MATH B195 Select Topics in Mathematics

This is a topics course. Course content varies.

Requirement: Course does not meet an Approach; Quantitative Methods (QM)

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

MATH B205 Theory of Probability with Applications

The course analyzes repeatable experiments in which short-term outcomes are uncertain, but long-run behavior is predictable. Topics include: random variables, discrete distributions, continuous densities, conditional probability, expected value, variance, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: Math 201.

Requirement: Quantitative Methods (QM)

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

MATH B208 Introduction to Modeling and Simulation

Mathematical models are constructed to describe the complex world within and around us. Computational methods are employed to visualize and solve these models. In this course, we focus on developing mathematical models to describe real-world phenomena, while using computer simulations to examine prescribed and/or random behavior of various systems. The course includes an introduction to programming (in R or Matlab/Octave), and mathematical topics may include discrete dynamical systems, model fitting using least squares, elementary stochastic processes, and linear models (regression, optimization, linear programming). Applications to economics, biology, chemistry, and physics will be explored. Prior programming experience not required. Prerequisite: MATH B102 or the equivalent (merit score on the AP Calculus BC Exam or placement).

Requirement: Course does not meet an Approach; Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

Instructor: Graham,E.

(Spring 2025)

PHIL B258 Data Ethics in Social Media

From sharing our life experiences to reading the news, social media permeates our daily lives. It affects how we communicate, what we buy, and who we vote for. It also generates an immense amount of data, which is eagerly collected by individuals, corporations, and governments. In this course we will investigate some of the threats (and promises) of this data. We will ask questions like: What is the value of privacy online, and how might it be protected? Are we being manipulated by algorithms? Are the algorithms that generate and moderate content biased? What are some of the ways online data can be used for good? Students will investigate these questions through practical and theoretical approaches. Course materials will be drawn from diverse sources including philosophy, data science, sociology, legal theory, and the

DATA SCIENCE

Internet. Visiting speakers will enrich our discussion by offering academic and professional perspectives on the uses and misuses of data.

Requirement: Critical Interpretation (CI)

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

POLS B233 Intro to Research Design and Data Analysis for PoliSci

This course offers students an introduction to the research design and methods used in political science. Topics are as follows (but are not limited to): (1) Positivism vs. interpretivism, (2) Causal vs. descriptive inference (3) Conceptualization, operationalization and measurement, (4) Experimental design, (5) Quasi-experimental design, (6) Survey research and sampling, (7) In-depth interviewing, (8) Quantitative data analysis and statistics, (9) Case selection, and (10) Multi-method research design. Students will have problem sets to finish every two weeks for which they will use the necessary software (usually R and R Studio). At the end of the semester, they will submit a research design which they can use as a basis for their senior thesis.

Requirement: Quantitative Methods (QM)

Counts towards: Data Science

Units: 1.0

Instructor: Sasmaz,A.

(Fall 2024)

POLS B345 Big Data, Big Impact, Big Responsibilities: Fundamentals and Ethics of Data Science

The era of “big data” has dramatically altered the way people tackle political, social, and economic issues to analyze and generate solutions, as well as the way they conduct social science research. Data is powerful and beautiful, yet deceitful. As such, big data can create many impactful solutions across the world while carrying big risks that require bigger responsibilities. This course aims to help students also nurture an informed mindset of how to use data properly and to what end – from ethical, legal, and public policy perspectives. Prerequisite: One course in Data Science AND one course in Social Sciences or International Studies.

Requirement: Course does not meet an Approach

Counts towards: Data Science

Units: 1.0

Instructor: Oh,S.

(Fall 2024)

PSYC B205 Research Methods and Statistics

An introduction to research design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, research design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Shin,Y., Albert,D.

(Fall 2024, Spring 2025)

PSYC B318 Data Science with R

In this course, students will build and practice data science skills to tidy up disorganized real-world data sets, generate eye-catching visualizations, and craft easy-to-interpret, polished end-products in the R programming environment. Topics include experimental design, building statistical models, and visualizing uncertainty. Students will work throughout the term on an independent data science project leveraging real-world data to investigate their hypotheses culminating in a data blitz presentation. Students will learn how to respond to coding challenges with a puzzle-solving, growth-oriented mindset. No prior R experience is not required. Prerequisites: Required PSYC B205 (Bryn Mawr - Research Methods and Statistics), OR PSYC H200 (Haverford - Research Methods and Statistics), OR SOCLB265 (Bryn Mawr - Quantitative Methods).

Requirement: Quantitative Readiness Required (QR)

Counts towards: Data Science; Neuroscience

Units: 1.0

Instructor: Sorhagen,N.

(Fall 2024)

PSYC B330 Reproducible Research in Psychology

How do we know what we know and what we don't know in empirical science? Can we trust the peer review process to filter out invalid claims and identify the claims with enough evidentiary support to merit inclusion in The Literature? This course has two primary aims. The first is to introduce students to the recent history and major conclusions of the “Open Science” reform movement in psychology and related sciences. Students will learn about the structural and methodological factors that are potentially responsible for the high proportion of false positive findings in psychology. The second aim is to introduce modern best practices in research design and statistical computing, which prioritize error control, transparency, and reproducibility. The course will provide a very gentle introduction to the R programming language, which students will use to produce a simple but fully reproducible statistical analysis in the format of a scientific report. Prerequisites: PSYC B205 or PSYC H200 or similar introduction to Research Methods and Statistics.

Requirement: Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

(Spring 2025)

SOCL B265 Quantitative Methods

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, ANOVA, and multiple regression. Required of Bryn Mawr Sociology majors and minors. Non-sociology majors and minors with permission of instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science
Units: 1.0
Instructor: Wright,N.
(Fall 2024)

SOCL B327 Capital & Connections:A Network Approach to Social Structure

Is it better to have a tightly knit circle of friends or several compartmentalized groups? And better for what--social support, academic achievement, finding a job, coming up with a new idea, sparking a social movement? How might we study questions like these? In this course, we will explore the various ways of understanding social connections as a resource--as a form of capital--and we will learn how to collect and analyze data about networks to investigate the structure of social networks. In particular, we will learn how to think about advantages and disadvantages as resulting from the structure and composition of our social networks. Prerequisite: At least one social science course or permission of instructor.

Requirement: Course does not meet an Approach
Counts towards: Data Science
Units: 1.0
Instructor: Cox,A.
(Spring 2025)

EAST ASIAN LANGUAGES AND CULTURES

The Bi-College Department of East Asian Languages and Cultures is housed at both Bryn Mawr and Haverford Colleges. Our mission is to foster learning about East Asia through rigorous language study and through deep and exploratory engagement with prominent themes and sources from East Asian countries. Towards these ends, EALC offers Chinese and Japanese language through the advanced level and an array of courses on East Asian culture taught in English, including such topics as religion, visual culture, film, gender, history, and literature. Beginning in 2023, EALC introduced Korean language at the introductory level and added the intermediate level beginning in 2024. The Major seeks to train students in language, guide them through a curriculum that situates East Asian culture within global discourses, and nurture their skills in critical thinking, research, and writing. Our language programs are central and foremost in this effort. Minors are offered in Chinese, Japanese, and EALC. (See details on the requirements of the Major and the three Minor tracks below.) Many students choose to study abroad during the school year or during the summer to enrich their knowledge and experience, as well as language skills. Alumni have pursued a wide variety of fields after graduation, both in East Asia and in the United States. Students also take advantage of courses offered at Swarthmore and the University of Pennsylvania, which may be counted towards the major or minor.

Faculty

Yonglin Jiang, Professor and Chair of East Asian Languages & Cultures

Heejin Kim, Visiting Assistant Professor of East Asian Languages & Cultures

Shiamin Kwa, Professor of East Asian Languages & Cultures

on the Eugenia Chase Guild Chair in the Humanities (on leave semester I)

Ying Liu, Visiting Assistant Professor East Asian Languages & Cultures

Youngji Son, Visiting Assistant Professor of East Asian Languages & Cultures

Yanhong Wu, Visiting Assistant Professor and Research Associate in East Asian Languages & Cultures

Lan Yang, Visiting Instructor of East Asian Languages & Cultures
Changchun Zhang, Senior Lecturer of Chinese

Learning Goals

EALC has four learning goals:

- Laying the foundations for proficiency in Chinese, Japanese, and Korean language and culture.
- Gaining broad knowledge of the East Asian cultural sphere across time and in its global context.
- Developing basic bibliographic skills and protocols; learning how to identify, evaluate, and interpret primary textual and visual sources..
- Embarking on and completing a major independent research project that pulls together past coursework, taking the knowledge and skills gained to a new level to demonstrate mastery of a particular aspect of East Asian culture.

Curriculum

Chinese Program

The Chinese Program is a fully integrated Bi-Co program. We offer multiple levels of instruction in Mandarin Chinese.

- First-Year Chinese (CNSE B001-CNSE B002) and Second-Year Chinese (CNSE B003–CNSE B004) both have master and drill sections.
- First-Year Chinese (CNSE B001–CNSE B002) is a year-long course. Students must complete both semesters to receive a total of three credits.
- We offer Non-intensive First-Year Chinese (CNSE H007-CNSE H008) for students with some background in Chinese, based on results of a placement test. Upon completion of this full-year sequence, students move on to Second-Year Chinese.
- Following Third-Year, we offer Advanced Chinese each semester. So far, we have eight topic courses in the Advanced Chinese series and students can continue taking Advanced Chinese for credits as long as the topics differ.

Japanese Program

The Bi-Co Japanese Program offers five years of instruction in modern Japanese. All Japanese language courses are offered at Haverford and may be found on the Haverford course webpage as well as through a BIONIC search.

- First-Year Japanese (JNSE H001-JNSE H002) meets six hours per week. This is a year-long course. Students must complete both semesters in order to receive credit.

- Second-Year Japanese (JNSE H003-JNSE H004) meets five hours per week.
- Third- and Fourth-Year (Advanced) Japanese (JNSE H101-JNSE H102 and JNSE H201/JNSE H201B) meet three hours per week.
- Advanced Japanese takes a different topic each term; students can take it any term as Fourth- or Fifth-Year Japanese, with one credit per semester, and repeat the course with different topic headings.

Korean Program

The Bi-Co Korean Program offers two years of instruction in modern Korean. All Korean language courses are offered at Bryn Mawr.

- First-Year Korean (KORN B101-KORN B102) meets six hours per week. This is a year-long course. Students must complete both semesters in order to receive credit.
- Second-Year Korean (KORN B103-KORN B104) meets five hours per week.
- Advanced level Korean courses may be taken through study abroad or at the University of Pennsylvania in consultation with our Korean language faculty.

EALC Major Requirements - Twelve Courses

Two introductory courses, Major Seminar, Capstone

EALC 398 Senior Thesis (This is a single semester thesis offered only in the fall)

- *EALC 200 is the BMC Writing Intensive (WI) Course designated for the EALC Major
- *The 2 100-level course requirements are intended to give students a survey of East Asia. Substitutions may be made only in consultation with the major advisor and department approval.

Two Terms of Intermediate/Advanced Language

- Two terms of Japanese or Chinese at Third-Year level or above

Students who demonstrate the equivalent of third year level or above in Chinese or Japanese (with approval of the respective language director) may petition to substitute alternative coursework with major advisor approval

Six Electives

- Two must be 300-level EALC courses
- Four other electives selected from 200 or 300 level. Students can substitute up to one 100 level and up to two non-EALC (including CNSE or JNSE) courses with major advisor approval.

Language Minor Requirements

Chinese Minor and Japanese Minor Requirements

The Chinese language and Japanese language minors both require six language courses. Students must take at least four language courses in our Bi-Co programs, and can take at most two at the Quaker Consortium or our approved off-campus domestic or Study Abroad programs. The most advanced course taken for the minor will be at the BiCo. Candidates

for the Minor are approved in consultation with the language program directors.

Students declaring a minor in Chinese should discuss their plans with Shizhe Huang at Haverford College. Students declaring a minor in Japanese should discuss their plans with Tetsuya Sato at Haverford College. EALC minors are approved by the EALC chairs.

EALC Minor

The EALC minor requires six courses taken in the EALC Department, including language courses. The mix must include EALC 200 and one 300-level course.

Requirements for Honors

The departmental faculty awards honors based on superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. The faculty requires a minimum 3.7 average in major-related coursework to consider a student for honors.

Study Abroad

The EALC Department strongly encourages our majors to study abroad to maximize their language proficiency and cultural familiarity. We require formal approval by the study abroad advisor prior to the student's travel. Without this approval, credit for courses taken abroad may not be accepted by EALC. If study abroad is not practical, students may consider attending certain intensive summer schools that EALC has approved. Students must work out these plans in concert with the department's study abroad advisor and the student's dean.

Language Placement Tests

The language programs conduct placement tests for first-time students at all levels before the start of the fall semester. Students planning to take the language placement test should consult with the language directors of their program.

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.

If students do not meet the minimum grade at the conclusion of second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision.

Students who do not meet the requirement to advance must take a placement test before starting third-year language study in the fall.

Senior Prizes

Graduating Seniors in EALC are eligible for the "Margaret Mayeda Petersson Prize," which recognizes a spirit of engagement and enthusiasm through the major and the thesis project.

EALC-sponsored Prizes

Graduating Seniors from any department who have studied Chinese are eligible for the "Hu Shih Prize in Chinese" which recognizes excellence and dedication in the study of the Chinese language.

Courses

EALC B131 Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: East Asian Languages and Cultures

Units: 1.0

Instructor: Jiang, Y.

(Spring 2025)

ARCH B237 Art and Archaeology of Central Asia

Exploring the rich and vibrant cultural heritage of Central Asia, this course delves into the region's history, art, and archaeology spanning from the third millennium BCE to the eighth century CE. Central Asia, constituting the territory between western China and eastern Iran, served as the heartland of the ancient Silk Road. Despite its significance, the region's history and culture often remain shrouded in mystery, largely unknown to the academic community. This course sheds light on topics related to Central Asia, such as state formation, nomadism, religious beliefs, trade, and arts and crafts production of Central Asia, while emphasizing the region's interconnectedness with the broader world.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B237 Art and Archaeology of Central Asia

Exploring the rich and vibrant cultural heritage of Central Asia, this course delves into the region's history, art, and archaeology spanning from the third millennium BCE to the eighth century CE. Central Asia, constituting the territory between western China and eastern Iran, served as the heartland of the ancient Silk Road. Despite its significance, the region's history and culture often remain shrouded in mystery, largely unknown to the academic community. This course sheds light on topics related to Central Asia, such as state formation, nomadism, religious beliefs, trade, and arts and crafts production of Central Asia, while emphasizing the region's interconnectedness with the broader world.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

CNSE B004 Second-Year Chinese

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

Prerequisite(s): First-year Chinese or a passing score on the Placement Exam. Attendance required at class and drills.

Prerequisite(s): CNSE 003

Requirement: Course does not meet an Approach Counts towards: East Asian Languages and Cultures

Units: 1.0

Instructor: Zhang, C., Yang, L.

(Spring 2025)

CNSE B007 First-Year Chinese Non-Intensive

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Students must place into Chinese B007 through the Chinese Language Placement exam.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

CNSE B007 First-Year Chinese Non-Intensive

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Students must place into Chinese B007 through the Chinese Language Placement exam.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

CNSE B008 First Year Chinese (Non-intensive)

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Prerequisite: CNSE B007

Requirement: Course does not meet an Approach

Counts towards: East Asian Languages and Cultures

Units: 1.0

Instructor: Yang, L.

(Spring 2025)

CNSE B102 Third-Year Chinese

A focus on overall language skills through reading and discussion of modern short essays, as well as on students' facility in written and oral expression. Audio- and videotapes of drama and films are used as study aids. Prerequisite(s): CNSE 101

Requirement: Course does not meet an Approach

Counts towards: East Asian Languages and Cultures

Units: 1.0

Instructor: Liu, Y.

(Spring 2025)

CNSE B403 Supervised Work

Units: 1.0
(Not Offered 2024-2025)

CNSE B403 Supervised Work

Units: 1.0
(Not Offered 2024-2025)

EALC B110 Intro to Chinese Literature (in English)

Students will study a wide range of texts from the beginnings through the Qing dynasty. The course focuses on the genres of poetry, prose, fiction and drama, and considers how both the forms and their content overlap and interact. Taught in English.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Huang, H.
(Fall 2024)

EALC B115 Introduction to Korean Culture and Society

This course offers an introductory survey of Korean culture and society, focusing on major transformations and continuities during the modern period. Students will investigate various themes essential to comprehending Korea, such as Confucianism, modernization, colonialism, nationalism, industrialization, democratization, gender relations, US-Korea relations, and contemporary popular culture. In addition to class lectures, the course utilizes audio-visual materials, films, and slides to enhance the learning experience. No prior knowledge of Korea or Korean language is required.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor: Son, Y.
(Fall 2024)

EALC B131 Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: East Asian Languages and Cultures
Units: 1.0
Instructor: Jiang, Y.
(Spring 2025)

EALC B200 Major Seminar: Methods and Approaches

This course is a writing intensive course for EALC majors and minors to introduce some foundational ideas and concepts in the study of East Asia. Beginning with close readings of primary source texts, students are introduced to the philosophy and culture of China, and its subsequent transmission and adaptation across the vast geographical area that is commonly referred to as "East Asia." Students will gain familiarity with methods in this interdisciplinary field and develop skills in the practice of close critical analysis, bibliography, and the

formulation of a research topic. Required of EALC majors and minors. Majors should take this course before the senior year.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor: Jiang, Y.
(Spring 2025)

EALC B210 K-Pop and The Korean Wave

This course provides an introduction to the globalization of K Pop and Hallyu, the recent cultural phenomenon from Korea. To fully understand this phenomenon, the course will delve into the diverse contexts that have shaped K - Pop and other Korean media products, including their historical, political, economic, social, and cultural backgrounds. Additionally, the course offers an opportunity to explore key aspects of Korean culture that are reflected in K - Pop and other Korean media products. Students will have the chance to listen to K - Pop songs, watch Korean films, excerpts from K - Drama, Korean documentaries, and more, making the course both informative and enjoyable. No prior knowledge of the Korean language is required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

EALC B240 Topics in Chinese Film

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

EALC B263 The Chinese Revolution

Places the causes and consequences of the 20th century revolutions 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.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor: Jiang, Y.
(Fall 2024)

EALC B264 Human Rights in China

This course will examine China's human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

EALC B270 Topics in Chinese History

This is a topics course, course content varies.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

EALC B281 Food in Translation: Theory and Practice

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (Classic of Poetry, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love."

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

Instructor: Kwa,S.

(Spring 2025)

EALC B322 Topics: Considering the Dream of Red Chambers

The Dream of Red Chambers (Hongloumeng) is arguably the most important novel in Chinese literary history. The novel tells the story of the waxing and waning of fortunes of the Jia family and their networks of family and social relations, and in its finely articulated details also serves as a chronicle of the Qing dynasty, an examination of visual culture, environment, kinship, sociology, economics, religious and cultural beliefs, and the structures of domestic life. In addition to addressing these aspects that we might categorize as external, the novel also turns inwards and examines the human heart and mind. How can we know another? How do we define ourselves? These questions, and many others, have occupied scholars for the last two centuries. We will spend the semester reading all five volumes of the David Hawkes translation, with secondary readings assigned to guide the discussion based on the semester's theme. Course topics varies.

Units: 1.0

Instructor: Kwa,S.

(Spring 2025)

EALC B325 Topics in Chinese History and Culture

This is a topics course. Course content varies. Current topic description: This seminar offers students a distinctive perspective from which to understand Chinese society. It investigates rituals performed in various societal domains in imperial China. Through the study of texts, the screening of videos, and the examination of artifacts, the course delves into four principal themes: the significance of rituals in Confucianism; the ideology and role of rituals in imperial governance; the impact of rituals in community construction and family relations; and rites of passage in imperial China. Additionally, using rituals in imperial China as a special lens, this course engages in dialogues with the existing scholarship on general issues such as the relations between beliefs and performance, rituals and emotions, and rituals and social change.

Counts towards: International Studies

Units: 1.0

Instructor: Wu,Y.

(Fall 2024)

EALC B353 The Environment on China's Frontiers

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

Units: 1.0

(Not Offered 2024-2025)

EALC B355 Animals, Vegetables, Minerals in East Asian Literature & Film

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

EAST ASIAN LANGUAGES AND CULTURE

Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

EALC B398 Senior Seminar

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

Units: 1.0
Instructor: Jiang, Y.
(Fall 2024)

HART B120 History of Chinese Art

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions. This course was formerly numbered HART B274; students who previously completed HART B274 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Museum Studies
Units: 1.0
Instructor: Shi, J.
(Spring 2025)

HART B120 History of Chinese Art

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions. This course was formerly numbered HART B274; students who previously completed HART B274 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Museum Studies
Units: 1.0
Instructor: Shi, J.
(Spring 2025)

HART B320 Topics in Chinese Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art. Current topic description: Bronze was a highly prized material in early China from the 2nd millennium BCE to the 2nd century CE. It was used to create a variety of ritual objects, often adorned with intricate decorations and inscriptions. Modern archaeology has uncovered a vast array of bronze artifacts, raising questions about how the Chinese conceptualized, categorized, and utilized them. This course delves into the material, technical, ornamental, and social aspects of bronze works to explore their significance in early Chinese culture. Current topic description: This seminar delves into the theoretical and historiographic foundations of traditional Chinese calligraphy, an area that has received relatively little attention in modern scholarship. Despite its pivotal role in Chinese art, calligraphy's lack of a direct Western counterpart has led to its comparative neglect. By examining traditional Chinese calligraphy practices, the course

aims to reassess its unique essence, exploring key aspects such as ontology, embodiment, technique, agency, ethics, politics, and religion.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Shi, J.
(Fall 2024, Spring 2025)

HART B320 Topics in Chinese Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art. Current topic description: Bronze was a highly prized material in early China from the 2nd millennium BCE to the 2nd century CE. It was used to create a variety of ritual objects, often adorned with intricate decorations and inscriptions. Modern archaeology has uncovered a vast array of bronze artifacts, raising questions about how the Chinese conceptualized, categorized, and utilized them. This course delves into the material, technical, ornamental, and social aspects of bronze works to explore their significance in early Chinese culture. Current topic description: This seminar delves into the theoretical and historiographic foundations of traditional Chinese calligraphy, an area that has received relatively little attention in modern scholarship. Despite its pivotal role in Chinese art, calligraphy's lack of a direct Western counterpart has led to its comparative neglect. By examining traditional Chinese calligraphy practices, the course aims to reassess its unique essence, exploring key aspects such as ontology, embodiment, technique, agency, ethics, politics, and religion.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Shi, J.
(Fall 2024, Spring 2025)

KORN B101 Elementary Korean

An intensive introductory course in modern spoken and written Korean. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. Requires attendance at class and drills. This course is associated with the 2023-2024 Flexner lecture.

Requirement: Course does not meet an Approach
Counts towards: East Asian Languages and Cultures
Units: 1.5
Instructor: Son, Y., Kim, H.
(Fall 2024)

KORN B102 Elementary Korean

An intensive introductory course in modern spoken and written Korean. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. Requires attendance at class and drills.

Requirement: Course does not meet an Approach
Counts towards: East Asian Languages and Cultures
Units: 1.5
Instructor: Son, Y., Kim, H.

(Spring 2025)

KORN B103 Intermediate Korean

An intermediate course in modern spoken and written Korean. Five hours a week of lecture and oral practice. This is a year-long course; both semesters are required for credit.

Requirement: Course does not meet an Approach
Counts towards: East Asian Languages and Cultures
Units: 1.0

Instructor: Son, Y., Kim, H.
(Fall 2024)

KORN B104 Intermediate Korean II

An intermediate course in modern spoken and written Korean. Five hours a week of lecture and oral practice. This is a year-long course; both semesters are required for credit.

Requirement: Course does not meet an Approach
Counts towards: East Asian Languages and Cultures
Units: 1.0

Instructor: Son, Y., Kim, H.
(Spring 2025)

POLS B326 Comparative Environmental Politics in East and Southeast Asia

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es— Economic growth, Environment protection, and Energy security— as shared priorities at the regional level, such diversities serve not only as opportunities but challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. This course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems – and solutions – are often shaped by political context and interweaved into varying actors' perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues? Prerequisite: Junior standing or higher, previous courses in social science, humanities, area studies or relevant experiences are required. This course meets writing intensive requirement.

Counts towards: East Asian Languages and Cultures
Units: 1.0
(Not Offered 2024-2025)

ECONOMICS

Students may complete a major or minor in Economics.

The economics curriculum provides students with a strong grounding in economic theory and methods through the core courses, and allows them to tailor their major to their specific interests in advanced theory and/or field courses. It emphasizes analytical rigor, the use and interpretation of statistical and empirical evidence, and original, independent research. The curriculum helps students master the methods used by economists to analyze economic issues and assess alternative economic arguments and policies.

Faculty

Sebastian Anti, Assistant Professor of Economics (on leave semesters I & II)

Janet Ceglowski, Harvey Wexler Professor of Economics

Jiyoon (June) Kim, Associate Professor of Economics (on leave semesters I & II)

Minuk Kim, Assistant Professor of Economics

Daniela Monge, Visiting Assistant Professor of Economics

Prithvijit Mukherjee, Visiting Assistant Professor of Economics

Andrew Nutting, Associate Professor and Chair of Economics

Major Requirements

The economics major consists of 10 semester courses in economics and one semester of college-level calculus. The required courses for the economics major are:

- ECON B105 Introduction to Economics
- ECON B200 Intermediate Microeconomics
- ECON B202 Intermediate Macroeconomics
- ECON B253 Introduction to Econometrics
- Two 300-level electives for which ECON B200 or B202 is a prerequisite, at least one of which is a Writing Intensive 300-level economics elective
- Three additional 200- and/or 300-level economics electives
- A research seminar in economics (ECON B390-399) that fulfills the thesis requirement. Each seminar focuses on a specific field in economics and requires that a student has successfully completed prior coursework in that field. For example, ECON B316 or B348 is a prerequisite for ECON B396. In exceptional cases, ECON B403 Independent Research may be substituted for this requirement; this requires preapproval of the instructor and the department chair.
- A minimum of one semester of college-level calculus (or its equivalent)

Students who earn a grade below 2.7 in ECON B105 are advised not to major in Economics.

Majors are advised to complete ECON B200, B202, and B253 during sophomore year. They must be completed by the end of junior year or before any study away.

ECONOMICS

Majors should complete a Writing Intensive economics course before taking a research seminar.

Minor Requirements

The minor in economics consists of 6 semester courses in economics and one semester of college-level calculus. The required courses for the economics minor are:

- ECON B105 Introduction to Economics
- ECON B200 Intermediate Microeconomics or B202 Intermediate Macroeconomics
- ECON B253 Introduction to Econometrics
- Three electives, one of which must have ECON B200 or B202 as a prerequisite
- A minimum of one semester of college-level calculus (or its equivalent)

A minor plan must be approved before the start of the senior year.

More Important Information for Majors and Minors

Students with questions about the Economics major or minor are encouraged to meet with an Economics faculty member.

- Because ECON B200, B202 and B253 have a 200-level economics elective as a prerequisite, prospective majors should try to enroll in a 200-level economics elective the semester after completing ECON B105.
- Bryn Mawr majors or minors should take the core (ECON B200, B202, and B253) at Bryn Mawr. When necessary, the following substitutions can be made:
- Majors may substitute Haverford's three-course theory sequence (ECON H201 Analytical Methods for Economics, H300 Intermediate Microeconomics, and H302 Intermediate Macroeconomics) for Bryn Mawr's two-course theory sequence (ECON B200 Intermediate Microeconomics and B202 Intermediate Macroeconomics). Minors may substitute ECON H201 and either ECON H300 or H302 for ECON B200 or B202. If a student takes ECON H201, the course counts towards the major requirements at Bryn Mawr only if the student also takes ECON H300 and H302; it counts toward the minor requirements at Bryn Mawr only if the student also takes ECON H300 or H302.
- Students may substitute Haverford's ECON H203 Statistical Methods in Economics or ECON H204 Economic Statistics with Calculus for ECON B253 Introduction to Econometrics as a major requirement at Bryn Mawr only if they also take ECON 304 Econometrics as an elective. Because most of our 300-level electives require ECON B253 or ECON 304, majors and minors should take ECON B253 unless they are confident they will be able to complete ECON 304 before taking one of those other 300-level courses.
- Accounting-related courses at Haverford (ECON H247 Financial and Managerial Accounting) and Swarthmore (ECON SW033 Financial Accounting) do not count toward the Bryn Mawr economics major or minor.

- If a student has taken ECON 105 or H104/6, they cannot take another introductory course elsewhere for credit.
- No more than two courses that do not have Econ 105 as a prerequisite can be counted toward an economics major or minor at Bryn Mawr.

Honors

An economics major with a minimum GPA of 3.70 in economics, including economics courses taken in the second semester of the senior year, will graduate with honors in economics.

Advanced Placement

The department will waive the ECON 105 prerequisite for students who score a 5 on both the Microeconomics and Macroeconomics AP exams or a 6 or 7 on the Economics Higher Learning Exam of the International Baccalaureate. The waiver does not count as course credit toward the major or minor; majors and minors receiving advanced placement must still take a total of ten and six courses in economics, respectively. Students qualifying for advanced placement should see the department chair to confirm the waiver, plan their course work in economics and receive a permission number to enroll in the elective that will substitute for Econ 105.

Study Away and Transfer Credits

We encourage students to spend a semester abroad during their junior year. Majors must complete the required core courses (ECON B200, B202 and B253) before studying away. Up to two courses taken abroad may be counted for credit toward the major. If a student wants a particular course to count toward the economics major, the student must obtain approval from the department chair before confirming registration at the host institution.

Courses

ECON B105 Introduction to Economics

An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. Prerequisites: Quantitative Readiness Required.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor: Ceglowski, J., Mukherjee, P., Kim, M.

(Fall 2024, Spring 2025)

ECON B200 Intermediate Microeconomics

Systematic development of the analytical framework economists use to explain the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisite: ECON B105, MATH B101 (or equivalent), one 200-level economics elective. ECON H201 does not count as an elective.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Nutting,A.
(Spring 2025)

ECON B202 Intermediate Macroeconomics

The goal of this course is to provide a thorough understanding of the behavior of the aggregate economy and the likely effects of government stabilization policies. Models of output, inflation, unemployment and interest rates are developed, along with theories of consumption, investment, economic growth, exchange rates and the trade balance. These models are used to analyze the likely macroeconomic effects of fiscal and monetary policies and to explore current macroeconomic issues and problems. Prerequisites: ECON 105, MATH B101 (or equivalent), and one 200-level Economics elective. ECON H201 does not count as an elective.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Ceglowski,J.
(Fall 2024)

ECON B205 Financial Economics

The class covers the economics of how people working in financial markets and intermediaries solve problems associated with: 1) fund raising and 2) risk management. The course covers the emergence of financial markets in history to understand the current financial system, the economics of intertemporal choice, the measurement and management of risk in asset allocation, the capital asset pricing model, the arbitrage pricing theory, derivatives, the economics of banking, capital structure and closes with historical perspectives on financial market crises. Prerequisites: ECON B105 ?Strongly recommended: Econ B253, Econ H203, Econ H204, or another 200-level statistics course.

Requirement: Quantitative Methods (QM)
Units: 1.0
(Not Offered 2024-2025)

ECON B207 Money and Banking

Analysis of the development and present organization of the financial system of the United States, focusing on the monetary and payment systems, financial markets, and financial intermediaries. May not be taken by students who have completed ECON 307. Prerequisites: ECON 105.

Units: 1.0
(Not Offered 2024-2025)

ECON B208 Labor Economics

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates and unemployment. Specific topics include: human capital, family decision making, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON B105.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Nutting,A.
(Fall 2024)

ECON B209 Introduction to Behavioral Economics

This course will introduce you to behavioral economics - the subfield of economics that uses economic models coupled with insights from psychology to understand better and model

human behavior. The broad goal of the course is to apply these insights to understand individual decisions in risky scenarios, strategic scenarios, cooperation, attention, and more.
Prerequisite: ECON B105

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Mukherjee,P.
(Spring 2025)

ECON B213 Industrial organization and Antitrust

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution, and truth in advertising. Prerequisite: ECON B105.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Kim,M.
(Spring 2025)

ECON B214 Public Finance

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.

Counts towards: Health Studies
Units: 1.0
Instructor: Mukherjee,P.
(Fall 2024)

ECON B215 Urban Economics

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services. Prerequisite: ECON B105.

Units: 1.0
(Not Offered 2024-2025)

ECON B217 Health Economics

Economic analysis of the health sector. The demand for health care (demand curve for health care and health as human capital); the supply of health care (models of hospital and physician behavior); socioeconomic disparity in health; the demand for health insurance (the role of uncertainty, adverse selection, and moral hazard); health care systems in the U.S. and around the world. Prerequisite: ECON B105.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Monge,D.
(Fall 2024)

ECONOMICS

ECON B225 Economic Development

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.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; International Studies
Units: 1.0
Instructor: Monge,D.
(Fall 2024)

ECON B236 Introduction to International Economics

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, globalized production, the role of trade policy, the economics of immigration, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Counts towards: International Studies
Units: 1.0
Instructor: Mukherjee,P.
(Fall 2024, Spring 2025)

ECON B253 Introduction to Econometrics

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective. ECON H201 does not count as an elective.

Requirement: Quantitative Methods (QM)
Counts towards: Data Science
Units: 1.0
Instructor: Monge,D.
(Fall 2024, Spring 2025)

ECON B255 Economic Crises and the Policy Response

Analysis of macroeconomic and financial crises and the effectiveness of alternative policy responses through different perspectives including economic history and recent developments in macroeconomic theory. May not be taken by students who have completed ECON H307. Prerequisite: ECON B105.

Requirement: Quantitative Readiness Required (QR)
Units: 1.0
(Not Offered 2024-2025)

ECON B304 Econometrics

The econometric theory presented in ECON 253 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON B253 or ECON H203 or ECON H204 and ECON B200 or ECON B202 and MATH B201 or permission of instructor.

Counts towards: Data Science
Units: 1.0
Instructor: Kim,M.
(Spring 2025)

ECON B311 Game Theory and Applications

Game theory studies interactions between people, corporations, institutions, or countries in which each player recognizes their strategic interdependence with the others in the game. Many economic decisions in the real world have such strategic interdependence. The course uses theoretical models and techniques from game theory to examine economic incentives in various strategic scenarios. Applications may include oligopoly, zero and nonzero sum games, cooperative and noncooperative games, asymmetric information, adverse selection, signaling, and bargaining models. Prerequisite: B200.

Units: 1.0
(Not Offered 2024-2025)

ECON B314 The Economics of Social Policy

Introduces students to the economic rationale behind U.S. government programs and the evaluation of U.S. social policies. Topics include minimum wage, unemployment, safety net programs, education, health insurance, and climate change. 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. Writing intensive. Prerequisites: ECON B200 and (ECON B253 or ECON B304)

Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2024-2025)

ECON B316 International Macroeconomics

Examines the theory of, and current issues in, international macroeconomics and international finance. Considers the role of international factors in macroeconomic performance; policy-making in an open economy; exchange rate systems and exchange rate behavior; international financial integration; and international financial crises. Writing Intensive. Prerequisite: ECON B202 and ECON 253 or 304.

Major Writing Requirement: Writing Intensive
Counts towards: International Studies
Units: 1.0
Instructor: Ceglowski,J.
(Fall 2024)

ECON B317 The Economics of Agricultural and Rural Development

Close to 900 million people living in extreme poverty live in rural regions and derive their income from agriculture. Many of them practice subsistence farming, consuming only what they grow. This class examines the economics of agricultural systems

in poor countries, the challenges facing them, and why they account for such a large share of the world's poor. The class will do this from the perspectives of microeconomic theory, econometric research, development economics, environmental economics, and political economy. Writing Intensive.

Prerequisite: ECON B200: Intermediate Microeconomics and either ECON B253: Introduction to Econometrics or ECON B304: Econometrics

Requirement: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Intensive

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

ECON B324 The Economics of Discrimination and Inequality

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, identifying sources of racial and gender inequality, and identifying sources of overall economic inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Requirement: Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Nutting, A.

(Fall 2024)

ECON B348 International Trade

Study of the major theories offered to explain international trade. Includes analyses of the effects of trade barriers (tariffs, quotas, non-tariff barriers), trade liberalization, and foreign investment by multinational corporations on growth, poverty, inequality, and the environment. Prerequisite: ECON B200.

Units: 1.0

(Not Offered 2024-2025)

ECON B394 Research Seminar: Labor Economics

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in discrimination, unionization, human capital, migration, labor supply, labor demand, and employment/unemployment are appropriate. Prerequisites: ECON 200; ECON 208 or 314 or 324; ECON 253 or 304.

Requirement: Quantitative Readiness Required (QR)

Units: 1.0

Instructor: Nutting, A.

(Spring 2025)

ECON B396 Research Seminar: International Economics

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in international trade or trade policy, international finance, international macroeconomics, and international economic

integration are appropriate. Prerequisites: ECON 316 and 202 or ECON 348 and 200; ECON 253 or 304.

Units: 1.0

Instructor: Ceglowski, J.

(Spring 2025)

ECON B403 Supervised Work

An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chair). The permission of both the supervising faculty member and department chair is required.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024)

EDUCATION

The Bryn Mawr/Haverford Education Department centers teaching and learning as fundamental to human life and growth, and intrinsically connected to struggles for understanding, liberation, and justice. With a primary focus on relationships, facilitation, and change as the heart of the study and practice of education, we address our students as past, current, and future stakeholders of public education systems, as participants in many other systems and structures, and as prospective teachers, school leaders, researchers, policy makers, activists, artists, and theorists. Defining teaching and learning as social, political, and cultural as well as personal activities, the Education Department challenges students to explore the relationships among schooling and other contexts of learning, human development, and social change as they gain knowledge and skills of educational theory and practice.

Consult the Student Guidebook and the FAQs for detailed information about declaring a major or a minor in Education Studies. Please note that Education courses are offered at both Bryn Mawr and Haverford every semester. Therefore, be sure to check course listings on both campuses as you are making your course selections.

Faculty

Alison Cook-Sather, Mary Katharine Woodworth Professor and Chair of Education and Director, Peace, Conflict and Social Justice concentration and Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges

Alice Lesnick, Term Professor in the Bryn Mawr/Haverford Education Program and Associate Dean for Global Engagement (on leave semester II)

Eshe Price, Visiting Instructor of Education

Maurice Rippel, Visiting Instructor of Education

Chanelle Wilson, Assistant Professor of Education

Kelly Zuckerman, Visiting Assistant Professor of Education

Requirements for the Major and Minor in Education Studies

Students may complete a major or a minor in Education Studies. For students pursuing a major, specialization is required. Within the overarching frame of Research, Policy, and Practice, specialization options are Secondary Education, Secondary Education with Certification, Elementary Education, Higher Education, and Out-of-School Contexts. Alumnae may also complete the requirements for secondary teacher certification after they graduate through the Post-baccalaureate Teacher Education Program.

In the minor, students may choose between the minor in Education Studies and the minor in Education Studies leading to secondary teacher certification. In the minor, students can opt into a specialization within Education if it suits their goals.

Major Requirements

To satisfy the requirements for the major in Education Studies, students take a minimum of six courses within the Education Department: an approved entry-point course, four 200-level courses, and one 300-level capstone course. In addition, a maximum of five allied courses from outside of the Education Department are required, for a total of 11 major credits.

Community-engaged learning through placements/partnerships/field work is also a central requirement of the major. Thinking with and learning from this work is a strand of Education Studies woven throughout coursework and highlighted in the capstone process.

Minor Requirements

Six credits are required for the minor in Education Studies without certification:

- One may be taken at Swarthmore, Penn, or while studying away.
- 1 300-level capstone course, selected from the following:
 - EDUC 311: Theories of Change in Educational Institutions
 - EDUC 301: Curriculum and Pedagogy Seminar
 - EDUC 310/SOWK 676: Making Space for Learning in Higher Education

See “Requirements for Secondary Certification for Undergraduates and Post-bacs” below for the minor with certification.

Specialization Options

Five specializations are offered within the major. Students pursuing a minor may also choose to select a specialization. All five options entail studies of how knowledge, culture, language, and power interrelate and bear on teaching and learning across contexts. Within the overarching framework of Research, Policy, and Practice, the specialization options are:

- Secondary Education
- Secondary Education with Certification
- Elementary Education
- Higher Education
- Out-of-School Contexts

Selecting a specialization affords students maximum agency in their study and application for their education degree. In addition to serving students who seek to pursue teaching routes, this selection offers options for those who seek to apply education in various ways in their studies and careers. See this document for a detailed description of the specialization areas.

Capstone Requirements

The Education Studies major and minor culminate with a 300-level capstone course to be completed during a student’s senior year and appropriate to a student’s chosen specialization. In each of these capstone courses, students will complete a portfolio. The following courses are designated as capstone options:

Capstone Course Options By Specialization

Secondary Education

(choose one)

- EDUC 311: Theories of Change in Educational Institutions
- EDUC 301: Curriculum and Pedagogy Seminar

Secondary Education with Certification

(all 3 courses required)

- EDUC 301: Curriculum and Pedagogy Seminar
- EDUC 302: Practice Teaching Seminar
- EDUC 303: Practice Teaching

Elementary Education

(choose one)

- EDUC 311: Theories of Change in Educational Institutions
- EDUC 301: Curriculum and Pedagogy Seminar

Higher Education

(choose one)

- EDUC 310: Making Space for Learning in Higher Education
- EDUC 302: Practice Teaching Seminar

Out-of-School Contexts

(choose one)

- EDUC 310: Making Space for Learning in Higher Education
- EDUC 311: Theories of Change in Educational Institutions

See the Student Guidebook for detailed descriptions of the areas of specialization, requirements for the major and minor, and the process of applying.

In a five-year program, complete both the A.B./M.A. program in French, mathematics, physics, or possibly other departments that offer the AB/MA option and the secondary teaching certification program.

Alumnae may also complete the requirements for secondary teacher certification after they graduate through the Post-baccalaureate Teacher Education Program.

Students in the tri-college community may also apply as juniors or seniors to pursue an Accelerated Master's degree the University of Pennsylvania, Graduate School of Education in a range of programs.

Students interested in any of these options should meet with the Education Department Adviser (Margo Schall, mschall@brynmawr.edu) as early as possible for advice on scheduling, preferably by the sophomore year.

Requirements: Secondary Certification for Undergraduates & Post-bacs

The Bryn Mawr/Haverford Education Department is accredited by the state of Pennsylvania to prepare undergraduates and alumnae for certification in the following subject areas: English; languages, including French, Latin, and Spanish; mathematics; the sciences, including biology, chemistry, and physics; and social studies. Pursuit of certification in Chinese and Russian is also possible but subject to availability of student teaching placements. Students certified in a language have K-12 certification.

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification (or, in the case of social studies, students must major in history, political science, economics, anthropology, psychology, sociology, or Growth and Structure of Cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area. Students must also complete the secondary teacher certification track of the minor in education, taking these courses:

- EDUC 200 Community Learning Collaborative: Practicing Partnership
- PSYC 203 Educational Psychology
- EDUC 210 Perspectives on Special Education
- EDUC 275 Emergent Multilingual Learners in U.S. Schools
- EDUC 301 Curriculum and Pedagogy Seminar (fall semester, prior to student teaching)
- EDUC 302 Practice Teaching Seminar and EDUC 303 Practice Teaching. These courses are taken concurrently for three credits

There are additional requirements for students preparing for certification; contact Education Department Adviser Margo Schall (mschall@brynmawr.edu) for details. Students must also maintain a grade point average of 3.0 or higher and pass state exams for beginning teachers (state requirements). To be admitted to the culminating student teaching phase of the program, students must earn a grade of a 2.7 or higher in both EDUC 200 (Community Learning Collaborative) and EDUC 301 (Curriculum and Pedagogy) and be recommended by their major department and the director of the Education Department. To be recommended for certification, students must earn a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) and a grade of Satisfactory in EDUC 303 (Practice Teaching).

Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.

Bryn Mawr and Haverford graduates may complete the requirements for secondary teacher certification at Bryn Mawr in a post-baccalaureate program at reduced tuition.

Title II Reporting

Title II of the Higher Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate as well as the state's pass rate, be available to the public on request. Copies of the report may be requested from the Education Department at (610) 526-5010.

Courses

EDUC B105 Education Studies: Theories, Practices, & Possibilities

This course is designed for students interested in exploring key theories, competencies, and questions in the field of education studies in general and the Education Department at Bryn Mawr and Haverford in particular in relation to each enrolled student's experiences and aspirations. Areas of exploration include: the significance of community-based praxis and research; skill-building in conflict resolution and restorative practice; the nature of assessment; the role of technology in education and society; the meaning and purpose of theory; and, throughout, retrospective experiential reflection in dialogue with students' future goals.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Units: 1.0

Instructor: Lesnick, A.
(Fall 2024)

EDUC B200 Community Learning Collaborative: Practicing Partnership

One of the four entry-point options for student majoring or minoring in Education Studies, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school" informed by community-based as well as academic streams of educational practice. In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor: Wilson, C.

(Spring 2025)

EDUC B210 Perspectives on Special Education

One of the four entry-point options for students majoring or minoring in Education Studies, this course has as its goal to introduce students to a range of topics, challenges and dilemmas that all teachers need to consider. Students will explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past

EDUCATION

learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

EDUC B215 Democracy, Race, and American Education

In this course participants will collectively ask: what function does education play in a healthy democracy? How has the United States' history of race relations informed its institutions—both governing and educational ones? And perhaps most critically, what do we hold as hopes for the future of education and how can we shape that future? This seminar will include film screenings and engage with the work of scholars, activists, collectives, and politicians.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive
Units: 1.0
(Spring 2025)

EDUC B217 Lessons in Liberation: Rejecting Colonialist Power in Edu

Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices continue a legacy of oppression, in different forms. This course will analyze education practices, language, knowledge production, and culture in ways especially relevant in the age of globalization. We will explore and contextualize the subjugation of students and educators that perpetuates colonialist power and implement practices that amplify the voices of the marginalized. We will learn lessons in liberation from a historical perspective and consider contemporary influence, with a cross-continental focus. Liberatory education practices have always existed, often on the margins of colonial forces, but present nonetheless. This course will support students' pursuit of a politics of resistance, subversion, and transformation. We will focus on the development of a critical consciousness, utilizing abolitionist and fugitive teaching pedagogy and culturally responsive pedagogy as tools for resistance. Students will engage with novels, documentaries, historical texts, and scholarly documents to explore US and Cape Verdean education as case studies. In this course, we will consider the productive tensions between an explicit commitment to ideas of progress, and the anticolonial concepts and paradigms which impact what is created to achieve education liberation.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

EDUC B220 Changing Pedagogies in Mathematics and Science

This Praxis course will examine research-based approaches to teaching mathematics and science. What does research tell us about how people learn? How can one translate this learning theory into teaching approaches that will help all students learn mathematics and science? How are these new approaches, that often involve active, hands-on, inquiry based learning, being implemented in the classroom? What challenges arise when one tries to bring about these types of changes in education? How do issues of equity, discrimination, and social justice impact math and science education? The Praxis component of the course usually involves two (2) two hour visits per week for 8 weeks to a local math or science classroom.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Praxis Program
Units: 1.0
(Not Offered 2024-2025)

EDUC B225 Topics: Empowering Learners

This is a topics course. Course content varies. Praxis course.

Requirement: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Attentive
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2024-2025)

EDUC B240 Qualitative Research

This course teaches students to use and interpret observation, survey, interview, focus group, and other qualitative methods of educational research, as well as to read and write about such research. In addition to class meetings, research teams will meet regularly.

Requirement: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

EDUC B250 Literacies and Education

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. Fieldwork required. Priority given first to those pursuing certification or a minor in educational studies.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

EDUC B260 Reconceptualizing Power in Education

The systematic critical exploration of the influence of power in education requires attention and re-conceptualization; this course investigates the following question: how can power be redistributed to ensure equitable educational outcomes? We will examine the production of transformative knowledge, arguing the necessity for including creativity and multi-disciplinary collaboration in contemporary societies. Supporting

students' pursuit of a politics of resistance, subversion, and transformation will allow for the rethinking of traditional education. We will also center the intersections between race, class, gender, sexuality, language, religion, citizenship status, and geographic region, assessing their impact on teaching and learning. Weekly fieldwork required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

EDUC B266 Geographies of School and Learning: Urban Education Reconsidered

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Weekly fieldwork in a school required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor: Zuckerman, K.

(Spring 2025)

EDUC B290 Co-creation for Equity & Justice: Theory & Practice

This course explores co-creation of teaching and learning for equity and justice as a growing practice in various national and global contexts. Students will: (a) analyze the theories, traditions, and policies that inform co-creation (e.g., pedagogical partnership; student voice/Committee on the Rights of the Child; the democratic schools movement; critical and feminist pedagogies; decolonizing and anti-racist education); (b) explore practices of co-creation across contexts around the world; and (c) generate an action plan for a co-creation approach appropriate to one of the area of specialization offered through the major in Education Studies (e.g., secondary education, out-of-school contexts, higher education) and focused on fostering equity and justice within that area.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Cook-Sather, A.

(Spring 2025)

EDUC B295 Exploring and Enacting Transformation of Higher Education.

As institutions of higher education embrace and even seek greater diversity, we also see an increase in tensions born of differences across which we have little preparation to communicate, learn, and live. This course will be co-created by students enrolled and the instructor, and it will provide a forum for exploration of diversity and difference and a platform for

action and campus-wide education. Extensive, informal writing and more formal research and presentations will afford you the opportunity to craft empowering narratives for yourselves and your lives and to take research and teaching beyond the classroom. Two to three hours of campus-based field work required each week.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

EDUC B301 Curriculum and Pedagogy Seminar

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.

Major Writing Requirement: Writing Intensive

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

Instructor: Wilson, C.

(Fall 2024)

EDUC B302 Practice Teaching Seminar

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.

Major Writing Requirement: Writing Intensive

Counts towards: Child and Family Studies

Units: 1.0

(Fall 2024)

EDUC B303 Practice Teaching in Secondary Schools

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification.

Major Writing Requirement: Writing Intensive

Units: 2.0

(Fall 2024)

EDUC B308 Inquiries into Black Study, Language Justice, and Education

Growing out of the Lagim Tehi Tuma/"Thinking Together" program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Praxis Program

Units: 1.0
(Not Offered 2024-2025)

EDUC B310 Redefining Educational Practice: Making Space for Learning in Higher Education

A course focused on exploring, developing, and refining pedagogical conceptions and approaches appropriate to higher education contexts. Three hours a week of fieldwork are required. Enrollment is limited to 20 with priority given to students pursuing the minor in educational studies.

Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

ENGL B220 The Teaching of Writing

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on current theories of rhetoric and composition, theories of writing and learning, writing pedagogy, and literacy issues. Students will get hands-on experience with curriculum design and lesson planning, strategies for classroom teaching and individual instruction, and will develop digital projects related to multilingual writing and plagiarism. The Praxis components of the course are primarily project-based, but we may also make one or two group visits to local sites where writing is taught.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2024-2025)

ENGL B261 Colonizing Girlhoods: L.M.Montgomery and Laura Ingalls Wilde

This class explores what we can see anew when we juxtapose two iconic figures of North American children’s literature: L.M. Montgomery’s Anne Shirley and Laura Ingalls Wilder’s fictionalized self-portrait, Laura Ingalls. Both characters have risen to mythic proportions in their respective countries, and are powerful signs in an international culture industry. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès calls the "invention of childhood", we will explore the ways in which images of young girls have been deployed as the benign faces of ruthless imperialism, reading through the entirety of each original series. We will track the geographical movement of both heroines, with particular attention to different spatial narratives of nationhood and empire-building, whether manifest destiny in the U.S., or what critic Northrop Frye has termed the "garrison mentality" of Canadian culture. Here we’ll be especially attentive to commonalities in how both authors produce class-stratified and racialized notions of girlhood, as well as divergences in how both countries, each still framed to varying degrees as the "infant nation" of Great Britain, yield new and evolving discourses of girlhood.

Requirement: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

SOCL B258 Sociology of Education

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

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Health Studies
Units: 1.0
(Not Offered 2024-2025)

ENVIRONMENTAL STUDIES

The Bi-Co Environmental Studies Major combines the strengths of our two liberal arts campuses to create an interdisciplinary program that teaches students to synthesize diverse disciplinary knowledge and approaches, and to communicate effectively across disciplinary boundaries as they engage with environmental issues. In addressing these issues, ENVS students will apply critical thinking and analytical skills within a holistic, systems framework that includes social justice as an essential component.

In addition to in-depth investigation of the theoretical and applied foundations of the study of the environment from all divisions, the ENVS major incorporates praxis community-based learning as well as core courses that examine the theoretical and empirical approaches that the natural sciences, social sciences, and arts and humanities bring to local and global environmental questions. In addition, ENVS majors pursue an individually selected area of environmental expertise, in order to gain a depth of knowledge, and to develop a sense of their own agency in addressing what most concerns them. To support these learning goals, the ENVS program will provide opportunities for independent and collaborative research, including co-curricular learning, via local, national and international internships and opportunities to study abroad.

Faculty

Don Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies and Chair of Bi-Co Environmental Studies

Carol Hager, Professor of Environmental Studies and Political Science
Dylan Gauthier, Visiting Assistant Professor of Environmental Studies (on leave semester I)

Sara Grossman, Associate Professor of Environmental Studies on the Johanna Alderfer Harris and William H. Harris Professorship in Environmental Studies

Maira Hayat, Visiting Assistant Professor of Environmental Studies

Major Requirements

Students are required to take a minimum of 11 courses in the Environmental Studies major. Six required courses are in the core program, which consists of:

- ENVS 101 Introduction to Environmental Studies (preferably in the first year)
- ENVS 201 (Environmental Natural Science) *
- ENVS 202 (Environmental Social Science) *
- ENVS 203 (Environmental Humanities) *
- ENVS 204 (Environmental Studies Praxis) *
- ENVS 397 Environmental Studies Capstone (during the fall or spring semester of the senior year)

* These 200-level core courses should be taken early in a student's course of study, preferably several in the second year. They will be offered for the first time in the 2018–2019 academic year.

A wide variety of environmentally themed courses offered by departments across the Bi-Co may serve as ENVS electives, but the five elective courses must fulfill the following requirements:

A minimum of one course must come from each of two broad divisional groups:

- Natural sciences, math and engineering
- Humanities, social sciences, and arts
- At least two elective courses must be taken at the 300-level or equivalent.

All major programs require the approval of the major advisor. Courses approved for the Environmental Studies Major at Swarthmore can be taken for the Bi-Co ENVS major or substituted for requirements contingent upon the major advisor's approval.

Courses taken while studying abroad or off-campus may be approved for the ENVS major by the major advisor in consultation with the ENVS department.

Learning Goals

The Bi-Co Environmental Studies major is an interdisciplinary program that teaches students to synthesize diverse disciplinary knowledge and approaches, and to communicate effectively across disciplinary boundaries as they engage with environmental issues. The Environmental Studies major graduate is used to applying diverse modes of data collection

and analysis to problem solving for practical ends across a wide array of interconnected social and environmental challenges.

Environmental Studies students will apply critical thinking and analytical skills within a holistic, systems framework that includes the following specific goals:

- Cultivation of environmental literacies, and the ability to read, analyze, and create products from the environmental social sciences, natural sciences, and humanities.
- Experience with praxis activities in the context of intellectual work, with particular emphasis on experience working with community groups in a social justice community-based, participatory framework.
- Development and refining of written and oral communication skills for a variety of academic and non-academic audiences.
- A nuanced understanding of, and the ability to articulate, the role of different divisions of intellectual inquiry in environmental issues.
- An understanding of the diverse modes of environmental theory, from all divisions, and experience translating complex environmental data into actionable conclusions or revised theory.

ENVS 101: Introduction to Environmental Studies

The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth science, energy, economics, public health, ecological design, sustainability, public policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, scale, modernization, enclosure, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the modern world. No divisional credit is awarded for this course at Haverford nor does the course satisfy any of the Bryn Mawr approaches to inquiry.

ENVS 201: Laboratory in Environmental Sciences

A lab-intensive introduction to environmental science research, exploring perspectives on scientific knowledge production, application-oriented scientific reporting, and historical context for sites of study. Includes field sampling and data collection, analysis of multiple datasets, and communication of findings to diverse audiences.

ENVS 202: Environment and Society

The course explores the human/nature nexus from the standpoint of human societies. Students will learn the fundamental tools of the social sciences within an inquiry-based framework. Topics may include environmental politics and policymaking, economic development, spatial planning, environmental and social justice. Pre-requisite ENVS 101

ENVS 203: Environmental Humanities

Bringing the traditional focus of the humanities—questions of meaning, value, ethics, justice and the politics of knowledge production—into environmental domains calls for a radical reworking of a great deal of what we think we know about ourselves and our fields of inquiry. Inhabiting the difficult space

ENVIRONMENTAL STUDIES

of simultaneous critique and action, this course will re-imagine the proper questions and approaches of the humanities, asking how our accumulated knowledge and practice might be refashioned to meet current environmental challenges, to productively rethink 'the human' in more than human terms. In order to resituate the human within the environment, and to resituate nonhumans within cultural and ethical domains, we will draw on a range of texts and films, and engage in a range of critical and creative practices of our own. Pre-requisite ENVS 101. Critical Interpretation (CI); Cross-Cultural Analysis (CC). Writing in the major/Attentive

ENVS 204: Place, People and Collaborative Research in Environmental Studies

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based framework. Pre-requisite ENVS 101.

ENVS 397: Environmental Studies Capstone

The senior project experience consists of participation in ENVS 397, the one-semester collaborative senior capstone. Under the direction of a faculty instructor, Environmental Studies seniors are expected to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major to collaborate on interdisciplinary projects.

Environmental Studies Minor: Students may complete a minor in Environmental Studies as an adjunct to any major at Bryn Mawr, Haverford, or Swarthmore pending approval of the student's coursework plan by the home department and the home-campus Environmental Studies director.

Bryn Mawr, Haverford and Swarthmore Colleges offer Tri-College Environmental Studies Interdisciplinary Minor, involving departments and faculty from the natural sciences, mathematics, engineering, the social sciences, 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.

The Tri-Co ENVs 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 formation of "the" environment, 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.

Minor Requirements

The Environmental Studies Interdisciplinary Minor consists of six courses, as follows:

- 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.

- 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 course list below for more information about core and cognate courses).

(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 questions. 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 understandings of and responses to human and built environments.

- A senior seminar with culminating work that reflects tangible research design and inquiry, but which might materialize in any number of project forms. Bryn Mawr or Haverford College's ENVS 397 (Environmental Studies Senior Seminar) and Swarthmore College's ENVS 091 (Environmental Studies Capstone Seminar) satisfy the requirement.

Core Courses for the Environmental Studies Minor

Every student should take an introductory course (101 or 001) before the senior year

Every student should take a capstone course (397 or 091) during the senior year

Bryn Mawr and Haverford Colleges

ENVS 101 Case Studies in Environmental Issues

ENVS 397 Environmental Studies Senior Seminar

Swarthmore

ENVS 001 Introduction to Environmental Studies

ENVS 091 Environmental Studies Capstone Seminar

Approved Electives for the Environmental Studies Minor

- Two courses are required from each category (A and B).
- At least one course in Category A should have a lab.
- Only one course in each category may be a "cognate" course. Cognate courses, marked with an asterisk, are valuable for minor but are not as centrally focused on environmental studies methodologies and materials as other courses on the list.
- Pay close attention to "double-counting" rules for your major. You are encouraged to choose electives outside of your major.

To see a list of A and B Electives for Bryn Mawr, Haverford and Swarthmore go to <https://www.brynmawr.edu/environmentalstudies/approved-electives>

ENVS B202 Environment and Society

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission. Current topic description: An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Environmental Studies

Units: 1.0

Instructor: Barber,D.

(Fall 2024)

ENVS B202 Environment and Society

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission. Current topic description: An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Environmental Studies

Units: 1.0

Instructor: Barber,D.

(Fall 2024)

ENVS B203 Environmental Humanities: Environmental Futures Writing Workshop.

Bringing the traditional focus of the humanities—questions of meaning, value, ethics, justice and the politics of knowledge production—into environmental domains calls for a radical reworking of a great deal of what we think we know about ourselves and our fields of inquiry. Inhabiting the difficult space

of simultaneous critique and action, this course will re-imagine the proper questions and approaches of the humanities, asking how our accumulated knowledge and practice might be refashioned to meet current environmental challenges, to productively rethink 'the human' in more than human terms. In order to resituate the human within the environment, and to resituate nonhumans within cultural and ethical domains, we will draw on a range of texts and films, and engage in a range of critical and creative practices of our own. Critical Interpretation (CI); Cross-Cultural Analysis (CC). Writing in the major/ Intensive. Prerequisite: ENVS H101 or B101. (hard check prerequisite). Enrollment cap: 18. Lottery Preference(s): Senior ENVS majors, Junior ENVS majors, Sophomores, first-year students. Minors and non-majors by instructor's permission.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Environmental Studies

Units: 1.0

Instructor: Grossman,S.

(Spring 2025)

ENVS B203 Environmental Humanities: Environmental Futures Writing Workshop.

Bringing the traditional focus of the humanities—questions of meaning, value, ethics, justice and the politics of knowledge production—into environmental domains calls for a radical reworking of a great deal of what we think we know about ourselves and our fields of inquiry. Inhabiting the difficult space of simultaneous critique and action, this course will re-imagine the proper questions and approaches of the humanities, asking how our accumulated knowledge and practice might be refashioned to meet current environmental challenges, to productively rethink 'the human' in more than human terms. In order to resituate the human within the environment, and to resituate nonhumans within cultural and ethical domains, we will draw on a range of texts and films, and engage in a range of critical and creative practices of our own. Critical Interpretation (CI); Cross-Cultural Analysis (CC). Writing in the major/ Intensive. Prerequisite: ENVS H101 or B101. (hard check prerequisite). Enrollment cap: 18. Lottery Preference(s): Senior ENVS majors, Junior ENVS majors, Sophomores, first-year students. Minors and non-majors by instructor's permission.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Environmental Studies

Units: 1.0

Instructor: Grossman,S.

(Spring 2025)

ENVS B204 Place, People and Praxis in Environmental Studies

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based framework. Pre-requisite: ENVS B101 or ENVS H101 and (ENVS B202, H202, B203, or H203) or instructor's permission.

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Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Praxis Program
Units: 1.0
Instructor: Grossman,S.
(Fall 2024)

ENVS B204 Place, People and Praxis in Environmental Studies

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based framework. Pre-requisite: ENVS B101 or ENVS H101 and (ENVS B202, H202, B203, or H203) or instructor's permission.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Praxis Program
Units: 1.0
Instructor: Grossman,S.
(Fall 2024)

ENVS B350 Advanced Topics in Environmental Studies

This is a topics course. Course content varies. Current topic description: Eco Writing & Critical Making: Just environmental futures require bold visioning in the vibrant and unknown space of "what if." Critical environmental making—from creative writing to natural materials workshops—often begins in this "what if" space, positioning these arts toward the yet unimagined nature of the world we inhabit. This advanced poetry and critical making workshop takes up a variety of creative practices, from ghazal and villanelle writing to plant dye experiments and papermaking from native plants. Current topic description: Just environmental futures require bold visioning, the kind of visioning that begins in the vibrant, vulnerable, and unknown space of "what if." The arts of poetry and nonfiction often begin in this what if space, positioning these genres toward the yet unknown, the unimagined, and the ever-becoming nature of the world we inhabit. This course is a semester-long, advanced environmental writing workshop that takes up writing's capacity for radical biospheric imaginings. Each member of the class will contribute three workshop pieces in their chosen genre, while reading and responding to professional writing. Pre-requisite, ENVS203, unless approved by the instructor. Current topic description: TMuch of the academic literature on climate politics focuses on top-down policymaking at the national or global level. In this course we will flip that perspective, foregrounding climate activists, from local organizations to global networks, who have mobilized for bottom-up policy change. We will explore climate activism in a variety of countries and at all levels of policymaking. The course will feature conversations with activists, including BMC alumnae, who are working both inside and outside of government institutions to achieve meaningful policy change.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
Instructor: Hager,C., Barber,D., Grossman,S.
(Fall 2024, Spring 2025)

ENVS B350 Advanced Topics in Environmental Studies

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of "what if." Critical environmental making—from creative writing to natural materials workshops—often begins in this "what if" space, positioning these arts toward the yet unimagined nature of the world we inhabit. This advanced poetry and critical making workshop takes up a variety of creative practices, from ghazal and villanelle writing to plant dye experiments and papermaking from native plants. Current topic description: Just environmental futures require bold visioning, the kind of visioning that begins in the vibrant, vulnerable, and unknown space of "what if." The arts of poetry and nonfiction often begin in this what if space, positioning these genres toward the yet unknown, the unimagined, and the ever-becoming nature of the world we inhabit. This course is a semester-long, advanced environmental writing workshop that takes up writing's capacity for radical biospheric imaginings. Each member of the class will contribute three workshop pieces in their chosen genre, while reading and responding to professional writing. Pre-requisite, ENVS203, unless approved by the instructor. Current topic description: TMuch of the academic literature on climate politics focuses on top-down policymaking at the national or global level. In this course we will flip that perspective, foregrounding climate activists, from local organizations to global networks, who have mobilized for bottom-up policy change. We will explore climate activism in a variety of countries and at all levels of policymaking. The course will feature conversations with activists, including BMC alumnae, who are working both inside and outside of government institutions to achieve meaningful policy change.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
Instructor: Hager,C., Barber,D., Grossman,S.
(Fall 2024, Spring 2025)

ENVS B397 Senior Seminar in Environmental Studies

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ENVS B397 Senior Seminar in Environmental Studies

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ENVS B403 Independent Study

Major Writing Requirement: Writing Intensive

Units: 1.0
(Fall 2024)

ENVS B403 Independent Study

Major Writing Requirement: Writing Intensive

Units: 1.0
(Fall 2024)

ANTH B251 Identity, Borders, and Globalization in Southeast Asia

This course will explore the complexity and diversity of Southeast Asia and the ways political, economic, and environmental concerns bridge borders of countries in the region. We will examine belief systems, family systems, urbanization, economic change, politics and governance, health, and ecological change, among other topics. We will critically examine colonial, anti-colonial, nationalist, and internationalist meanings by looking at lived experiences that question what does it mean to be bound by regional designation and simultaneously participate in processes of one's own making that challenge and transcend locality. Through reading ethnographies of cultures in the region, we also will examine anthropologies and knowledge being produced outside of the Western academy in Southeast Asia, problematize area studies and the Western construction of a geopolitical region of nation-states called Southeast Asia, and examine the limits of such a designation, as well as benefits as countries in the region that engage in ASEAN contend with globalization. Prerequisite: Sophomore Standing and Above.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B254 Anthropology and Social Science Research Methods

This course is designed for students interested in learning ethnographic and qualitative social science methods, and how to analyze qualitative results. Through hands on fieldwork, students will learn and practice ethnographic field methods, for example, observation, participant observation, interviewing, use of visual media and drawing, life stories, generating and analyzing data, and ways to productively transform qualitative data into contextual information. Ethics in ethnographic research will be a central theme, as will envisioning and designing projects that protect human subjects. The purpose of this course is to provide anthropology majors and students in social sciences, humanities, as well as STEM majors with interests in multi-method research, an opportunity to learn methods in advance of their thesis proposal and research, Hanna Holborn Gray summer research, and other social science independent research opportunities during their undergraduate experience, and post-graduation.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B254 Anthropology and Social Science Research Methods

This course is designed for students interested in learning ethnographic and qualitative social science methods, and how to analyze qualitative results. Through hands on fieldwork, students will learn and practice ethnographic field methods, for example, observation, participant observation, interviewing,

use of visual media and drawing, life stories, generating and analyzing data, and ways to productively transform qualitative data into contextual information. Ethics in ethnographic research will be a central theme, as will envisioning and designing projects that protect human subjects. The purpose of this course is to provide anthropology majors and students in social sciences, humanities, as well as STEM majors with interests in multi-method research, an opportunity to learn methods in advance of their thesis proposal and research, Hanna Holborn Gray summer research, and other social science independent research opportunities during their undergraduate experience, and post-graduation.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B291 Archaeology of Human-Environment Interaction

For the entirety of our history, humans have been interacting with, responding to, and shaping our environment. In this course, we will discuss how archaeologists study and think about the ways in which people across the globe have engaged with their environments. We will begin with an overview of how archaeologists and anthropologists have theorized about human-environmental interactions. The course will then focus on three methodological frameworks used by archaeologists to study these interactions: geoarchaeology, zooarchaeology, and paleoethnobotany. Students will have the opportunity to study how archaeologists employ these methods together to better understand the relationships between people and the environments in which they live.

Requirement: Course does not meet an Approach
Units: 1.0
(Not Offered 2024-2025)

ANTH B293 Extractive Violence and Environmental Justice

This course will introduce students to the study of environmental justice and examine questions of race, ethnicity, indigeneity, gender and inequality within the political ecology of extractive capitalism. Through ethnographic accounts, documentary film, graphic novels, photography and other multimedia, we will examine case studies of environmental justice, conflicts over resources, and the impacts of extractive industries on indigenous and other frontline communities across the Global South and North. How does ecological toxicity manifest as a form of racialized violence deployed across post-colonial geographies? Why do hydrocarbons produce "modern democracy" in some places and "petro-despotism" in others? How do we make sense of our position in a global political ecology of resource extraction? This course will unfold in three parts: the first will situate the problem of environmental justice within the broader context of humans' impacts on global ecologies; the second will examine the historical context of extractive capitalism; and the third will examine the problem of environmental justice as a legacy of postcolonialism. Prerequisite: Sophomore standing and up; Anth 102 recommended/suggested.

Requirement: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2024-2025)

ANTH B352 Humans and Non-Humans

Anthropology is the study of humans, but the idea of the “human” always implies the category of the “non-human.” Humanity is defined in its relation to “non-humans”: ranging from tools and technology, to domesticated (and undomesticated) animals, to agricultural crops, our local ecologies, and the global environment. What does it mean to be human? What is the agency of non-humans in human worlds? Do forests think? Do dogs dream? What is the agency of a mountain? What are the rights of a river? What is the cultural significance of DNA? This course will trace Anthropological debates over the “human” and “non-human” in contexts ranging from Amerindian cosmology, to political ecology, and science and technology studies.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ANTH B354 Political Economy, Gender, Ethnicity and Transformation in Vietnam

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Pashigian, M.

(Spring 2025)

ANTH B355 Archaeology of Landscapes

Traditional archaeology has focused on the “archaeological site” in our attempts to understand past human practices. However, people in the past as with today did not live their lives within the small confines of an archaeological site but rather in the broader landscape surrounding them. In this seminar, students will gain an understanding of different theoretical and methodological approaches to studying the landscape. Using case studies from around the world, we will explore how archaeologists study the ways past people interacted with, modified, and experienced the landscapes in which they dwelt. In doing so, students will gain an appreciation for how the study of landscapes can improve our understanding of peoples lived experiences.

Units: 1.0

(Not Offered 2024-2025)

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ANTH B364 Anthropology of Global Public Health

This course will use an anthropological lens to explore the field of contemporary global health. Through readings and case studies in cultural anthropology, medical anthropology, applied and critical anthropology, and related social sciences, the class will examine the participants and institutions that make up the production of global health, as well as the knowledge and value production that have shaped agendas, policies and practices in global health, both historically and in the contemporary. The course will also explore anthropology’s relationship to and perspectives on the history of global health. Through the use of ethnographic case-studies we will examine how local communities, local knowledge and political forces intersect with, shape, and are shaped by global initiatives to impact diseases, treatments, and health care delivery. Among other topics, the course will explore health disparities, epidemics/pandemics, global mental health, climate change and infectious diseases, chronic illness, violence, health systems, and communicable diseases such as polio, HIV/AIDS, Covid-19, Tuberculosis, etc. Prerequisite(s): ANTH B102/H103 recommended; sophomore standing or higher

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Pashigian, M.

(Spring 2025)

BIOL B220 Ecology

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.

Requirement: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Environmental Studies

Units: 1.0

Instructor: Mozdzer, T.

(Fall 2024)

BIOL B225 Biology and Ecology of Plants

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems. One semester of BIOL 110/111.

Requirement: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

BIOL B230 Ecological Exiles and Sustainability

The fossil record writes a natural history of forced past migrations of organisms due to physiological intolerances of

shifting climatic conditions. These paleo stories of ecological exiles provide an informative backdrop for our own species as we grapple with the potential of becoming ecological exiles ourselves within our own lifetimes based on projections by the Intergovernmental Panel on Climate Change. For instance, the 2018 World Bank Report projects that climate change could force over 140 million people to migrate by 2050. Actions in support of sustainability initiatives are imperative to the health and well being of our species as we grapple with the status quo and the challenge of environmental injustices. This workshop-based course will begin with the concept of ecological exiles then consider how local initiatives on campus and beyond can help us to work towards global goals for sustainable development. For students enrolled in the Russophone Diaspora 360 cluster, the concept of ecological exiles will be enriched by considering the literature and lived experiences of Russophone émigrés.

Requirement: Scientific Investigation (SI)
Units: 1.0
(Not Offered 2024-2025)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies
Units: 1.0
Instructor: Chander, M.
(Spring 2025)

BIOL B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

BIOL B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from

urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

BIOL B323 Coastal and Marine Ecology

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). Lecture three hours, laboratory three hours per week. In 2020 the course will have a mandatory field trip to a tropical marine field station and an overnight field trip to a temperate field station in the mid-Atlantic. Prerequisite: BIOL B220 or BIOL B225.

Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

BIOL B323 Coastal and Marine Ecology

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). Lecture three hours, laboratory three hours per week. In 2020 the course will have a mandatory field trip to a tropical marine field station and an overnight field trip to a temperate field station in the mid-Atlantic. Prerequisite: BIOL B220 or BIOL B225.

Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B190 The Form of the City: Urban Form from Antiquity to the Present

This course studies the city as a three-dimensional artifact. A variety of factors, geography, economic and population structure, politics, planning, and aesthetics are considered as determinants of urban form.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor: Ruben, M.
(Spring 2025)

CITY B201 Introduction to GIS for Social and Environmental Analysis

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e. the quantitative readiness assessment or Quan B001).

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Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science; Environmental Studies
Units: 1.0
Instructor: Kinsey,D.
(Fall 2024, Spring 2025)

CITY B201 Introduction to GIS for Social and Environmental Analysis

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e.the quantitative readiness assessment or Quan B001).

Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science; Environmental Studies
Units: 1.0
Instructor: Kinsey,D.
(Fall 2024, Spring 2025)

CITY B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B377 Topics in Modern Architecture

This is a topics course on modern architecture. Topics vary.
Current topic description: This will be a closely focused seminar, temporally and geographically, that centers on three common, moderate-scale architectural venues, urban houses, suburban houses, and urban places of business -- places that were pervasive and numerically dominant elements of the American built landscape as it was transformed between the 1870s and the 1890s.

Units: 1.0
Instructor: Cohen,J.
(Fall 2024)

EALC B353 The Environment on China's Frontiers

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia,

and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

Units: 1.0
(Not Offered 2024-2025)

EALC B355 Animals, Vegetables, Minerals in East Asian Literature & Film

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

ECON B225 Economic Development

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.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; International Studies
Units: 1.0
Instructor: Monge,D.
(Fall 2024)

ENGL B204 Native Land, American Literatures, 1607-1899

This course will explore Anglophone narratives by white and Indigenous writers, between the arrival of the British in Jamestown and the Philippine-American War. We will examine narratives of conquest that understand colonial and US expansion across Indigenous lands as "manifest destiny," and

narratives of resistance that understand the same history as imperial conquest and genocide. It took a lot of storytelling, a lot of literary labor, to invent a destiny and to make it manifest on landscapes, peoples and nations. This class asks how certain ingredients of the master-narrative of colonial expansion and the American “wild west” – bloodthirsty, sexually dangerous tribal people, violent white outlaws, hard-working normative white families, empty landscapes, easy money – came to be essential to the American myth. And how were those stories resisted and rewritten even as they were being formed? Ultimately, we will interrogate the so-called “frontier,” exposing it as a vastly diverse network of Native-, African- Asian- and Euro-American peoples whose landscapes were already inhabited, already historied, already multinational. Materials examined may include early Indigenous narratives and anonymous writings by white and Indigenous people, and texts and narratives by John Smith, William Bradford, Mary Rowlandson, Tituba (Carib), Samson Occom (Mohegan), William Apess (Pequot), Lydia Maria Child, Catharine Maria Sedgwick, James Fennimore Cooper, Jane Johnston Schoolcraft (Ojibwe), Mary Jemison (Seneca), Black Hawk (Sauk), John Rollin Ridge (Cherokee), Sarah Winnemucca Hopkins (Paiute), Wovoka (Paiute), Stephen Crane, Rudyard Kipling and Mark Twain.

Requirement: Critical Interpretation (CI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

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Requirement: Critical Interpretation (CI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B293 Animal, Vegetable, Mineral: Medieval Ecologies

This course explores relationships between natural, non-human, and human agents in the Middle Ages. Reading natural philosophy, vernacular literature, and theological treatises, we examine how the Middle Ages understood supposedly “modern” environmental concepts like climate change, sustainability, animal rights, and protected land.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B293 Animal, Vegetable, Mineral: Medieval Ecologies

This course explores relationships between natural, non-human, and human agents in the Middle Ages. Reading natural philosophy, vernacular literature, and theological treatises, we examine how the Middle Ages understood supposedly “modern” environmental concepts like climate change, sustainability, animal rights, and protected land.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B372 Black Ecofeminism(s): Critical Approaches

How have Black feminist authors and traditions theorized or represented the ecological world and their relationship to it? How does thinking intersectionally about gender(ing) and racialization expand or challenge conventional notions of “nature,” conservation, or environmental justice? In what ways does centering racial blackness critically reframe a host of practical and philosophical questions historically brought together under the sign “ecofeminism?” Combining history and theory, the humanities and the social sciences, this interdisciplinary course will use the work of Black feminist writers (broadly defined) across a range of genres to approach and to trouble the major paradigms and problems of contemporary Euro-American ecofeminist thought. The course uses fiction and poetry by Toni Cade Bambara, Toni Morrison, and Countee Cullen as a gateway to a range of critical work by Jennifer Morgan, Sylvia Wynter, Maria Mies, and Val Plumwood as it attempts to define and deconstruct what Chelsea Frazier calls “Black Feminist Ecological Thought.” Prerequisite: At least one 200-level English course and one course in Africana Studies

Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
Instructor: Alston, A.
(Spring 2025)

ENVS B101 Introduction to Environmental Studies

The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth science, energy, economics, public health, ecological design, sustainability, public policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, scale, modernization, enclosure, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the

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modern world. No divisional credit is awarded for this course at Haverford nor does the course satisfy any of the Bryn Mawr approaches to inquiry.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
Instructor: Hager,C.
(Spring 2025)

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The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth science, energy, economics, public health, ecological design, sustainability, public policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, scale, modernization, enclosure, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the modern world. No divisional credit is awarded for this course at Haverford nor does the course satisfy any of the Bryn Mawr approaches to inquiry.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
Instructor: Hager,C.
(Spring 2025)

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The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth science, energy, economics, public health, ecological design, sustainability, public policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, scale, modernization, enclosure, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the modern world. No divisional credit is awarded for this course at Haverford nor does the course satisfy any of the Bryn Mawr approaches to inquiry.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
Instructor: Hager,C.
(Spring 2025)

ENVS B202 Environment and Society

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission. Current topic description: An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine

the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies
Units: 1.0
Instructor: Barber,D.
(Fall 2024)

ENVS B203 Environmental Humanities: Environmental Futures Writing Workshop.

Bringing the traditional focus of the humanities—questions of meaning, value, ethics, justice and the politics of knowledge production—into environmental domains calls for a radical reworking of a great deal of what we think we know about ourselves and our fields of inquiry. Inhabiting the difficult space of simultaneous critique and action, this course will re-imagine the proper questions and approaches of the humanities, asking how our accumulated knowledge and practice might be refashioned to meet current environmental challenges, to productively rethink 'the human' in more than human terms. In order to resituate the human within the environment, and to resituate nonhumans within cultural and ethical domains, we will draw on a range of texts and films, and engage in a range of critical and creative practices of our own. Critical Interpretation (CI); Cross-Cultural Analysis (CC). Writing in the major/ Intensive. Prerequisite: ENVS H101 or B101. (hard check prerequisite). Enrollment cap: 18. Lottery Preference(s): Senior ENVS majors, Junior ENVS majors, Sophomores, first-year students. Minors and non-majors by instructor's permission.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Environmental Studies
Units: 1.0
Instructor: Grossman,S.
(Spring 2025)

ENVS B203 Environmental Humanities: Environmental Futures Writing Workshop.

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Senior ENVS majors, Junior ENVS majors, Sophomores, first-year students. Minors and non-majors by instructor's permission.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive
Counts towards: Environmental Studies

Units: 1.0

Instructor: Grossman,S.
(Spring 2025)

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Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive
Counts towards: Environmental Studies

Units: 1.0

Instructor: Grossman,S.
(Spring 2025)

ENVS B204 Place, People and Praxis in Environmental Studies

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based framework. Pre-requisite: ENVS B101 or ENVS H101 and (ENVS B202, H202, B203, or H203) or instructor's permission.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Praxis Program

Units: 1.0

Instructor: Grossman,S.
(Fall 2024)

ENVS B204 Place, People and Praxis in Environmental Studies

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based

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Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Praxis Program
Units: 1.0

Instructor: Grossman,S.
(Fall 2024)

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Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Praxis Program
Units: 1.0

Instructor: Grossman,S.
(Fall 2024)

ENVS B350 Advanced Topics in Environmental Studies

This is a topics course. Course content varies. Current topic description: Eco Writing & Critical Making: Just environmental futures require bold visioning in the vibrant and unknown space of “what if.” Critical environmental making—from creative writing to natural materials workshops—often begins in this “what if” space, positioning these arts toward the yet unimagined nature of the world we inhabit. This advanced poetry and critical making workshop takes up a variety of creative practices, from ghazal and villanelle writing to plant dye experiments and papermaking from native plants. Current topic description: Just environmental futures require bold visioning, the kind of visioning that begins in the vibrant, vulnerable, and unknown space of “what if.” The arts of poetry and nonfiction often begin in this what if space, positioning these genres toward the yet unknown, the unimagined, and the ever-becoming nature of the world we inhabit. This course is a semester-long, advanced environmental writing workshop that takes up writing's capacity for radical biospheric imaginings. Each member of the class will contribute three workshop pieces in their chosen genre, while reading and responding to professional writing. Pre-requisite, ENVS203, unless approved by the instructor. Current topic description: TMuch of the academic literature on climate politics focuses on top-down policymaking at the national or global level. In this course we will flip that perspective, foregrounding climate activists, from local organizations to global networks, who have mobilized for bottom-up policy change. We will explore climate activism in a variety of countries and at all levels of policymaking. The course will feature conversations with activists, including BMC alumnae, who are working both inside and outside of government institutions to achieve meaningful policy change.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0

Instructor: Hager,C., Barber,D., Grossman,S.
(Fall 2024, Spring 2025)

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ENVS B397 Senior Seminar in Environmental Studies

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

ENVS B397 Senior Seminar in Environmental Studies

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

ENVS B397 Senior Seminar in Environmental Studies

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

GEOL B101 How the Earth Works

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.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,K., Weil,A.

(Fall 2024)

GEOL B104 The Science of Climate Change

A survey of the science behind climate change. Students will analyze climate data, read primary scientific literature, examine the drivers of climate change, and investigate the fundamental Earth processes that are affected. We will also examine deep-time climate change and the geologic proxies that Earth scientists use to understand climate change on many different time scales. This course is appropriate for students with little to no scientific background but is geared toward students who are considering a science major. Two 90-minute lectures per week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Hearth,S.

(Spring 2025)

GEOL B108 Earth's Oceans: Past, Present, and Future

This course is designed to expose students to the fundamentals of oceanography with an emphasis on how Earth's oceans are tied to life and climate and how we study these links in the present and in the fossil record. We will spend much time understanding how the modern ocean works and how biogeochemical cycles interact with it. A major focus will be how we can use the ocean's past and present to make predictions about its future. This is a flipped course in which students study pre-recorded presentations outside of class. Class time is devoted to labs, demonstrations, and other activities.

Requirement: Scientific Investigation (SI)

Units: 1.0

Instructor: Marengo,P.

(Spring 2025)

GEOL B203 Biosphere Through Time

We will explore how the Earth-life system has evolved through time by studying the interactions between life, climate, and tectonic processes. During the lab component of the course, we will study important fossil groups to better understand their paleoecology and roles in the Earth-life system. Prerequisite: GEOL B101, GEOL B108, or GEOL B209.

Requirement: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,K., Marengo,P.

(Fall 2024)

GEOL B203 Biosphere Through Time

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Requirement: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,K., Marengo,P.

(Fall 2024)

GEOL B206 Energy Resources and Sustainability

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

Requirement: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Barber,D.

(Fall 2024)

GEOL B206 Energy Resources and Sustainability

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

Requirement: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Barber,D.

(Fall 2024)

GEOL B209 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,K.

(Spring 2025)

GEOL B209 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,K.

(Spring 2025)

GEOL B302 Low-Temperature Geochemistry

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL B101 or GEOL B108, and at least one semester of chemistry or physics, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,P.

(Spring 2025)

GEOL B302 Low-Temperature Geochemistry

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes.

Prerequisites: GEOL B101 or GEOL B108, and at least one semester of chemistry or physics, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,P.

(Spring 2025)

HART B220 Critical Approaches to Visual Representation: Landscapes, Art, & Racial Ecologies

This course is writing intensive. This course uses art, visual, and material culture to trace the plantation's centrality to colonial and post-colonial environments in the Atlantic World from the eighteenth century to the present, as a site of environmental destruction as well as parallel ecologies engendered by African-descended peoples' aesthetic and botanical contestation. Objects to be considered include landscape painting, plantation cartography, scientific imagery, environmental art, and ecologically motivated science fiction. This course was formerly numbered HART B111; students who previously completed HART B111 may not repeat this course. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: McKee,C.

(Spring 2025)

HIST B203 The High Middle Ages

We're becoming used to the idea of environmental crisis. Drought, floods, storms, and extinctions constantly remind us that humans can be terrifyingly effective at shaping the world in which we live. But the interplay between human agents and the rest of the world is as old as humanity. This course explores how people in the European Middle Ages – mostly the peasants left out of the history books – lived with and made decisions about limited natural resources, looming overexploitation, customary common rights, and shared responsibilities, all within the narrow margins which characterized their immediate and taxing relationship with their landscapes. The period is alien in many ways: it was an age of faith, oaths, and lordship. Horsepower was measured in literal horses (or in human muscle). But the decisions its people made, and the assumptions they held, have shaped our own world in ways we don't always see. How did people in another age work within the constraints set by their environments? How did they change those environments to suit their desires? And whose desires were being pursued? Who was left out? Through attention to cultivation, climates, plague, and human conceptions of the natural world, we'll consider these questions, and seek to gain

ENVIRONMENTAL STUDIES

glimpses of the human-to-human and human-to-non-human relationships that dominated the medieval experience.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Environmental Studies; Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B201 Themes in International Studies

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

PHIL B238 Science, Technology and the Good Life

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics.

In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science (has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are "scientific" cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B256 Global Politics of Climate Change

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change. Only open to students in 360 program.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B256 Global Politics of Climate Change

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change. Only open to students in 360 program.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B310 Comparative Public Policy

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy

making and the interplay between international and domestic pressures on policy makers. Writing attentive. Prerequisite: One course in Political Science or public policy.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B310 Comparative Public Policy

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures on policy makers. Writing attentive. Prerequisite: One course in Political Science or public policy.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B326 Comparative Environmental Politics in East and Southeast Asia

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es— Economic growth, Environment protection, and Energy security— as shared priorities at the regional level, such diversities serve not only as opportunities but challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. This course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems – and solutions – are often shaped by political context and interweaved into varying actors' perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues? Prerequisite: Junior standing or higher, previous courses in social science, humanities, area studies or relevant experiences are required. This course meets writing intensive requirement.

Counts towards: East Asian Languages and Cultures
Units: 1.0
(Not Offered 2024-2025)

POLS B339 Bureaucracy & Democracy in America

This course is an upper-level seminar designed primarily for juniors and seniors who want to spend the Semester reading about and discussing the role of the federal bureaucracy in the U.S. political system. Topics will include the history of the federal bureaucracy, the bureaucratic policymaking process & administrative law, the roles of expertise and politics in agency decision-making, the competition among the three constitutional branches to “control” the bureaucracy, and the normative goals of competence, responsiveness and representativeness. Discussion of current events—including the federal government's response to COVID and the role of race in public administration - will be a central part of the seminar. Attention will also be paid—and assignments oriented towards preparing students for the Senior Experience.

Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

RUSS B220 Chernobyl

This course introduces students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures and media through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Students will contribute to a digital exhibition and physical installation. Taught in translation. No knowledge of Russian required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

RUSS B232 Coal, Oil, Nuclear: Narrative Afterlives

Coal. Oil. Nuclear energy. These items give shape to our everyday lives in countless ways. They impact our health, our politics, and our very survival on earth.. Nevertheless, because these resources permeate nearly every aspect of our existence, the human mind can struggle to comprehend them in their totality. In this course, we'll explore texts that engage with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies tend to focus on their scale and widespread impact. Reading stories, watching

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

RUSS B234 Ecological Displacement in Russophone Literature

Our era of immense environmental upheaval is striking in its urgency and scale, but it is, of course, far from unprecedented. In this class, we'll consider the effects of ecological displacement, both real and imagined as portrayed in Russophone literature; its ties to solastalgia, nostalgia, and the condition of exile; art as a form of conservation; and historical and environmental issues in the region.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

SPAN B239 Escribir la naturaleza: Animales y plantas en la literatura latinoamericana

What role does literature play in this age of ecological crisis and natural disasters? How has literature often mediated the relationships between the human and the non-human? How does nature writings in Latin America reflect, problematize and criticize the intense “geological fault” of anthropocentrism? From the earliest days of the exploration and conquest of the American continent, the texts of the Europeans set a repertoire of obsessions in which looking at or imagining nature became a constant. Plants and animals, since then, became a recurring topic. Described first as wonders or horrors, with time they will be scientifically and politically loaded. By the 20th century, the fictionalization of plants and animals has been one of the central concerns of Latin American literature, opening, thus, a fertile ground for textual explorations from the perspective of ecocriticism. This course will analyze the place of plants and animals in Latin American literature: how they reveal the relationships between the human and the environment (the landscape and other non-human life forms). We will explore, then, the place of the zoological and botanical at the heart of some of the literary proposals of many different authors who invite us to think about the multiple tensions between human and non-human, nature and culture, ecology and aesthetics, science and literature. This course will be taught in Spanish.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

FILM STUDIES

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 College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor work plan when declaring the minor.

Faculty

Julien Suaudeau, Senior Lecturer in French and Francophone Studies and Program Director of Film Studies

Advisory Committee

Pardis Dabashi, Assistant Professor of Literatures in English
(on leave semesters I & II)

Tim Harte, Provost and Professor of Russian

Homay King, Professor of History of Art on the Marie Neuberger Fund of the Study of the Arts and on the Catherine Fales Fellowship (on leave semester I)

Minor Requirements

In consultation with the program director, students design a program of study that includes a range of film genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema. The minor consists of a total of six courses and must include the following:

1. One introductory course in the formal analysis of film
2. One course in film history or an area of film history
3. One course in film theory or an area of film theory
4. Three electives.

At least one of the six courses must be at the 300 level. Courses that fall into two or more of the above categories may fulfill the requirement of the student's choosing, but may not fulfill more than one requirement simultaneously. Students should consult with their advisers to determine which courses, if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

Courses**AFST B210 Black History in American Cinema**

This course will serve as an overview of the history of Black Cinema and the portrayals of persons of African descent in cinema from the early 1900s to the present. This includes developments from Hollywood, independent filmmakers, and experimental foreign films. Additionally, and more importantly, we will venture to gain a deeper comprehension of the politics of film, as well as the ways that cinema has been used as a form of socialization, and/or self-expression.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B246 Classical Antiquity in Movies

This course explores the visual representations and the narratives of the Graeco-Roman times on screen. From silent films to modern Hollywood productions through Netflix, Amazon, and other streaming services productions, students will discuss the impact of classical antiquity in the film-making industry. We will be looking into how the depiction of different aspects of the Greek and Roman past (literature, history, art, archaeology) are used (and misused) on screen and in which way these productions influence the way we understand the ancient world.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

ARTD B220 Screendance: Movement and the Camera

This course is a practical introduction to Screendance for students interested in extending their experience or interest in dance and movement into a new realm. Also known as dancefilm, cinedance, videodance and/or dance for the camera, Screendance connects film (and filmmaking) with dance (and dancemaking) in an evolving hybrid performative practice. For both the maker and audience, the inquiry is the adventure of discovering what the coming together of dance and screen can be. Screendance can be described as diverse, global, emergent, alive, active, trans-media, continually evolving. Through class screenings, exercises, readings and discussion, students will learn approaches to combining dance and the moving image. Students will work alone and in small collaborative groups to create their own works integrating dance and video. Through creative projects, students will develop their own cinematic style and an increased proficiency with both filming and editing movement.

Requirement: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

CRWT B266 Screenwriting

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

Requirement: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

EALC B240 Topics in Chinese Film

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B205 Introduction to Film

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.

Requirement: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B213 Global Cinema

This course introduces students to one possible history of global cinema. We will discuss and analyze a variety of filmmakers and film movements from around the world. Students will be exposed to the discipline of film studies as it is specifically related to the cinema of East Asia, South Asia, Africa, Europe, Latin America, and the Middle East. We will study these works with special emphasis on film language, aesthetics, and politics, as well as film style and genre. Along the way, we will explore a number of key terms and concepts, including colonialism, postcolonialism, form, realism, surrealism, futurism, orientalism, modernity, postmodernity, hegemony, the subaltern, and globalization. Filmmakers will include, among others, Wong Kar-wai, Satyajit Ray, Shirin Neshat, Fernando Mereilles, Agnès Varda, and Werner Herzog.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B228 Post-Nuclear Literature and Film

This course will consider silence as a rhetorical art and political act, an imaginative space and expressive power that can serve many functions, including that of opening new possibilities among us. We will share our own experiences of silence, re-thinking them through the lenses of how it is explained in philosophy, enacted in classrooms and performed by various genders, cultures, and religions.

Requirement: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor: Daniels, D.

(Spring 2025)

ENGL B231 Horror Film

How has cinema visualized monsters, death, spectral presences, and all that is beyond human comprehension? How (and why) has it sought to elicit fear, revulsion, and horror from its viewers? In this class, we'll explore these and other questions through a broad survey of the horror film across cinematic history. We'll consider a wide range of films and subgenres, including gothic silent films, "golden age" monster movies, 80s slasher films, and found footage horror. We'll also watch contemporary examples of how filmmakers like Jordan Peele, Ana Lily Amirpour, and Matt Farley have used the horror genre to produce independent, original, and critically acclaimed movies in an era dominated by franchises and high budgets. We'll pay particular attention to how the vampires, zombies, killers, and victims of horror are racialized, gendered, and classed, showing us how horror seeks (and often fails) to contain societal fears and anxieties within the realm of the fantastic. Likely films will include *The Cabinet of Dr. Caligari*, *The Night of the Living Dead*, *Get Out*, and *A Girl Walks Home at Night*, among others. This course presumes no prior knowledge of film studies, and we'll read film criticism and scholarship to learn how to think, talk, and write about movies generally and horror films specifically. CW: Given the subject of the course, we will be watching a number of films that include disturbing or frightening imagery or themes. That said, the professor will happily provide content warnings on specific topics or themes if desired.

FILM STUDIES

Requirement: Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
Instructor: Daniels, D.
(Fall 2024)

ENGL B232 Race on Film: From Student Movements to BLM

This course will introduce students to cinematic representations of and engagements with race since the late 1960s. In the years following the Civil Rights Act of 1964 and the student movements of the late 1960s, struggles for racial justice evolved in response to the development of new “colorblind” forms of oppression and the persistence of racial and economic inequality in spite of the Civil Rights movement’s significant political victories. Filmmakers of color experimented with how best to represent and intervene in this struggle while Hollywood production companies sought to incorporate racial difference into their market share. We will watch a large variety of films, with a particular focus on Black cinema, from documentaries of the 1960s social movements, to early Blaxploitation films, to the L.A. Rebellion, to contemporary responses to the Black Lives Matter movement, alongside examples of Asian-American cinema, Chicana cinema, New Queer Cinema, and Indigenous science fiction. We will ask questions about the importance and limitations of representation, the relationship between political movements and art, and the intersections of race with gender, sexuality, and economic class. We will pair short theoretical and critical readings with films by, among others, Charles Burnett, Julie Dash, Cheryl Duane, Spike Lee, Gregory Nava, and Wayne Wang.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B336 Topics in Film

This is a topics course and description varies according to the topic.

Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B357 A Star is Born: Race, Gender, and Celebrity

This course will explore the concept of celebrity in cinema and cinematic culture from the standpoint of race and gender. Focusing on, but not limiting ourselves to, the classical Hollywood cinema (about the 1910s to the 1960s), we will approach the topic of stardom from theoretical and institutional perspectives. We will quickly discover that the study of celebrity opens out onto broad questions about the distinction between art and reality. What is the distinction, for instance, between a person and a character? What is it about celebrities that makes this question especially salient? What are we doing, precisely, when we identify with a character on screen, and, moreover, when that character is played by someone extremely famous? What are the racial, sexual, and gendered performances that go into the construction of celebrity? What political operations are at work in the formal construction of identification? Under what circumstances is identification something to be

complicated, challenged, or avoided altogether? Celebrity also seems to hold within it the promise of its own demise. The extremely famous, for instance, are susceptible to infamy—or worse, irrelevance. How do race, gender, and sexuality intersect with fame’s fundamental fragility, the way that celebrity seems to court obsolescence? We will examine these and other questions by way of classical and contemporary stars such as Josephine Baker, Bette Davis, Marlene Dietrich, Greta Garbo, Judy Garland, Anna May Wong, Beyoncé, and Lady Gaga.

Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

FREN B208 La diversité dans le cinéma français contemporain

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980’s and the 1990’s, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still “us against them”, or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. This course will be taught in French. Open to non-majors. There will be a weekly screening on Sunday, 7:00pm-9:00pm.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Film Studies
Units: 1.0
Instructor: Suaudeau, J.
(Spring 2025)

GERM B217 Representing Diversity in German Cinema

German society has undergone drastic changes as a result of immigration. Traditional notions of Germanness have been and are still being challenged and subverted. This course uses films and visual media to examine the experiences of various minority groups living in Germany. Students will learn about the history of immigration of different ethnic groups, including Turkish Germans, Afro-Germans, Asian Germans, Arab Germans, German Jews, and ethnic Germans from Eastern Europe. We will explore discourses on migration, racism, xenophobia, integration, and citizenship. We will seek to understand not only the historical and contemporary contexts for these films but also their relevance for reshaping German society. Students will be introduced to modern German cinema from the silent era to the present. They will acquire terminology and methods for reading films as fictional and aesthetic representations of history and politics, and analyze identity construction in the worlds of the real and the reel. This course is taught in English

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
 Counts towards: Gender and Sexuality Studies
 Units: 1.0
 (Not Offered 2024-2025)

GERM B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies. Recent topic titles include: Asia and Germany through Film; The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century. Current topic description: The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century: While Jewish history extends well over a thousand years in German-speaking lands, the political, cultural, and social changes in the eighteenth and nineteenth centuries lay the foundation for German-Jewish relations today, and begin articulating new dimensions of the experiences the "Other," treated metaphorically through the tension between the "Letter" and the "Spirit." Starting in the Age of Reason, this course focuses on depictions of Jewishness in the literary works and intellectual contributions by German and German-Jewish authors, and explores ways in which German-Jewish identity goes beyond "the Letter" and "the Spirit." The fragile utopia of religious tolerance staged in Lessing's Nathan the Wise is followed by grotesque antisemitic tropes in the folk tales and fairy tales in Romanticism, and in other nationalist, artistic endeavors such as those by Richard Wagner. Stories of disguise, concealment, and intrigue double as metaphors of assimilation and conversion of Jewish life, highlighting the complicated and conflicted place of many German-Jewish writers. The salons cultivated and attended by German-Jewish women such as Rahel Varnhagen and Fanny Lewald yield generative, philosophical thought and intellectual contributions. We will conclude by looking at twentieth century German-Jewish writers after the Holocaust, and the status of antisemitism and philosemitism in Germany today.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
 Counts towards: Gender and Sexuality Studies
 Units: 1.0
 Instructor: Shen, Q.
 (Spring 2025)

GNST B237 Introduction to the Film Medium

This course provides students with an introduction to the language and practices of film analysis. It gives students exposure to formal and cultural issues important to the analysis of film. The course approaches film as both art and cultural artefact by focusing on film form, history, genre, theory, and production. In order to gain familiarity with the different aspects of cinematic style and narrative form, the course will explore a variety of films ranging from classic Hollywood, global cinema, to contemporary films. Assignments will ask students to reflect the course concepts through written assignments and multimodal projects. Attendance at weekly screenings is mandatory.

Requirement: Critical Interpretation (CI)
 Counts towards: Film Studies
 Units: 1.0
 Instructor: McCabe, R.
 (Fall 2024)

GNST B255 Video Production

This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments, and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience necessary, instructor discretion.

Requirement: Course does not meet an Approach
 Counts towards: Film Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

HART B170 History of Narrative Cinema, 1945 to the present

This course surveys the history of narrative film from 1945 to the present. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor. This course was formerly numbered HART B299; students who previously completed HART B299 may not repeat this course.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Film Studies
 Units: 1.0
 (Not Offered 2024-2025)

HART B235 Critical Approaches to Visual Representation: Identification in the Cinema

This course is writing intensive. An introduction to the analysis of film and other lensed, time-based media through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform their viewers? Students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed by the camera in still photography, film, television, video games, and other media. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art and Film Studies. Fulfills Film Studies Introductory or Theory course requirement. This course was formerly numbered HART B110; students who previously completed HART B110 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
 Major Writing Requirement: Writing Intensive
 Counts towards: Film Studies; Visual Studies
 Units: 1.0
 Instructor: Feliz, M.
 (Spring 2025)

HART B380 Topics in Film Studies

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art and Film Studies. This course was formerly numbered HART B334. Current topic description: D. N. Rodowick has argued that the digital arts “are the most radical instance yet of an old Cartesian dream: the best representations are the most immaterial ones because they seem to free the mind from the body and the world of substance.” In this seminar, we will explore digital images in relation to cinema, photography, and other media. We will examine the fate of materiality, the body, and duration in 21st c. media, and consider whether or not the digital marks a significant break from the analog. Texts by Lev Manovich, Gilles Deleuze, Hito Steyerl, and others; works by Walid Raad, Nonny de la Peña, Jacoby Satterwhite, and others. Prerequisite: at least one prior 100- or 200-level course in the History of Art or equivalent. Cross-listed with Film Studies and English for major/minor credit.

Requirement: Course does not meet an Approach
 Counts towards: Film Studies; Visual Studies
 Units: 1.0
 Instructor: King,H.
 (Spring 2025)

HIST B284 Movies and America: The Past Lives Forever

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
 Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

ITAL B238 Italy on Screen: A Journey through Italian Cinema

This course will introduce students to contemporary Italian history and culture by viewing and discussing those films produced in Italy that most reflect the diversity of its nation and society, from the Unification to today. Group work, in-class discussions, and academic readings will foster students’ visual analysis, cross-cultural reflection, and critical thinking skills on topics such as organized crime, gender inequality, masculinity, racial and ethnic discrimination, migration, mental disability, and queer identities. Students will familiarize themselves with renowned directors such as Roberto Rossellini, Federico Fellini, and Marco Tullio Giordana, in addition to acquiring an interdisciplinary understanding of Italian cinema. Taught in English, with an additional hour in Italian for students seeking Italian credit. Cross-listed with Film Studies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Film Studies
 Units: 1.0
 (Not Offered 2024-2025)

ITAL B325 Literature and Film, Literature into Films and Back

This course is a critical analysis of Modern Italian society through cinematic production and literature, from the Risorgimento to the present. According to Alfred Hitchcock’s little stories, two goats were eating the reel of a movie taken from a famous novel. “I liked the book better,” says one to the other. While at times we too chew on movies taken from books, our main objective will not be to compare books and films, but rather to explore the more complex relation between literature and cinema: how text is put into film, how cultural references operate with respect to issues of style, technique, and perspective. We 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”. Students will become acquainted with literary sources through careful readings; on viewing the corresponding film, students will consider how narrative and descriptive textual elements are transposed into cinematic audio/visual elements. An important concern of this course will be to analyze the particularity of each film/book in relation to a set of themes -gender, death, class, discrimination, history, migration- through close textual analysis. We shall use contemporary Film theory and critical methodology to access these themes.

Counts towards: Film Studies
 (Not Offered 2024-2025)

MEST B201 Society and Culture of the Middle East Through Film

This course is designed so that students begin to acquire a knowledge and understanding of the contemporary Arab world through film. A main focus would be society and the representation of family life with all its intricacies. Because the region is extremely diverse and the life of its people and their experiences are, especially in the present, complex, it is necessary to select only a few of the countries in the region and their cinemas to focus on. This should allow for deeper study and meaningful conclusions. The cinemas of several Arab countries will be examined. Egypt has always been and to a large extent remains the center of Arabic-language cinema; three quarters of all Arabic-language feature films having been produced there. Films by famous directors such as Youssef Chahine and Shadi Abdel Salam, among others, will be appropriate to consider. But films from other Arab countries, e.g., from North Africa and the Middle East, will also be included for comparison and a more comprehensive picture.

Requirement: Cross-Cultural Analysis (CC)
 Counts towards: Film Studies; Middle Eastern/Central Asian/ North African Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

RUSS B258 Soviet and Eastern European Cinema of the 1960s

This course examines 1960s Soviet and Eastern European “New Wave” cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Major Writing Requirement: Writing Attentive
 Counts towards: Film Studies
 Units: 1.0
 (Not Offered 2024-2025)

RUSS B365 Russian and Soviet Film Culture

This seminar explores the cultural and theoretical trends that have shaped Russian and Soviet cinema from the silent era to the present day. The focus will be on Russia's films and film theory, with discussion of the aesthetic, ideological, and historical issues underscoring Russia's cinematic culture. Taught in Russian. No previous study of cinema required, although RUSS 201 or the equivalent is required.

Counts towards: Film Studies
 Units: 1.0
 Instructor: Rojavin, M.
 (Spring 2025)

SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film

Stereotypically, Latin Americans are viewed as "emotional people"—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.) Course is taught in Spanish

Requirement: Cross-Cultural Analysis (CC)
 Counts towards: Film Studies; Latin American, Iberian, and Latinx Studies
 Units: 1.0
 (Not Offered 2024-2025)

FINE ARTS

Bryn Mawr College's partnership with Haverford College allows students to major in Fine Arts and take courses in Fine Arts at Haverford College. In the Fine Arts Department, the focus is on the individual. Studio classes are small, and students from beginners to majors receive individual instruction.

Every student is encouraged to develop the physical and critical skills necessary to create art. The philosophy of the department is that observational skills are the cornerstone of all visual art disciplines. Cognition and processing information are key skills for any discipline—in the humanities or the sciences—and for this reason art at Haverford is specifically geared towards enhancing visual perception. Such finely tuned skills can benefit anyone professionally and personally.

The fine arts courses offered by the department are structured to accomplish the following:

- For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art.
- For students intending to major or to minor in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

About 20 percent of Haverford students take fine arts courses while enrolled in the College. The students who major in fine arts and wish to continue their education are usually accepted at the professional graduate art school of their choice. Our alumni are distinguished professionals, active in the visual creative arts and allied fields.

Affiliated Faculty

Markus Baenziger, The Edwin E. Tuttle 1949 Professor of Fine Arts; Professor and Chair of Fine Arts

Jonathan Goodrich, Visiting Instructor of Fine Arts

Zachary Hill, Digital Arts and Sculpture Technician

Hee Sook Kim, Professor of Fine Arts

Ying Li, The Phylissa Koshland Professor of Fine Arts

John Muse, Assistant Professor and Director of Visual Studies; Director of VCAM

Erin Schoneveld, Associate Professor of East Asian Languages and Cultures; Associate Professor of Visual Studies

Michael Shultis, Visiting Assistant Professor of Fine Arts

William Williams, Audrey A. and John L. Dusseau Professor in the Humanities; Professor of Fine Arts

Learning Goals

All fine arts studio courses are designed for students to obtain motor skills, theoretical and critical thinking, and problem solving necessary to create art to the student's fullest ability along with developing their own original ideas and concepts. Students achieve these goals in individual interactions such as critiques and hands-on instruction in small classroom settings. These educational goals are augmented by outside speakers, visiting artists, exhibitions and non-studio courses in visual culture sponsored by the department or taught by its faculty.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

Curriculum

Disciplines

The fine arts program at Haverford centers around five disciplines: drawing, painting, printmaking, photography, and sculpture.

Each discipline is offered at both the introductory and advanced levels, exposing students to the rigors and processes of each medium. Students get the benefit of learning about the tradition and the practice in the introductory courses, and then utilize and alter those ideas and tools in the advanced courses.

Students are encouraged to channel multi-disciplinary interests and ideas in their work, and to find an identity and voice through the medium, as well as producing work that is relevant to them.

- **Drawing** is typically viewed as practice or a preparatory exercise for a more “finalized” project (i.e. painting, sculpture, printmaking, installation), and as the definition of art becomes ever-changing, drawing by contemporary standards includes sketches and everything in between as final works. Especially with the influx of street art and illustration, sketches, lists, and doodles are taken both seriously and as final art forms. Drawing at Haverford introduces and expands the traditional drawing practice to working self-sufficiently and exploring aesthetic notions in a variety of mediums: ink, pencil, charcoal, pen, pastel, markers, mixed media, etc.
- Traditionally rooted in narration, religion, and history the practice of **painting** is a mode of expression using different styles and mediums. Oil, acrylic, ink and mixed media are the tools to experiment with different painting styles and compositions. Painting at Haverford aims to guide students through the formative practices as well as encouraging exploration. The painting program is rigorous with intensive work and weekly student critiques. Students have classroom opportunity to work figuratively and paint from live models, work within the elements outside in Haverford’s sprawling landscape, and also encouraged to challenge and take ideas further conceptually. With distinguished guest artists and lecturers visiting from other academic institutions, students are exposed to many views and interpretations of art making, inspiration, and the painting process.
- **Printmaking** is an interdisciplinary art form that has its own unique style as intaglio, lithography, relief, monotype, and silkscreen. Digital printmaking in lithography, intaglio, and silkscreen are taught along with traditional methods. Students are encouraged to combine printmaking with other mediums and extend their ideas from 2D to 3D including installation. Multi-media approaches are strongly recommended in advanced levels.
- **Printmaking** requires an intensive discipline. Patience is essential. Focus and attention are unavoidable. It is an art form based on chemistry and math. It has a long history that they must be aware of in order to create their own works. Furthermore, it is visual. No thoughts or philosophy can “be” a print even though it requires them all. Regardless of level, students are individual artists; they are respected to create their own work with an excellence in commitment that leads them to great achievements.
- The purpose of **photography** instruction at Haverford is to allow students to develop a personal body of work using photographic materials.

- A sequence of courses is offered from Foundation Photography for students with little or no knowledge to Advanced Photography in which students produce books and exhibitions. Emphasis is placed on producing photographs, which express both form and emotion through mastery of materials and acquisition of the intellectual and critical traditions of photography. The former is accomplished by technical critiques of student work in negative, digital and print formats. The latter is accomplished through reading and studying of the history of photography, theory and criticism, photographic monographs and original prints.
- The facilities for the study of photography include up-to-date and well-equipped darkrooms for chemical and digital photography. The photography book collection in Magill Library is one of the finest in the country. The photographic print collection contains over 5,000 original photographs. It is encyclopedic and contains works from Hill and Adamson at the dawn of the beginning of photography to contemporary works by Andres Serrano and Laurie Simmons. These exceptional resources support small classes that allow for personal attention and instruction from the professor and staff.
- The **sculpture** concentration at Haverford offers students the opportunity to explore the three-dimensional media with a broad range of materials and processes. Classes are designed to engage the visual language through a process of critical analysis and discovery while providing a structured environment that allows students to acquire dexterity with a comprehensive set of three-dimensional skills. At the introductory level students are introduced to fundamental three-dimensional techniques and through sequential classes they gain proficiency in a skill set that culminates with sophisticated sculptural concepts and fabrication methods at the advanced level.

The sculpture facilities include a wood shop, metal fabrication equipment, and a large-scale foundry for bronze casting. Students are introduced to wood and metal working techniques, modeling and casting skills, and digital fabrication methods. The sculpture concentration’s focus on conceptual investigation and in-depth technical education, in conjunction with well-equipped foundry facilities, provides students the setting to foster creativity and work through artistic curiosity.

Coursework and Studio Work

The 100-level “Introductory or Foundation” courses consist of half-semester courses. Although one half-semester is not sufficient for a beginning student to master a given medium, it offers ample time for acquiring a medium’s basic skills. In each discipline, the student learns to see and to coordinate their increasing skills of interpretation and expression to create individual art works.

The 200-level courses are “Materials and Techniques” courses. Having gained a solid basis from the foundation courses, the student chooses a medium to pursue in depth for a semester. At this level, we encourage the student to explore the various materials and their uses to create a refined and distinctive body of work. In the 300-level “Experimental Studio” courses, the student uses the acquired knowledge of materials and

techniques to further express and broaden their artistic vision and ideas.

We encourage students to spend time on their own work outside of class in the fine arts building. Adjacent faculty studios encourage this informal contact, which is invaluable in learning the discipline of creating art. This type of contact and mentoring is an important aspect of a student's education in our department.

Major Requirements

Fine Arts majors are required to concentrate in one of the following: drawing, painting, photography, printmaking, and sculpture, as detailed here:

- Four 100-level foundation courses in each discipline.
- Two different 200-level courses outside the area of concentration in the major.
- Two 200-level courses and one 300-level course within the student's chosen focal area within Fine Arts.
- Three art history/theory/criticism or visual studies courses (as approved by major advisor).
- Senior Departmental Studies (ARTS H499).
- For majors intending to do graduate work, we strongly recommend that they take an additional 300-level studio course within their area of concentration and an additional art history course at Bryn Mawr.

Senior Project

In preparation for the senior thesis exhibition students attend 499 Senior Departmental Studies (ARTS H499, prerequisite 300 course in student's concentration such as drawing, painting, photography, printmaking, or sculpture) on a weekly basis. This two-semester, two-credit course provides students with a structured environment to develop a body of work that is presented in the form of an exhibition at the Cantor Fitzgerald Gallery. The scope of the senior thesis exhibition accomplishes the process of selecting works to be included in the exhibition, determining the layout of the works, and installing the works in the Cantor Fitzgerald Gallery. Students participate in the planning of the opening reception for their thesis exhibition, which is advertised to a broad audience. During the opening, they present their work to a general audience and are available to answer questions from guests. After the gallery opening, the Fine Arts Department faculty schedules a full departmental review of the work presented by each student. During the review each student articulates a formal presentation of their work and students are asked to respond to questions and comments put forth by the faculty.

Senior Project Learning Goals

Seniors are expected to create a coherent body of work that demonstrates proficiency in the use of their chosen concentration, develop content and articulate ideas with a personal and effective visual language and present their work in a professionally installed gallery exhibition, e.g. in the Cantor Fitzgerald Gallery, Atrium Gallery, or Alcove Gallery. In addition to presenting visual works, majors are expected to articulate the content and context of their work in a written statement, which is on display with their work along with researches on visual art and artists that are related to their own work. These educational goals are augmented by outside speakers, visiting

artists, exhibitions and non-studio courses in visual culture sponsored by the department or taught by its faculty.

Senior Project Assessment

Each thesis project is evaluated by the Faculty members who are also their concentration advisors using the following categories:

- Original ideas and creativity.
- Proficiency in their chosen concentration.
- Quality of the project.
- Active discussion and participation during group critiques by departmental full faculty, which forms in the beginning, midterm, and final week, and weekly group critique and research in addition to individual meetings with the faculty members.
- Progress in their project.
- Research on related sources, e.g. professional artist works and digital presentation.
- Attendance.

Minor Requirements

- Minors must take four 100-level foundation courses in different disciplines.
- Two 200-level courses and one 300-level course within the student's chosen focal area within fine arts.
- One art history/theory/criticism or visual culture course.

Study Abroad

Credits from Study Abroad or from Outside the Fine Arts Department

Majors can take one 200-level course outside of a major's concentration and any art history/theory/criticism or visual culture courses, subject to approval by the chair of the Fine Arts Department before the course is taken.

Minors can take one 200-level course outside of a minor's area of study and one art history/theory/criticism or visual culture course, subject to approval by the chair of the Fine Arts Department before the course is taken.

Facilities

See the departmental web page for a description of art studios, galleries, and other special facilities for this program.

Courses

ARTS H101 ARTS FOUNDATION-DRAWING (2-D) (0.5 Credit)

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter's eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork.

Jonathan Goodrich
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

FINE ARTS

ARTS H103 ARTS FOUNDATION-PHOTOGRAPHY (0.5 Credit)

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the first quarter.

Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H104 ARTS FOUNDATION - SCULPTURE (0.5 Credit)

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.

Markus Baenziger
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H106 ARTS FOUNDATION - DRAWING (0.5 Credit)

This is a seven-week introductory level course designed to provide an overview of basic drawing techniques addressing line, form, perspective, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and architecture. Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.

Zachary Hill
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H107 ARTS FOUNDATION-PAINTING (0.5 Credit)

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, and surface quality. We will work from live model, still life, landscape, imagination and masterwork

Ying Li
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H108 ARTS FOUNDATION-PHOTOGRAPHY (0.5 Credit)

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the second quarter.

Staff
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H121 FOUNDATION PRINTMAKING- RELIEF (0.5 Credit)

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H124 FOUNDATION PRINTMAKING: MONOTYPE (0.5 Credit)

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, and brayer techniques for beginners in printmaking will be taught. Color, form, shape, and composition in 2-D format will be explored. Individual and group critiques will be employed.

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H142 INTRODUCTION TO VISUAL STUDIES (1.0 Credit)

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

Emily Hong
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024)

ARTS H224 COMPUTER AND PRINTMAKING (1.0 Credit)

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques

will be employed. enrollment limit: 12 Lottery Preference: Fine Arts Major and Minors

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H225 LITHOGRAPHY: MATERIALS AND TECHNIQUES (1.0 Credit)

An intermediate course covering B/W and Color Lithography in plates. Combined methods with other printmaking techniques such as Paper lithography and Monotype are explored during the course along with photographic approaches. Editioning of images is required along with experimental ones. Development of technical skills in traditional Lithography and personal visual study are necessary with successful creative solutions. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested.

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H231 DRAWING (2-D): ALL MEDIA (1.0 Credit)

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.

Jonathan Goodrich
Division: Humanities
Domain(s): A: Creative Expression

ARTS H233 PAINTING: MATERIALS AND TECHNIQUES (1.0 Credit)

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.

Ying Li
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H243 SCULPTURE: MATERIALS AND TECHNIQUES (1.0 Credit)

This course is designed to give students an in-depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting

procedures for a range of synthetic materials and working with digital tools including a laser cutter and CNC equipment will be introduced in class. Course may be repeated for credit. Prerequisite: ARTSH104 or permission from the instructor.

Markus Baenziger
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H250 THEORY AND PRACTICE OF EXHIBITION: OBJECTS, IMAGES, TEXTS, EVENTS (1.0 Credit)

An introduction to the theory and practice of exhibition and display. This course will supply students with the analytic tools necessary to understand how exhibitions work and give them practical experience making arguments with objects, images, texts, and events.

John Muse
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Spring 2025)

ARTS H251 PHOTOGRAPHY: MATERIALS AND TECHNIQUES (1.0 Credit)

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.

Staff
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H322 EXPERIMENTAL STUDIO: ETCHING (1.0 Credit)

An advanced course covers Color Etching using multiple plates. Viscosity printing, line etching, aquatint, soft-ground, surface roll, Chin-collè, plate preparation, registration, and editioning are covered. Students study techniques and concepts in Intaglio method as well as visual expressions through hands-on experiences. Development of technical skills of Intaglio and personal visual study are necessary and creative and experimental approaches beyond two-dimensional outcomes encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested.

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H333 EXPERIMENTAL STUDIO: PAINTING (1.0 Credit)

Students will build on the work done in 200 level courses to develop further their individual approach to painting. Students are expected to create projects that demonstrate the unique character of their chosen media in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists who influenced them.

Ying Li

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

ARTS H343 EXPERIMENTAL STUDIO: SCULPTURE (1.0 Credit)

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: Fine Arts 243A or B, or consent of instructor

Markus Baenziger

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Spring 2025)

ARTS H351 EXPERIMENTAL STUDIO PHOTOGRAPHY (1.0 Credit)

Students produce an extended sequence of their work in either book or exhibition format using black and white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their course work. This two semester course consists of the book project first semester and the exhibition project second semester. At the end of each semester the student may exhibit his/her project.

Staff

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

ARTS H460 TEACHING ASSISTANT (0.5 Credit)

Hee Sook Kim

ARTS H480 INDEPENDENT STUDY (1.0 Credit)

This course gives the advanced student the opportunity to experiment with concepts and ideas and to explore in depth his or her talent. Prerequisite: consent of instructor.

Markus Baenziger

(Offered: Fall 2024)

ARTS H499 SENIOR DEPARTMENTAL STUDIES (1.0 Credit)

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.

Ying Li

Division: Humanities

(Offered: Fall 2024)

FRENCH AND FRANCOPHONE STUDIES

The French and Francophone Studies program at Bryn Mawr is recognized as one of the top undergraduate French programs in the country. The purpose of the major in French and Francophone Studies is to develop sophisticated critical and analytical skills through the analysis of, among other things, French and Francophone literature, history, art, film, material culture, and/or institutions. Transdisciplinary approaches are strongly encouraged in all our courses.

100-level courses introduce students to the study of the French language, French and Francophone literatures and cultures, as well as exposing them to critical materials related to textual and documentary analysis conceived broadly. Courses at the 200-level treat French and Francophone literature and cultures across the historical spectrum and most are topic-based. Advanced (300-level) courses offer in-depth study either of genres and movements or of particular periods, themes and problems in French and Francophone culture. Students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French. Courses at the 200- and the 300-level are either taught in French, or taught in English with an extra hour in French. This extra hour is mandatory for students taking the course as part of their minor or major work plan.

All students who wish to pursue their study of French, regardless of level, must take a departmental placement examination prior to arriving at Bryn Mawr. Those students who enter beginning French have two options: intensive study of the language in the intensive track (001-002 Intensive Elementary and 005 Intensive Intermediate) or non-intensive study of the language in the non-intensive track (001-002 Elementary; 003-004 Intermediate). Although it is possible to major in French using either of the two tracks, students who are considering doing so and have been placed at the 001 level are strongly encouraged to take the intensive track.

Faculty

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Francophone Studies Interim Chair of French and Director of Middle Eastern Languages (on leave semester II)

Edwige Crucifix, Assistant Professor of French and Francophone Studies

Emmanuelle Delpech, Visiting Assistant Professor of French and Francophone Studies

Rudy Le Menthéour, Professor and Chair of French and Francophone Studies and Co-Director of Health Studies (on leave semester I)

Camille Leclère-Gregory, Assistant Professor of French and Francophone Studies and Director of the Institut d'Avignon

Agnès Peysson-Zeiss, Senior Lecturer in French and Francophone Studies (on leave semester II)

Corine Ragueneau, Visiting Instructor of French and Francophone Studies

Julien Suaudeau, Senior Lecturer in French and Francophone Studies and Director of Film Studies

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient.

Major Requirements

- FREN 005 and 102 or 005 and 105 or 101 and 102 or 101 and 105.
- 200-level sequence: three courses, two of which (maximum) may be taken outside the department, and the Junior Seminar (JSEM). Courses taken outside of the department should contribute to your independent program of study and have to be pre-approved by your major advisor and entered in your major work plan.
- 300-level sequence: two courses, one of which may be taken outside the department, pending pre-approval of your major advisor.
- Senior Experience consists of a thesis development workshop (Senior Seminar = FREN 398) in the fall semester and either a Senior Thesis (FREN 400) or a third 300-level course culminating in the Senior Essay during the spring semester. In either case, the work of the spring semester is capped by an oral defense.
- All French majors are expected to have acquired fluency in the French language, both written and oral. Students placed at the 200-level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.
- The Major Writing Intensive requirement may be met by any one of the following courses: FREN 101, 102, JSEM, Senior Essay (in a 300-level course).

Honors and the Senior Experience

After taking Senior Conference in semester I of the senior year, students have the choice in semester II of writing a thesis in French (40-50 pp.) under the direction of a faculty member or taking a 300-level course in which they write a Senior Essay in French (15-25 pp.) The first choice offers self-selected students who already have developed a clearly defined subject in semester I the opportunity to pursue independent research and

writing of the thesis with a faculty mentor. The second choice allows students, often double majors with another thesis or pre-medical students, the opportunity to produce a substantial, but shorter, piece of work within the structure of their 300-level course in semester II.

Ideally, students intending to write a Senior Thesis define their subject, identify their advisors and start discussing the project with them by the end of the Junior Seminar. Discussion continues in the fall of senior year with the expectation that the student submit a thesis proposal in the context of the Senior Seminar. Depending on the transdisciplinary nature of the subject, the student may be advised to select a second reader in another department. The choice of the language (French or English) is made in consultation with the primary thesis advisor.

Departmental honors are awarded for excellence in the Senior Experience after the oral defense of either the Senior Thesis or the Senior Essay.

Minor Requirements

Requirements for a French minor are FREN 005 and 102 or 005 and 105, or 101 and 102 or 101 and 105; four 200-level or 300-level courses. At least one course must be 300-level.

Teacher Certification

The Department of French and Francophone Studies offers a certification program in secondary teacher education. For more information, see the description of the Education Program.

A.B./M.A. Program

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four, four and a half or five years and is undertaken with the approval of the department, the Special Cases Committee and the Dean of the Graduate School of Arts and Sciences.

Study Abroad

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Departments of French, be allowed to spend a semester of their junior year in France and/or a Francophone country under one of the junior-year plans approved by Bryn Mawr.

Students wishing to enroll in a summer program may apply for admission to the Institut d'Avignon, held under the auspices of Bryn Mawr. The Institut is designed for selected undergraduates with a serious interest in French and Francophone literatures and cultures; it will be particularly attractive for those who anticipate professional or graduate-school careers requiring knowledge of the language and cultures of France and French-speaking countries. The curriculum includes general and advanced courses in French language, literature, history, performance and art. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

Courses

FREN B005 Intensive Intermediate French

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three

FRENCH AND FRANCOPHONE STUDIES

class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use internet resources regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department or recommended by their instructor from 002 regular. Two additional hours of instruction outside class time required. Additional meeting hours on Tuesday and Thursday will be scheduled according to students availability. Prerequisite: FREN B002IN (intensive) or Placement exam. Approach: Course does not meet an Approach

Requirement: Course does not meet an Approach

Counts towards: Africana Studies

Units: 1.5

Instructor: Peysson-Zeiss,A., Ragueneau,C.

(Fall 2024)

FREN B101 Textes, Images, Voix I

Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres and by analysis of voice and image in French writing and film from female and male authors in Metropolitan France, Africa, and other Francophone regions. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and exercises. This is a writing intensive course. Prerequisites: FREN B004, placement, or permission of instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Units: 1.0

Instructor: Armstrong,G., Leclère-Gregory,C.

(Fall 2024)

FREN B102 Textes, Voix, Images, II

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings include theater of the 17th or 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as is grammar review. Prerequisite: FREN 005 or 101.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: International Studies

Units: 1.0

Instructor: Crucifix,E.

(Spring 2025)

FREN B105 Directions de la France contemporaine

Ce cours a pour objet les dynamiques et les tensions qui structurent ou déstructurent la France contemporaine. Dans quelle mesure la France a-t-elle profité de la colonisation et de l'esclavage pour devenir la France ? Le modèle républicain est-il mis à mal par ce qu'on appelle les "communautarismes", ou n'est-il lui même qu'un déguisement du communautarisme

de la majorité ? Quel est ce "séparatisme" qui menacerait la cohésion nationale et les valeurs universalistes de la France ? Pourquoi la laïcité est-elle en crise aujourd'hui ? L'État de droit peut-il demeurer un État de droit face au djihadisme ? L'arbitrage impossible entre priorité sanitaire et priorité économique montre-t-il que le pouvoir politique est devenu impuissant ? Les travaux à rendre vous permettront de vous exprimer dans des formats innovants (podcast, présentation vidéo, réalisation de pages Internet) et de perfectionner vos compétences à l'oral aussi bien qu'à l'écrit. Prerequisite: FREN 005 or 101.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Museum Studies; Visual Studies

Units: 1.0

Instructor: Le Menthéour,R., Leclère-Gregory,C.

(Spring 2025)

FREN B201 Le Chevalier, la Dame, et le Prêtre: études de femmes, de classes sociales et d'ethnies

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious female and male authors in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, lais, roman courtois, fabliaux, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B207 Ouvrir la voix: Introduction aux études francophones

This course provides students with an overview of foundational concepts, methods and texts relevant to Francophone Studies. We will engage with past and present debates relating to identity, diversity, nation and empire in the colonial and postcolonial contexts and explore the specificity of Francophone Studies with regards to the field of postcolonial studies. While focused on literature, the course will also explore other forms of cultural production (movies, graphic novels, political speeches, etc.) from sub-Saharan Africa, the Maghreb, the Caribbean and Vietnam. The course will train students in literary analysis and develop their ability to speak and write critically in French. Prerequisites: FREN 102 or 105.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

FREN B208 La diversité dans le cinéma français contemporain

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white

filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still "us against them", or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. This course will be taught in French. Open to non-majors. There will be a weekly screening on Sunday, 7:00pm-9:00pm.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Film Studies

Units: 1.0

Instructor: Suaudeau, J.

(Spring 2025)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Crucifix, E.

(Fall 2024)

FREN B214 Atelier théâtre

How do we best learn a language? By speaking it and by being completely immersed in it. We also learn best when we play. When we have fun and are creative. This workshop will immerse the students in a French only speaking class and they will practice French on their feet. Students will be invited to improvise in French, to create little scenes in French and finally to work on a scene or a monologue from the French repertoire. The class will start with teaching very specific theatrical skills to push the students not only in their ability to speak French but also to act! This will enhance their confidence in speaking, thinking and performing in French, which will lead them to a better mastery of the language.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor: Delpech, E.

(Spring 2025)

FREN B215 Etudes théâtrales

Ce cours est destiné à l'étude du théâtre français et francophone. Le sujet est variable. Prerequisite: FREN 102 or FREN 105

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

FREN B221 Femme sujet/Femme objet

An in-depth examination of how women authors from selected periods conceive of their art, construct authority for themselves, and, where appropriate, distinguish themselves from male colleagues, of whom several who have assumed female voices/perspective will be examined as points of comparison. It introduces students to the techniques and topics of selected women writers (as well as theoretical approaches to them) from the most recent (Djébar and M. Duras) to late Medieval authors. This course is taught in French. Prerequisite: FREN 102 or 105

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Armstrong, G.

(Fall 2024)

FREN B224 Racisme et antiracisme en France

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

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B229 Monstres et Merveilles

Sous leurs dehors simples, les contes merveilleux ont fasciné les critiques littéraires comme les spécialistes du folklore. Ces derniers ont tenté de définir leur structure primordiale et de les classer selon des motifs universels. Nous nous inspirerons à la fois de l'analyse structurale et de l'analyse symbolique pour réenchanter des contes devenus parfois trop familiers. Pour y voir plus clair, nous lirons plusieurs versions d'un même conte. A la fin du cours, vous pourrez répondre à ces questions : quel est le rapport entre Cendrillon et les cendres ? Pourquoi le chaperon du Petit Chaperon Rouge est-il rouge ? Le devoir final sera un conte que vous écrirez vous-même.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

FREN B262 Débat, discussion, dialogue

Despite their differences, all countries face similar problems. Examples of challenges include humanitarian aid international justice, the environment, economic inequalities, invisibility and access to health and food. What can we learn from each other in order to find solutions to shared problems? In this course, students will develop the skills necessary to debate and deal with international/global issues. Everyone will expand their vocabulary in areas such as: politics, commerce, human rights, cultural diplomacy to name only a few key areas. We will gain in-depth knowledge of a particular region of the Francophone world as we explore shared themes. Each student will choose a francophone country and speak from that region, using the local press as reference. This will require independent research; including developing a bibliography pertaining to your country for each of the themes we study. Students will regularly share your expertise with others in formats ranging from reports to debates.

Units: 1.0

Instructor: Peysson-Zeiss,A.
(Fall 2024)**FREN B298 Junior Seminar**

Junior Seminar is designed to introduce the knowledge and skill-set expected of our rising seniors: a certain familiarity with the more broadly used critical references of our discipline; a capacity to read and interpret critically a "text" (whether literary, cinematographic, historical, social, etc.) in detail and in a sustained fashion; knowing how to formulate an argument and present it coherently to peers and professors (whether orally or in written form); knowing how to conduct research efficiently in a pre-determined amount of time; and knowing how to cite this research effectively in an argument and in a manner that follows the rules of the discipline. Prerequisites: 2 (200-level) courses, with exceptions for students who have had fewer courses.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Leclère-Gregory,C.
(Spring 2025)**FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from Latin CE-Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Perpetua, Hrotswitha, Marie de France, the troubairitz, Christine de Pisan, Louise Labé, 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. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. Prerequisite: two 200-level courses or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B306 Libertinage et subversion

The libertine movement of the 18th century has long been condemned for moral reasons or considered of minor importance when compared to the Enlightenment. Yet, the right to happiness ('droit au bonheur') celebrated by the so-called 'Philosophes' implies a duty to experience pleasure ('devoir de jouir'). This is what the libertine writers promoted. The libertine movement thus does not confine itself to literature, but also involves a dimension of social subversion. This course will allow you to understand Charles Baudelaire's enigmatic comment: "the Revolution was made by voluptuaries." Prerequisite: two 200-level courses or permission of instructor.

Units: 1.0

(Not Offered 2024-2025)

FREN B312 Advanced Topics in Literature

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Units: 1.0

Instructor: Crucifix,E.
(Spring 2025)**FREN B325 Topics: Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. The seminar topic rotates among many subjects: La Révolution française: Histoire, littérature et culture; L'environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Étude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité; Ecrire la Grande Guerre: 1914-10; Le "Rentrée Littéraire"; Proust/Baudelaire; L'Humain et l'environnement. Current topic description: À la fois fantasmé et décrié, le règne de Louis XIV a laissé une marque indélébile sur l'histoire de France. En effet, derrière le faste du château de Versailles, de l'avènement de la galanterie et de la préciosité se cachent la fermeté et la rigueur de la monarchie absolue de droit divin. Néanmoins, ces aspects en apparence contradictoires constituent des marqueurs de l'ambition démesurée et de la soif d'autorité d'un monarque qui a façonné le XVIIe siècle à tous les niveaux. Ce cours se propose d'étudier le règne de Louis XIV sous ses différentes manifestations : de la centralisation politique à la réglementation de la culture et de la langue, jusqu'aux innovations en matière d'ingénierie, d'architecture et d'urbanisme. Il s'agira de mettre en lumière l'étendue du pouvoir exercé par le roi sur son royaume, mais également de ses limites par l'étude de sources littéraires et critiques. Auteurs étudiés : Jean de la Fontaine, Pierre Corneille, Jean Racine, Molière, La Rochefoucauld, Blaise Pascal, René Descartes, Saint-Simon, Louis XIV, etc.

Units: 1.0

Instructor: Leclère-Gregory,C.
(Fall 2024)**FREN B326 Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2024-2025)

FREN B333 Nature and Freedom

When referring to Rousseau's political theory, the conjectural state of nature first described in his *Discourse on the Origin of Inequality* (1755) has frequently been identified with native societies as observed in America since 1492. Many scholars have been opposing this primitivist interpretation of his second discourse and showed that Rousseau might instead be considered the father of all 'social construct' theories. But in spite of this scholarly consensus, Graeber and Wengrow still tend to assume Rousseau's state of nature is mostly inspired by the encounter of Europeans with native people. Why is this confusion still informing the way we read Rousseau? How did considerations on the so-called 'noble savage' taint his political theory? How can we assess the role an 'indigenous critique' played in defining Rousseau's state of nature? And incidentally: how 'indigenous' is this 'indigenous critique'? Answering to Graeber and Wengrow's (mis)reading of Rousseau will allow us to cast a new light not only on Rousseau's 'unnatural' anthropology, but also on Graeber & Wengrow's broader claims on human nature and political freedom. Our end goal is not to offer a scholarly take on either Rousseau's discourse of Graeber and Wengrow's book, but to answer this pressing question: should/could we discard the very notion of nature to regain political agency here and now? Authors include: Léry, Montaigne, Hobbes, Rousseau, Lévi-Strauss, Serres, Graeber and Wengrow.

Units: 1.0
(Not Offered 2024-2025)

FREN B350 Voix médiévales et échos modernes

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq.

Units: 1.0
(Not Offered 2024-2025)

FREN B398 Senior Seminar

This weekly thesis development workshop examines French and Francophone literary texts and cultural documents from all periods, and the interpretive problems they raise. Close reading, complemented by extensive secondary readings from different schools of interpretation, prepare students to analyze other critical stances and to develop their own.

Units: 1.0
Instructor: Crucifix, E.
(Fall 2024)

FREN B400 Thesis Advising

Weekly or bi-weekly meetings with your thesis advisor will allow you to write your senior thesis efficiently and to prepare for a successful defense.

Units: 1.0
Instructor: Le Menthéour, R., Crucifix, E., Leclère-Gregory, C.
(Spring 2025)

FREN B403 Supervised Work

Major Writing Requirement: Writing Intensive

Units: 1.0
(Fall 2024)

FREN B650 Voix médiévales et échos modernes

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq.

Units: 1.0
(Not Offered 2024-2025)

FREN B701 Supervised Work

Units: 1.0
(Not Offered 2024-2025)

COML B217 Lovesick

Love has often been compared to some kind of sickness. In this class, we will explore this traditional discourse on love from different angles: how sick is love? What kind of sickness are we talking about? Is there a cure to love? Is love always delusional? Is there always a touch of sacrifice in love? In order to answer these questions, we will read books, a graphic novels, and watch movies belonging to a variety of cultures and times. Authors include: Ovid, Mme de La Fayette, Charles Burns.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

GENDER AND SEXUALITY STUDIES

Gender and Sexuality Studies is an interdisciplinary program committed to the study of the range of questions raised by the categories of gender and sexuality, considered historically, materially, and cross-culturally. Courses in the program investigate gender and sexual variance, gender and sexual roles and socialization, and gender and sexual bias, as they intersect with race, class, disability, 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 Studies director. Members of the Gender and Sexuality Studies steering committee serve as their individual mentors. All students in the program take an introductory course and the junior seminar, "Interdisciplinary Perspectives on Gender and Sexuality." Other courses in the program allow students to explore a range of themes, approaches, and methodologies, including gender studies; feminist theory, queer theory, and trans studies; LGBTQIA+ history; transnational and third-world feminisms; women of color feminism and queer/trans of color critique; and science and technology studies.

Faculty

Anita Kurimay, Associate Professor of History; Co-Director of Gender and Sexuality

Stephen Vider, Associate Professor of History and Co-Director of Gender and Sexuality

Advisory Committee

Gregory K. Davis, Associate Professor of Biology

Colby Gordon, Associate Professor of Literature of English (on leave semesters I & II)

Paul Joseph López Oro, Assistant Professor and Program Director of Africana Studies

Rachel Speer, Assistant Professor of Social Work and Social Research (on leave semesters I & II)

Concentration and Minor Requirements

Six courses distributed as follows are required for the concentration:

- An introductory course (including equivalent offerings at Swarthmore College or the University of Pennsylvania).
- The junior seminar: Interdisciplinary Perspectives on Sex and Gender (alternating fall semesters between Bryn Mawr and Haverford).
- Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (403) may be used to fulfill this requirement.
- Of the six courses, no fewer than two and no more than three will also form part of the student's major.

Requirements for the minor are identical to those for the concentration, with the stipulation that no courses in gender and sexuality will overlap with courses taken to fulfill requirements in the student's major.

Neither a senior seminar nor a senior thesis is required for the concentration or minor; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant content in gender and sexuality. Students wishing to construct an independent major in gender and sexuality should make a proposal to the Committee on Independent Majors.

Courses

AFST B300 Black Women's Studies

Black Feminist Studies, which emerged in the 1970s as a corrective to both Black Studies and Women's Studies, probes the silences, erasures, distortions, and complexities surrounding the experiences of peoples of African descent wherever they live. The early scholarship was comparable to the painstaking excavation projects of an archaeologist digging for hidden treasures. A small group of mainly black feminist scholars have been responsible for reconstructing the androcentric African American literary tradition by establishing the importance of black women's literature going back to the nineteenth century. In this interdisciplinary seminar, students closely examine the historical, critical and theoretical perspectives that led to the development of Black Feminist theory/praxis. The course will draw from the 19th century to the present, but will focus on the contemporary Black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on "western" and global feminisms. Central to our exploration will be the analysis of the intersectional relationship between theory and practice, and of race, to gender, class, and sexuality. We will conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory.

Requirement: Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: López Oro, P.

(Fall 2024)

ANTH B102 Introduction to Cultural Anthropology

This course will explore the basic principles and methods of sociocultural anthropology. Through field research, direct observation, and participation in a group's daily life, sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Fioratta, S., McLaughlin-Alcock, C.

(Fall 2024, Spring 2025)

ANTH B213 Anthropology of Food

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Fioratta, S.
(Spring 2025)

ANTH B246 The Everyday Life of Language: Field Research in Linguistic Anthropology

The goal of this course is to develop an awareness of how language operates in various interactional and other (eg. ritual, performance, political) contexts that we commonly experience. The focus will be on gaining hands-on experience in doing linguistic anthropological data collection and analysis, and putting the results of individual student projects together as part of initiating an ongoing, multi-year project. Topics that students explore ethnographically may include: language and gender; language, race and social indexicality; sociolinguistic variation; codeswitching; register and social stance; language and social media. Student research will involve ethnographic observation, audio-recording of spoken discourse, conducting interviews, and learning how to create a transcript to use as the basis for ethnographic analysis. Students will work in parallel on individual projects cohering around a particular topic, and class time will be used to discuss the results and synthesize insights that develop from bringing different ethnographic contexts together. For the praxis component of the course, students will use the experience they have gained to generate ideas for components of a middle school/high school language arts curriculum that incorporates linguistic anthropology concepts and student-driven research on language.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ANTH B287 Sex, Gender, Biology and Culture

This 200-level anthropology course is an introductory survey of topics in sex, gender, biology, and culture, approached through an intersectional feminist interdisciplinary biocultural anthropological lens. In this course, we delve into the variations of gender in the US and globally, explore the interplay between gender and sex, and examine concepts of biological sex, intersexuality, and sexuality. Students will also explore contemporary issues and research areas where anthropologists and human biologists investigate the intersection of sex and gender. This includes discussions on hormones, sports, and the brain, as well as examinations of sex and gender among non-human animals. This course offers students a unique amalgamation of biocultural anthropology, cultural anthropology,

biology research, gender studies, feminist science studies, and health science. Through this course, students will develop skills to discern and assess scientific information and claims and construct a critical feminist toolkit for analyzing scientific knowledge. They will apply these skills to evaluate a diverse array of sources, ranging from peer-reviewed articles to popular media, websites, podcasts, and documentaries. Moreover, students will utilize queer feminist theories to cultivate this intersectional perspective, honing their abilities in analytical and critical thinking. Upon completion of the course, students will leave with enhanced confidence in articulating nuanced thoughts on the complex intersections of sex, gender, sexuality, science, and society.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Kralick, A.
(Fall 2024)

ANTH B287 Sex, Gender, Biology and Culture

This 200-level anthropology course is an introductory survey of topics in sex, gender, biology, and culture, approached through an intersectional feminist interdisciplinary biocultural anthropological lens. In this course, we delve into the variations of gender in the US and globally, explore the interplay between gender and sex, and examine concepts of biological sex, intersexuality, and sexuality. Students will also explore contemporary issues and research areas where anthropologists and human biologists investigate the intersection of sex and gender. This includes discussions on hormones, sports, and the brain, as well as examinations of sex and gender among non-human animals. This course offers students a unique amalgamation of biocultural anthropology, cultural anthropology, biology research, gender studies, feminist science studies, and health science. Through this course, students will develop skills to discern and assess scientific information and claims and construct a critical feminist toolkit for analyzing scientific knowledge. They will apply these skills to evaluate a diverse array of sources, ranging from peer-reviewed articles to popular media, websites, podcasts, and documentaries. Moreover, students will utilize queer feminist theories to cultivate this intersectional perspective, honing their abilities in analytical and critical thinking. Upon completion of the course, students will leave with enhanced confidence in articulating nuanced thoughts on the complex intersections of sex, gender, sexuality, science, and society.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Kralick, A.
(Fall 2024)

ANTH B294 Culture, Power, and Politics

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on

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the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH B102, H103 or permission of the instructor.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B312 Anthropology of Reproduction

This course will examine how power in everyday life shapes reproductive behavior and how reproduction is culturally constructed. Through an examination of materials from different cultures, this course will look at how often competing interests within households, communities, states and institutions (at both the local and global levels) influence reproduction in society. We will explore the political economy of reproduction cross-culturally, how power and politics shape gendered reproductive behavior and how it is interpreted and used differently by persons, communities and institutions. Topics covered include but are not limited to the politics of family planning, mothering/parenting, abortion, pregnancy, pregnancy loss, fetal testing and biology and social policy in cross-cultural comparison. Prerequisite: ANTH 8102 (or ANTH H103) recommended

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 1.0

Instructor: Pashigian, M.

(Fall 2024)

ANTH B329 The politics of belonging and exclusion in India

Since India's economic liberalization in the early 1990s, the globalizing dynamics of cultural and economic liberalization have been accompanied by renewed articulations of who belongs in the "New India" and who doesn't. In this context, caste, class, religious community, language, and gender have become crucial sites for claiming citizenship, articulating distinctions among people, and constructing senses of what and who can inhabit the public sphere. Using materials from different regions of India, our focus will be on how fine-grained ethnographic study can be a tool to examine the broader dynamics of belonging and exclusion and its political and social effects. This course fulfills the BMC Anthropology major/minor ethnographic area requirement.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B331 Medical Anthro Seminar: Critical Thinking for Critical Times

Advanced Medical Anthropology: Critical Thinking for Critical Times explores theoretical and applied frameworks used in medical anthropology to tackle pressing problems in our

world today. Coupled with topical subjects and ethnographic examples, this seminar will enable students to delve deeply into sub-specialization areas in the field of medical anthropology, including: global health inequalities, cross-border disease transmission, genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, and ecological approaches to studying health and behavior, among others. No prior experience in medical anthropology is required. Prerequisite: Sophomore standing and higher.

Requirement: Course does not meet an Approach

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B354 Political Economy, Gender, Ethnicity and Transformation in Vietnam

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Pashigian, M.

(Spring 2025)

ARCH B253 Gender Archaeology in Pre-Islamic Western Asia

This course explores the intersections of gender and archaeology in Western Asia during the pre-Islamic periods. It examines how diverse social groups use multiple means to construct, perform, and negotiate gender, sex, identities. The course discusses gender's intricate relationship with class, sexuality, and religion through analysis of texts, visual representations, spatial organization, and other material traces of the past. Grounded in the tradition of gender archaeology, this course draws on various discourses and interpretive frameworks to offer new archaeological approaches for understanding and discussing gender dynamics in both past and present societies.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Xin,W.

(Fall 2024)

ARCH B254 Cleopatra

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, *Cleopatra*.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

CSTS B175 Feminism in Classics

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous' *Medusa* and Butler's *Antigone*.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Kamil,M.

(Spring 2025)

CSTS B219 Poetic Desires, Queer Longings

This course places poetry that considers love and desire from Greco-Roman antiquity in conversation with modern poetry and critical theory (queer, feminist, and literary). How are the roles of lover and beloved constructed through gender? How does queer desire and sexuality manifest in different cultural contexts? How have poets sought to express desire through language, and in what ways does language fail to capture that desire? Students in this course will face the difficulties of articulating desire head-on through both traditional literary analysis papers and a creative writing project. Texts will include love poetry by Sappho and Ovid, Trista Mateer's *Aphrodite Made Me Do It*, Anne Carson's *Eros the Bittersweet*, and Audre Lorde's "The Uses of the Erotic."

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

CSTS B240 (Re)Productions from Antiquity to Modernity

How might Ancient Greek and Roman values regarding leisure time, labor, poetic production, and reproduction intersect with those of modern capitalism? Why are texts considered the children of ancient (male) authors, and where do women fit into this textual reproductive activity? What does a queer (i.e. non-essentialist, non-binary) reproduction look like? What makes art art, and does the reproduction of art, such as Roman copies of Greek statues, entail the loss of some special uncapturable quality? This course considers the above questions, investigating ancient and modern cultural attitudes towards (re) production through intersectional feminist and queer theory. Students will explore modern textual and filmic representations of pregnancy, abortion, creation, domestic labor, and artistic labor to enrich their readings of ancient texts. Texts will include Ancient Greek tragedies such as Euripides' *Medea* and Sophocles' *Antigone*, Latin poetry such as Horace's *Ars Poetica* and Ovid's *Metamorphoses*, novels such as Margaret Atwood's *The Handmaid's Tale* and Maggie Nelson's *The Argonauts*, films such as *My Fair Lady*, and modern poetry by Johanna Hedva and Dionne Brand.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

EALC B240 Topics in Chinese Film

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

EALC B264 Human Rights in China

This course will examine China's human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

ECON B324 The Economics of Discrimination and Inequality

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, identifying sources of racial and gender inequality, and identifying sources of overall economic inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Writing Intensive. Prerequisites: At least one

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200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Requirement: Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Nutting, A.

(Fall 2024)

ENGL B175 Queer American Poetry

What does poetry have to say about the history of sexuality? How do queer voices, expansively defined, disrupt poetic norms and forms? How has poetry been congenial to the project of imagining and making queer communities, queer spaces, and even queer worlds? In this course, we survey the work of queer American poets from the late nineteenth century to the present, as we touch on major topics in the history of sexuality, queer studies, and American cultural history. This course provides an overview of American poetry as well as an introduction to queer studies concepts and frameworks; no prior experience with these fields is necessary.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Shollenberger, J.

(Spring 2025)

ENGL B212 Renaissance Erotic Poetry

Even when it was concerned with elevated topics like religion, politics, or community, Renaissance poetry was deeply embodied, working through abstract topics in frank and fleshy figures. This class will serve as an introduction to Renaissance lyric, focusing on the erotic dimensions of early modern poetics. Along the way, we'll discuss topics of interest within gender and sexuality studies and queer theory. Authors will include Wyatt, Spenser, Shakespeare, Donne, Marvell, Herbert, Rochester, and Milton.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B227 Trans Shakespeare

Everyone knows that Shakespeare's plays are chock-full of moments of gender trouble. Whether it is the fact of cross-dressing on stages that prohibited women actors or the episodes where already cross-dressed boy actors played men, the early modern stage reveled in the instability of gender and its performance. Less known, however, are the rich debates and theories about sex, gender, and sexuality that were going on at the time and that informed the performance of gender on Shakespeare's stage. Indeed, three years before the publication of Shakespeare's first folio, or collected works, a pamphlet debate between Hic Mulier (the man-woman) and Haec Vir (the womanish man) raged, bringing social anxieties about cross-dressing, sexuality, women, and masculinity to the fore of bookstall debate. This course will delve into Shakespeare's works and put them in context in the landscape of early modern theories of gender and sexuality. Moreover, this course will engage contemporary scholarship, to re-situate our approach to gender and sexuality in Shakespeare within a trans-critical framework, moving away from gender binarism in our approach to questions of gender in early modern literature. Readings include Ben Jonson's *Epicene*, Shakespeare's *As You Like It*, *Twelfth Night*, *Two Gentlemen of Verona*, *Merchant of Venice*, and *Henry VI Part I*, and a selection of criticism and theory.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Perez, G.

(Fall 2024)

ENGL B237 Cultural Memory and State-Sanctioned Violence in Latinx Literature

This course examines how Latinx literature grapples with state-sanctioned violence, cultural memory, and struggles for justice in the Americas. Attending to the histories of dictatorship and civil war in Central and South America, we will focus on a range of genres—including novels, memoir, poetry, film, and murals—to explore how memory and the imagination can contest state-sanctioned violence, how torture and disappearances haunt the present, how heteropatriarchal and white supremacist discourses are embedded in authoritarian regimes, and how U.S. imperialism has impacted undocumented migration. Throughout the course we will analyze the various creative techniques Latinx cultural producers use to resist violence and imagine justice.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935

This course will focus on the "American Girl" as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we

will analyze U. S. investments in girlhood as a site for national self-fashioning.

Requirement: Critical Interpretation (CI)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B305 Early Modern Trans Studies

This course will consider the deep histories of transgender embodiment by exploring literary, historical, medical, and religious texts from the Renaissance. Expect to read about alchemical hermaphrodites, gender-swapping angels, Ethiopian eunuchs, female husbands, trans saints, criminal transvestites, and genderqueer monks. We will consider together how these early modern texts speak to the historical, theoretical, and political concerns that animate contemporary trans studies. We will read texts by Crashaw, Donne, Shakespeare, Lyly, and Dekker as well as Susan Stryker, Dean Spade, Mel Chen, Paul Preciado, and Kadji Amin. Prerequisite: Students must have completed at least one 200-level class.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B333 Lesbian Immortal

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and notoriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siècle manias for mummies and seances.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Thomas, K.

(Spring 2025)

ENGL B336 Topics in Film

This is a topics course and description varies according to the topic.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B337 Modernism and the Ordinary

Modernism is consistently aligned with innovation: making things new and making things strange. Yet modernist writing is preoccupied with habit, repetition, sameness, boredom, and the banal—with “things happening, normally, all the time,” as Virginia Woolf once put it. This course explores the modernist fascination with the ordinary, from the objects in a kitchen to the rhythms of a day. Our primary task will be to understand the stakes of paying attention to the ordinary world for queer and women modernist writers, whose work reveals the ordinary as a site of deep ambivalence as well as possibility. Likely authors include: Woolf, Gertrude Stein, Zora Neale Hurston, Gwendolyn Brooks, Marianne Moore, and Jean Rhys.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B339 Latina/o Culture and the Art of Migration

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B342 The Queer Middle Ages

This course examines medieval queer history, focusing on literary depictions of non-normative sexual identities and expressions. From monastic vows of celibacy to same-sex erotic love, from constructions of female virginity to trans identity, the Middle Ages conceptualized sexuality in a range of ways and with a range of attached assumptions and anxieties. Readings will include chivalric romance, rules for monks, cross-dressing saints' lives, and legal tracts worried about unmarried women.

Requirement: Course does not meet an Approach

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B343 Sex, Sin, and the Sacred in Medieval Literature

Rather than being at odds with the church, sex and sexuality was an integral part of medieval concepts of sanctity. Even as the church attempted to regulate sexual behavior, it was also deeply invested in the relationship between the divine and the corporeal, including meditation upon the frankly erotic Song of Songs; the question of Mary's virginity and motherhood; hagiographic accounts of cross-dressing saints; and the feminization of Christ's body. This course will explore three concepts-- sex, sin, and the sacred-- and their interrelationship during the medieval period. We will investigate the complex and often contradictory ways that sex was understood, exploring how medieval people conceptualized the sacred and profane -- and then troubled the very binaries such a system established. Broadly interpreting the term “sex,” we will explore issues of sexual and romantic desire; sexual acts and behaviors; medieval versions of gender identity; pre-modern understandings of “biological” sex; love and courtship; and more. Readings will be mostly literary (both canonical and non-

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canonical) but will also include some excerpts from religious texts and both medieval and early modern medical treatises, including work from Geoffrey Chaucer, Alain de Lille, Christine de Pizan, St. Augustine, Margery Kempe, Thomas Mallory, John Gower, and Marie de France. We will pair these primary source texts with commentary and essays from critics such as Judith Butler, Caroline Walker Bynum, Eve Kosofsky Sedgwick, Robert Mills, and Carolyn Dinshaw. While texts will be presented in their original form where possible, knowledge of Middle English is not a prerequisite for the course. Prerequisite: One 200-level English course or permission of instructor

Requirement: Course does not meet an Approach
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Alcaro, M.
(Spring 2025)

ENGL B358 Gertrude Stein: Difficult Genius

As a radical modernist writer, theorist of language, and self-styled "genius," Stein looms large in literary history. In this course, it is our task to read (and enjoy!) Stein's difficult, genre-breaking writing. We will study Stein's eclectic body of work, which spans the first half of the twentieth century (and two world wars, Stein's move to Paris, a lesbian marriage, shifting ideas about gender and sexuality), against its cultural backdrop. Among the questions we will ask are: How does Stein's work redefine reading? What are the politics of "radical" and "experimental" language use? What is a queer text? What is a genius?

Requirement: Course does not meet an Approach
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Shollenberger, J.
(Fall 2024)

ENGL B363 Toni Morrison and the Art of Narrative Conjure

A comprehensive study of Morrison's narrative experiments in fiction, this course traces her entire oeuvre from "Recitatif" to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being known, Morrison-as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In addition to critical essays, students complete a "Pilate Project" – a creative response to the works under study.

Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B372 Black Ecofeminism(s): Critical Approaches

How have Black feminist authors and traditions theorized or represented the ecological world and their relationship to it? How does thinking intersectionally about gender(ing) and racialization expand or challenge conventional notions of "nature," conservation, or environmental justice? In what ways does centering racial blackness critically reframe a host of practical and philosophical questions historically brought together under the sign "ecofeminism?" Combining history and theory, the humanities and the social sciences, this interdisciplinary course will use the work of Black feminist writers (broadly defined) across a range of genres to

approach and to trouble the major paradigms and problems of contemporary Euro-American ecofeminist thought. The course uses fiction and poetry by Toni Cade Bambara, Toni Morrison, and Countee Cullen as a gateway to a range of critical work by Jennifer Morgan, Sylvia Wynter, Maria Mies, and Val Plumwood as it attempts to define and deconstruct what Chelsea Frazier calls "Black Feminist Ecological Thought." Prerequisite: At least one 200-level English course and one course in Africana Studies

Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
Instructor: Alston, A.
(Spring 2025)

FREN B105 Directions de la France contemporaine

Ce cours a pour objet les dynamiques et les tensions qui structurent ou déstructurent la France contemporaine. Dans quelle mesure la France a-t-elle profité de la colonisation et de l'esclavage pour devenir la France ? Le modèle républicain est-il mis à mal par ce qu'on appelle les "communautarismes", ou n'est-il lui-même qu'un déguisement du communautarisme de la majorité ? Quel est ce "séparatisme" qui menacerait la cohésion nationale et les valeurs universalistes de la France ? Pourquoi la laïcité est-elle en crise aujourd'hui ? L'État de droit peut-il demeurer un État de droit face au djihadisme ? L'arbitrage impossible entre priorité sanitaire et priorité économique montre-t-il que le pouvoir politique est devenu impuissant ? Les travaux à rendre vous permettront de vous exprimer dans des formats innovants (podcast, présentation vidéo, réalisation de pages Internet) et de perfectionner vos compétences à l'oral aussi bien qu'à l'écrit. Prerequisite: FREN 005 or 101.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; Museum Studies; Visual Studies
Units: 1.0
Instructor: Le Menthéour, R., Leclère-Gregory, C.
(Spring 2025)

FREN B201 Le Chevalier, la Dame, et le Prêtre: études de femmes, de classes sociales et d'ethnies

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious female and male authors in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, *lais*, roman courtois, fabliaux, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

FREN B221 Femme sujet/Femme objet

An in-depth examination of how women authors from selected periods conceive of their art, construct authority for themselves, and, where appropriate, distinguish themselves from male colleagues, of whom several who have assumed female voices/perspective will be examined as points of comparison.

It introduces students to the techniques and topics of selected women writers (as well as theoretical approaches to them) from the most recent (Djebar and M. Duras) to late Medieval authors. This course is taught in French. Prerequisite: FREN 102 or 105

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Armstrong, G.
(Fall 2024)

FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts

This study of selected women authors from Latin CE-Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Perpetua, Hrotswitha, Marie de France, the troubairitz, Christine de Pisan, Louise Labé, 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. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. Prerequisite: two 200-level courses or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

GERM B217 Representing Diversity in German Cinema

German society has undergone drastic changes as a result of immigration. Traditional notions of Germanness have been and are still being challenged and subverted. This course uses films and visual media to examine the experiences of various minority groups living in Germany. Students will learn about the history of immigration of different ethnic groups, including Turkish Germans, Afro-Germans, Asian Germans, Arab Germans, German Jews, and ethnic Germans from Eastern Europe. We will explore discourses on migration, racism, xenophobia, integration, and citizenship. We will seek to understand not only the historical and contemporary contexts for these films but also their relevance for reshaping German society. Students will be introduced to modern German cinema from the silent era to the present. They will acquire terminology and methods for reading films as fictional and aesthetic representations of history and politics, and analyze identity construction in the worlds of the real and the reel. This course is taught in English

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

GERM B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

GERM B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies. Recent topic titles include: Asia and Germany through Film; The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century. Current topic description: The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century: While Jewish history extends well over a thousand years in German-speaking lands, the political, cultural, and social changes in the eighteenth and nineteenth centuries lay the foundation for German-Jewish relations today, and begin articulating new dimensions of the experiences the "Other," treated metaphorically through the tension between the "Letter" and the "Spirit." Starting in the Age of Reason, this course focuses on depictions of Jewishness in the literary works and intellectual contributions by German and German-Jewish authors, and explores ways in which German-Jewish identity goes beyond "the Letter" and "the Spirit." The fragile utopia of religious tolerance staged in Lessing's Nathan the Wise is followed by grotesque antisemitic tropes in the folk tales and fairy tales in Romanticism, and in other nationalist, artistic endeavors such as those by Richard Wagner. Stories of disguise, concealment, and intrigue double as metaphors of assimilation and conversion of Jewish life, highlighting the complicated and conflicted place of many German-Jewish writers. The salons cultivated and attended by German-Jewish women such as Rahel Varnhagen and Fanny Lewald yield generative, philosophical thought and intellectual contributions. We will conclude by looking at twentieth century German-Jewish writers after the Holocaust, and the status of antisemitism and philosemitism in Germany today.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Shen, Q.
(Spring 2025)

GNST B108 Introduction to Gender and Sexuality Studies

This course will introduce students to major approaches, theories, and topics in gender and sexuality studies, as a framework for understanding the past and present—not only how societies conceive differences in bodily sex, gender expression, and sexual behavior, but how those conceptions shape broader social, cultural, political, and economic patterns.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Gurtler, B.
(Fall 2024)

GNST B290 Interdisciplinary Perspectives on Gender and Sexuality

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries.

Requirement: Course does not meet an Approach
 Counts towards: Gender and Sexuality Studies
 Units: 1.0
 (Not Offered 2024-2025)

GREK B201 Plato and Thucydides

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's Symposium and Thucydides' History of the Peloponnesian War), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Requirement: Critical Interpretation (CI)
 Major Writing Requirement: Writing Attentive
 Counts towards: Gender and Sexuality Studies
 Units: 1.0
 Instructor: Edmonds,R.
 (Fall 2024)

HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
 Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies
 Units: 1.0
 (Not Offered 2024-2025)

HIST B156 The Long 1960's

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull

apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
 Counts towards: Africana Studies; Gender and Sexuality Studies
 Units: 1.0
 (Not Offered 2024-2025)

HIST B226 Topics in 20th Century European History

This is a topics course. Course content varies.

Requirement: Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
 Counts towards: Gender and Sexuality Studies; International Studies
 Units: 1.0
 (Not Offered 2024-2025)

HIST B237 Themes in Modern African History

This is a topics course. Course content varies

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
 Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies; Museum Studies
 Units: 1.0
 (Not Offered 2024-2025)

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed—from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the "New Woman"; abortion and contraception; the "sexual revolution" of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
 Counts towards: Gender and Sexuality Studies; International Studies
 Units: 1.0
 (Not Offered 2024-2025)

HIST B243 Topics: Atlantic Cultures

This is a topics course. Course content varies. Current topic description: The course explores the process of self-emancipation by slaves in the early modern Atlantic World. What was the nature of the communities that free blacks forged? What were their relationships to the empires from which they freed themselves? How was race constructed in the early modern period? Did conceptions of race change over time?

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Gallup-Diaz, I.
(Fall 2024)

HIST B274 topics in Modern US History

This is a topics course in 20th century America social history. Topics vary by half semester Current topic description: History of Reproductive Health. An exploration of reproductive health in American history from the colonial era through the present day, with an emphasis on the long 20th century. Topics covered include gender, medicalization, and medical authority; battles over abortion rights and reproductive justice; evolving practices regarding pregnancy and childbirth; the role of technology in reproduction; and entanglements of reproductive health with social and political categories of race, gender, disability, and national identity.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: O'Donnell, K.
(Fall 2024)

HIST B280 History of Witchcraft and Magic

This course examines the social, cultural, and legal history of witchcraft and magic throughout European history. We will examine the values and attitudes that have influenced beliefs about witchcraft and the supernatural, both historically and in the present day. This course will pay specific attention to the role of gender and sexuality in the history of witchcraft, as the vast majority of individuals charged in the witch hunts of the sixteenth and seventeenth centuries were indeed women. We will also study accusations of witchcraft, breaking down the power dynamics and assumptions at play behind the witch trials, and the effects of these trials on gender relations in European society. This class will track the intersections of magic and science throughout the early modern period, and the reconciliation of belief systems during the Enlightenment. We will carry our analysis into the modern period, touching on Victorian spiritualism and mysticism, the emergence of Neo-Paganism, and the return to the figure of the goddess. Our final foray will be an examination of the political "witch-hunts" of the twentieth and twenty-first centuries and the enduring trope of the "witch" in modern political culture.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B284 Movies and America: The Past Lives Forever

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B292 Women in Britain since 1750

Focusing on contemporary and historical narratives, this course explores the ongoing production, circulation and refraction of discourses on gender and nation as well as race, empire and modernity since the mid-18th century. Texts will incorporate visual material as well as literary evidence and culture and consider the crystallization of the discipline of history itself.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B325 Topics in Social History

This a topics course that explores various themes in American social history. Course content varies. Course may be repeated. Current topic description Health care in America has always been political. From historical debates to modern controversies, this course explores the social and cultural dimensions of American medicine and public health, with particular attention to their politics. Incorporating analysis of primary historical sources, we will examine issues such as health activism, health insurance reform, medical civil rights battles, reproductive justice, the doctor-patient relationship, and the rise of modern bioethics.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: O'Donnell, K.
(Fall 2024)

HIST B337 Topics in African History

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

ITAL B202 Racconti transnazionali a confronto: patriarcato, migrazione e transculturalità

This course focusses on the development of the short story, and particularly on its changing form through the 19th, 20th and 21st centuries. Students will analyze Italian novellas through in-class discussions and take-home assignment. They will start by reading some short stories by Boccaccio's Decameron and will then focus closely on 19th century Rosso malpelo and L'amante di Gramigna by Giovanni Verga and on Terno secco by Matilde Serao. Moving towards 20th and 21st centuries, we will examine racism, immigration, and patriarchy in context with the reading of women writers such as Sibilla Aleramo, Elsa Morante, Natalia Ginzburg, Elena Ferranate, Jhumpa Lahiri, Anna Maria Ortese, Dacia Maraini, Donatella Di Pietrantonio. Our 21st-century examples will also include Roberto Saviano's *Il contrario della morte* and Valeria Parrella's *Il premio*. To stimulate classroom discussion and provide useful insight into the wide variety of Italy's socio-cultural specificities, the texts will be supplemented with selected background information including scholarly criticism, visual media, and media reception. The course is highly interactive and, at times, adopts the mode of a creative writing workshop. Students will thus be asked to comment their and other colleagues' work by discussing points of strength and weakness. This process will facilitate the preparation for and successful drafting of the papers. It will also encourage students to learn how to analyze and self-assess their own essays. The stories will be read in Italian. Prerequisite: ITAL 102 or permission of instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Ricci,R.
(Spring 2025)

ITAL B202 Racconti transnazionali a confronto: patriarcato, migrazione e transculturalità

This course focusses on the development of the short story, and particularly on its changing form through the 19th, 20th and 21st centuries. Students will analyze Italian novellas through in-class discussions and take-home assignment. They will start by reading some short stories by Boccaccio's Decameron and will then focus closely on 19th century Rosso malpelo and L'amante di Gramigna by Giovanni Verga and on Terno secco by Matilde Serao. Moving towards 20th and 21st centuries, we will examine racism, immigration, and patriarchy in context with the reading of women writers such as Sibilla Aleramo, Elsa Morante, Natalia Ginzburg, Elena Ferranate, Jhumpa Lahiri, Anna Maria Ortese, Dacia Maraini, Donatella Di Pietrantonio. Our 21st-century examples will also include Roberto Saviano's *Il contrario della morte* and Valeria Parrella's *Il premio*. To stimulate classroom discussion and provide useful insight into the wide variety of Italy's socio-cultural specificities, the texts will be supplemented with selected background information including scholarly criticism, visual media, and media reception. The course is highly interactive and, at times, adopts the mode of a creative writing workshop. Students will thus be asked to comment their and other colleagues' work by discussing points of strength and weakness. This process will facilitate the preparation for and successful drafting of the papers. It will

also encourage students to learn how to analyze and self-assess their own essays. The stories will be read in Italian. Prerequisite: ITAL 102 or permission of instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Ricci,R.
(Spring 2025)

ITAL B209 Love, Magic, and Women Warriors: Renaissance Italian Epic

This course offers an overview of one of the great literary traditions of Renaissance Italy: that of chivalric poems narrating tales of war, love, and magic. Our readings will center on the two established masterpieces of the tradition, Ludovico Ariosto's romance *Orlando furioso* (*The Madness of Orlando*; 1532) and Torquato Tasso's epic *Gerusalemme liberata* (*Jerusalem Delivered*; 1581), but we will also look at a series of much lesser-known works by a queer and "irregular" author (Luigi Pulci), who inaugurated this genre in Florence, and by female poets of the later sixteenth and early seventeenth centuries (Moderata Fonte and Margherita Sarrocchi), who draw on Ariosto's and Tasso's texts for inspiration. Thematically, the course will focus on questions of diversity in political and religious ideologies, differing treatments of love and conceptions of the heroic, and the representation of sexuality and gender, which is exceptionally fluid and interesting in these works. The course is taught in English and is accessible also to students without a background in Renaissance literature and with no knowledge of Italian. Students who are interested to take this course towards a major in Italian will complete their assignments in Italian and will participate in an extra hour in Italian

Requirement: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B218 Early-Modern Intersections: a New Italian Renaissance

The period or movement commonly referred to as the Renaissance remains one of the great iconic moments of global history: a time of remarkable innovation within artistic and intellectual culture, and a period still widely regarded as the crucible of modernity. Although lacking a political unity and being constantly colonized by European Empires, Italy was the original heartland of the Renaissance, and home to some of its most powerful and enduring figures, such as Leonardo and Michelangelo in art, Petrarch and Ariosto in literature, Machiavelli in political thought. This course provides an overview of transnational Italian culture from the fourteenth to the sixteenth century by adopting a cross-cultural, intersectional, and inter-disciplinary approach. The course places otherness at the center of the picture rather than at its margins, with the main aim to look at pivotal events and phenomena (the rise of Humanism, courtly culture, the canonization of the language), not only from the point of view of its protagonists but also through the eyes of its non-male, non-white, non-Christian, and non-heterosexual witnesses. The course ultimately challenges traditional accounts of the Italian Renaissance by crossing also disciplinary boundaries, since it examines not only literary, artistic, and intellectual history, but also material culture, cartography, science, technology, and history of food and fashion. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Zipoli, L.
(Fall 2024)

ITAL B324 Diversity, Gender, and Queerness in Modern Italian Poetry

This course offers an overview of one of the great literary traditions of post-unification Italy: that of modern and contemporary poetry. Our readings will center mostly on some major protagonists of this genre, like the Nobel prize-winning Eugenio Montale, Umberto Saba, and Pier Paolo Pasolini, but we will also look at a series of much lesser-known works by female, queer and transgender poets, like Sandro Penna, Amelia Rosselli, and Giovanna Cristina Vivinetto, who negotiated their own voices within this tradition. While thinking, discussing and writing in Italian, we will examine poetic texts in the original and with a specific focus on the representation of religious and racial "otherness", the language of expression, and gender perspectives. Our authors and texts will be contextualized in their historical and social background, in order to have an in-depth interdisciplinary exploration of Italy's 20th-21st century cultural life and gain insight on Italian Modernity as a whole. Elements of metrics and rhetoric will be used and explained in order to analyze poetry in its own essence.

Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B335 The Italian Margins: Places and Identities

Thompson Fullilove's scholarship will be the theoretical foundation of this survey of 20th century topics—from literary representations of mental health to the displacement of marginalized communities, from historical persecution in Europe to contemporary domestic violence in Italy. The main goal of the seminar will be to challenge the rhetoric of 'otherness', 'encounters', 'marginalization', 'anti-canon', and 'exoticism' that is typical of broader readings of Italy's modern traditions, adopting Thompson Fullilove's inter-sectional and trans-historical paradigms to re-imagine Italian Studies, to center the gender gap, and overcome the stigma of mental illness and madness. Rooted in the perspectives of trans-codification, trans-historical tradition, and cultural translation, this course attempts to address such questions both in theory and practice using Freudian literary criticism (The Interpretation of Dreams, 1899; The Uncanny, 1919; Beyond the Pleasure Principle, 1920; The Ego and the Id, 1923; Civilization and its Discontents, 1930). We will start with a seminar, devoted to the analysis and discussion of primary sources and then follow with a scholarly (and creative) workshop. Tailored activities related to social activism (Praxis) will also fulfill the course requirements. Prerequisite: 200 level course or permission of instructor.

Requirement: Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

PHIL B221 Ethics

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor: Bell, M.
(Fall 2024)

PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

GENDER AND SEXUALITY STUDIES

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B252 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Bell, M.

(Spring 2025)

POLS B221 Gender and Comparative Politics

This is an upper-level course for students interested in learning about feminist political science. We will cover the major topics of comparative politics from a gender perspective through a mix of lecture and seminar-style discussion. The topics include social movements, institutions, political parties and elections, welfare systems, democracy, and authoritarianism. The goal of the course is to teach students how to apply gendered and intersectional frameworks to contemporary political events and actors around the world. Suggested pre-requisite: a 100 or 200 level comparative politics course, political theory course, or gender & sexualities course.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Corredor, E.

(Spring 2025)

POLS B242 Gender and International Organizations

Employing a multi-disciplinary feminist lens, this class examines women's and LGBTQIA+ rights within the United Nations system, with a primary focus on human rights and peace & security. This course seeks to expose students to the complex issues - social, political, economic, and legal - that characterize women's and LGBTQIA+ rights around the globe. The theoretical foundations are in the area of gender mainstreaming, which is the practice of integrating a gender equality perspective across all governing systems including but not limited to policy development, political representation, institutional regulations, program building, and budgeting. Students will be asked to conduct research on women's and/or LGBTQIA+ rights within a country of their choice. Students will present their findings to the class as well as write a final report. Prerequisite: Introductory Political Science Course or Instructor's permission.

Requirement: Course does not meet an Approach

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Corredor, E.

(Fall 2024)

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POLS B277 Creating Queer Studies

This class tackles the origins and development of queer theory in academia. We begin with an overview of late 1980s feminism before turning to the creation of queer theory. During class discussions, students will evaluate the ways that feminist, queer, and trans politics overlap and diverge. The purpose of the course is to enrich students' understanding of critical knowledge production in academia. Throughout the semester we will ask about the implications of "origin stories" and the ways that such narratives shape future directions of queer scholarship.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B330 Queer Rights and Politics

This is an upper-level course designed to introduce students to the study of Lesbian, Gay, Bisexual, Trans, and Queer (LGBTQ) politics and activism outside of the US. We will study the formations of LGBTQ identities, state regulation of sexuality and gender, public policy (partnership, healthcare, etc), religious attitudes, political participation by LGBTQ people, and migration and asylum practices. The goal of the course is to familiarize students with the current status of LGBTQ people around the world and help them to hone their independent research and writing skills. Suggested pre-requisite: a 100 or 200 level comparative politics course, political theory course, or gender & sexualities course.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B351 Women and American Politics

This course examines the role of women in American politics the second wave of feminism to present. The course will focus on academic literature from political science and include topics such as partisanship, campaigning, and voter behavior. What has been the role of women in American politics? Are there differences at the federal v. state v. local level? What political changes have they achieved and what strategies were most effective? How do other categories of difference, such as race, ability, sexuality, and class, intersect with our gendered expectations? Prerequisite: One course in US Politics or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B102 Society, Culture, and the Individual

Sociology is the systematic study of society and social interaction. It involves what C. Wright Mills called the "sociological imagination," a way of seeing the relationship between individuals and the larger forces of society and history. In this course, we will practice using our sociological imaginations to think about the world around us. We will examine how social norms and structures are created and maintained, and we will analyze how these structures shape people's behavior and choices, often without their realizing it. After learning to think sociologically, we will examine the centrality of inequality in society, focusing specifically on the intersecting dimensions of race and ethnicity, gender, and class, and the role of social structures and institutions (such

as the family and education) in society. Overall, this course draws our attention toward our own presuppositions—the things we take for granted in our everyday lives—and provides us with a systematic framework within which we can analyze those presuppositions and identify their effects..

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Fall 2024, Spring 2025)

SOCL B205 Social Inequality

In this course, we will explore the extent, causes, and consequences of social and economic inequality in the U.S. We will begin by discussing key theories and the intersecting dimensions of inequality along lines of income and wealth, race and ethnicity, and gender. We will then follow a life-course perspective to trace the institutions through which inequality is structured, experienced, and reproduced through the family, neighborhoods, the educational system, labor markets and workplaces, and the criminal justice system.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Cox,A.

(Spring 2025)

SOCL B217 The Family in Social Context

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B225 Women in Society

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South – those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather

than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the "Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system" (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course's final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Montes,V.

(Fall 2024)

SOCL B235 Mexican-American Communities

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centenarian migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly,

GENDER AND SEXUALITY STUDIES

the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro-and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program
Units: 1.0
Instructor: Montes,V.
(Spring 2025)

SOCL B251 Queering Utopia

What if? This question is at the heart of both social theory and speculative fiction. Theory and fiction both serve as ways through which to make sense of social life and to imagine alternatives. Within the traditions of feminist and queer thought, utopian and dystopian fiction have been utilized as a means by which to imagine the outcomes of various social processes and alternative gender/sexuality systems. This medium is also useful for exploring the ways in which gender and sexuality are not only integral to individual identity but also to the structure of social life itself. In this course we will analyze the challenges to the status quo asserted by feminist theorists and queer theorists alongside a comparison with indigenous systems of gender. We will also consider the various implications for everyday life of these theories as presented through the lens of speculative fiction. We will compare works of fiction with works of social theory to think through the ways in which gender and sexuality structure social life as well as the ways in which we do, undo, and resist gender in everyday life. Over the course of the semester, we will contemplate work by Samuel R. Delany; Michael Warner; Margaret Atwood; Ursula Le Guin; Nikki Sullivan; Sara Ahmed, José Esteban Muñoz, Laura Mamo, and more.

Requirement: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

SOCL B262 Public Opinion

This course will assess public opinion in American politics: what it is, how it is measured, how it is shaped, how it relates to public policy, and how it changes over time. It includes both questions central to political scientists (what is the public, how do they exercise their voice, does the government listen and how do they respond?) and to sociologists (where do ideas come from, how do they gain societal influence, and how do they change over time?). It will pay close attention to the role of electoral politics throughout, both historically and in the current election. It is focused primarily on the United States, but seeks to place the US in global context. If this course is taken to fulfill an elective in the Data Science minor, students will conduct

hands-on analyses with real data as a key component to both their Midterm and Final Essays.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

SOCL B276 Making Sense of Race

What is the meaning of race in contemporary US and global society? How are these meanings (re)produced, resisted, and refused? What meanings might we desire or imagine as alternatives? In this course, we will approach these questions through an array of sources while tracking our own thinking about and experiences of raced-ness. Course material will survey sociological notions of the social construction of race, empirical studies of lived experiences of race, and creative fiction and non-fiction material intended to catalyze thinking about alternative possibilities.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
Instructor: Taplin-Kaguru,N.
(Spring 2025)

SOCL B326 Feminist Perspectives on Hlth

Increasingly, an individual's sense of self and worth as a citizen turns on their health identity. In this course we will draw on theories of gender, race, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts towards: Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

SOCL B350 Movements for Social Justice

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th and 21st-century social movements to answer these questions. Prerequisite: At least one prior social science course or permission of the instructor.

Requirement: Power, Inequity, and Justice (PIJ)
Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2024-2025)

SPAN B309 La mujer en la literatura española del Siglo de Oro

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of

women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement. Counts toward Gender and Sexuality Studies. Counts toward Latin American, Iberian and Latina/o Studies.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

GEOLOGY

Students may complete a major or minor in Geology. Within the major, students may complete a concentration in 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. Experiential learning is an important part of geology training. Field trips, lab work, and other practical experiences are part of many of our courses and student research projects.

Faculty

Don Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies and Chair of Bi-Co Environmental Studies

Selby Hearth, Associate Professor of Geology

Katherine Marenco, Senior Lecturer in Geology

Pedro Marenco, Associate Professor of Geology

Arlo Weil, Marion Bridgman Slusser Professor in the Sciences and Professor and Chair of Geology

Major Requirements

Twelve courses are required for the major: GEOL 101 (How the Earth Works), 202 (Mineralogy), 203 (Biosphere through Time), 204 (Structural Geology), 205 (Sedimentary Materials and Environments), at least two semesters of quantitative or computational coursework (e.g., MATH 101 and 102 or alternates approved by your adviser), a two-semester sequence of CHEM (103-104) or PHYS (101-102 or 121-122), GEOL 399/400 (each a 0.5 credit), and either two advanced geology courses or one advanced geology course and an additional

upper-level course in biology, chemistry, mathematics, physics, or computer science.

The writing requirement for the major in Geology is fulfilled through completion of GEOL 202, 204 and 205, all of which are writing attentive.

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 is encouraged to enroll in a summer field course (not offered in the Tri-Co), usually following completion of the 200-level courses for the major.

Senior Capstone

All Geology majors participate in a senior capstone experience, which is a year-long course series (GEOL 399/GEOL 400), totaling one credit, that combines an independent project and a weekly seminar. The independent project gives students the opportunity and experience of creatively developing their own academic project; following through on that project; getting constructive feedback on that project; revising and improving that project; and submitting a report or other product that effectively communicates the project's outcomes. Students' independent projects may take a variety of creative forms and are developed in consultation with the student's agreed upon advisor. Ideally the independent project is organized, planned, and arranged by the student and advisor by the end of the student's junior year. So as not to overload any one faculty member in the department, the total number of students will, as best as possible, be distributed across the faculty evenly, with preference given to those students whose projects overlap the expertise of a given faculty member.

The focus of the capstone seminar is to reinforce students' ability to address geoscience questions and to communicate their findings orally and in writing. Students and faculty meet once every week to develop skills necessary to complete their independent projects, discuss topics related to scientific literacy and practice, and prepare students for the next step in their careers.

Minor Requirements

A minor in Geology consists of two 100-level Geology courses, and any four of the 200- or 300-level courses offered by the department. Two 0.5 credit courses may be combined to count toward one of the 100-level courses. Alternatively, an additional 200- or 300-level course may be substituted for one of the 100-level courses to meet the minor requirements.

Concentration in Geochemistry

The geochemistry concentration encourages students majoring either in Geology or in Chemistry to design a course of study that emphasizes Earth chemistry. Paperwork for the concentration should be filed at the same time as the major work plan. For a Geology major with a concentration in geochemistry, the following are required: GEOL 101, 202, 203, 204, 205, and 399; CHEM 103 (General Chemistry) and CHEM 104 (General Chemistry II); CHEM 211 (Organic Chemistry) or CHEM 231 (Inorganic Chemistry); GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires major advisor approval); one additional 300-level geochemistry-themed GEOL course or one additional advanced CHEM course. For a Chemistry major with a concentration in geochemistry,

GEOLGY

the following are required in addition to Chemistry major requirements (see Chemistry major advisor): GEOL 101 (How the Earth Works), GEOL 202 (Mineralogy/Crystal Chemistry), two additional 300-level geochemistry-themed GEOL courses including GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires Geology major advisor approval). For course planning advice, contact Pedro Marengo (Geology) or Sharon Burgmayer (Chemistry) (on leave semesters I & II).

Honors

Honors are awarded to students who have outstanding academic records in Geology and allied fields and whose independent project is judged by the department faculty to be of the highest quality.

Courses

GEOL B101 How the Earth Works

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.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,K., Weil,A.
(Fall 2024)

GEOL B202 Mineralogy and Crystal Chemistry

The crystal chemistry of representative minerals as well as the relationship between the physical properties of minerals and their structures and chemical compositions. Emphasis is placed on mineral identification and interpretation. The occurrence and petrography of typical mineral associations and rocks is also covered. Lecture three hours, laboratory at least three hours a week. One required field trip on a weekend. Prerequisite: introductory course in Geology or Chemistry (both recommended, one required). This is course fulfills a Writing Attentive requirement.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Geoarchaeology

Units: 1.0

Instructor: Hearth,S.
(Fall 2024)

GEOL B203 Biosphere Through Time

We will explore how the Earth-life system has evolved through time by studying the interactions between life, climate, and tectonic processes. During the lab component of the course, we will study important fossil groups to better understand their paleoecology and roles in the Earth-life system. Prerequisite: GEOL B101, GEOL B108, or GEOL B209.

Requirement: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Marengo,K., Marengo,P.
(Fall 2024)

GEOL B204 Structural Geology

An introduction to the study of rock deformation in the Earth's lithosphere viewed from all scales - from the microscopic (atomic scale) to the macroscopic (continental scale). This class focuses on building a foundation of knowledge and understanding that will allow students to broaden their appreciation and understanding of the complexity of the Earth system and the links between geologic structures at all scales and plate tectonics. Three lectures and three hours of laboratory a week, plus a required three-day, weekend field trip. Prerequisite: GEOL 101 and MATH 101.

Requirement: Quantitative Readiness Required (QR)

Units: 1.0

Instructor: Weil,A.
(Spring 2025)

GEOL B205 Sedimentary Materials and Environments

An introduction to sediment transport, depositional processes, and stratigraphy, with emphasis on interpretation of sedimentary sequences and the reconstruction of past environments. Three lectures and one lab a week, plus a one-day field trip on a weekend. Prerequisite: GEOL B101 or B108 or instructor permission. Recommended: GEOL B202 and B203. Recommended: GEOL B202 and B203. This is course fulfills a Writing Attentive requirement.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Geoarchaeology

Units: 1.0

Instructor: Marengo,K., Barber,D.
(Spring 2025)

GEOL B206 Energy Resources and Sustainability

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

Requirement: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor: Barber,D.
(Fall 2024)

GEOL B209 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0
 Instructor: Marengo,K.
 (Spring 2025)

GEOL B299 Geology Field Short Course

Geology majors choosing to participate in the annual Fall- or Spring-Break Geology Department Field Trip must enroll in GEOL B299. Enrollment in this class does not guarantee a spot on the field trip. Several pre-trip class meetings help maximize student engagement on the trip by providing a forum for discussing the assigned readings. During the week-long field trip, students are exposed to geologic field methods while visiting sites that exemplify different geology from that at sites near campus. Geologic methods introduced may include proper field notetaking, mapping and measuring geologic structures, and interpreting geologic history. Culminating work introduces students to geologic illustration and report writing. A passing grade requires full participation and engagement by the student before, during and after the field trip. At least one post-trip meeting is held on campus to synthesize the material covered, and to go over students' final reports. Prerequisite: GEOL B101; and GEOL B202, B203, B204 or B205.

Requirement: Scientific Investigation (SI)
 Units: 0.5
 Instructor: Marengo,P.
 (Spring 2025)

GEOL B302 Low-Temperature Geochemistry

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL B101 or GEOL B108, and at least one semester of chemistry or physics, or permission of instructor.

Counts towards: Environmental Studies
 Units: 1.0
 Instructor: Marengo,P.
 (Spring 2025)

GEOL B304 Tectonics

Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Three hours of lecture and a problem session a week. Prerequisite: GEOL 204 or permission of instructor.

Units: 1.0
 Instructor: Weil,A.
 (Fall 2024)

GEOL B305 Igneous and Metamorphic Petrology

The study of igneous and metamorphic rocks, including their origins and modes of occurrence. The focus is on understanding how these rocks form, and on applying a combination of field methods, laboratory techniques, and theoretical understanding to interpret the origins of igneous and metamorphic rocks. The class will build on the study of mineralogy by examining assemblages of coexisting minerals, and what those assemblages reveal about the pressure, temperature, and chemical conditions under which a rock must have formed. For a culminating term project, we will conduct

an intensive study of local metamorphic rocks. Three lecture hours weekly and one weekly lab. One weekend field trip. Prerequisites: GEOL B202.

Units: 1.0
 (Not Offered 2024-2025)

GEOL B310 Introduction to Geophysics

An overview covering how geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity, and seismic waves provide a means to study plate tectonics and the earth's interior. Three class hours a week with weekly problem sets. Prerequisite: one year of college physics or with permission of professor.

Counts towards: Geoarchaeology
 Units: 1.0
 (Not Offered 2024-2025)

GEOL B350 Advanced Topics in Geology

This is a topics course. Course content varies. Recent topics include Geology and Colonialism, Carbonate Petrology, Appalachian Geology, Advanced Evolution, The Snowball Controversy, and Climate Change. Current topic description: The course examines the geology of solid bodies of the Solar System, including terrestrial planets, icy moons of gas giants, asteroids, and comets. We will review the formation of Solar System, and trace subsequent chemical and structural evolution of major planetary bodies. Students examine data from recent/ongoing space missions and read/critique literature on major controversies in planetary science. Prerequisites: Geo 101 or 102, and at least one 200-level GEO course, or professor approval.

Requirement: Course does not meet an Approach
 Units: 1.0
 (Spring 2025)

GEOL B399 Senior Capstone Seminar

A capstone seminar course required for all Geology majors. All Geology seniors will be required to participate in this two-semester seminar that meets bi-weekly for 2 hours for a total of 1.0 credit (0.5 credits per semester). Enrollment required in two half-credit courses, one in the fall and one in the spring semester of the senior year. The focus of the capstone seminar is to reinforce students' ability to address geoscience questions and to communicate their findings orally and in writing. Students and faculty will meet once every other week to help students develop the skills necessary to complete their independent projects, discuss topics related to scientific literacy and practice, and prepare students for the next step in their careers.

Units: 0.5
 Instructor: Weil,A.
 (Fall 2024)

GEOL B400 Senior Thesis

Rising seniors will undertake an independent project in addition to mandatory full participation in the senior capstone seminar. This student project is conducted under the supervision of a faculty advisor(s). The project plan is initially developed and agreed upon by conference between the supervising faculty member(s) and the student. Most of the research is conducted

independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and financial support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

Instructor: Weil,A.
(Spring 2025)

GEOL B403 Supervised Research

Optional laboratory or field research on a wide variety of topics, open to junior or senior majors. Interested students must consult with department faculty members as early as possible, preferably before the start of the semester, in order to choose a faculty supervisor. The student and faculty supervisor meet early in the semester to plan the research and discuss gradable outcomes (e.g., final research paper). Requires permission of the instructor and the major advisor.

Major Writing Requirement: Writing Intensive
(Fall 2024, Spring 2025)

GEOL B415 Teaching Assistant

Requirement: Course does not meet an Approach

Units: 0.5
(Not Offered 2024-2025)

BIOL B236 Evolution

A lecture/discussion course on evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement: Scientific Investigation (SI)

Units: 1.0
Instructor: Davis,G.
(Spring 2025)

BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of analyzing, modeling, and visualizing scientific data through hands-on programming exercises. Content will draw on examples from across the life sciences. This course will use the Python programming language. No prior programming experience is required. Six hours of combined lecture/lab per week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0
Instructor: Weber,A.
(Fall 2024)

GERMAN AND GERMAN STUDIES

Bryn Mawr German and German Studies is a Bi-College Department with Haverford German. By drawing on the expertise of the faculty at both colleges, the Department has established an interdisciplinary German Studies program. Our program investigates the role and global reach of German

language, literature, and culture to understand the essential questions of the past and the present. We explore the diverse voices, perspectives, disciplines, and narratives that have emerged from and shape German-speaking regions and their relevance in the world today.

Students who pursue a course of study in German gain valuable communication and critical thinking skills for the challenges of the twenty-first century. Graduates of our program enjoy careers in law, medicine, translation, public policy, education, and more. Students interested in the social sciences and STEM fields profit from growing their language and intercultural communicative skills to access opportunities in German-speaking countries.

Our language instruction challenges students from the elementary level to become skilled in all modes of communication. Upper-level courses explore a variety of topics while deepening their critical writing, reading, and presentational skills. Cross-disciplinary course offerings reflect the breadth and depth of our curriculum and support the academic and professional goals of our students. German majors are encouraged to take courses and cultivate interests in interdisciplinary areas that engage with German thought.

Faculty

Michael Burri, Visiting Assistant Professor of German

Qinna Shen, Associate Professor and Chair of German and German Studies

Margaret Strair, Lecturer in German and German Studies

College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing two courses taught in German with an average grade of at least 2.0.

Major Requirements

The Department of German and German Studies offers a major and a minor. A German major consists of 10 credits. After completing German 002 (or its equivalent), the German major requires:

- two intermediate German courses (101 and 102)
- seven courses at the 200 and 300 level
- one of the four senior capstone options

Students placed at the advanced level (at the 200 level) must still take 10 credits to fulfill major requirements. Out of the seven courses at the 200 or 300 level, up to two can be taken outside of the department on topics related to German Studies pending approval from the Chair of German.

All German majors must take at least one 200 and one 300 level course in the Bi-Co German Department. For students studying abroad for one semester, up to four courses may count toward the major. For students studying abroad for an entire academic year, up to six courses may count toward the major. Approval from the department is required for awarding credits from abroad.

The Department of German and German Studies offers writing attentive and writing intensive courses. Majors are required to take two writing attentive courses to help them develop critical

writing skills in German and work on their language proficiency across all modes of communication.

Minor Requirements

A minor in German and German Studies consists of six credits. To minor, students are required to take:

- two Intermediate German courses (101 and 102)
- four German courses at the 200 and 300 level

All German minors must take at least one 200 and one 300 level course in the Bi-Co German Department. At least one course has to be at the 300 level with German as the language of instruction.

Students placed at the advanced level (at the 200 level) must still take 6 credits to fulfill minor requirements.

Senior Capstone Project

A senior project is required for all German majors. There are four options available to German majors and double majors to serve as meaningful capstones to their studies:

- A senior thesis (40 pages) in German.
- A combined thesis (40 + pages) written in English for double majors in a related discipline with a strong German Studies component. A combined thesis has to be approved by the department.
- A senior essay (20 pages) for double majors, which grows out of a research paper produced in a 300 level seminar. Students pursuing this option will not take the Senior Conference and instead will take an additional 300 level seminar.
- A project, which may be either a 15-20-minute film or an exhibition with a portfolio and summary in German. The content of the project and portfolio should be equivalent to a 40-page research paper in German.

Students writing a senior thesis will register for GERM 400. Students completing a combined thesis will register for thesis work with one of their major departments, but are still required to complete 10 credits for their German major.

Senior Capstone Presentation

At the conclusion of their senior year, all majors are expected to participate in a public presentation of their capstone projects. Minors are invited to present on a project they have done in their upper-level German coursework.

Department Learning Goals

By promoting knowledge of German speaking cultures, the Bi-Co German Department fosters skills and literacies for the twenty-first century. These include:

- critical thinking for real-world and creative problem-solving
- expository and analytical writing skills
- a command of the critical theories and methodologies used to analyze and contextualize cultural artifacts, texts, and media from the past and present
- intercultural competence by exploring different perspectives in a multilingual and multicultural world

- interdisciplinary connections that grow from the global resonance of German Studies
- communicational skills applicable across all fields in multilingual environments
- skills for evaluating media and primary and secondary sources for research purposes.

These goals are informed by the learning outcomes of Bryn Mawr College, emphasizing writing skills, research skills, oral communication skills, critical thinking skills, and the ability to view problems and questions from multiple perspectives.

Senior Project Learning Goals

In completing the senior capstone, students should:

- formulate a theoretically informed and well-designed research project
- apply their German language skills to research, evaluate, and analyze cultural materials
- hone analytical and expository writing skills through all stages of the project

Assessment of Senior Thesis

The quality of the thesis is evaluated based on the following criteria:

- originality of topic
- depth of analysis of texts or cultural phenomena
- familiarity with and selection of relevant primary and secondary literature appropriate to genre of writing and discipline
- original application of relevant theoretical discourses in field(s) of interest
- clarity, coherence, and organization of writing and development of ideas
- delivery of a presentation to an audience of peers

Honors

Any student whose grade point average in the major at the end of their senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.

Study Abroad/Away

Students majoring or minoring in German are encouraged to spend time in German-speaking countries over the course of their studies. Short-term and long-term opportunities include:

- immersive summer programs in the US and abroad
- summer courses at German universities funded by DAAD (German Academic Exchange) scholarships,

Thomas Raeburn White Scholarship, and Judy Loomis Gould Scholarship.

- select semester and year-long study abroad programs including the Junior Year Abroad in Munich or IES Programs in Berlin, Freiburg, and Vienna
- internships or other career-focused experiences arranged independently through study abroad opportunities

Courses

GERM B101 Intermediate German

Meets three hours per week with the course instructor, and one additional hour with a TA. This course is designed to improve students' reading, speaking, listening, and writing skills through a thorough review of grammar and completion of exercises in composition and conversation. Study of selected literary and cultural texts and films will allow students to explore connections between language and culture and hone their communication skills. By engaging with authentic texts and materials, students will also explore the topography and recent history of contemporary Germany as visualized in the dynamic cityscapes across Germany and German-speaking countries. Prerequisite: Completion of GERM 002 or its equivalent as decided by the department and/or placement test.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Shen,Q.

(Fall 2024)

GERM B102 Intermediate German

Meets three hours per week with the course instructor, and one additional hour with a TA. This course is the continuation of GERM 101. We will concentrate on all four language skills--speaking, reading, writing, and listening comprehension and build on the knowledge that gained in the elementary-level courses and then honed in the previous semester. Study of a variety of authentic media and literary texts on course topics prepare students for advanced coursework in German. Prerequisite: GERM 101 or its equivalent as decided by the department and/or placement test.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Shen,Q.

(Spring 2025)

GERM B201 Advanced Training: Language, Text, Context

Emphasis on the development of conversational, writing and interpretive skills through an introductory study of German political, cultural and intellectual life and history, including public debate, institutional practices, mass media, cross-cultural currents, folklore, fashion and advertising. Taught in German. Course content may vary. Current topic description: This course considers German-language works that focus on women's experiences and recollections of major historical events of the 20th- and 21st centuries, such as the turn of the century, the post-war period, division of Germany and multiculturalism. Selected works include television, film, dramas and short stories such as the Netflix series *Charité* (2017), Friedrich Dürrenmatt's *Der Besuch der alten Dame* (1956), Claudia Rusch's collection of short stories *Meine freie deutsche Jugend*

(2005), and works from May Ayim, Yoko Tawada and Emine Özdamar.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

GERM B202 Introduction to German Studies

This is a topics course. Topics may vary.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

GERM B217 Representing Diversity in German Cinema

German society has undergone drastic changes as a result of immigration. Traditional notions of Germanness have been and are still being challenged and subverted. This course uses films and visual media to examine the experiences of various minority groups living in Germany. Students will learn about the history of immigration of different ethnic groups, including Turkish Germans, Afro-Germans, Asian Germans, Arab Germans, German Jews, and ethnic Germans from Eastern Europe. We will explore discourses on migration, racism, xenophobia, integration, and citizenship. We will seek to understand not only the historical and contemporary contexts for these films but also their relevance for reshaping German society. Students will be introduced to modern German cinema from the silent era to the present. They will acquire terminology and methods for reading films as fictional and aesthetic representations of history and politics, and analyze identity construction in the worlds of the real and the reel. This course is taught in English

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

GERM B223 Topics in German Cultural Studies

This is a topics course. Course content varies. Taught in English. Current topic description: *Gender and Artificial Life: Monsters, Machines, Lovers and Others: Beginning with Pygmalion's animated sculpture, the creation of artificial life from dead matter stages a gendered dynamic between the creator and creation--a dynamic that was renegotiated in the eighteenth and nineteenth centuries and continues to be revisited today. Whereas Cartesian thought celebrates the perfectibility of automata and anthropomorphic machines, Romantic stories featuring animated dolls of women and Doppelgängers reveal a deep skepticism toward artificial life, bound to key aesthetic and philosophical questions that intersect with conceptions of the feminine at the time. Early film at the turn of the century both deploy and upend these characterizations, uncovering an aesthetic anxiety in the face of technological innovations and the quickly evolving life in the Metropolis--depicting Others along racialized and gendered lines. In the present day, recent blockbusters such as the Barbie movie feature created life and simulacra and extend these questions beyond those of mere human autonomy to the very nature of visibility and representation. This course will feature works by Ovid, ETA Hoffmann, Edgar Allen Poe,*

Sigmund Freud, Eichendorff, Goethe, the Grimms, as well as expressionist and recent films.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Strair, M.

(Fall 2024)

GERM B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

GERM B320 Topics in German Literature and Culture

This is a topics course. Course content varies. Taught in German. Recent topics include: Die Erzählkunst des Krimis;

Funny Germans.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

GERM B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies. Recent topic titles include: Asia and Germany through Film; The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century. Current topic description: The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century: While Jewish history extends well over a thousand years in German-speaking lands, the political, cultural, and social changes in the eighteenth and nineteenth centuries lay the foundation for German-Jewish relations today, and begin articulating new dimensions of the experiences the "Other," treated metaphorically through the tension between the "Letter" and the "Spirit." Starting in the Age of Reason, this course focuses on depictions of Jewishness in the literary works and intellectual contributions by German and German-Jewish authors, and explores ways in which German-Jewish identity goes beyond "the Letter" and "the Spirit." The fragile utopia of religious tolerance staged in Lessing's *Nathan the Wise* is followed by grotesque antisemitic tropes in the folk tales and fairy tales in Romanticism, and in other nationalist, artistic endeavors such as those by Richard Wagner. Stories of disguise, concealment, and intrigue double as metaphors of assimilation and conversion of Jewish life, highlighting the complicated and conflicted place of many German-Jewish writers. The salons cultivated and attended by German-Jewish women such as Rahel Varnhagen and Fanny Lewald yield generative, philosophical thought and intellectual contributions. We will conclude by looking at twentieth century German-Jewish writers after the Holocaust, and the status of antisemitism and philosemitism in Germany today.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Shen, Q.

(Spring 2025)

GERM B400 Senior Seminar

Senior Seminar. Students are required to write a long 40-page research paper with an annotated bibliography.

Units: 1.0

(Not Offered 2024-2025)

GERM B403 Supervised Work

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024)

GERM B421 German for Reading Knowledge

This course is designed to prepare students to read and translate challenging academic texts from German into English. It presents an intensive examination of basic German grammar and syntax, together with strategies that will enable students to read and understand German texts essential for advanced study or learning in disciplines across the arts, social sciences, and humanities. Previous experience in German is an asset, but is not a class prerequisite. This course does not fulfill the Language Requirement

Units: 1.0

Instructor: Burri, M.

(Fall 2024)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Crucifix, E.

(Fall 2024)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and

gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

GREEK, LATIN, AND CLASSICAL STUDIES

There are two different tracks for undergraduates who wish to major within our department: Classical Culture and Society (CCAS) and Classical Language (CLAN). Each track has a different set of requirements, but each involves a combination of courses in the ancient languages and courses in translation. Courses in Greek (GREK) and Latin (LATN) involve the study of the ancient language and reading texts in that language. Courses for which a knowledge of Greek or Latin is not required are listed under Classical Studies (CSTS).

In addition to the sequence of courses specified for each major, all majors are expected to have read through the Classics Reading List before they participate in the Senior Seminar, a required full-year course. In the first term, students refine their ability to read, discuss, and critique Classical texts through engagement with scholarship from various fields of Classics, while laying the groundwork for their senior thesis research. In the second term, they conduct independent research, culminating in a substantial thesis paper and a presentation to the department.

Faculty

Catherine Conybeare, Professor of Greek, Latin and Classical Studies on the Leslie Clark Professor in the Humanities (on leave semesters I & II)

Radcliffe Edmonds, Paul Shorey Professor of Greek and Professor and Chair of Greek, Latin, and Classical Studies

Miriam Kamil, Visiting Assistant Professor of Greek, Latin and Classical Studies

Carman Romano, Visiting Assistant Professor of Greek, Latin and Classical Studies

Asya Sigelman, Associate Professor of Greek, Latin and Classical Studies

College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing two semesters of Greek or Latin with grades of 2.0 or better.

For all majors in the department of Greek, Latin, and Classical Studies:

Writing in the Major

In addition to completing the course requirements for the major (Classical Culture & Society or Classical Languages), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

Study Abroad

Students, according to their major and concentrations, are encouraged to consider a term of study during junior year in programs such as the Intercollegiate Center for Classical Studies in Rome.

CLASSICAL CULTURE AND SOCIETY

The track in Classical Culture offers students the opportunity to explore life in Classical antiquity in all of its dimensions—from language, to literature, to history, philosophy, archaeology, and more—as well as its impact on later cultural traditions. It is designed to allow students to use a foundation in Greek or Latin as the springboard to chart their own paths through the College's rich offerings in archaeology and art history, history, politics, philosophy and religion, and classical literature and its reception.

Major Requirements

- Two semesters in either Latin or Greek at any level.
- Seven elective courses, including at least two at the 200 level or above, and one at the 300 level or above. Such courses could include:
 - Any Classical Studies, Greek, or Latin course (including cross-listed and tagged courses offered by faculty in other departments)
 - With advisor approval, courses outside the department that engage with the ancient Mediterranean world or its afterlife; for example:
 - other historical languages
 - Archaeology, Art History, History, Religion, or Anthropology courses on Mediterranean, North African, and Near Eastern cultures
 - courses on the reception of ancient Mediterranean culture, such as Medieval Studies, Comparative Literature, Museum Studies, or courses focused on the classical tradition
- Senior Seminar and Thesis (CSTS 398 and CSTS 399)

Minor Requirements

- Six courses drawn from the range of courses counted towards the Classical Culture Major, including:
 - At least two Classical Studies (CSTS) courses at the 200 level or above
 - At least two Greek (GREK) or Latin (LATN) courses at any level

CLASSICAL LANGUAGES

The Classical Languages track offers students the opportunity

to gain a deeper proficiency in Greek and/or Latin and to explore Classical texts and the literary, historical, and philosophical contexts in which they emerged.

Major Requirements

- Six courses beyond the introductory level in Greek or Latin, of which at least four must be at the 200 level or above.
- Three elective courses. Such courses could include:
 - Any Classical Studies, Greek, or Latin course (including cross-listed and tagged courses offered by faculty in other departments)
 - With advisor approval, courses outside the department that engage with the ancient Mediterranean world or its afterlife; for example:
 - other historical languages
 - Archaeology, Art History, History, Religion, or Anthropology courses on Mediterranean, North African, and Near Eastern cultures
 - courses on the reception of ancient Mediterranean culture, such as Medieval Studies, Comparative Literature, Museum Studies, or courses focused on the classical tradition
- At least one of the above Greek, Latin, or Classical Studies courses must be at the 300 level or above
- Senior Seminar and Thesis (CSTS 398 and CSTS 399)

Minor Requirements

- Six courses in Greek or Latin, including at least two at the 200 level or above.
- The department may reduce the number of required courses for those who are already beyond the elementary language when they begin the minor.

Courses

CSTS B108 Roman Africa

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the region even after the Vandal invasions of the fifth century. Writing Intensive

Units: 1.0

(Not offered 2024-2025)

CSTS B156 Roman Law in Action

This course provides an introduction to the study of Roman law and legal history by focusing on the law of the family. The family is a basic building block for society, and the aim of this course is to learn more about Roman society by examining how it developed legal rules for family organization. We will

also explore the historical context behind the development of Roman legal institutions, in order to gain an appreciation for Roman law's influence on the modern civil law and common law systems.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

CSTS B175 Feminism in Classics

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous' Medusa and Butler's Antigone.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies Units: 1.0

Instructor: Kamil, M. (Spring 2025)

CSTS B205 Greek History

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.

Approach: Inquiry into the Past (IP) Units: 1.0

Instructor: Edmonds, R. (Fall 2024)

CSTS B206 Cosmos: Myth, Medicine, & Law in Ancient Greece

The ancient Greek word 'cosmos' means 'order' or 'system'; it also means 'beauty' or 'adornment'. The Greeks thought of the world around them as an orderly system, adorned with beauty, but their imaginings of that order took many different forms, from the most fantastic of myths to elaborate mathematical and physiological models. This course explores the systems of order that the Greeks imagined for the universe – the macrocosm, for the human body – the microcosm, and for society – the system of laws that brings order to humans in the world. Throughout the course, we examine the ways ideas of generation, justice, and gender inflect the cosmic systems, beginning with early Greek epic and moving through the philosophical texts (especially Plato's *Timaeus*), Hippocratic

GREEK, LATIN, AND CLASSICAL STUDIES

medical treatises, and lawcourt speeches. We will explore the discourses of myth, science, and law in the ancient Greek context and their relation to contemporary discourses. Students will gain familiarity with the conceptual schemas of ancient Greek thought that have been fundamental for cosmology, medicine, and law in the Western tradition and will learn to analyze the ways in which these models have shaped ideas of generation, justice, and gender throughout the ages. Students will also improve their skills of critical reading and analytic writing through their work with the readings and writing assignments in the course, and they will hone their skills of reasoned discussion in the class.

Approach: Cross-Cultural Analysis (CC) Major Writing Requirement: Writing Attentive Units: 1.0 (Not Offered 2024-2025)

CSTS B207 Early Rome and the Roman Republic

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.

Approach: Inquiry into the Past (IP) Units: 1.0 (Not Offered 2024-2025)

CSTS B208 The Roman Empire

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.

Approach: Inquiry into the Past (IP) Units: 1.0 (Not Offered 2024-2025)

CSTS B210 The Arts of Persuasion

In this course, we will read ancient Greek and Latin material not as passive vehicles but as agents. Indeed, we will assume that the authors of what we now call "literature" and the characters embedded within it aimed to convince, persuade, and cajole their ancient audience members and that they retain the power to convince us, too. Although this course focuses on primary sources in translation, secondary readings will support our understanding of their cultural context. We will engage with a broad constellation of ancient material, from explicitly argumentative forensic speeches and philosophy to subtly discursive scenes of seduction. Throughout the semester, we will keep in mind not only the goal of an author or character's persuasive speech, but analyze how he or she modulates her rhetoric to convince a peer, a superior, a group, or even a god!

Approach: Critical Interpretation (CI) Units: 1.0 (Not Offered 2024-2025)

CSTS B211 Masks, Madness, and Mysteries: Introduction to Greek Tragedy

This course will introduce the student to the world of Greek Tragedy as it flourished in Athens in 5th century BC. We will read the plays of Aeschylus, Sophocles, & Euripides and discuss the playwrights' treatment of myth, the role of the chorus, the relation between text and performance, and the

relevance of Greek tragedy for subsequent centuries, down to the present day. Special attention will be given to modern performances of these ancient plays in theater and in film as well as to the themes of choral voice, disability, euthanasia, slavery; the impact of war on women & children; and the relation between mortals and immortals. Please Note: NO KNOWLEDGE OF ANCIENT GREEK IS REQUIRED. ALL TEXTS WILL BE READ IN ENGLISH!

Approach: Critical Interpretation (CI); Inquiry into the Past (IP) Units: 1.0 (Not Offered 2024-2025)

CSTS B216 Madness in the Ancient Greco-Roman World

How did ancient Greeks and Romans conceive of madness? Was it a deviant behavior, a contagious disease, or a divine punishment? What is the relationship between madness and music, madness and love, or madness and social control? How have understandings of madness changed from antiquity to the modern day? Our inquiries into these questions concentrate on three cultural realms: war, religion, and passion. In each section, we will read from a range of genres to unravel the complex notion of madness in Greco-Roman antiquity. At the same time, we will compare and scrutinize relevant modern phenomena, such as trauma, addiction, and deviance. All readings are in translation.

Approach: Cross-Cultural Analysis (CC) Units: 1.0 Instructor: Kamil, M. (Fall 2024)

CSTS B218 Reading Changes: Reflecting on Ovid's Metamorphoses

This course will look at scenes of (mis)communication in Ovid's *Metamorphoses* and consider modern (re)interpretations of the *Metamorphoses*—and explore why these things matter, in classics and beyond! We will look at myths such as Narcissus and Echo, Procne and Philomela, and Proserpina (aka Persephone) to think about the ways we interact with other people, whether we're reading about them or communicating with them in person. We'll define "reception;" use modern feminist, queer, and political lenses to read this ancient text (and think about how these lenses— which include Judith Butler, Bonnie Honig, and bell hooks— might apply to any text, ancient or modern); listen to some "Hadestown;" and think about ethics in ways that are just as relevant in our lives today as they are in this work written 2000 years ago. No prior classics experience required, and all readings will be in English translation.

Approach: Critical Interpretation (CI) Units: 1.0 (Not Offered 2024-2025)

CSTS B219 Poetic Desires, Queer Longings

This course places poetry that considers love and desire from Greco-Roman antiquity in conversation with modern poetry and critical theory (queer, feminist, and literary). How are the roles of lover and beloved constructed through gender? How does queer desire and sexuality manifest in different cultural contexts? How have poets sought to express desire through language, and in what ways does language fail to capture that desire? Students in this course will face the difficulties of articulating desire head-on through both traditional literary analysis papers and a creative writing project. Texts will include love poetry by Sappho and Ovid, Trista Mateer's *Aphrodite*

Made Me Do It, Anne Carson's *Eros the Bittersweet*, and Audre Lorde's "The Uses of the Erotic."

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies Units: 1.0
(Not Offered 2024-2025)

CSTS B228 Utopia: Good Place or No Place?

What is the ideal human society? What is the role and status of man and woman therein? Is such a society purely hypothetical or should we strive to make it viable in our modern world? This course will address these questions by exploring the historic development of the concept of utopia.

Approach: Critical Interpretation (CI) Units: 1.0

Instructor: Sigelman, A. (Fall 2024)

CSTS B229 *Queer and Deviant Classics*

This course investigates the capacity of the ancient past to provide marginalized individuals and groups with a sense of identity and community. Using historical and literary records, we will examine modern countercultural receptions of ancient Greece and Rome, which often invited vehement opposition from academics and the broader public. This dynamic is exemplified by a clique of 1900's Parisian women calling themselves "lesbians" after the ancient poet Sappho; Vietnam veterans finding validation in Homer's portrayal of a war-weary Achilles; the use of Plato's philosophy in a landmark American gay rights case in the 1990's; the embrace of Cleopatra as an empowered African queen by Black American authors. In this endeavor we will amend the popular image of the study of classical antiquity, which is and has always been a diverse and inclusive enterprise.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

CSTS B230 Food/Drink Ancient World

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.

Units: 1.0

CSTS B232 Relating (to) the gods

How did ancient Greeks and Romans imagine their gods? How did they communicate with them? And what, exactly, happened when the gods talked back? In this course, we will grapple with questions of why and how ancient people interacted with what anthropologists call "Invisible Others": those not always perceptible beings with whom human beings nonetheless engage. To do so, we will be guided by a broad range of Greek and Latin material in translation, including but not limited to magical texts, prayers, hymns, philosophical discourse, and mythic narratives that depict and/or invite the often disastrous,

sometimes miraculous, and always fascinating interaction between mortal and deity.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

CSTS B233 Mysteries of the Ancient Greco-Roman World

This course explores the Mysteries of the ancient Greco-Roman world, examining the evidence for the rituals and religious ideas associated with these often secretive and hidden practices. From the Mysteries for Demeter and Persephone in Eleusis, carried out by thousands of Athenians in a multi-day festival, to the Bacchic revels for Dionysos celebrated by mountain-roaming maenads or sedate civic associations, to the secret rites for the Persian god Mithras, performed

by Roman soldiers in cave shrines throughout the empire, these mysterious rituals have exercised their fascination over the centuries, playing an outsized role in the depictions of polytheistic religion in the ancient Mediterranean world.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

CSTS B240 (Re)Productions from Antiquity to Modernity

How might Ancient Greek and Roman values regarding leisure time, labor, poetic production, and reproduction intersect with those of modern capitalism? Why are texts considered the children of ancient (male) authors, and where do women fit into this textual reproductive activity? What does a queer (i.e. non-essentialist, non-binary) reproduction look like? What makes art art, and does the reproduction of art, such as Roman copies of Greek statues, entail the loss of some special uncapturable quality? This course considers the above questions, investigating ancient and modern cultural attitudes towards (re) production through intersectional feminist and queer theory.

Students will explore modern textual and filmic representations of pregnancy, abortion, creation, domestic labor, and artistic labor to enrich their readings of ancient texts. Texts will include Ancient Greek tragedies such as Euripides' *Medea* and Sophocles' *Antigone*, Latin poetry such as Horace's *Ars Poetica* and Ovid's *Metamorphoses*, novels such as Margaret Atwood's *The Handmaid's Tale* and Maggie Nelson's *The Argonauts*, films such as *My Fair Lady*, and modern poetry by Johanna Hedva and Dionne Brand.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies Units: 1.0

(Not Offered 2024-2025)

CSTS B242 Magic in the Greco-Roman World

Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman World made use of magic to try to influence the world around them. In this course students will gain an understanding of the magicians of the ancient world and the techniques and devices they used to serve their clientele, as well as the cultural contexts in which these ideas of magic arose. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political, and social contexts in which magic was used.

Approach: Cross-Cultural Analysis (CC) Units: 1.0
 Instructor: Edmonds,R. (Spring 2025)

CSTS B245 Horror "Classics"

Ancient Greeks and Romans--authors, poets, and their audiences--recognized that narratives could induce fear in their consumers. This course creates an analogy between ancient and contemporary fear-inducing literature, and asks what work the horror elements do in each. To get at this question, we will visit "classic" figures of horror, including: monsters, witches, ghosts, vampires, shapeshifters, and human beings. Prepare to engage with Greek and Latin sources in translation as well as modern theories of horror.

Approach: Cross-Cultural Analysis (CC) Units: 1.0
 Instructor: Romano,C. (Spring 2025)

CSTS B247 The Beast Within: Animality and Humanity in Antiquity

How are humans conceptualized as different from animals, and vice versa? How have characterizations of humans as bestial been mobilized to uphold gender, class, ability, and racial hierarchies? Why were there so many depictions in antiquity of humans transforming into animals? This course will consider the above questions by interpreting ancient literary depictions of the human and the animal through the lenses of queer, gender, and critical race theory. Readings will include Ovid's *Metamorphoses*, Euripides' *Hippolytus*, and Vergil's *Eclogues* and *Georgics*, as well as theoretical selections such as Mel Chen's *Animacies*, Bénédicte Boisseron's *Afro-Dog*, and Claire Jean Kim's *Dangerous Crossings*.

Approach: Critical Interpretation (CI)
 Units: 1.0
 (Not Offered 2024-2025)

CSTS B267 Interpretation of Dreams: Classical Antiquity and Beyond

Dreams appear to be a human universal; everyone dreams, and everyone has wondered what the meaning or import of dreams might be. Dreaming is nevertheless a culturally embedded process; every society has ways of explaining what dreams might mean and how they might produce meaning. Ancient Greco-Roman culture provides a wide range of evidence for the understanding and interpretation of dreams, from the divine epiphanies in Homer to the systematic treatise by Aristotle to the theological explanations of Plutarch and Synesius. The two most influential systems for the interpretation of dreams in the twentieth century, moreover, owe their inspiration to ancient Greek texts. Freud founds his famous *Interpretation of Dreams* upon the manual of dream interpretation by Artemidorus of Daldis, while the violent dream visions of the alchemist Zosimus of Panopolis provide Jung with his own theories about the nature and interpretation of dreams. This course explores the range of materials for the interpretation of dreams in Classical Antiquity and beyond, analyzing the ideas of human nature, the soul, and the divine that underlie the systems of dream interpretation. The course also examines the ways in which dreaming fits within the lived religious experience of the cultural context, from incubation practices at healing sanctuaries to consultations of dream oracles by a state representative to magical spells to bring or send dreams. The interrelation of the universal phenomenon of

dreaming and the specific cultural contexts provides the focus for the analysis of the ancient materials and their reception in modern and contemporary thought. Prerequisite: One course in theory OR consent of instructor.

Writing Intensive Units: 1.00
 Not offered 2024-25

CSTS B274 Greek Tragedy in Global Cinema

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Units: 1.00

CSTS B307 Guided Research in Classical Studies

This course provides the student with the opportunity to engage in seminar-level work on the topic of another CSTS course being offered in the term. With the guidance of the professor, the student will participate in the course activities of that course but will also develop a research project that enables the student to pursue aspects of the topic at a deeper level. This course should provide the student with experience in developing research and writing skills appropriate to the discipline. Prerequisite: Declared major in CLAN or CCAS and permission of instructor.

Units: 1.0
 Instructor: Edmonds,R. (Fall 2024)

CSTS B310 Forming the Classics: From Papyrus to Print

17This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early modern period. Topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections. Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.

Units: 1.0
 (Not Offered 2024-2025)

CSTS B365 Byzantium and the Classics: The Byzantine Literary Tradition

This seminar approaches Byzantine literature both as a continuation of the Classical tradition and as a rich corpus that should be studied for its own sake. Each week we will survey one genre of Byzantine literature and focus on two or three texts that will be tailored to the participants' research interests as much as possible. Greek literature will provide the core of

our readings, but we will occasionally turn our attention to texts composed in other languages, especially Latin and Syriac.

The Byzantine Empire was a multilingual society. For 600-level students, three workshops will be offered on the following three topics: the grammar of Byzantine Greek, paleography, and textual criticism.

Units: 1.0
(Not Offered 2024-2025)

CSTS B375 Interpreting Mythology

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved.

Preference to upperclassmen, previous coursework in myth required.

Units: 1.0
(Not Offered 2024-2025)

CSTS B398 Senior Seminar

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

Units: 1.0
(Not Offered 2024-2025)

CSTS B399 Senior Seminar

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

Units: 1.0
(Not Offered 2024-2025)

CSTS B403 Supervised Work

Units: 1.0
(Fall 2024)

CSTS B610 Forming the Classics

This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early

modern period. Topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections. Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.

Units: 1.0

CSTS B650 Topics: Greek and Roman Comedy

Units: 1.0

Instructor: Mulligan, B. (Spring 2025)

CSTS B665 Byzantium and the Classics: The Byzantine Literary Tradition

This seminar approaches Byzantine literature both as a continuation of the Classical tradition and as a rich corpus that should be studied for its own sake. Each week we will survey one genre of Byzantine literature and focus on two or three texts that will be tailored to the participants' research interests as much as possible. Greek literature will provide the core of our readings, but we will occasionally turn our attention to texts composed in other languages, especially Latin and Syriac.

The Byzantine Empire was a multilingual society. For 600-level students, three workshops will be offered on the following three topics: the grammar of Byzantine Greek, paleography, and textual criticism.

Units: 1.0

CSTS B675 Interpreting Mythology

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved.

Units: 1.0

CSTS B701 Supervised Work

Units: 1.0

Instructor: Edmonds, R., Conybeare, C. (on leave semesters I & II), Kamil, M., Sigelman, A. (Fall 2024, Spring 2025)

GREK B010 Traditional and New Testament Greek

This is the first half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax as well as to

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provide them with experience in reading short sentences and passages in both Greek prose and poetry.

Approach: Course does not meet an Approach Units: 1.0
Instructor: Sigelman,A. (Fall 2024)

GREK B011 Traditional and New Testament Greek

This is the second half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax. Once the grammar has been fully introduced, students will develop facility by reading parts of the New Testament and a dialogue of Plato. Prerequisite: GREK B010.

Approach: Course does not meet an Approach Units: 1.0
Instructor: Sigelman,A. (Spring 2025)

GREK B101 Herodotus

Greek 101 introduces the student to one of the greatest prose authors of ancient Greece, the historian, Herodotus. The "Father of History," as Herodotus is sometimes called, wrote one of the earliest lengthy prose texts extant in Greek literature, in the Ionian dialect of Greek. The "Father of Lies," as he is also sometimes known, wove into his history a number of fabulous and entertaining anecdotes and tales. His 'historie' or inquiry into the events surrounding the invasions by the Persian empire against the Greek city-states set the precedent for all subsequent historical writings. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: GREK B010 and B011 or equivalent.

Approach: Critical Interpretation (CI) Units: 1.0
Instructor: Edmonds,R. (Fall 2024)

GREK B104 Homer

Greek 104 is designed to introduce the student to the epic poetry attributed to Homer, the greatest poet of ancient Greece, through selections from the *Odyssey*. Since Homer's poetic form is so important to the shape and texture of the *Odyssey*, we will examine the mechanics of Homeric poetry, both the intricacies of dactylic hexameter and the patterns of oral formulaic composition. We will also spend time discussing the characters and ideas that animate this text, since the value of Homer lies not merely in his incomparable mastery of his poetic form, but in the values and patterns of behavior in his story, patterns which remained remarkably influential in the Greek world for centuries. Prerequisite: One year of college level Greek or equivalent.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive Units: 1.0
(Not Offered 2024-2025)

GREK B201 Plato and Thucydides

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of

these two great writers. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive Counts towards:
Gender and Sexuality Studies Units: 1.0
Instructor: Edmonds,R. (Fall 2024)

GREK B202 The Form of Tragedy

This course will introduce the student to two of the three great Athenian tragedians—Sophocles and Euripides. Their dramas, composed two-and-a-half millennia ago, continue to be performed regularly on modern stages around the world and exert a profound influence on current day theatre. We will read Sophocles' *Oedipus Tyrannos* and Euripides' *Bacchae* in full, focusing on language, poetics, meter, and performance studies.

Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive Units: 1.0
Instructor: Sigelman,A. (Spring 2025)

GREK B331 Songs for the gods: Ancient Greek Hymns

Hymns were offerings, constructive of *charis*, "favor," between their singers and the divine entities to whom they were sung. This course surveys Greek hymns from the archaic period to late antiquity, and especially those transmitted from the lost manuscript archetype *psi*. It also explores the religious cultures that these songs helped constitute, and the ideas about the relationship between the divine and the human that they convey. Prerequisite: Advanced Ancient Greek

Major Writing Requirement: Writing Intensive Units: 1.0
Instructor: Romano,C. (Spring 2025)

GREK B601 Homer

We will focus on a careful reading of significant portions of the Homeric epics and on the history of Homeric scholarship. Students will develop an appreciation both for the beauty of Homer's poetics and for the scholarly arguments surrounding interpretation of these texts.

Units: 1.0

GREK B609 Pindar & Greek Lyric

We will begin with a careful reading of Pindar's shorter odes, then proceed to his most famous long odes (*Olympian 1*, *Pythian 3*, *Pythian 1*) and then consider interpretative strategies (past, present, and future) as we survey the rest of the odes.

One additional hour of reading TBA.

Units: 1.0
(Not Offered 2024-2025)

GREK B613 Imperial Epic

Units: 1.0
(Not Offered 2024-2025)

GREK B631 Ancient Greek Hymns

Hymns were offerings, constructive of *charis*, "favor," between their singers and the divine entities to whom they were sung. This course surveys Greek hymns from the archaic period to late antiquity, and especially those transmitted from the lost manuscript archetype *psi*. It also explores the religious cultures that these songs helped constitute, and the ideas about the

relationship between the divine and the human that they convey.

Units: 1.0
(Not Offered 2024-2025)

GREK B644 Plato

In this seminar, we will explore the central ideas of a Platonic dialogue as they are unfolded by the varying voices of the interlocutors. In the "Phaedo", Plato presents a poignant picture of the last hours of Socrates. Plato's dialogues all prompt questions about how to read and understand the complex interchanges between the interlocutors, but no dialogue presents these issues as prominently or paradoxically as the Phaedrus. In their rhetorical speeches on love, Phaedrus speaks for Lysias, while Socrates speaks for Phaedrus or for the nymphs or for Stesichorus. And for whom does Plato speak, or rather, write? And what does he mean when he writes for Socrates the speech that no one serious would ever put anything serious in writing? In this seminar, we will explore the ideas of speech and writing, dialogue and rhetoric, philosophy and eros in the Phaedrus. In addition to a close reading of the text itself, we will sample from the scholarly debates over the understanding and interpretation of the Phaedrus that have gone on over the past two and a half millennia of reading Plato's Phaedrus.

Units: 1.0
(Not Offered 2024-2025)

GREK B645 Ancient Magic

Magic – the word evokes the mysterious and the marvelous, the forbidden and the hidden, the ancient and the arcane.

But what did magic mean to the people who coined the term, the people of ancient Greece and Rome? Drawing on the expanding body of evidence for ancient magical practices, as well as recent theoretical approaches to the history of religions, this seminar explores the varieties of phenomena labeled magic in the ancient Greco-Roman world. Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world did not only imagine what magic could do, they also made use of magic to try to influence the world around them. The seminar examines the primary texts in Greek, the tablets and spell books, as well as literary descriptions of magic, in the light of theories relating to the religious, political, and social contexts in which magic was used.

Units: 1.0
(Not Offered 2024-2025)

GSEM B619 Death and Beyond

The question of what happens after the moment of death has always fascinated humanity - at one moment there is a living person, the next only a corpse; where did the person go? Every culture struggles with these questions of death and afterlife - what does it mean to die and what happens after death? This seminar will examine a variety of types of evidence - archaeological, poetic, and philosophical - to

uncover ideas of death and afterlife in some of the cultures of the ancient Mediterranean world, with particular attention to the similarities and differences between ideas of death and beyond in the cultures of Greece, Egypt, and Mesopotamia.

Van Gennep's model of death as a rite de passage provides the basic structure for the class, which is divided into three sections, each concerned with one section of the transition: Dying - leaving the world of the living; Liminality - the transition between the worlds; and Afterlife - existence after death.

This anthropological model allows us to analyze the different discourses about death and afterlife.

Units: 1.0
(Not Offered 2024-2025)

GSEM B624 Greek Tragedy in Performance

In this seminar we will approach Greek dramatic texts from two angles: theoretically and experientially. On the one hand, we will be reading (in English translation) the tragedies of the three great playwrights of Classical Athens—Aeschylus, Sophocles, and Euripides—while examining their treatment of myth, systems of metaphor and imagery, and the role of the chorus, as well as the relevance of Greek tragedy for subsequent centuries down to the present day. Special attention will be given to such themes as fate and predestination; relation between mortals and immortals; disability; euthanasia; slavery; and the impact of war on women and children. On the other, concurrent with our textual analysis, we will be reading Constantin Stanislavski, Michael Chekhov and other modern theater theorists. We will be applying these acting techniques to the texts in practice (i.e., performing them in class!) as we ask the question, What can be gained from stepping inside

the plays and trying them on? No prior acting experience is necessary: just a curiosity about bringing ancient texts to life through the medium of one's body!

Units: 1.0
(Not Offered 2024-2025)

GSEM B652 Interdepartmental Seminar: History and Memory

The seminar will begin by establishing the categories of history and memory, as they have been constituted across the humanistic disciplines, defining and refining the epistemological and ontological distinctions between the two. Readings will be drawn first from the writings of Nietzsche and Freud and then move to the work of Barthes, Caruth, Connerton, Foucault, Guha, Gundaker, La Capra, Margolit, Nora, Sebald, Todorov, and Yerushalmi. Once a grounding context is established, the second half of the seminar will be organized around a set of categories, ranging from the material to the theoretical, through which we will continue our explorations in history and memory, among them, the following: trauma, witness, archive, document, evidence, monument, memorial, relic, trace. It is here that we would each draw specifically on our own disciplinary formations and call upon students to do the same. The seminar would, of course, be open to all students in the graduate group.

Units: 1.0
(Not Offered 2024-2025)

LATN B001 Elementary Latin

Latin 001 is the first part of a year-long course that introduces the student to the language and literature of ancient Rome. The first semester focuses upon the grammar of Latin, developing the student's knowledge of the forms of the language and the basic constructions used. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide

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the student with a deeper appreciation of the culture which used this language.

Approach: Course does not meet an Approach

Units: 1.0

Instructor: Romano,C. (Fall 2024)

LATN B002 Elementary Latin

Latin 002 is the second part of a year-long course that introduces the student to the language and literature of ancient Rome. The second semester completes the course of study of the grammar of Latin, improving the student's knowledge of the forms of the language and forms of expression. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language. Prerequisite: LATN B001.

Approach: Course does not meet an Approach Units: 1.0

Instructor: Romano,C. (Spring 2025)

LATN B110 Intermediate Latin

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several years of high school Latin or are not adequately prepared to take LATN 101. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: One year of college level Latin or equivalent.

Approach: Course does not meet an Approach Units: 1.0

Instructor: Kamil,M. (Fall 2024)

LATN B112 Latin Literature

In the second semester of the intermediate Latin sequence, readings in prose and poetry are frequently drawn from a period, such as the age of Augustus, that illustrate in different ways the leading political and cultural concerns of the time. The Latin readings and discussion are supplemented by readings in the secondary literature. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: LATN 101 or 110 or placement by the department.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive Units: 1.0

Instructor: Kamil,M. (Spring 2025)

LATN B201 Topics: Advanced Latin Literature

This is a topics course, course content varies. In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries CE) is read. Single or multiple authors may be featured in a given

semester. Suggested Preparation: two years of college Latin or equivalent.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive Units: 1.0

Instructor: Kamil,M. (Spring 2025)

LATN B202 Topics: Advanced Latin Literature

In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries

CE) is read. Single or multiple authors may be featured in a given semester. This is a topics course, course content varies. Prerequisite: At least one 200-level Latin course or equivalent.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive Units: 1.0

(Not Offered 2024-2025)

LATN B320 Martyrs, Mothers, Memoirs: Medieval Autobiographies

The writing of autobiography flourished in the middle ages, but there have been very few studies of the genre for the period. This course presents a range of autobiographies from the Latin West and encourages students to think about them theoretically and historically: what does it mean to write the self? what is

at stake in the presentation of these stories? what notions are privileged? and how do we situate autobiographies in the wider literary landscape?

Units: 1.0

(Not Offered 2024-2025)

LATN B350 Topics in Latin Literature

This is a topics course. Course content varies. Current topic description: The genre of Latin elegy developed during the late Republic and early Empire as first-person expressions of erotic tribulations and interpersonal drama. In this class, students will acquire knowledge of the themes and conventions of Latin love elegy by reading select poems of Catullus, Propertius, Tibullus, Sulpicia, and Ovid in the original language. At the same time, we will engage with critical scholarship as we investigate the social, political, and literary context for these poems, including issues of gender and sexuality, class, and race

Units: 1.0

Instructor: Mulligan,B., Kamil,M. (Fall 2024, Spring 2025)

LATN B620 Martyrs, Mothers, Memoirs: Medieval Autobiographies

The writing of autobiography flourished in the middle ages, but there have been very few studies of the genre for the period. This course presents a range of autobiographies from the Latin West and encourages students to think about them theoretically and historically: what does it mean to write the self? what is

at stake in the presentation of these stories? what notions are privileged? and how do we situate autobiographies in the wider literary landscape?

Units: 1.0

(Not Offered 2024-2025)

LATN B648 Latin Epigram

In this seminar we will explore the themes and aesthetics of the Latin epigram, a genre (or is it?) best known for its brevity and wit. After orienting ourselves in the epigrams of the Neoterics (Catullus, Cinna, Calvus, Caesar), our focus will turn to the poetry of Martial, whose accounts of Rome, its inhabitants, and their foibles exerted a profound influence on subsequent epigrammatists. We will consider Martial's poetry both thematically (poems on the city; women; scoundrels; patrons long poems) and as constituents of organized, multi-faceted libri. To deepen our appreciation of Martial's poetic project, we will take occasional forays into para-epigrammatic genres and works (Priapea, Catalepton), as well as the scattered epigrams of authors both familiar (Ovid, Lucan, Seneca,

Petronius) and obscure. We will also consider the evolution the epigram from its inscriptional and epitaphic origins in Greek and Latin, and its development as a literary form by Hellenistic authors. In the final two weeks of the course, we will turn our attention to the reception of Martial by late antique (Ausonius, Claudian, Luxorius) and Neo-Latin poets (e.g. Pontano's *Baiae*, Panormita's *Hermaphroditus*, Marullo's reception of Catullus, Thomas More, John Owen). Readings in the original will be supplemented with relevant scholarship throughout. Students will enhance their core work on Latin epigram by reading—independently or in small-groups—a complementary genre or author in the original related to their interests (e.g. Greek epigram, Horace's *Satires*, Latin elegy, *carmina epigraphica*, Juvenal, Flavian epic, Pliny's *Epistles*, Christian epigram).

LATN B650 Topics in Latin Literature

Advanced reading and interpretation of Latin literature: content varies

LATN B658 Late Latin Poetry

This course will survey the florescence of Latin poetry in the fourth and fifth centuries CE. At the heart of the course will be a study of some of Prudentius' works, for example the *Hamartigenia* and the *Cathemerinon*; works by Claudian, Ausonius, Avitus, Dracontius, and Paulinus of Nola may also be included. We shall analyze both the literary and (where applicable) the theological properties of these great works.

Units: 1.0
(Not Offered 2024-2025)

LATN B663 Epistolography

Ancient letter-writing is suddenly garnering scholarly attention. Letters are being read by those with literary and philosophical interests, not simply for historical detail. While this course will attend to various categories of letters - embedded letters, inscribed letters, letters primarily for literary display - our principal focus will be letters which were actually sent, and particularly correspondence of which both sides survives to us. We shall cover a wide chronological range, from the first century BC to the fifth century AD; our most sustained investigation will be of the letters of Cicero, Pliny, and Augustine, though we shall encompass many others along the way. In addition to the specific circumstances in which the letters were sent, we shall also address wider questions: how do letters negotiate the absence of their addressee? what ideas of friendship, or other affective connection, do they perform? what ideas of the self are entailed? how are ancient ideas of public and private letters played out? Finally, does it even make sense to speak of a separate genre of epistolography?

The wide range of the course should make for some exciting answers. Cross listed as CSTS 663

The following courses may be of interest or count as electives toward the majors in Greek, Latin, and Classical Studies. Students should consult with their major advisor to see how allied courses fit into their major plan.

ARCH B102 Introduction to Classical Archaeology

A historical survey of the archaeology and art of Greece, Etruria, and Rome.
Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Museum Studies Units: 1.0

Instructor: Palermo, R. (Spring 2025)

ARCH B203 Ancient Greek Cities and Sanctuaries

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Museum Studies Units: 1.0
(Not Offered 2024-2025)

ARCH B204 Animals in the Ancient Greek World

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.

Requirement: Critical Interpretation (CI) Major Writing
Requirement: Writing Attentive Units: 1.0
(Not Offered 2024-2025)

ARCH B212 Visual Culture of the Ancient Mediterranean

This course explores the visual culture of the ancient Mediterranean world from the second millennium BCE to early Roman times. Drawing from an extensive variety of extant evidence that includes monuments, sculpture, paintings, mosaics, and artifacts deriving from culturally and geographically distinct areas, such as the Minoan world, Egypt, Turkey, Syria, Phoenicia, Cyprus, Greece, Macedonia, Italy, Tunisia, and Spain, the course explores how such evidence may have been viewed and experienced and how it may have, in turn, shaped the visual culture of the well-interconnected ancient Mediterranean world. Focusing on selected examples of evidence, including its materials, style, and methods of production, the course will also consider how past and current scholarly attitudes, approaches, and terminology have affected the understanding and interpretation of this evidence.

Requirement: Inquiry into the Past (IP) Major Writing
Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0 Instructor: Dunn, S. (Fall 2024)

ARCH B222 Alexander the Great

This course examines the life, personality, career, and military achievements of Alexander the Great, as well as the extraordinary reception of his legacy in antiquity and through modern times. It uses historical, archaeological and art-historical evidence to reconstruct a comprehensive picture of Alexander's cultural background and examines the real and imaginary features of his life and afterlife as they developed in the Hellenistic and Roman worlds, Late Antiquity, the Middle Ages, Renaissance, and succeeding periods in both Europe and Asia. Special attention is also placed on the appeal that Alexander's life and achievements have generated and continue to retain in modern popular visual culture as evidenced from documentary films and motion pictures.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive Units: 1.0
(Not Offered 2024-2025)

ARCH B242 Colonies and Colonization in the Ancient Mediterranean

This course focuses on the character and consequences of colonization, colonialism, and imperialism in the ancient Mediterranean. Using archaeological and textual evidence, we will examine the history, practice, and physical manifestations of colonization from the earliest Phoenician and Greek colonies through the imperial world of the Roman Empire. We will discuss a variety of approaches and frameworks used to explore the intersection of migration and mobility, colonization and colonialism, and imperial states and identities in the Classical world, and will explore the impact of these processes on the development of wider Mediterranean networks, identities, and histories.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

ARCH B246 Classical Antiquity in Movies

This course explores the visual representations and the narratives of the Graeco-Roman times on screen. From silent films to modern Hollywood productions through Netflix, Amazon, and other streaming services productions, students will discuss the impact of classical antiquity in the film-making industry. We will be looking into how the depiction of different aspects of the Greek and Roman past (literature, history, art, archaeology) are used (and misused) on screen and in which way these productions influence the way we understand the ancient world.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies Units: 1.0
(Not Offered 2024-2025)

ARCH B252 Pompeii

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of

the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Requirement: Inquiry into the Past (IP) Counts towards: Museum Studies Units: 1.0
(Spring 2025)

ARCH B254 Cleopatra

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, Cleopatra.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP) Counts towards: Gender and Sexuality Studies Units: 1.0
(Not Offered 2024-2025)

ARCH B260 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

ARCH B301 Greek Vase-Painting

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.

Units: 1.0
(Not Offered 2024-2025)

ARCH B304 Archaeology of Greek Religion

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in

ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0
(Not Offered 2024-2025)

ARCH B308 Ceramic Analysis

Pottery is one of the most common artifacts recovered during archaeological excavation. It is fundamental for reconstructing human behavior in the past and establishing the relative chronology of archaeological sites. This course focuses on the myriad of ways archaeologists study ceramics including the theories, methods, and techniques that bridge the gap between, on the one hand, the identification and description of pottery and, on the other, its analysis and interpretation.

Topics covered include typology, seriation, production, function, exchange, specialization and standardization, site formation processes, ceramic characterization, and data management.

The course will consist of lectures, discussions, student presentations on a chosen case study, and laboratory work. Prerequisite: permission of instructor.

Units: 1.0
(Not Offered 2024-2025)

ARCH B314 Ancient Greek Seafaring and Shipwrecks

This course examines the diverse evidence for ancient Greek seafaring and shipwrecks in the Mediterranean Sea from prehistory to the beginning of the Roman Empire. By focusing on archaeological, literary, iconographic, and epigraphic evidence, the course explores ancient Greek, Phoenician, Etruscan, and Roman interconnections in the Mediterranean Sea, through special attention to trade routes, commerce, colonization, economy, naval and maritime technology, cultural interactions, sea exploration, and piracy.

Major Writing Requirement: Writing Attentive Units: 1.0
(Not Offered 2024-2025)

ARCH B501 Greek Vase Painting

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.

Units: 1.0
(Not Offered 2024-2025)

ARCH B504 Archaeology of Greek Religion

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in

ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0
(Not Offered 2024-2025)

ARCH B516 Trade and Transport in the Ancient World

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

Units: 1.0
(Not Offered 2024-2025)

HART B210 Critical Approaches to Visual Representation: The Classical Tradition

This course is writing intensive. 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. This course was formerly numbered HART B104; students who previously completed HART B104 may not repeat this course. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP) Major Writing Requirement: Writing Intensive
Units: 1.0

(Not Offered 2024-2025)

Courses that may count as electives toward the Classical Culture and Society major:

PHIL B101 Happiness and Reality in Ancient Thought

What makes us happy? The wisdom of the ancient world has importantly shaped the tradition of Western thought but in some important respects it has been rejected or forgotten. What is the nature of reality? Can we have knowledge about the world and ourselves, and, if so, how? In this course we explore answers to these sorts of metaphysical, epistemological, ethical, and political questions by examining the works of the two central Greek philosophers: Plato and Aristotle. We will consider earlier Greek religious and dramatic writings, a few Presocratic philosophers, and the person of Socrates who never wrote a word.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0
Instructor: Fox, J. (Fall 2024)

PHIL B212 Metaphysics

Metaphysics is inquiry into basic features of the world and ourselves. This course considers two topics of metaphysics, free will and personal identity, and their relationship. What is free will and are we free? Is freedom compatible with determinism? Does moral responsibility require free will? What makes someone the same person over time? Can a person

survive without their body? Is the recognition of others required to be a person?

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive Units: 1.0

Instructor: Prettyman,A.

(Fall 2024)

POLS B224 Comparative Political Phil: China, Greece, and the "West"

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: International Studies Units: 1.0

(Not Offered 2024-2025)

POLS B228 Introduction to Political Philosophy: Ancient and Early Modern

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Approach: Critical Interpretation (CI) Units: 1.0

Instructor: Schlosser,J. (Spring 2025)

GROWTH AND STRUCTURE OF CITIES

Students may complete a major or minor in Growth and Structure of Cities. The interdisciplinary major challenges students to understand the dynamic relationships connecting urban spatial organization and the built environment with politics, economics, cultures and societies worldwide. Core introductory classes integrate varied analytic approaches that explore issues of changing forms of the city over time and explore the variety of ways through which people have re-created global urban life across history and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic relations, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering, and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

Complementing the major, students may also choose to do a minor or a second major that allows them to expand upon

their focus in Cities with more specialized knowledge, whether in Environmental Studies, Economics, International Studies, Political Science or studies of language and culture. Students also may apply for the 3-2 Program in City and Regional Planning in their junior year, offered in cooperation with the University of Pennsylvania, after filling prerequisites there.

Faculty

Growth and Structure of Cities

Jeffrey Cohen, Term Professor in Growth and Structure of Cities

Daniel Ferman-Leon, Consortium for Faculty Diversity Postdoctoral Fellow

Jennifer Hurley, Visiting Assistant Professor of Growth and Structure of Cities

Dirk Kinsey, Visiting Instructor of Growth and Structure of Cities

Min Kyung Lee, Associate Professor and Chair of Growth and Structure of Cities

Gary Wray McDonogh, Helen Herrmann Chair and Professor of Growth and Structure of Cities (on leave semesters I & II)

Samuel Olshin, Senior Visiting Studio Critic in the Growth and Structure of Cities Program

Georgette Phillips, Alumna-In-Residence

Lauren Restrepo, Assistant Professor of Growth and Structure of Cities

Matthew Ruben, Visiting Assistant Professor of Growth and Structure of Cities

Daniela Voith, Senior Lecturer in the Growth and Structure of Cities Program

Major Requirements

A minimum of 15 courses (11 courses in Cities and four allied courses in related fields) is required to complete the major. Two introductory courses (185, 190) balance sociocultural and formal approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. The introductory sequence should be completed with a broader architectural survey course (253, 254, 255) and a second social science course that entails extended analysis and writing (229). These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year.

Writing across multiple disciplines is central to the major, drawing on sources and models as varied as architectural and visual materials, ethnographic fieldwork, quantitative study, theoretical reflection and policy engagement. Students write and receive commentary on their arguments and expression from their introductory classes through their required capstone thesis. While most courses in the major have important writing

components, City 229 acts as our primary writing-intensive course, asking students to draw upon the breadth of their interests to focus on researching, writing and rewriting within a comparative framework. At the same time, students are encouraged to use other classes within the major to develop a range of skills in methods, theory and presentations, oral and written.

After these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. At least two classes must be at the 300 level in Cities or cross-listed courses. Students should consult with advisors concerning other classes that might be integrated into the major.

A strong foundation in varied methods is intrinsic to the Cities major. In the introductory classes, students will be exposed to architectural and spatial analyses, qualitative and quantitative methods, and comparative case studies, based in an awareness of local and global histories. More specialized methods classes include CITY 217 (Social Science Methods), City 201 (GIS) and our architectural studio sequence (City 226/228). These allow students to make informed choices about careers in architecture and design. These classes, at the same time, speak to theory and data gained from other courses in Cities and related studies.

In the senior year, all majors complete a capstone activity. Most students participate in a research and writing seminar, CITY 398, in the Fall of that year, completing a 40-60 page thesis on a topic of their choice, based on primary documents and original research and/or design. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors who write a thesis in another field.

Finally, each student must also identify four courses outside Cities that represent expertise to complement her work in the major. These may include courses such as physics and calculus for architects, additional courses in economics, political science, sociology, or anthropology for students more focused on the social sciences and planning, or courses that build on language, design, or regional interests. Any minor, concentration, or second major fulfills this requirement. Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Both the Cities Department electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in architectural design, who will need to arrange studio courses (226, 228) as well as accompanying courses in math, science and architectural history; they should contact the department chair or Daniela Voith in their first year. Students interested in a second major should consult with advisers early on.

Students should also note that many courses in the department beyond the introductory sequence are not offered every year; this is true as well with regard to cross-listed courses. Finally, students must recognize that courses may carry prerequisites in cities, art history, economics, history, sociology, or the natural

sciences and have limited enrollments because of space and technology (Architecture Studio).

Cities students should test their knowledge through engagement with cities worldwide beyond the classroom. Hence programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is strongly preferred. The Cities Department regularly works with off-campus and study-abroad programs that are strong in architectural history, planning, and design, as well as those that allow students to pursue social and cultural interests and hone language skills. Students who would like to spend part or all of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year. Internships are also an important component of the program either in the summer or for credit with faculty supervision.

For more than five decades, Cities students have created major plans that have allowed them to develop their interests in cities with an eye toward future engagement with architecture, planning, ethnography, history, law, environmental studies, mass media, public health, the fine arts, and other fields. No matter the focus, though, each Cities student develops solid foundations in both the history of architectural and urban form and the analysis of urban culture, societies, and policy. Careful methodological choices, clear analytical writing, and critical visual readings constitute the hallmarks of the major. Strong interactions with faculty and other students and alums that will continue even after graduation also characterizes the department as a growing and creative social cohort beyond Bryn Mawr and Haverford as well.

Minor Requirements

Students who wish to minor in the Cities Department must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the cities minor.

3-2 Program in City and Regional Planning

Over the past three decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with faculty early in their sophomore year.

Courses

CITY B185 Urban Culture and Society

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.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Counts towards: International Studies
Units: 1.0
Instructor: Hurley, J., Restrepo, L.
(Fall 2024)

CITY B190 The Form of the City: Urban Form from Antiquity to the Present

This course studies the city as a three-dimensional artifact. A variety of factors, geography, economic and population structure, politics, planning, and aesthetics are considered as determinants of urban form.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor: Ruben, M.
(Spring 2025)

CITY B201 Introduction to GIS for Social and Environmental Analysis

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e. the quantitative readiness assessment or Quan B001).

Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science; Environmental Studies
Units: 1.0
Instructor: Kinsey, D.
(Fall 2024, Spring 2025)

CITY B207 Topics in Urban Studies

This is a topics course. Course content varies.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

CITY B217 Topics in Research Methods

This is a topics course. Course content varies. Current topic description: This course is a hands-on introduction to the research process. It will provide students with the practical skills needed to design, conduct, and analyze original research of the complexity of a thesis-length project. Specifically, students will build knowledge and experience in research design (how to craft a good research question and match methods to the question), quantitative research methods (analysis of pre-existing large-n survey data), and data analysis (basic descriptive and inferential statistical analysis using Excel and SPSS). Students will also get an introduction to qualitative research methods and how they compare to quantitative methods. No computer programming is required or taught.

Requirement: Quantitative Methods (QM)
Counts towards: Data Science
Units: 1.0
Instructor: Hurley, J.
(Spring 2025)

CITY B226 Introduction to Architectural Design

This studio design course introduces the principles of architectural design. Suggested Preparation: drawing, some history of architecture, and permission of instructor.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Voith, D., Olshin, S.
(Fall 2024)

CITY B228 Problems in Architectural Design

A continuation of CITY 226 at a more advanced level. Prerequisites: CITY B226 or permission of instructor.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Voith, D., Olshin, S.
(Spring 2025)

CITY B229 Topics in Comparative Urbanism

This is a topics course. Course content varies. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
Instructor: Restrepo, L.
(Spring 2025)

CITY B240 Cities of the Global South

This course surveys the dynamic social and spatial processes that make (and constantly re-make) cities in the Global South. We examine what it means to be a city in the 'Global South' and study the commonalities that unite these spaces in a post-colonial, post-Bretton Woods world. That said, this is a course that centers diversity among cases in Latin America, the Middle East/North Africa, Sub-Saharan Africa, and Southeast Asia: the unique demands and interventions of people and community groups working for a better urban life, the experimental efforts of local political leaders and planners, and the ways in which

particular local histories layer upon themselves to produce a world of singular urban experiences. Local film, memoir, activist non-fiction, and interviews with local planners and practitioners will supplement academic readings to provide a 'street-level' view of everyday life in global cities.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B248 Architectural History Research Workshop

This course aims to build students' mastery at working with historical documents, both visual and textual, and the rich body of scholarly writings that offer key materials for research in architectural and urban history. The course will operate as a collective workshop that will frame structured adventures in research, starting with a detailed focus on the evolution of places through time. We will work with a wide range of document types, and among our best new friends will be highly detailed old maps and historical views, from watercolors and prints to early photographs. City directories, records of ownership, census information, newspaper notices, and documents related to building construction and form will complement these to fill in key elements in emerging narratives. Such sources will also allow us to explore the agency of individuals in a variety of roles that have shaped places, and the lives framed by those building activities. Beyond focusing on specific sites to construct microhistories, we will also look for larger patterns of built form in which they participate, alongside other contingent narratives from the practices of architects to the activities of developers, well-defined building typologies, and the roots of demographic distributions. In our workshop sessions we will engage different types of evidence and analytical resources through small exercises, imagining the kinds of questions and curiosities such materials might inform, as well as inverting such inquiries, starting with the questions. Our overall model will be to delve in and then report out, in a range of ways.

Requirement: Inquiry into the Past (IP)
Units: 1.0
Instructor: Cohen,J.
(Fall 2024)

CITY B250 Topics: Growth & Spatial Org of Cities

This is a topics course. Course content varies.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

CITY B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries

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.

Requirement: Inquiry into the Past (IP)
Units: 1.0
Instructor: Cohen,J.
(Spring 2025)

CITY B254 History of Modern Architecture

A survey of the development of modern architecture since the 18th century.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor: Lee,M.
(Fall 2024)

CITY B306 Advanced Fieldwork Techniques: Places in Time

A hands-on workshop for research into the histories of places, intended to bring students into contact with some of the raw materials of architectural and urban history. A focus will be placed on historical images and texts, and on creating engaging informational experiences that are transparent to their evidentiary basis.

Units: 1.0
Instructor: Cohen,J.
(Spring 2025)

CITY B328 Analysis of Geospatial Data Using GIS

An advanced course for students with prior GIS experience involving individual projects and collaboration with faculty. Completion of GIS (City 201) or equivalent with 3.7 or above. Instructor permission required after discussion of project.

Requirement: Quantitative Readiness Required (QR)
Counts towards: Data Science
Units: 1.0
(Not Offered 2024-2025)

CITY B337 The Chinese City

This course examines Chinese urbanization as both a physical and social process. Drawing broadly on scholarship in anthropology, political science, geography, and city planning, we will construct a history of the present of Chinese cities. By taking the long view on China's urban development, this course seeks to contextualize and make sense of the sometimes dazzling, sometimes dismal, and often contested landscape of everyday life in contemporary urban China. Prior familiarity with China and the Chinese language is welcomed but not required.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Restrepo,L.
(Spring 2025)

CITY B340 History and Design Workshop

This course combines historical and theoretical research with studio and design practice in architecture. It is project based and allows students to work collaboratively on research questions relevant to built environments. This iteration tracks the form and choices shaping three successive built landscapes over five centuries – from the agricultural communities of Quakers in Wales and the Welsh Tract in Lower Merion in the 17th and 18th centuries to the commuter suburb of the 19th

GROWTH AND STRUCTURE OF CITIES

and 20th. The course also looks ahead from this history as a studio collectively exploring key elements of a “New Bryn Mawr” as an idealized sustainable community of 1000 residents whose design specifically addresses environmental concerns, inequality, anxiety, joblessness, and spatial fragmentation.

Units: 1.0
(Not Offered 2024-2025)

CITY B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B350 Urban Projects: Cities Praxis

In this course advanced students will work with local groups around concrete projects. Class sessions will convene to discuss background readings as well as evaluation of tools and experiences.

Requirement: Course does not meet an Approach
Counts towards: Praxis Program
Units: 1.0
Instructor: Lee, M.
(Spring 2025)

CITY B360 Topics: Urban Culture and Society

This is a topics course. Course content varies. Current topic description: What is the relationship between the prison system, policing, capitalism, and race? This course is a historical and theoretical examination of the interlocked institutions, social structures, and systems that constitute the carceral state in America. Current topic description: This seminar examines legal issues encountered in the built environment. Cities and other urbanizations are built upon legal structures that assign (or deny) rights and space, finance and govern public and private projects, and order the city on multiple scales from neighborhood to city to metropolitan sprawl. Drawing on materials from planning, business, community development and social sciences, this seminar looks at topics such as zoning, home ownership, land use, and federal policies to understand how law shapes the city and how we understand, use, resist or change these legal tools.

Units: 1.0
Instructor: Phillips, G., Ferman-Leon, D.
(Fall 2024, Spring 2025)

CITY B365 Topics: Techniques of the City

This is a topics course. Course content varies. Current topic description: This course explores physical, social, economic, and political aspects of neighborhood change, with a particular emphasis on the 1950-1970 urban renewal and interstate highway programs in the US. These large-scale government-led efforts will be compared with more incremental neighborhood change from neighborhood-based community development efforts, gentrification, market actors, and grassroots advocacy.

Units: 1.0
Instructor: Hurley, J.
(Spring 2025)

CITY B377 Topics in Modern Architecture

This is a topics course on modern architecture. Topics vary. Current topic description: This will be a closely focused seminar, temporally and geographically, that centers on three common, moderate-scale architectural venues, urban houses, suburban houses, and urban places of business -- places that were pervasive and numerically dominant elements of the American built landscape as it was transformed between the 1870s and the 1890s.

Units: 1.0
Instructor: Cohen, J.
(Fall 2024)

CITY B398 Senior Seminar

An intensive research seminar designed to guide students in writing a senior thesis.

Units: 1.0
Instructor: Hurley, J., Lee, M., Restrepo, L.
(Fall 2024)

CITY B403 Independent Study

Major Writing Requirement: Writing Intensive

Units: 1.0
(Fall 2024)

CITY B415 Teaching Assistant

An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in introductory and writing classes. This opportunity is available only to advanced students of highest standing by professorial invitation.

Units: 1.0
(Not Offered 2024-2025)

CITY B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program
Units: 1.0
(Not Offered 2024-2025)

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.

Major Writing Requirement: Writing Intensive
Units: 1.0
(Fall 2024)

ANTH B216 Transnational Movements Across the Americas

Globalization has enabled the movement of people, the trade of goods, and the exchange of culture and ideas but it has also created unprecedented problems such as

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

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B356 The Politics of Public Art

In this class we will explore the politics of public art. While we will look at the political messaging of public art, we will also seek to understand how public art, through its integration into a social geography, has a political impact beyond its meaning. We will see how art claims public space and structures social action, how art shapes social groups, and how art channels economic flows or government power. By tracing the ways that art is situated in public space, we will examine how art enters into urban contest and global inequality. Class activity will include exploration of public art and students will be introduced to key concepts of urban spatial analysis to help interrogate this art. One 200-level course in Social Sciences, Humanities, or Arts fields, or permission of the instructor

Requirement: Course does not meet an Approach
Units: 1.0
(Not Offered 2024-2025)

ARCH B203 Ancient Greek Cities and Sanctuaries

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Museum Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B212 Visual Culture of the Ancient Mediterranean

This course explores the visual culture of the ancient Mediterranean world from the second millennium BCE to early Roman times. Drawing from an extensive variety of extant evidence that includes monuments, sculpture, paintings, mosaics, and artifacts deriving from culturally and

geographically distinct areas, such as the Minoan world, Egypt, Turkey, Syria, Phoenicia, Cyprus, Greece, Macedonia, Italy, Tunisia, and Spain, the course explores how such evidence may have been viewed and experienced and how it may have, in turn, shaped the visual culture of the well-interconnected ancient Mediterranean world. Focusing on selected examples of evidence, including its materials, style, and methods of production, the course will also consider how past and current scholarly attitudes, approaches, and terminology have affected the understanding and interpretation of this evidence.

Requirement: Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Dunn,S.
(Fall 2024)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B249 The Archaeology of Urban Revolutions in Western Asia

This course examines the archaeology of one of the most fundamental developments to have occurred in human society in the last 6,000 years, the origins of cities. Via assigned readings, class work and lectures we will consider the varied factors which led (or did not lead) to the emergence of cities, questioning what cities were (and are) and how they functioned in the ancient world. We will explore different trajectories towards urbanism that can be identified in the archaeological record and consider societies that did not experience these changes. By exploring processes and practices over the long-term, students will address issues of inequality in the earliest urban societies, developing an understanding of how axes of power and difference interacted to produce inequalities and hierarchies. We will also discuss the impacts these developments have had, and continue to have, on modern society and culture in the Middle East, North Africa and beyond. Themes covered will include the 'urban revolution', rurality and urbanism, urban planning and growth, houses and households, communication and mobility, climate and environment, power and inequality.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Bradbury,J.
(Spring 2025)

ARCH B252 Pompeii

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Requirement: Inquiry into the Past (IP)
Counts towards: Museum Studies
Units: 1.0
(Spring 2025)

ARCH B260 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

ARCH B316 Trade and Transport in the Ancient World

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf.

Units: 1.0
(Not Offered 2024-2025)

ARCH B352 Ancient Egyptian Archaeology

This course will examine two aspects of ancient Egyptian Archaeology. This first is the history of archaeological work in Egypt: tracing methodological developments, the impact of imperialism, colonialism, and race-based theories of the 19th and early 20th centuries on the development of archaeological thought, and where the field of archaeology in Egypt stands today. The second will examine settlements in ancient Egypt - from workmen's villages to planned "temple towns" to "lost cities" - in order to understand the built environment inhabited by the ancient Egyptians. Although the material that the ancient Egyptians used to build their homes, as well as their location in the flood-plain, often makes finding and studying settlements difficult, there are sources of evidence that can help us to rediscover where and how the ancient Egyptians lived, and allow us to reevaluate older theories about ancient Egyptian culture and society.

Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

BIOL B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ECON B208 Labor Economics

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates and unemployment. Specific topics include: human capital, family decision making, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON B105.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Nutting,A.
(Fall 2024)

ECON B213 Industrial organization and Antitrust

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution, and truth in advertising. Prerequisite: ECON B105.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Kim,M.
(Spring 2025)

ECON B214 Public Finance

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.

Counts towards: Health Studies
Units: 1.0
Instructor: Mukherjee,P.
(Fall 2024)

ECON B215 Urban Economics

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services. Prerequisite: ECON B105.

Units: 1.0
(Not Offered 2024-2025)

ECON B225 Economic Development

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.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; International Studies
Units: 1.0
Instructor: Monge,D.
(Fall 2024)

ECON B236 Introduction to International Economics

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, globalized production, the role of trade policy, the economics of immigration, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Counts towards: International Studies
Units: 1.0
Instructor: Mukherjee,P.
(Fall 2024, Spring 2025)

ECON B253 Introduction to Econometrics

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective. ECON H201 does not count as an elective.

Requirement: Quantitative Methods (QM)
Counts towards: Data Science
Units: 1.0
Instructor: Monge,D.
(Fall 2024, Spring 2025)

ECON B314 The Economics of Social Policy

Introduces students to the economic rationale behind U.S. government programs and the evaluation of U.S. social policies. Topics include minimum wage, unemployment, safety net programs, education, health insurance, and climate change. 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. Writing intensive. Prerequisites: ECON B200 and (ECON B253 or ECON B304)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

ECON B324 The Economics of Discrimination and Inequality

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, identifying sources of racial and gender inequality, and identifying sources of overall economic inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Requirement: Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Nutting,A.
(Fall 2024)

EDUC B266 Geographies of School and Learning: Urban Education Reconsidered

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Weekly fieldwork in a school required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Child and Family Studies; Praxis Program
Units: 1.0
Instructor: Zuckerman,K.
(Spring 2025)

ENVS B202 Environment and Society

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission. Current topic description: An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

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Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies
Units: 1.0
Instructor: Barber, D.
(Fall 2024)

ENVS B202 Environment and Society

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission. Current topic description: An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies
Units: 1.0
Instructor: Barber, D.
(Fall 2024)

GEOL B209 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Environmental Studies
Units: 1.0
Instructor: Marengo, K.
(Spring 2025)

GERM B217 Representing Diversity in German Cinema

German society has undergone drastic changes as a result of immigration. Traditional notions of Germanness have been and are still being challenged and subverted. This course uses films and visual media to examine the experiences of various minority groups living in Germany. Students will learn about the history of immigration of different ethnic groups, including Turkish Germans, Afro-Germans, Asian Germans, Arab Germans, German Jews, and ethnic Germans from Eastern Europe. We will explore discourses on migration, racism, xenophobia, integration, and citizenship. We will seek to understand not only the historical and contemporary contexts for these films but also their relevance for reshaping German society. Students will be introduced to modern German cinema from the silent era to the present. They will acquire terminology and methods for reading films as fictional and aesthetic

representations of history and politics, and analyze identity construction in the worlds of the real and the reel. This course is taught in English

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

GERM B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

GERM B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies. Recent topic titles include: Asia and Germany through Film; The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century. Current topic description: The Letter, the Spirit, and Beyond: German-Jewish Writers and Jewish Culture in the 18th and 19th Century: While Jewish history extends well over a thousand years in German-speaking lands, the political, cultural, and social changes in the eighteenth and nineteenth centuries lay the foundation for German-Jewish relations today, and begin articulating new dimensions of the experiences the "Other," treated metaphorically through the tension between the "Letter" and the "Spirit." Starting in the Age of Reason, this course focuses on depictions of Jewishness in the literary works and intellectual contributions by German and German-Jewish authors, and explores ways in which German-Jewish identity goes beyond "the Letter" and "the Spirit." The fragile utopia of religious tolerance staged in Lessing's Nathan the Wise is followed by grotesque antisemitic tropes in the folk tales and fairy tales in Romanticism, and in other nationalist, artistic endeavors such as those by Richard Wagner. Stories of disguise, concealment, and intrigue double as metaphors of assimilation and conversion of Jewish life, highlighting the complicated and conflicted place of many German-Jewish writers. The salons cultivated and attended by German-Jewish women such as Rahel Varnhagen and Fanny Lewald yield generative, philosophical thought and intellectual contributions. We will conclude by looking at twentieth century German-Jewish writers after the Holocaust, and the status of antisemitism and philosemitism in Germany today.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Shen, Q.
(Spring 2025)

GNST B145 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

GNST B245 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HART B103 Survey of Western Architecture

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered. This course was formerly numbered HART B253; students who previously completed HART B253 may not repeat this course.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HART B110 Introduction to Medieval Art and Architecture

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of "medieval" art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions. This course was formerly numbered HART B212; students who previously completed HART B212 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Streiter, N.

(Fall 2024)

HART B268 Telling Bryn Mawr Histories: Topics, Sources, and Methods

This course introduces students to archival and object-based research methods, using the College's built environment and curatorial and archival collections as our laboratory. Students will explore buildings, documents, objects, and themes in relation to the history of Bryn Mawr College. Students will frame an original group research project to which each student will contribute an individual component. Prerequisite: An interest in exploring and reinterpreting the institutional and architectural history of Bryn Mawr College and a willingness to work collaboratively on a shared project.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2024-2025)

HART B310 Topics in Medieval Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Streiter, N.

(Fall 2024)

HART B330 Topics in Renaissance and Baroque Art

This is a topics course. Course content varies. This course was formerly numbered HART B323.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

HART B346 The History of London Since the Eighteenth Century

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century. This course was formerly numbered HART B355; students who previously completed HART B355 may not repeat this course. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Cast, D., Cohen, J.

(Spring 2025)

HART B370 Topics in History & Theory of Photography

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or

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permission of the instructor. Enrollment preference given to majors and minors in History of Art. This course was formerly numbered HART B308.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

HIST B237 Themes in Modern African History

This is a topics course. Course content varies

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B319 Topics in Modern European History

This is a topics course. Course content varies. Current topic description: The course examines the history of sexology in Europe from the late 19th century to the present. We will explore the emergence and development of sexology as a scientific discipline, tracing its cultural, social, and medical roots. Through the works of pioneering works of figures like Richard von Krafft-Ebing, Havelock Ellis or Sigmund Freud to less known but equally influential sexologists like Kurt Freund and Vilmos Szilágyi, the course traces the evolution of sexology in both Western and Eastern Europe. We will consider both the societal contexts that influenced the development of sexological theories and the impact of these theories on broader cultural attitudes toward gender and sexuality.

Counts towards: International Studies

Units: 1.0

Instructor: Kurimay,A.

(Fall 2024)

HIST B325 Topics in Social History

This is a topics course that explores various themes in American social history. Course content varies. Course may be repeated. Current topic description Health care in America has always been political. From historical debates to modern controversies, this course explores the social and cultural dimensions of American medicine and public health, with particular attention to their politics. Incorporating analysis of primary historical sources, we will examine issues such as health activism, health insurance reform, medical civil rights battles, reproductive justice, the doctor-patient relationship, and the rise of modern bioethics.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: O'Donnell,K.

(Fall 2024)

ITAL B318 Falling Statues: myth-making in literature, politics and art

We have become accustomed to the rituals of the dismissal of the heroes of the past: we tear down statues, we rename buildings and places. But how did we get there? How, why and by whom are heroes constructed? When old heroes are questioned, what substitutes them? How are the rise and fall of heroes tied to shifting models of masculinity, womanhood, power and the state? In this course, we will explore these questions focusing on Italy and Russia, two countries that

in the 19th and 20th century went through several cycles of construction and deconstruction of their political heroes. In the first part of the course, we will investigate the codification of the "type" of the freedom-fighter in the representations of the protagonists of 19th-century European revolutionary movements, focusing on the links between the Italian Risorgimento and the anti-Tsarist movement in Russia, culminating in the Bolshevik revolution of 1917. From the pamphlets that consecrated the Italian Garibaldi as the "hero of the two worlds" to the autobiographies of the Russian terrorists and the transcripts of their trials, we will investigate myth-making as a constitutive part of political movements and reflect on the models of masculinity and womanhood at the foundation of the "typical" revolutionary hero. In the second part of the semester, we will focus on Stalinism and Fascism, systems that exploited their revolutionary roots to mobilize supporters in favor of oppressive institutions. Finally, we will discuss the many ways in which 19th - and 20th-century heroes have been confronted, neutralized, dismantled – and the many ways in which their models still haunt us. We will focus on literary texts and political speeches, but we will also analyze propaganda posters, movies, paintings, photographs, monuments and even street names. For your final project, you will have the option of building on our class discussions to explore myth-making in contemporary movements or forms of deconstruction of existing heroes.

Units: 1.0

(Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

POLS B224 Comparative Political Phil: China, Greece, and the "West"

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: International Studies
 Units: 1.0
 (Not Offered 2024-2025)

POLS B256 Global Politics of Climate Change

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change. Only open to students in 360 program.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
 Counts towards: Environmental Studies
 Units: 1.0
 (Not Offered 2024-2025)

SOCL B200 Urban Sociology

How do social forces shape the places we live? What makes a place urban? What is a suburb and why do we have them? What's environmental racism? Why are cities in the US still highly racially segregated? We will take on these questions and more in this introduction to urban sociology. Classic and contemporary urban social theories will inform our investigations of empirical research on pressing urban issues such as housing segregation, the environment, suburbanization, transportation and inequality. The course has a special focus on the social, economic and political forces that shape in urban space in ways that perpetuate inequality for African Americans.

Requirement: Course does not meet an Approach
 Counts towards: Africana Studies
 Units: 1.0
 (Not Offered 2024-2025)

SOCL B205 Social Inequality

In this course, we will explore the extent, causes, and consequences of social and economic inequality in the U.S. We will begin by discussing key theories and the intersecting dimensions of inequality along lines of income and wealth, race and ethnicity, and gender. We will then follow a life-course perspective to trace the institutions through which inequality is structured, experienced, and reproduced through the family, neighborhoods, the educational system, labor markets and workplaces, and the criminal justice system.

Requirement: Cross-Cultural Analysis (CC)
 Counts towards: Child and Family Studies; Gender and Sexuality Studies
 Units: 1.0
 Instructor: Cox, A.
 (Spring 2025)

SOCL B338 The Black Diaspora in the US: African and Caribbean Communities.

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 towards: Africana Studies
 Units: 1.0
 (Not Offered 2024-2025)

HEALTH STUDIES

The Health Studies Minor at Bryn Mawr and Haverford Colleges brings together courses and faculty members in the natural sciences, social sciences and humanities to guide students through the biomedical, cultural, ethical, and political questions that relate to health issues on local, regional and global scales. Our Colleges value the intersection of public health and social justice, and this new course of study will allow students to approach these vital issues with greater knowledge and understanding.

Given its multidisciplinary structure, the health studies minor will give scientific context to students in the social sciences and humanities who are interested in health policy, public health, law, medical ethics, social services, or health education. The minor also complements the curriculum for traditional science majors by providing important social and behavioral dimensions for those students planning to go into medicine, nursing, physical therapy, psychology and other clinical fields.

This is a Bi-College minor, and courses will be taught by Bryn Mawr College and Haverford College across many disciplines. When approved by the Co-Directors, selected courses for the minor may also be taken at Swarthmore College, University of Pennsylvania and while studying abroad.

Faculty

Arnav Bhattacharya, Visiting Instructor of Health Studies
 Rudy Le Menthéour, Professor and Chair of French and

HEALTH STUDIES

Francophone Studies and Co-Director of Health Studies
(on leave semester I)

Kalala Ngalamulume, Professor of Africana Studies and History
and Co-Director of Health Studies (on leave semester I)

Laurel Peterson, Associate Professor and Interim Chair of
Health Studies

Minor Requirements

The minor consists of a total of six courses, five of which must be outside of the student's major, and must include the following:

- Introduction to Health Studies (HLTH B/H115). A multidisciplinary introductory course taught by two faculty members from different academic divisions that must be taken before enrolling in the Health Studies Capstone Seminar.
- Three core courses from a list approved by the Co-Directors. Two of these courses must be elected from a Department outside of the student's major and at least two of the courses should be at the non-introductory level. Students must take one course in each of three areas:
 - M track: Mechanisms of disease and the maintenance of the health body (M)
 - R track: Cultural and Literary Representations of Health and Illness (R)
 - S track: Responses of familial, social, civic and governmental Structures to issues of health and disease (S)
- One additional course, outside the student's major. Students may choose either a core course (C) or one selected from a list of approved affiliate courses (A), which deal with health issues, but not necessarily as their primary focus.
- HLTH B398. Health Studies Capstone Seminar. A capstone course organized around a theme, such as vaccines, AIDS, drug abuse, disability, migration etc. Students will analyze current literature addressing the theme from their own disciplinary perspectives and will develop research proposals and collaborative projects.

Core Courses—Please Visit Haverford's Health Studies Web Page for Updates

- HLTH B115/H115: Introduction to Health Studies
- HLTH B398: Senior Seminar

Track M

- HLTH H215: Sacrifice Zones: Empires, Epidemics, and Climate Changes
- HLTH H319: Metabolic Disorders
- ANTH H338A: The Anthropology of Addiction
- BIOL B201: Genetics
- BIOL B215: Biostatistics with R
- BIOL B255: Microbiology
- BIOL B271: Developmental Biology

- BIOL B352: Immunology
- BIOL H334E: Biochemistry of Gene Expression
- BIOL H338E: Biostatistics
- CHEM B242: Biological Chemistry
- CHEM H222A: Organic Biological Chemistry
- PSYC B209: Clinical Psychology
- PSYC B231: Health Psychology
- PSYC B344: Early Childhood Experiences & Mental Health
- PSYC H245: Health Psychology
- PSYC H318B: Neurobiology of Disease

Track R

- HLTH B303: Sexual and Reproductive Health
- HLTH H214: Memoirs of Illness and Disability
- HLTH H215: Sacrifice Zones: Empires, Epidemics, and Climate Changes
- HLTH H304: Critical Disability Studies: Theory and Practice
- HLTH H305: The Logic and Politics of Global Health
- HLTH H318: Traditional Medicine: Histories and Ethnographies
- HLTH H319: Metabolic Disorders
- ANTH H265A: Medical Anthropology
- ANTH B237: Environmental Health
- ANTH B312: Anthropology of Reproduction
- ANTH H336B: Science, Technology, Medicine, Power
- ANTH B364: Anthropology of Global Public Health
- HIST B319: Topics in Modern European History: History of Sexology
- HIST B325: Topics in Social History: Health Care
- ITAL B303: Boccaccio, the Plague, and Epidemic Illness

Track S

- HLTH B303: Sexual and Reproductive Health
- HLTH H215: Sacrifice Zones: Empires, Epidemics, and Climate Changes
- HLTH H304: Critical Disability Studies: Theory and Practice
- HLTH H305: The Logic and Politics of Global Health
- HLTH H316: Making and Mistaking Race in American Medicine
- HLTH H318: Traditional Medicine: Histories and Ethnographies
- HLTH H319: Metabolic Disorders
- ANTH B312: Anthropology of Reproduction
- ANTH B364: Anthropology of Global Public Health
- ANTH H265A: Medical Anthropology
- ANTH H336B: Science, Technology, Medicine, Power

- HIST B303: Topics in American History. Topic: History of Medicine in America
- HIST B336: Topics in African History. Topic: Social and Medical History of Medicine in Africa
- PSYC B231: Health Psychology
- PSYC B344: Early Childhood Experiences & Mental Health

Affiliate Courses

- BIOL H352: Cellular Immunology 0.5 credits
- BIOL H312D: Development & Evolution 0.5 credits
- BIOL H360: Bacterial Pathogenesis 0.5 credits
- ECON B214: Public Finance
- MATH H203: Statistical Methods and Their Applications
- PEAC H201: Applied Ethics of Peace, Justice and Human Rights
- PSYC H242B: Cultural Psychology
- SOC B265: Quantitative Methods
- WRPR H120: Evolutionary Arguments
- WRPR H135: Health and the Humanities

Courses

HLTH B302 Survey Methods for Health Research

Surveys are widely used to measure the population prevalence of various health conditions; to better understand the scope and impact of exposure to social and economic stressors on population health; to monitor health-related knowledge, attitudes and practices; and to inform health systems strengthening efforts. Through course material and hands-on experience, students will master the basic elements of survey design, including, operationalizing constructs and formulating research questions, choosing a mode of survey implementation, pretesting the survey instrument, designing a sampling plan, managing field operations, and analyzing and interpreting survey data. Prerequisites: Completion of a 200-level course in the social sciences or permission of the instructor.

Requirement: Course does not meet an Approach

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

ANTH B208 Human Biology

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

Requirement: Power, Inequity, and Justice (PIJ)

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B312 Anthropology of Reproduction

This course will examine how power in everyday life shapes reproductive behavior and how reproduction is culturally constructed. Through an examination of materials from different cultures, this course will look at how often competing interests within households, communities, states and institutions (at both the local and global levels) influence reproduction in society. We will explore the political economy of reproduction cross-culturally, how power and politics shape gendered reproductive behavior and how it is interpreted and used differently by persons, communities and institutions. Topics covered include but are not limited to the politics of family planning, mothering/parenting, abortion, pregnancy, pregnancy loss, fetal testing and biology and social policy in cross-cultural comparison. Prerequisite: ANTH 8102 (or ANTH H103) recommended

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 1.0

Instructor: Pashigian, M.

(Fall 2024)

ANTH B317 Disease and Human Evolution

Pathogens and humans have been having an "evolutionary arms race" since the beginning of our species. In this course, we will examine how natural selection and other evolutionary forces shape our susceptibility to disease, and how we have adapted to resist disease. We will also address how concepts of Darwinian medicine impact our understanding of how people might be treated most effectively. We will focus on infectious and chronic diseases, and the anthropogenic effects contributing to the observed distribution of various diseases and illnesses, such as climate change and racism, and their interactions.

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B331 Medical Anthro Seminar: Critical Thinking for Critical Times

Advanced Medical Anthropology: Critical Thinking for Critical Times explores theoretical and applied frameworks used in medical anthropology to tackle pressing problems in our world today. Coupled with topical subjects and ethnographic examples, this seminar will enable students to delve deeply into sub-specialization areas in the field of medical anthropology, including: global health inequalities, cross-border disease transmission, genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, and ecological approaches to studying health and behavior, among others. No prior experience in medical anthropology is required. Prerequisite: Sophomore standing and higher.

Requirement: Course does not meet an Approach

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B357 Narratives of Illness, Healing, and Medicine

This course will explore the construction of narratives around illness, healing, and medicine cross-culturally and across a variety of media including through graphic novels, video drama series, primary source diaries, audio accounts,

HEALTH STUDIES

and anthropological texts. Illness narratives have figured prominently in the study and practice of medical anthropology, and increasingly in the teaching of medicine. We will ask:

What is the role of illness narratives in the healing process for patients, healers, and caregivers in cross-cultural comparison? How can illness narratives destabilize dominant discourses, and provide an avenue of expression for those who are unable to easily speak or be heard, particularly in biomedical contexts? Who gets to speak, in what ways, and who remains unheard? What does it mean to tell a story of illness? What roles do illness stories play in illuminating and complicating understandings of illness, disability, trauma, and caregiving? How do illness narratives relate to suffering, hope, and healing, and how they differ for chronic or terminal illness? What do they tell us about making and remaking the self? Students will have the opportunity to explore frameworks and cross-cultural experiences through media beyond standard text. Prerequisite: ANTH B102 or permission of instructor.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ANTH B364 Anthropology of Global Public Health

This course will use an anthropological lens to explore the field of contemporary global health. Through readings and case studies in cultural anthropology, medical anthropology, applied and critical anthropology, and related social sciences, the class will examine the participants and institutions that make up the production of global health, as well as the knowledge and value production that have shaped agendas, policies and practices in global health, both historically and in the contemporary. The course will also explore anthropology's relationship to and perspectives on the history of global health. Through the use of ethnographic case-studies we will examine how local communities, local knowledge and political forces intersect with, shape, and are shaped by global initiatives to impact diseases, treatments, and health care delivery. Among other topics, the course will explore health disparities, epidemics/pandemics, global mental health, climate change and infectious diseases, chronic illness, violence, health systems, and communicable diseases such as polio, HIV/AIDS, Covid-19, Tuberculosis, etc. Prerequisite(s): ANTH B102/H103 recommended; sophomore standing or higher

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Pashigian, M.

(Spring 2025)

BIOL B201 Genetics

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetic analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor: Davis, T.

(Fall 2024)

BIOL B212 Nutritional Physiology

Nutritional physiology covers the biochemical basis of energy metabolism, physiological processes in digestion and uptake, structure and function of the digestive tract, and the biochemical transformation of carbohydrates, fats, and proteins in the body. The course also addresses vitamins, mechanisms of organ- to organism-wide control, the gut microbiome, and major events in nutritional research, as well as topics on politics and sociocultural influences of agricultural practices, food production, its distribution, and factors in its consumption. The emphasis is on expanding the students' understanding of physiology, primarily through a human-focused approach. Prerequisite: completion of Biol 110 or 111.

Requirement: Scientific Investigation (SI)

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

BIOL B215 Biostatistics with R

An introductory course in statistical analysis focusing on biological data. This course is structured to develop students' understanding of statistics and probability and when to apply different quantitative methods. The lab component focuses on how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, and probability. The course is geared around problem sets, lab reports, and interactive learning. No prior experience with programming is required. Suggested Preparation: BIOL B110 or B111 is highly recommended. Students who have taken PSYC B205/H200 or SOCL B265 are not eligible to take this course.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

Instructor: Bitarello, B., De Bona, S.

(Fall 2024)

BIOL B216 Genomics

An introduction to the study of genomes and genomic data. This course will examine the history of this exciting field, the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes, with a focus on animal genomics and humans in particular. Prerequisite: One semester of BIOL 110. BIOL 201 highly recommended.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Data Science; Health Studies

Units: 1.0

(Not Offered 2024-2025)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Requirement: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology;

Environmental Studies; Health Studies

Units: 1.0

Instructor: Chander,M.

(Spring 2025)

BIOL B271 Developmental Biology

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Requirement: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor: Davis,G.

(Fall 2024)

BIOL B303 Human Physiology

A comprehensive study of the physical and chemical processes in tissues, organs and organ systems that form the basis of animal and human function. Homeostasis, control systems and the structural basis of function are emphasized. Laboratories are designed to introduce basic physiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course, or permission of instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

BIOL B352 Immunology

An introduction to immunology with a focus on the dynamic network of molecules and cells underlying the vertebrate immune response. This problem-based workshop course uses primary research articles and a curiosity-driven, open-ended laboratory research project to make sense of complicated biology and empower each student to build a big-picture view of this fast-moving, interdisciplinary field. Key themes include: immune cell specification and development;

molecular recognition and immune cell signaling; generation of immunological memory; and cancer immunotherapies. Learning strategies include problem solving, small group discussion, and critical analysis of the primary literature. Three hours of class meetings and three hours of lab per week. Prerequisites: BIOL B110 and any 200-level course in Biology.

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

Instructor: Williamson,A.

(Fall 2024)

CHEM B242 Biological Chemistry

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Requirement: Course does not meet an Approach

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor: Plummer-Medeiros,A.

(Fall 2024)

DSCI B314 Advanced Data Science:Regression & Multivariate Statistics

This course is designed to improve your data science skills by introducing you to advanced statistical techniques that have become increasingly important in psychology and a variety of fields. The focus will be on understanding the advantages and limitations of regression approaches and multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Topics covered will include basic regression approaches, advanced regression strategies, structural equation modeling, factor analysis, measurement models, path modeling, modeling of longitudinal data sets, multilevel modeling approaches and growth curve modeling. Students will gain familiarity with these techniques by working with actual data sets. The last part of each class will be reserved for lab time to apply lessons from class to an assignment due the following week. Students are welcome to stay beyond the noon ending time to complete the assignment. Prerequisites: Required: PSYC Research Methods and Statistics 205 (BMC), Psych 200 (HC) Experimental Methods and Statistics, or BIOL B215 Experimental Design and Statistics. Students with good statistical preparation in math or other disciplines and some knowledge of core methods used in social science or health-related research should consult with the instructor to gain permission to take the class. This course was formerly numbered PSYC B314; students who previously completed PSYC B314 may not repeat this course.

Counts towards: Data Science; Health Studies

Units: 1.0

Instructor: Schulz,M.

(Fall 2024)

ECON B214 Public Finance

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government

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responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.

Counts towards: Health Studies

Units: 1.0

Instructor: Mukherjee,P.
(Fall 2024)

ECON B217 Health Economics

Economic analysis of the health sector. The demand for health care (demand curve for health care and health as human capital); the supply of health care (models of hospital and physician behavior); socioeconomic disparity in health; the demand for health insurance (the role of uncertainty, adverse selection, and moral hazard); health care systems in the U.S. and around the world. Prerequisite: ECON B105.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Monge,D.
(Fall 2024)

ENGL B243 Disease and Discourse

When did “consumption” become “tuberculosis”? What does it mean when someone calls COVID-19 the “China Virus”? As human beings are confronted with novel contagions, we are also forced to grapple with the psychological and cultural impact that these illnesses have on our societies; the words we use to describe these diseases matter. In this course, we will examine literature produced during significant historical epidemics, including: divine punishment and early Christian views of leprosy; apocalypticism and the Black Death; the moralization of the AIDS crisis, and the “unprecedented times” of COVID. Readings will include such texts as Boccaccio’s Decameron, Defoe’s The Journal of a Plague Year, Mary Shelley’s The Last Man, and Tony Kushner’s Angels in America. Guided by work by critics like Susan Sontag (Illness as Metaphor) and contemporary scholarship in disability studies, trauma theory, and narrative medicine, we will take an interdisciplinary approach to textual production and genre, putting medical, religious, literary, and historical texts in conversation in order to better understand their reciprocal influences. Along the way, we will consider: How does language affect our perception of diseases and those who contract them?

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Alcaro,M.
(Spring 2025)

HIST B250 Media and Medicine in Modern America:

Have you ever turned to TikTok for health advice? Are you a fan of medical dramas like Grey’s Anatomy? This course explores of the co-development and evolution of modern medicine and the media in the United States, from the late nineteenth century through the present day. Students will delve into a wide range of media formats, including advertising, newspapers, radio, film, television, and the Internet, to analyze the media’s long-standing influence on perceptions and practices of medicine. Special attention will be paid to the shifting cultural authority of medicine, as well as the stakes of communicating health information and implications for public health.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HIST B274 topics in Modern US History

This is a topics course in 20th century America social history. Topics vary by half semester Current topic description: History of Reproductive Health. An exploration of reproductive health in American history from the colonial era through the present day, with an emphasis on the long 20th century. Topics covered include gender, medicalization, and medical authority; battles over abortion rights and reproductive justice; evolving practices regarding pregnancy and childbirth; the role of technology in reproduction; and entanglements of reproductive health with social and political categories of race, gender, disability, and national identity.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: O'Donnell,K.
(Fall 2024)

HIST B319 Topics in Modern European History

This is a topics course. Course content varies. Current topic description: The course examines the history of sexology in Europe from the late 19th century to the present. We will explore the emergence and development of sexology as a scientific discipline, tracing its cultural, social, and medical roots. Through the works of pioneering works of figures like Richard von Krafft-Ebing, Havelock Ellis or Sigmund Freud to less known but equally influential sexologists like Kurt Freund and Vilmos Szilágyi, the course traces the evolution of sexology in both Western and Eastern Europe. We will consider both the societal contexts that influenced the development of sexological theories and the impact of these theories on broader cultural attitudes toward gender and sexuality.

Counts towards: International Studies

Units: 1.0

Instructor: Kurimay,A.
(Fall 2024)

HIST B325 Topics in Social History

This a topics course that explores various themes in American social history. Course content varies. Course may be repeated. Current topic description Health care in America has always been political. From historical debates to modern controversies, this course explores the social and cultural dimensions of American medicine and public health, with particular attention to their politics. Incorporating analysis of primary historical sources, we will examine issues such as health activism, health insurance reform, medical civil rights battles, reproductive justice, the doctor-patient relationship, and the rise of modern bioethics.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: O'Donnell,K.
(Fall 2024)

HIST B337 Topics in African History

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies

Units: 1.0
(Not Offered 2024-2025)

ITAL B216 Body and Mind

In this course, we will explore representations of the relationship between body and mind, starting from 19th-century Russian novels that conceptualize love as a physical ailment and ending with the history of Alzheimer's disease. Talking about the relationship between body and mind will allow us to investigate how gender roles and models of womanhood and masculinity shaped the evolution of modern sciences, from psychiatry to obstetrics. Investigating how bodies have been (and continue to be) read, we will discuss systems created to police societies by cataloguing bodies, from Lombroso's phrenology to modern fingerprinting and face recognition softwares. Finally, we will consider how our understanding of the relationship between body and mind has changed over time. Many of the theories we will discuss during the semester are now considered outdated pseudo-science - but how can we conceptualize the difference between science and pseudo-science? As new categories and disease designations appear to substitute the old ones, which are the implications of creating a label for a constellation of existing symptoms? The course will be taught entirely in English. There will be an optional hour in Italian for students of Italian.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

ITAL B303 Boccaccio, the Plague, and Epidemic illness: Literature and Medicine

What are the responses to human suffering during outbreaks of epidemic illness? How can literature be a valuable tool for plague prevention in time of pestilence? This class explores crucial questions on how narrative works in medical contexts, with a focus on the Decameron and the black plague of 1348. Giovanni Boccaccio is the first writer to unite the literary topos of narration during a life-threatening situation with an historical epidemic context in Medieval Italy. How does he tell his stories in time of illness and death? How do writers and other storytellers respond to dominant versions of health and medicine? Taught in Italian.

Counts towards: Health Studies
Units: 1.0
Instructor: Ricci,R.
(Spring 2025)

POLS B310 Comparative Public Policy

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures on policy makers. Writing attentive. Prerequisite: One course in Political Science or public policy.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

PSYC B209 Clinical Psychology

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100). Please note that this course was previously known as "Abnormal Psychology" and has now been renamed "Clinical Psychology" and can not be repeated for credit.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Counts towards: Child and Family Studies; Health Studies
Units: 1.0
Instructor: Conlin,S., Mukerji,C.
(Fall 2024, Spring 2025)

PSYC B231 Health Psychology

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100). Students may take either this course or HLTH/PSYC H245 not both.

Requirement: Course does not meet an Approach
Counts towards: Health Studies; Museum Studies
Units: 1.0
Instructor: Leszko,M.
(Fall 2024)

PSYC B316 Advanced Topics in Neuroscience

This is a topics course. Topics content varies..Prerequisite: PSYC B218 or BIOL B202 or PSYC H217. PSYC 205 is strongly recommended.

Counts towards: Health Studies; Neuroscience
Units: 1.0
(Not Offered 2024-2025)

PSYC B327 Adolescent Development

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical

HEALTH STUDIES

changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or PSYC B211 (Lifespan Development) or permission of instructor. PSYC B205 is recommended.

Counts towards: Child and Family Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

PSYC B331 Health Behavior and Context

This seminar will be devoted to a discussion of theory and research in health psychology. We will investigate both historical and contemporary perspectives on the psychology of wellness and illness. We will begin with a consideration of how psychosocial forces influence health cognitions, behaviors, and physiological processes. The second half of the course will focus on contextual factors, interventions, and emerging topics in research. We will debate the question of whether/how psychological forces influence health outcomes. Prerequisite: PSYC B105 and PSYC B231 or PSYC B208, or by permission of the instructor.

Counts towards: Health Studies
Units: 1.0
(Not Offered 2024-2025)

PSYC B344 Early Childhood Experiences & Mental Health

Development represents a unique period during which the brain shows enhanced plasticity, the important ability to adapt and change in response to experiences. During development, the brain may be especially vulnerable to the impacts of harmful experiences (e.g., neglect or exposure to toxins) and also especially responsive to the effects of positive factors (e.g., community resilience or clinical interventions). This seminar will explore how childhood experiences “get under the skin,” shaping neurobiological systems and exerting lasting effects on mental health and well-being. We will examine theoretical models of how early experiences shape development, considering the proposed mechanisms by which different features of childhood environments could shape psychological risk and resilience. We will evaluate the scientific evidence for these models and then apply this knowledge to consider what strategies for intervention— at the level of the child, family, and society— could help reduce psychopathology and promote well-being. There is no textbook required for this course. We will read, critically evaluate, and discuss empirical journal articles and explore the implications of this scientific literature for public policy. Prerequisites: PSYC B209 or PSYC B206 or PSYC B218 or permission from instructor; PSYC B205 highly recommended

Counts towards: Child and Family Studies
Units: 1.0
Instructor: Mukerji, C.
(Spring 2025)

PSYC B353 Advanced Topics in Clinical Psychology

This course provides an in-depth examination of research and theory in a particular area of clinical psychology. Topics will vary from year to year. Current topic description: This course provides an introduction to culturally-competent practice in

psychology, with emphasis on clinical/counseling settings. Multicultural Competence is defined as the ability to work effectively and respectfully across cultural and/or identity differences. The first steps toward culturally-sensitive practice are: 1) critical self-reflection and 2) understanding dynamics of power and privilege (APA, 2020). These two key areas are the focus of this course. We will examine topics such as: power and privilege, the impacts of prejudice and discrimination, mental health and healthcare disparities, intersectionality, advocacy and social justice, and finally, cultural competence as a route toward positive change. This course encourages self-reflection on each of these topics. We will reflect on our own sociocultural identities and experiences – including areas of both privilege and marginalization – to gain awareness of how these shape our ways of being in the world. Students will have opportunities to engage in interactive activities and projects geared toward experiential learning throughout the semester. This course emphasizes student-led discussions, which are designed to facilitate in-depth exploration of course topics.

Counts towards: Health Studies
Units: 1.0
Instructor: Conlin, S.
(Fall 2024)

PSYC B395 Psychopharmacology

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts towards: Health Studies; Neuroscience
Units: 1.0
(Not Offered 2024-2025)

RUSS B220 Chernobyl

This course introduces students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures and media through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Students will contribute to a digital exhibition and physical installation. Taught in translation. No knowledge of Russian required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

SOCL B265 Quantitative Methods

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, ANOVA, and multiple regression. Required of Bryn Mawr Sociology majors and minors. Non-sociology majors and minors with permission of instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

Instructor: Wright,N.

(Fall 2024)

SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia

This course will examine different countries' policy choices to address different societal challenges. Four societal types —socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B326 Feminist Perspectives on Hlth

Increasingly, an individual's sense of self and worth as a citizen turns on their health identity. In this course we will draw on theories of gender, race, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2024-2025)

HEBREW AND JUDAIC STUDIES

Modern Hebrew language instruction is available at Bryn Mawr through the elementary level. Students may take Intermediate Modern Hebrew at the University of Pennsylvania. At Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

Faculty

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Francophone Studies and Director of Middle Eastern Languages (on leave semester II)

Nechama Sataty, Visiting Assistant Professor of Hebrew and Judaic Studies

Advisory Committee

Marissa Martino Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics (on leave semester II)

Adam Poliak, Assistant Professor of Computer Science

Qinna Shen, Associate Professor and Chair of German and German Studies

Margaret Strair, Lecturer in German and German Studies

Nora Woods, Interfaith Chaplin

College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing Hebrew 001 and 002 with a minimum grade of at least 2.0.

Courses

HEBR B001 Elementary Hebrew

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Approach: Course does not meet an Approach

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Sataty,N.

(Fall 2024)

HEBR B002 Elementary Hebrew

This is a continuation of HEBR B001, the year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Approach: Course does not meet an Approach

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Sataty,N.

(Spring 2025)

HEBR B403 Supervised Work

(Fall 2024)

HISTORY

Students may complete a major or minor in History.

A primary aim of the Department of History is to deepen students' sense of time as a factor in cultural diversity and change. Our program of study offers students the opportunity to experience the past through attention to long-range questions, comparative history, and complex causation. Students learn about particular periods, cultures, and historical moments alongside mastering the ability to consider multiple viewpoints, aggregate data, articulate research questions, marshal evidence, and construct arguments, and have opportunities to engage with digital humanities and public history.

The department's 100-level courses, centered upon specific topics within the instructor's field of expertise, introduce students to a wide array of subjects and themes, and are open to all students, regardless of any prior instruction in History. In the 200-level courses, the department offers students the opportunity to pursue interests in specific cultures, regions, policies, or societies, and enables them to experience a broad array of approaches to history through attention to primary sources, introduction to historiography, and mastery of chronology.

The department's 300-level courses build on students' knowledge gained in 200-level classes, and provide opportunities to explore topics at greater depth in a seminar setting. 300-level courses offer students opportunities to undertake significant intellectual projects based on research in primary and secondary sources.

Faculty

Ignacio Gallup-Diaz, Marjorie Walter Goodhart Professor of European History and Chair of History (on leave semester II)

Madhavi Kale, Professor of History and Chair of International Studies

Anita Kurimay, Associate Professor of History and Co-Director of Gender and Sexuality Studies

Kalala Ngalamulume, Professor of Africana Studies and History and Co-Director of Health Studies (on leave semester I)

Kelly O'Donnell, Visiting Assistant Professor of History of Art

Stephen Vider, Associate Professor of History and Gender and Sexuality Studies and Co-Director of Gender and Sexuality Studies

Major Requirements

Eleven courses are required for the History major, and two—Introduction to Historical Methods (HIST 299), and Approaches to Historical Praxis (HIST 398)—must be taken at Bryn Mawr. In HIST 299, students will be introduced to different historical frameworks and historiographic debates that animate the field. (Majors taking History 299 will fulfill the College's Writing Intensive requirement.) It is intended to prepare advanced sophomores and juniors to do advanced work at the 300-level and in some advanced 200-level courses. In HIST 398, which must be taken in Fall of senior year, the students complete a series of focused assignments designed to give them

an opportunity to practice different ways of “doing history.” Students will work with professors as well as other resources at the College (archivists, librarians, digital technologists, Praxis Program, etc.) to articulate a historical question, research it, and produce a final project. This final project may be a term paper, but might also take the form of a digital project, an exhibit, a short film, a Praxis internship in a museum or archive, or something else. Upon successful completion of History 398, students may, if they wish, continue their project into a second semester. This is not required, but if students wish to do so, the department will authorize and provide support for an independent study in order to facilitate that ongoing work.

The remaining nine history courses may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the Departments of History at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced courses be taken with Bryn Mawr history faculty). At least one course, at any level, must concentrate on the period before 1800.

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

Honors

Majors with a cumulative GPA of at least 3.0 (general) and 3.6 (history) at the end of their senior year qualify for departmental honors.

Minor Requirements

The requirement for the minor is six courses, at least four of which must be taken in the Bryn Mawr Department of History, and include one course at any level that deals with the period before 1800, at least one 300-level course within the department, and two additional history courses within the department. No more than two course at the 100-level may count toward the minor.

Courses

HIST B101 The Historical Imagination

Explores some of the ways people have thought about, represented, and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions, and other media.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: International Studies

Units: 1.0

Instructor: Kale, M.

(Fall 2024)

HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary

struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B105 Introduction to Digital Humanities

"Digital Humanities" includes a variety of ways that computers can be used to explore, analyze, and publish human histories and cultural objects (literature, art, music, and more), as well as the study of computer technologies through humanistic frameworks. This course will provide a general introduction to digital humanities through a combination of reading, discussion, and hands-on digital making. We will begin with digital publication and digitization (multi-modal scholarship, digital collections, creative coding, immersive/3D models, and more) by discussing examples and building our own small-scale projects. We will ask: how can understanding and situating the digital infrastructures we inhabit every day help us imagine new ones? Then we will turn towards humanities data: how are cultural objects represented digitally, and how can computational analysis methods provide insights? What are the limitations and possibilities of these data-centered approaches? Assignments will include visual essays, simple websites, and data visualization; students will learn to work in command line, Python, and HTML, among other digital skills.

Requirement: Course does not meet an Approach

Units: 1.0

(Spring 2025)

HIST B129 The Religious Conquest of the Americas

The course examines the complex aspects of the European missionization of indigenous people, and explores how two traditions of religious thought/practice came into conflict. Rather than a transposition of Christianity from Europe to the Americas, something new was created in the contested colonial space.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B156 The Long 1960's

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

HIST B203 The High Middle Ages

We're becoming used to the idea of environmental crisis. Drought, floods, storms, and extinctions constantly remind us that humans can be terrifyingly effective at shaping the world in which we live. But the interplay between human agents and the rest of the world is as old as humanity. This course explores how people in the European Middle Ages – mostly the peasants left out of the history books – lived with and made decisions about limited natural resources, looming overexploitation, customary common rights, and shared responsibilities, all within the narrow margins which characterized their immediate and taxing relationship with their landscapes. The period is alien in many ways: it was an age of faith, oaths, and lordship. Horsepower was measured in literal horses (or in human muscle). But the decisions its people made, and the assumptions they held, have shaped our own world in ways we don't always see. How did people in another age work within the constraints set by their environments? How did they change those environments to suit their desires? And whose desires were being pursued? Who was left out? Through attention to cultivation, climates, plague, and human conceptions of the natural world, we'll consider these questions, and seek to gain glimpses of the human-to-human and human-to-non-human relationships that dominated the medieval experience.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

Requirement: Inquiry into the Past (IP)

HISTORY

Counts towards: Africana Studies; Environmental Studies; Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B218 Memories, Memorials, and Representations of World War I

The course considers the historical origins and experience of World War I from a social and cultural perspective. We will think about why some people anticipated and willingly went to war while others were caught by surprise and also, how the experience of war differed on the home front and battlefield. Second, the course will look at the political, social, economic, and cultural consequences of the so-called, Great War. How did the end of the war affect people at the individual and community levels as well as nations as a whole? Finally, we will examine the various historical factors that influence how (and when) WWI has been remembered in modern Europe.

Requirement: Inquiry into the Past (IP)
Units: 1.0
Instructor: Kurimay,A.
(Fall 2024)

HIST B226 Topics in 20th Century European History

This is a topics course. Course content varies.

Requirement: Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B234 An Introduction to Middle Eastern History

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Requirement: Inquiry into the Past (IP)
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Salikuddin,R.
(Fall 2024)

HIST B236 African History since 1800

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B237 Themes in Modern African History

This is a topics course. Course content varies

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed—from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the “New Woman”; abortion and contraception; the “sexual revolution” of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B241 America 1890-1945

This course focuses on the first half of the twentieth century in the United States. An intense period of violent struggle over race, immigration, labor, income inequality, gender, and the very survival of American democracy in the face of global fascism, the early years of the twentieth century set the stage for the American society of today. One cannot fully understand what has happened to the U.S. right now without spending time in the first 40 years of the twentieth century.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

HIST B242 American Politics and Society: 1945 to the Present

This course examines transformations in American culture, politics, and society from World War II to the present, focusing on flashpoints of government policy, popular culture, and social activism. We will trace this history with a focus on four central themes: (1) U.S. domestic and foreign policy and the fear of annihilation, from the Cold War, the specter of nuclear

warfare, and the War in Vietnam to the War on Terror and climate change; (2) the growth and convergence of movements for social justice, including African American, Latinx, Asian American, indigenous, feminist, and LGBTQ+ rights and liberation; (3) the rise of the New Right, neoliberalism, the reshaping of party politics, and their impact on social welfare, healthcare, and the environment; and (4) the politics of popular culture, especially television, music, and digital media. Across these themes, we will consider where government leaders and popular culture have worked to reinforce social norms and sharpen political divides and how social movements have reshaped American politics and society.

Requirement: Inquiry into the Past (IP)

Counts towards: International Studies

Units: 1.0

Instructor: Vider, S.

(Fall 2024)

HIST B243 Topics: Atlantic Cultures

This is a topics course. Course content varies. Current topic description: The course explores the process of self-emancipation by slaves in the early modern Atlantic World. What was the nature of the communities that free blacks forged? What were their relationships to the empires from which they freed themselves? How was race constructed in the early modern period? Did conceptions of race change over time?

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Gallup-Diaz, I.

(Fall 2024)

HIST B250 Media and Medicine in Modern America:

Have you ever turned to TikTok for health advice? Are you a fan of medical dramas like Grey's Anatomy? This course explores the co-development and evolution of modern medicine and the media in the United States, from the late nineteenth century through the present day. Students will delve into a wide range of media formats, including advertising, newspapers, radio, film, television, and the Internet, to analyze the media's long-standing influence on perceptions and practices of medicine. Special attention will be paid to the shifting cultural authority of medicine, as well as the stakes of communicating health information and implications for public health.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HIST B258 British Empire: Imagining Indias

This course considers ideas about and experiences of "modern" India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While "India" and "Indian history" along with "British empire" and "British history" will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender,

to name a few examples). The course uses primary sources, scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B263 Impact of Empire: Britain 1858-1960

Is empire (on the British variant of which, in its heyday, the sun reportedly never set) securely superseded (as some have confidently asserted) or does it endure and, if so, in what forms and domains? Focusing on the expanding British colonial empire from the 17th century on, this course considers its impact through the dynamics of specific commodities' production, and consumption (sugar and tea, for example, but also labor and governance), their cultures (from plantations and factories to households to the state), and their disciplinary technologies (including domesticity, the nation, and discourses on history and modernity).

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

HIST B264 Passages from India: 1800-Present

This course explores the histories and effects of migration from the Indian subcontinent to far-flung destinations across the globe. It starts with the circular migrations of traders, merchants, and pilgrims in the medieval period from the Indian subcontinent to points east (in southeast Asia) and west (eastern Africa). However, the focus of the course is on modern migrations from the subcontinent, from the indentured labor migrations of the British colonial period (to Africa, the Caribbean, and the South Pacific) to the post-Independence emigrations from the new nations of the subcontinent to Britain, Australia, New Zealand, Canada, and the United States.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B265 Colonial Encounters in the Americas

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HISTORY

HIST B274 topics in Modern US History

This is a topics course in 20th century America social history. Topics vary by half semester Current topic description: History of Reproductive Health. An exploration of reproductive health in American history from the colonial era through the present day, with an emphasis on the long 20th century. Topics covered include gender, medicalization, and medical authority; battles over abortion rights and reproductive justice; evolving practices regarding pregnancy and childbirth; the role of technology in reproduction; and entanglements of reproductive health with social and political categories of race, gender, disability, and national identity.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: O'Donnell, K.
(Fall 2024)

HIST B279 Power, Freedom, and the Ties that Bound in medieval Europe

People in the Middle Ages cared about power, freedom, and the relationships that bound men and women to each other. But their concepts of each, and the way they evaluated the goodness and the purposes of their exercise, were very different from our own. So, what did freedom mean in the Middle Ages? What made power good or bad? How did people try to create reliable structures so that they would use what freedom or power they had for good? And how did they twist those structures to serve selfish aims? In this course we will explore these questions through deep dives into four case studies: the relationship between lords and vassals (often described as "feudalism"); servitude and freedom in the rural world among the bulk of the population, who were peasant farmers; the ties of power, obligation, and affection that structured marriage and family life; and the (ideally) voluntary relinquishment of freedom by monks and nuns in ordered religious life. At the end of the course, each student will create a final project investigating similar questions in a relationship or situation of their choosing. Possible topics include teachers and students, masters and apprentices, craft guilds, trade partnerships, and law courts with their required participation (as well as pomp and circumstance).

Requirement: Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

HIST B280 History of Witchcraft and Magic

This course examines the social, cultural, and legal history of witchcraft and magic throughout European history. We will examine the values and attitudes that have influenced beliefs about witchcraft and the supernatural, both historically and in the present day. This course will pay specific attention to the role of gender and sexuality in the history of witchcraft, as the vast majority of individuals charged in the witch hunts of the sixteenth and seventeenth centuries were indeed women. We will also study accusations of witchcraft, breaking down the power dynamics and assumptions at play behind the witch trials, and the effects of these trials on gender relations in European society. This class will track the intersections of magic and science throughout the early modern period, and the reconciliation of belief systems during the Enlightenment.

We will carry our analysis into the modern period, touching on Victorian spiritualism and mysticism, the emergence of Neo-Paganism, and the return to the figure of the goddess. Our final foray will be an examination of the political "witch-hunts" of the twentieth and twenty-first centuries and the enduring trope of the "witch" in modern political culture.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B284 Movies and America: The Past Lives Forever

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B292 Women in Britain since 1750

Focusing on contemporary and historical narratives, this course explores the ongoing production, circulation and refraction of discourses on gender and nation as well as race, empire and modernity since the mid-18th century. Texts will incorporate visual material as well as literary evidence and culture and consider the crystallization of the discipline of history itself.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B299 Exploring History

This course is designed to introduce history majors to the debates governing the production of historical knowledge which dominate the discipline. Although undergraduates often read history monographs as finished and "complete" projects, in fact each of these works is always deeply contested - both in terms of method and product. The goal of this course is to not only reinforce habits of critical textual reading but to provide students the tools to critically "read" the entire project of writing history. Required for History Majors.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

HIST B303 Topics in American History

This is a topics course. Course content varies. Recent topics have included medicine, advertising, and history of sexuality. Course may be repeated for credit. Current topic description:

In this seminar, we will read and analyze both classic and new work in queer and trans history to consider the history of LGBTQ+ identities, communities, and politics, as well as the theory and methods that have shaped LGBTQ+ history and history of gender and sexuality as fields of scholarship. We will also consider the politics of LGBTQ+ history: what has historical knowledge meant for LGBTQ+ people in the past and the present as an extension of queer and trans activism, particularly in sites of public history and memory? We will focus especially on queer and trans history in the United States within a transnational frame, while examining intersections of LGBTQ+ history with histories of race, class, and disability.

Units: 1.0
Instructor: Vider,S.
(Fall 2024)

HIST B307 Topics in European and Britain Cultural History

This is a topics course. Course content varies.

Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B319 Topics in Modern European History

This is a topics course. Course content varies. Current topic description: The course examines the history of sexology in Europe from the late 19th century to the present. We will explore the emergence and development of sexology as a scientific discipline, tracing its cultural, social, and medical roots. Through the works of pioneering works of figures like Richard von Krafft-Ebing, Havelock Ellis or Sigmund Freud to less known but equally influential sexologists like Kurt Freund and Vilmos Szilágyi, the course traces the evolution of sexology in both Western and Eastern Europe. We will consider both the societal contexts that influenced the development of sexological theories and the impact of these theories on broader cultural attitudes toward gender and sexuality.

Counts towards: International Studies
Units: 1.0
Instructor: Kurimay,A.
(Fall 2024)

HIST B325 Topics in Social History

This a topics course that explores various themes in American social history. Course content varies. Course may be repeated. Current topic description Health care in America has always been political. From historical debates to modern controversies, this course explores the social and cultural dimensions of American medicine and public health, with particular attention to their politics. Incorporating analysis of primary historical sources, we will examine issues such as health activism, health insurance reform, medical civil rights battles, reproductive justice, the doctor-patient relationship, and the rise of modern bioethics.

Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: O'Donnell,K.
(Fall 2024)

HIST B327 Topics in Early American History

This is a topics course. Course content varies. Current topic description: A seminar exploring indigenous societies and

cultures of the Americas through interdisciplinary scholarship. The course's aim is to explore the evolution of several indigenous societies and cultures in order to frame Native peoples as actors on historical playing fields that were as rich, complex, and subject to change as those that the European intruders and their descendants later occupied.

Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Gallup-Diaz,I.
(Fall 2024)

HIST B334 Caste and Race: Analogies and Intersections

With the global spread of the Black Lives Matter movement, and since the publication of American journalist Isabel Wilkerson's *Caste: The Origins of our Discontents*, there has been a renewed interest in thinking comparatively about caste and race. This course will examine the intertwined histories and legacies of caste and race as imaginaries deployed both to create and enforce social inequality and hierarchy, and to describe and analyze it. In the first half of the course we will examine how analogies and comparisons between caste and race have been made at various moments over the long 20th century. In the second half of the course, we will explore how caste and race have intersected in lived experience, using historical sources, ethnography, and memoir. In tracking intersections of experience and the production of knowledge, our course will bring together history, anthropology, sociology, and related fields, as well as different world areas— India/South Asia and the U.S./Western hemisphere— that have traditionally been held apart in the modern academy.

Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B337 Topics in African History

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B341 Go Burbs: Local Histories of Modern America

If "all politics is local," then so too is all history. This course takes a local approach to the history of the United States, focusing on the nearby Philadelphia suburbs as a microcosm of modern American society and culture. Paying particular attention to Delaware County, students will investigate local history and local cultural sites and integrate them into a broader historical context.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

HIST B349 Topics in Comparative History

This is a topics course. Topics vary.

Counts towards: Africana Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

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HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors.

Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0
(Not Offered 2024-2025)

HIST B398 Approaches to Historical Praxis

This course is designed to provide students the opportunity to consider different ways of “doing history.” In conversation with the professor and using the resources of the College (archivists, librarians, digital specialists, Praxis Program) students will articulate a historical question, research it, and produce a final project. This project may be a final research paper, but might also take the more public form of a digital project, an exhibit, a short film, or an internship in a local museum, oral history center, or archive.

Units: 1.0
Instructor: Kale, M., Kurimay, A.
(Fall 2024)

HIST B403 Supervised Work

Optional independent study, which requires permission of the instructor and the major adviser.

Major Writing Requirement: Writing Intensive
Units: 1.0
(Fall 2024)

ANTH B327 Caste and Race: Analogies and Intersections

With the global spread of the Black Lives Matter movement, and since the publication of American journalist Isabel Wilkerson’s *Caste: The Origins of our Discontents*, there has been a renewed interest in thinking comparatively about caste and race. This course will examine the intertwined histories and legacies of caste and race as imaginaries deployed both to create and enforce social inequality and hierarchy, and to describe and analyze it. In the first half of the course we will examine how analogies and comparisons between caste and race have been made at various moments over the long 20th century. In the second half of the course, we will explore how caste and race have intersected in lived experience, using historical sources, ethnography, and memoir. In tracking intersections of experience and the production of knowledge, our course will bring together history, anthropology, sociology, and related fields, as well as different world areas— India/South Asia and the U.S./Western hemisphere— that have traditionally been held apart in the modern academy. Prerequisite: One course in Anthropology or History or related Social Science or Humanities departments, or permission of the instructors.

Requirement: Power, Inequity, and Justice (PIJ)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B212 Visual Culture of the Ancient Mediterranean

This course explores the visual culture of the ancient Mediterranean world from the second millennium BCE to early Roman times. Drawing from an extensive variety of extant evidence that includes monuments, sculpture, paintings, mosaics, and artifacts deriving from culturally and geographically distinct areas, such as the Minoan world, Egypt, Turkey, Syria, Phoenicia, Cyprus, Greece, Macedonia, Italy, Tunisia, and Spain, the course explores how such evidence may have been viewed and experienced and how it may have, in turn, shaped the visual culture of the well-interconnected ancient Mediterranean world. Focusing on selected examples of evidence, including its materials, style, and methods of production, the course will also consider how past and current scholarly attitudes, approaches, and terminology have affected the understanding and interpretation of this evidence.

Requirement: Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Dunn, S.
(Fall 2024)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B250 Topics: Growth & Spatial Org of Cities

This is a topics course. Course content varies.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

CITY B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

CSTS B108 Roman Africa

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy

for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the region even after the Vandal invasions of the fifth century.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

EALC B131 Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: East Asian Languages and Cultures
Units: 1.0
Instructor: Jiang, Y.
(Spring 2025)

EALC B200 Major Seminar: Methods and Approaches

This course is a writing intensive course for EALC majors and minors to introduce some foundational ideas and concepts in the study of East Asia. Beginning with close readings of primary source texts, students are introduced to the philosophy and culture of China, and its subsequent transmission and adaptation across the vast geographical area that is commonly referred to as "East Asia." Students will gain familiarity with methods in this interdisciplinary field and develop skills in the practice of close critical analysis, bibliography, and the formulation of a research topic. Required of EALC majors and minors. Majors should take this course before the senior year.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor: Jiang, Y.
(Spring 2025)

EALC B263 The Chinese Revolution

Places the causes and consequences of the 20th century revolutions 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.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor: Jiang, Y.
(Fall 2024)

EALC B264 Human Rights in China

This course will examine China's human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

EALC B325 Topics in Chinese History and Culture

This is a topics course. Course content varies. Current topic description: This seminar offers students a distinctive perspective from which to understand Chinese society. It investigates rituals performed in various societal domains in imperial China. Through the study of texts, the screening of videos, and the examination of artifacts, the course delves into four principal themes: the significance of rituals in Confucianism; the ideology and role of rituals in imperial governance; the impact of rituals in community construction and family relations; and rites of passage in imperial China. Additionally, using rituals in imperial China as a special lens, this course engages in dialogues with the existing scholarship on general issues such as the relations between beliefs and performance, rituals and emotions, and rituals and social change.

Counts towards: International Studies
Units: 1.0
Instructor: Wu, Y.
(Fall 2024)

ENGL B359 Dead Presidents

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural importance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolutionary movement through the Civil War.

Units: 1.0
Instructor: Schneider, B.
(Fall 2024)

GERM B223 Topics in German Cultural Studies

This is a topics course. Course content varies. Taught in English. Current topic description: Gender and Artificial Life: Monsters, Machines, Lovers and Others: Beginning with Pygmalion's animated sculpture, the creation of artificial life from dead matter stages a gendered dynamic between the creator and creation--a dynamic that was renegotiated in the eighteenth and nineteenth centuries and continues to be revisited today. Whereas Cartesian thought celebrates the perfectibility of automata and anthropomorphic machines, Romantic stories featuring animated dolls of women and Doppelgängers reveal a deep skepticism toward artificial life, bound to key aesthetic and philosophical questions that intersect with conceptions of the feminine at the time. Early film at the turn of the century both deploy and upend these characterizations, uncovering an aesthetic anxiety in the face of technological innovations and the quickly evolving life in the

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Metropolis--depicting Others along racialized and gendered lines. In the present day, recent blockbusters such as the Barbie movie feature created life and simulacra and extend these questions beyond those of mere human autonomy to the very nature of visibility and representation. This course will feature works by Ovid, ETA Hoffmann, Edgar Allen Poe, Sigmund Freud, Eichendorff, Goethe, the Grimms, as well as expressionist and recent films.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Strair, M.

(Fall 2024)

HART B268 Telling Bryn Mawr Histories: Topics, Sources, and Methods

This course introduces students to archival and object-based research methods, using the College's built environment and curatorial and archival collections as our laboratory. Students will explore buildings, documents, objects, and themes in relation to the history of Bryn Mawr College. Students will frame an original group research project to which each student will contribute an individual component. Prerequisite: An interest in exploring and reinterpreting the institutional and architectural history of Bryn Mawr College and a willingness to work collaboratively on a shared project.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2024-2025)

HART B310 Topics in Medieval Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Streiter, N.

(Fall 2024)

ITAL B218 Early-Modern Intersections: a New Italian Renaissance

The period or movement commonly referred to as the Renaissance remains one of the great iconic moments of global history: a time of remarkable innovation within artistic and intellectual culture, and a period still widely regarded as the crucible of modernity. Although lacking a political unity and being constantly colonized by European Empires, Italy was the original heartland of the Renaissance, and home to some of its most powerful and enduring figures, such as Leonardo and Michelangelo in art, Petrarch and Ariosto in literature, Machiavelli in political thought. This course provides an overview of transnational Italian culture from the fourteenth to the sixteenth century by adopting a cross-cultural, intersectional, and inter-disciplinary approach. The course places otherness at the center of the picture rather than at its margins, with the main aim to look at pivotal events and phenomena (the rise of Humanism, courtly culture, the canonization of the language), not only from the point of view of its protagonists but also through the eyes of its non-male,

non-white, non-Christian, and non-heterosexual witnesses. The course ultimately challenges traditional accounts of the Italian Renaissance by crossing also disciplinary boundaries, since it examines not only literary, artistic, and intellectual history, but also material culture, cartography, science, technology, and history of food and fashion. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Zipoli, L.

(Fall 2024)

MEST B208 Introduction to the History of the Medieval Middle East

This course will provide an overview of the political and social history of the Middle East and North Africa from the sixth century C.E., in the Late Antique Period, with the tensions between the Byzantine and Sasanian empires and the rise of Islam in the Arabian Peninsula, to the fourteenth century C.E., with the Mongol invasions marking the end of the Abbasid caliphate in Baghdad. While students will be introduced to the political figures and frameworks of this period, there will also be a focus on social and cultural developments among the diverse populations that lived in the medieval Middle East, Central Asia, and North Africa, their relationships with one another, and how they interacted with their neighbors. Issues of political and religious authority and legitimacy, the development of social and cultural institutions, the production of artistic and literary works will also be explored.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B208 Introduction to the History of the Medieval Middle East

This course will provide an overview of the political and social history of the Middle East and North Africa from the sixth century C.E., in the Late Antique Period, with the tensions between the Byzantine and Sasanian empires and the rise of Islam in the Arabian Peninsula, to the fourteenth century C.E., with the Mongol invasions marking the end of the Abbasid caliphate in Baghdad. While students will be introduced to the political figures and frameworks of this period, there will also be a focus on social and cultural developments among the diverse populations that lived in the medieval Middle East, Central Asia, and North Africa, their relationships with one another, and how they interacted with their neighbors. Issues of political and religious authority and legitimacy, the development of social and cultural institutions, the production of artistic and literary works will also be explored.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B302 The Legacy of Genghis Khan: The Mongols & Their Successors

This course examines the political, intellectual, and social history of Genghis Khan, the Ilkhanid Mongols, and their successors in the Middle East and Central Asia from the thirteenth century to the sixteenth century CE. We will consider the formation of new political norms, changing trends in trade, and an increasingly hybrid cultural and artistic production that characterize this period.

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern & Islamic Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B302 The Legacy of Genghis Khan: The Mongols & Their Successors

This course examines the political, intellectual, and social history of Genghis Khan, the Ilkhanid Mongols, and their successors in the Middle East and Central Asia from the thirteenth century to the sixteenth century CE. We will consider the formation of new political norms, changing trends in trade, and an increasingly hybrid cultural and artistic production that characterize this period.

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern & Islamic Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B305 Merchants, Pilgrims & Rogues: Travels through the Mid East

This course will critically approach the various ways that people have traveled to and within the Middle East, Central Asia, and North Africa in the medieval and modern periods. It will explore the many reasons that induced people to travel by looking at travelogues produced by these various travelers, the material culture of travel (e.g. pilgrimage scrolls, architecture and infrastructure that facilitated travel and lodging, movement of commodities, postcards, etc.), and scholarly work on travel, tourism, and migration more broadly. This course will include travels by merchants, pilgrims, adventurers, scholars, conquering armies, imperial powers, oil tycoons, and refugees.

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B305 Merchants, Pilgrims & Rogues: Travels through the Mid East

This course will critically approach the various ways that people have traveled to and within the Middle East, Central Asia, and North Africa in the medieval and modern periods. It will explore the many reasons that induced people to travel by looking at travelogues produced by these various travelers, the material culture of travel (e.g. pilgrimage scrolls, architecture and infrastructure that facilitated travel and lodging, movement of commodities, postcards, etc.), and scholarly work on travel, tourism, and migration more broadly. This course will include travels by merchants, pilgrims, adventurers, scholars, conquering armies, imperial powers, oil tycoons, and refugees.

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

HISTORY OF ART

The Department of History of Art revised the requirements for the major and minor effective fall 2022. Students who register for the major or minor in fall 2022 or later must follow the requirements as described below. Students who registered for the major or minor in spring 2022 or earlier have the option to follow either the old or the new requirements. Students should contact the current Director of Undergraduate Studies with any questions related to the old or new requirements.

Faculty

David Cast, Professor of History of Art

Matthew Feliz, Visiting Assistant Professor of History of Art

Sylvia Houghteling, Associate Professor of History of Art

Homay King, Professor and Chair of History of Art on the

Marie Neuberger Fund of the Study of the Arts and on The Catherine Fales Fellowship (on leave semester I)

C.C. McKee, Assistant Professor of History of Art and Director of Center for Visual Culture

Lisa Saltzman, Professor of History of Art on the Emily Rauh Pulitzer '55 Professorship

Monique Scott, Associate Professor of History of Art and Director of Museum Studies

Jie Shi, Associate Professor of History of Art

Nava Streiter, Visiting Assistant Professor of History of Art

Alicia Walker, Professor of History of Art and Director of Graduate Group in Classics, Archaeology and History of Art

Major Requirements

The major requires ten units, approved by the Director of Undergraduate Studies. These courses include:

- two 100-level lecture courses homebased in the Department of History of Art (that is, designated with a HART course number). It is recommended that these courses be completed in the first or second year and prior to enrolling in the required 200-level “critical approaches” seminar.
- one 200-level “critical approaches” seminar (course numbers HART 200-249 ONLY) homebased in the Department of History of Art (that is, designated with a HART course number). This course also fulfills the departmental writing intensive requirement. It is recommended that this course be completed by the end of the second year and prior to enrolling in the required 300-level seminars.
- for the major must fulfill the following distribution requirements: (a) one course must be pre-modern (ancient to early modern/sixteenth century); (b) one course must be modern/contemporary (seventeenth century or later); and (c) one course must be non-Western (the non-Western course can be double-counted with the chronological distribution such that the three distribution requirements can be fulfilled through two courses).
- two 300-level seminars homebased in the Department of History of Art (that is, designated with a HART course number). It is recommended that these seminars be completed by the end of the third year and prior to the senior-year Capstone Sequence.
- two-course Capstone Sequence (Senior Conference I HART 398 in the fall semester and Senior Conference II HART 399 in the spring semester) through which students produce a thesis of 25-40 pages in length, based on original research. The Capstone Sequence may be completed only in the senior year.
- three additional courses taken in any year and conforming to any of the following categories: (a) courses at any level homebased in History of Art (including up to one 400-level Praxis course); (b) up to two courses at any level in another Bryn Mawr department or program that are “tagged for” History

of Art (i.e., listed as “counting toward” History of Art on the department website course listing); (c) up to two courses at any level at Haverford, Swarthmore, and University of Pennsylvania in History of Art or related fields (including Studio Art) that have been approved by the Director of Undergraduate Studies to count toward the major; or (d) up to two study abroad courses at any level in History of Art or related fields that have been approved by the Director of Undergraduate Studies to count toward the major.

- no more than two courses in the History of Art major may count simultaneously toward another major, minor, or concentration.

Honors

Seniors whose final work in the capstone submitted thesis project is outstanding will be considered for departmental honors and the candidate will be invited to discuss the thesis with faculty members in an oral examination.

Minor Requirements

A minor in History of Art requires six units, approved by the Director of Undergraduate Studies. These courses include:

- one 100-level lecture courses homebased in the Department of History of Art (that is, designated with a HART course number).
- one 200-level “critical approaches” seminar (course numbers HART 200-249 ONLY) homebased in the Department of History of Art (that is, designated with a HART course number).
- one 300-level seminars homebased in the Department of History of Art (that is, designated with a HART course number).
- three additional courses conforming to any of the following categories: (a) courses at any level homebased in History of Art (including up to one 400-level Praxis courses); (b) up to two courses at any level in another Bryn Mawr department or program that are “tagged for” History of Art (i.e., listed as “counting toward” History of Art on the department website course listing); (c) up to two courses at any level at Haverford, Swarthmore, and University of Pennsylvania in History of Art or related fields (including Studio Art) that have been approved by the Director of Undergraduate Studies to count toward the minor; or (d) up to two study abroad courses at any level in History of Art or related fields that have been approved by the Director of Undergraduate Studies to count toward the minor.
- no more than two courses in the History of Art minor may count simultaneously toward another major, minor, or concentration.

Courses

HART B103 Survey of Western Architecture

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are

considered. This course was formerly numbered HART B253; students who previously completed HART B253 may not repeat this course.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HART B110 Introduction to Medieval Art and Architecture

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of "medieval" art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions. This course was formerly numbered HART B212; students who previously completed HART B212 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Streiter, N.

(Fall 2024)

HART B120 History of Chinese Art

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions. This course was formerly numbered HART B274; students who previously completed HART B274 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

Instructor: Shi, J.

(Spring 2025)

HART B130 Renaissance Art

A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social, and religious developments. This course was formerly numbered HART B230; students who previously completed HART B230 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Cast, D.

(Fall 2024)

HART B140 The Global Baroque

Global Baroque examines the Baroque style both within and beyond Europe, moving from Italy, France, Spain and Flanders to seventeenth-century India, Iran, Japan and China, the New World, the Ottoman Empire and the Kingdom of Kongo. We will study the role of Baroque art in early modern politics, religious missions and global trade; the emergence of princely collections of wonders and cartography; the flourishing of new

and wondrous art materials; and the changing role of the artist and artisan in this period. We will consider the Baroque as an invitation for emotional engagement, as a style of power that was complicit in the violence of European colonialism, and as a tool of cultural reclamation used by artists across the world. As a class, we will work to construct an art history of The Global Baroque that also attends to the complex specificities of time and place. This course was formerly numbered HART B240; students who previously completed HART B240 may not repeat this course.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HART B150 Nineteenth-Century Art

This course takes a transnational approach to the history of art from the Age of Revolution (beginning in the late-eighteenth century) through the industrial globalization of the late-nineteenth century. Lectures, readings and class discussions will engage key artistic and historical developments that shaped art and culture during this period. This course was formerly numbered HART B233; students who previously completed HART B233 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: McKee, C.

(Fall 2024)

HART B151 Modern Art

This course traces the history of modernism from ca. 1890 to ca. 1945. Lectures, readings, and class discussions will engage key artistic and historical developments that shaped art and culture during the modern period. This course was formerly numbered HART B260; students who previously completed HART B260 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

HART B160 The Global Present

This course navigates the global geography of art, from 1989 to the present. This course was formerly numbered HART B266; students who previously completed HART B266 may not repeat this course.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

HART B161 Survey of Contemporary Art & Theory

This class focuses on European and American art and theory from approximately 1960 to the present. We examine key aesthetic developments including Pop Art, Minimalism, institutional critique, performance, installation, and video. This course was formerly numbered HART B272; students who previously completed HART B272 may not repeat this course.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Feliz, M.

HISTORY OF ART

(Spring 2025)

HART B170 History of Narrative Cinema, 1945 to the present

This course surveys the history of narrative film from 1945 to the present. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor. This course was formerly numbered HART B299; students who previously completed HART B299 may not repeat this course.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

HART B201 Critical Approaches to Visual Representation: Medieval/Modern

This is a topics course. Course content varies. This course is writing intensive. This course examines intersections between the medieval and modern worlds through art and architecture. Students study medieval works of art and/or architecture as well as their afterlives in the modern era, as realized through revivals of style and form, museum exhibition excavation, alteration and adaptation for reuse, etc. There are no prerequisites for this course. Enrollment preference given to majors and minors in History of Art. Current topic description: This course examines the devotional painting tradition of Byzantium (fourth to fifteenth centuries) and explores its impact on subsequent traditions of early modern, modern, and contemporary art. Students consider icons from the perspectives of iconography, style, function, and materiality. Focus then shifts to how Byzantine painting inspired subsequent artists, including Henri Matisse, Andy Warhol, and Mark Rothko, who reworked and updated the conceptual frameworks informing the medieval icon tradition.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

Instructor: Walker,A.

(Fall 2024)

HART B205 Critical Approaches to Visual Representation: Art, Death, and the Afterlife

This course is writing intensive. This course aims to explore how art was used as a symbolic form to overcome death and to assure immortality in a variety of archaeological, philosophical, religious, sociopolitical, and historical contexts. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in

History of Art. This course was formerly numbered HART B112; students who previously completed HART B112 may not repeat this course.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Shi,J.

(Fall 2024)

HART B210 Critical Approaches to Visual Representation: The Classical Tradition

This course is writing intensive. 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. This course was formerly numbered HART B104; students who previously completed HART B104 may not repeat this course. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

HART B215 Critical Approaches to Visual Representation: Topics in South Asian Art

This course is writing intensive. This course examines the representations of gods, plants, humans and animals in the Hindu, Buddhist, Jain and Islamic artistic traditions of India. It traces both the development of naturalistic representations, as well as departures and embellishments on naturalism in the painting, sculpture, architecture, metalwork and textiles of South Asia. The course will consider the spiritual, social, political and aesthetic motivations that led artists to choose naturalistic or supernatural forms of representation. This course was formerly numbered HART B102; students who previously completed HART B102 may not repeat this course. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

HART B220 Critical Approaches to Visual Representation: Landscapes, Art, & Racial Ecologies

This course is writing intensive. This course uses art, visual, and material culture to trace the plantation's centrality to colonial and post-colonial environments in the Atlantic World from the eighteenth century to the present, as a site of environmental destruction as well as parallel ecologies engendered by African-descended peoples' aesthetic and botanical contestation. Objects to be considered include landscape painting, plantation cartography, scientific imagery, environmental art, and ecologically motivated science fiction. This course was formerly numbered HART B111; students who previously completed HART B111 may not repeat this course. Prerequisite: one course in History of Art at the 100-level or

permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor: McKee,C.
(Spring 2025)

HART B235 Critical Approaches to Visual Representation: Identification in the Cinema

This course is writing intensive. An introduction to the analysis of film and other lensed, time-based media through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform their viewers? Students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed by the camera in still photography, film, television, video games, and other media. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art and Film Studies. Fulfills Film Studies Introductory or Theory course requirement. This course was formerly numbered HART B110; students who previously completed HART B110 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies; Visual Studies
Units: 1.0
Instructor: Feliz,M.
(Spring 2025)

HART B268 Telling Bryn Mawr Histories: Topics, Sources, and Methods

This course introduces students to archival and object-based research methods, using the College's built environment and curatorial and archival collections as our laboratory. Students will explore buildings, documents, objects, and themes in relation to the history of Bryn Mawr College. Students will frame an original group research project to which each student will contribute an individual component. Prerequisite: An interest in exploring and reinterpreting the institutional and architectural history of Bryn Mawr College and a willingness to work collaboratively on a shared project.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Museum Studies
Units: 1.0
(Not Offered 2024-2025)

HART B275 Introduction to Museum Studies

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers

a critical perspective on the inner workings of the museum as well as insights into the "new museology." Not open to first-year students. Enrollment preference given to minors in Museum Studies. This course was formerly numbered HART B281; students who previously completed HART B281 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Museum Studies; Visual Studies
Units: 1.0
Instructor: Scott,M.
(Fall 2024)

HART B276 Topics in Museum Studies

This is a topics course. Course content varies. This course was formerly numbered HART B248.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Museum Studies
Units: 1.0
(Not Offered 2024-2025)

HART B310 Topics in Medieval Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Streiter,N.
(Fall 2024)

HART B320 Topics in Chinese Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art. Current topic description: Bronze was a highly prized material in early China from the 2nd millennium BCE to the 2nd century CE. It was used to create a variety of ritual objects, often adorned with intricate decorations and inscriptions. Modern archaeology has uncovered a vast array of bronze artifacts, raising questions about how the Chinese conceptualized, categorized, and utilized them. This course delves into the material, technical, ornamental, and social aspects of bronze works to explore their significance in early Chinese culture. Current topic description: This seminar delves into the theoretical and historiographic foundations of traditional Chinese calligraphy, an area that has received relatively little attention in modern scholarship. Despite its pivotal role in Chinese art, calligraphy's lack of a direct Western counterpart has led to its comparative neglect. By examining traditional Chinese calligraphy practices, the course aims to reassess its unique essence, exploring key aspects such as ontology, embodiment, technique, agency, ethics, politics, and religion.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Shi,J.
(Fall 2024, Spring 2025)

HART B330 Topics in Renaissance and Baroque Art

This is a topics course. Course content varies. This course was formerly numbered HART B323.

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Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

HART B340 Topics in Material Culture

This is a topics course. Course content varies. This course was formerly numbered HART B345. Current topic description: This undergraduate seminar examines histories and theories of ornament from a wide range of disciplinary, temporal, and geographic perspectives. The course will engage with intermedial, and intercultural transfers of ornament, while also interrogating the idea of ornament as a universal language, and will seek to locate ornament in its material, geographic, and historical contexts. As a class, we will also explore the hands-on processes of pattern-making and ornamentation through fieldtrips, workshops and visits to Bryn Mawr Special Collections. Current topic description: This course investigates the artistic and ecological histories of textile dyes focusing in particular on the nineteenth-century transition away from plant, animal, and mineral dyes to synthetic dyes. The course will include hands-on dyeing activities and fieldtrips to meet with contemporary practitioners.

Requirement: Course does not meet an Approach

Counts towards: Museum Studies

Units: 1.0

Instructor: Houghteling,S.

(Fall 2024, Spring 2025)

HART B346 The History of London Since the Eighteenth Century

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century. This course was formerly numbered HART B355; students who previously completed HART B355 may not repeat this course. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Cast,D., Cohen,J.

(Spring 2025)

HART B350 Topics in Modern Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art. Current topic description: In the immediate aftermath of World War II, New York became a new epicenter of cultural practice. This seminar will immerse students in the work of artists and critics who together created the monumental canvases that came to define postwar painting.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Saltzman,L.

(Fall 2024)

HART B370 Topics in History & Theory of Photography

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to

majors and minors in History of Art. This course was formerly numbered HART B308.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

HART B375 Topics in Contemporary Art

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art. This course was formerly numbered HART B380. Current topic description: This seminar explores a variety of Latin American artistic approaches to conceptual practice in the 1960s and 1970s.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Feliz,M.

(Fall 2024)

HART B376 Topics in Interpretation and Theory

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art. Current topic description: This seminar interrogates the 'Affective Turn' in the humanities that emerged in the past two decades and places this 'new' approach within a longer lineage of psychoanalysis and its centrality to certain strains of art historical research. Particular attention will be paid to the role of psychoanalysis and affect in feminist, queer, and Black studies approaches.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: McKee,C.

(Spring 2025)

HART B380 Topics in Film Studies

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art and Film Studies. This course was formerly numbered HART B334. Current topic description: D. N. Rodowick has argued that the digital arts "are the most radical instance yet of an old Cartesian dream: the best representations are the most immaterial ones because they seem to free the mind from the body and the world of substance." In this seminar, we will explore digital images in relation to cinema, photography, and other media. We will examine the fate of materiality, the body, and duration in 21st c. media, and consider whether or not the digital marks a significant break from the analog. Texts by Lev Manovich, Gilles Deleuze, Hito Steyerl, and others; works by Walid Raad, Nonny de la Peña, Jacolby Satterwhite, and others. Prerequisite: at least one prior 100- or 200-level course in the History of Art or equivalent. Cross-listed with Film Studies and English for major/minor credit.

Requirement: Course does not meet an Approach

Counts towards: Film Studies; Visual Studies

Units: 1.0

Instructor: King,H.

(Spring 2025)

HART B398 Senior Conference I

This course is open only to History of Art senior majors; permission of the instructors is required for registration. A critical review of the discipline of art history in preparation for the senior thesis. Capstone in the major; culminates in the senior thesis proposal.

Units: 1.0

Instructor: Houghteling,S., McKee,C.
(Fall 2024)

HART B399 Senior Conference II

This course is open only to History of Art senior majors; permission of the instructors is required for registration. A seminar for the discussion of senior thesis research and such theoretical and historical concerns as may be appropriate. Interim oral reports. Capstone in the major; culminates in the senior thesis.

Units: 1.0

Instructor: Walker,A., Feliz,M., Shi,J.
(Spring 2025)

HART B403 Supervised Work

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024, Spring 2025)

HART B425 Praxis III

Students may register for this course with approval of a faculty supervisor in conjunction with internship projects in the college's collections and other art institutions in the region.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2024-2025)

HART B630 Topics in Renaissance Art

This is a topics course. Course content varies. Open to graduate students, AB/MA candidates, or by permission of the instructor.

Units: 1.0

(Not Offered 2024-2025)

ANTH B356 The Politics of Public Art

In this class we will explore the politics of public art. While we will look at the political messaging of public art, we will also seek to understand how public art, through its integration into a social geography, has a political impact beyond its meaning. We will see how art claims public space and structures social action, how art shapes social groups, and how art channels economic flows or government power. By tracing the ways that art is situated in public space, we will examine how art enters into urban contest and global inequality. Class activity will include exploration of public art and students will be introduced to key concepts of urban spatial analysis to help interrogate this

art. One 200-level course in Social Sciences, Humanities, or Arts fields, or permission of the instructor

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ARCH B102 Introduction to Classical Archaeology

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

Instructor: Palermo,R.
(Spring 2025)

ARCH B204 Animals in the Ancient Greek World

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ARCH B229 Visual Culture of the Ancient Near East

This course examines the visual culture of the Ancient Near East based on an extensive body of architectural, sculptural, and pictorial evidence dating from prehistoric times through the fifth century BCE. We will explore how a variety of surviving art, artifacts, sculpture, monuments, and architecture deriving from geographically distinct areas of the ancient Near East, such as Mesopotamia, the Eastern Mediterranean, Anatolia, and Iran, may have been viewed and experienced in their historical contexts, including the contribution of ancient materials and technologies of production in shaping this viewing and experience. By focusing on selected examples of diverse evidence, we will also consider how past and current scholarly methods and approaches, many of them art-historical, archaeological, and architectural in aim, have affected the understanding and interpretation of this evidence. In doing so, we will pay special attention to critical terms such as aesthetics, style, narrative, representation, and agency.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B240 Archaeology and History of Ancient Mesopotamia

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.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Xin,W.
(Spring 2025)

ARCH B252 Pompeii

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Requirement: Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Spring 2025)

ARCH B254 Cleopatra

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, Cleopatra.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B301 Greek Vase-Painting

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.

Units: 1.0

(Not Offered 2024-2025)

ARCH B501 Greek Vase Painting

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.

Units: 1.0

(Not Offered 2024-2025)

CHEM B208 Topics in Art Analysis

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Requirement: Scientific Investigation (SI)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2024-2025)

CITY B190 The Form of the City: Urban Form from Antiquity to the Present

This course studies the city as a three-dimensional artifact. A variety of factors, geography, economic and population structure, politics, planning, and aesthetics are considered as determinants of urban form.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor: Ruben,M.

(Spring 2025)

CITY B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries

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.

Requirement: Inquiry into the Past (IP)

Units: 1.0

Instructor: Cohen,J.

(Spring 2025)

CITY B254 History of Modern Architecture

A survey of the development of modern architecture since the 18th century.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor: Lee, M.
(Fall 2024)

CITY B306 Advanced Fieldwork Techniques: Places in Time

A hands-on workshop for research into the histories of places, intended to bring students into contact with some of the raw materials of architectural and urban history. A focus will be placed on historical images and texts, and on creating engaging informational experiences that are transparent to their evidentiary basis.

Units: 1.0

Instructor: Cohen, J.
(Spring 2025)

CITY B377 Topics in Modern Architecture

This is a topics course on modern architecture. Topics vary. Current topic description: This will be a closely focused seminar, temporally and geographically, that centers on three common, moderate-scale architectural venues, urban houses, suburban houses, and urban places of business -- places that were pervasive and numerically dominant elements of the American built landscape as it was transformed between the 1870s and the 1890s.

Units: 1.0

Instructor: Cohen, J.
(Fall 2024)

ENGL B205 Introduction to Film

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.

Requirement: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B336 Topics in Film

This is a topics course and description varies according to the topic.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works

in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Crucifix, E.
(Fall 2024)

GERM B223 Topics in German Cultural Studies

This is a topics course. Course content varies. Taught in English. Current topic description: Gender and Artificial Life: Monsters, Machines, Lovers and Others: Beginning with Pygmalion's animated sculpture, the creation of artificial life from dead matter stages a gendered dynamic between the creator and creation--a dynamic that was renegotiated in the eighteenth and nineteenth centuries and continues to be revisited today. Whereas Cartesian thought celebrates the perfectibility of automata and anthropomorphic machines, Romantic stories featuring animated dolls of women and Doppelgängers reveal a deep skepticism toward artificial life, bound to key aesthetic and philosophical questions that intersect with conceptions of the feminine at the time. Early film at the turn of the century both deploy and upend these characterizations, uncovering an aesthetic anxiety in the face of technological innovations and the quickly evolving life in the Metropolis--depicting Others along racialized and gendered lines. In the present day, recent blockbusters such as the Barbie movie feature created life and simulacra and extend these questions beyond those of mere human autonomy to the very nature of visibility and representation. This course will feature works by Ovid, ETA Hoffmann, Edgar Allan Poe, Sigmund Freud, Eichendorff, Goethe, the Grimms, as well as expressionist and recent films.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Strair, M.
(Fall 2024)

GSEM B619 Death and Beyond

The question of what happens after the moment of death has always fascinated humanity - at one moment there is a living person, the next only a corpse; where did the person go? Every culture struggles with these questions of death and afterlife - what does it mean to die and what happens after death? This seminar will examine a variety of types of evidence - archaeological, poetic, and philosophical - to uncover ideas of death and afterlife in some of the cultures of the ancient Mediterranean world, with particular attention to the similarities and differences between ideas of death and beyond in the cultures of Greece, Egypt, and Mesopotamia. Van Gennep's model of death as a rite de passage provides

HISTORY OF ART

the basic structure for the class, which is divided into three sections, each concerned with one section of the transition: Dying - leaving the world of the living; Liminality - the transition between the worlds; and Afterlife - existence after death. This anthropological model allows us to analyze the different discourses about death and afterlife.

Units: 1.0
(Not Offered 2024-2025)

GSEM B624 Greek Tragedy in Performance

In this seminar we will approach Greek dramatic texts from two angles: theoretically and experientially. On the one hand, we will be reading (in English translation) the tragedies of the three great playwrights of Classical Athens—Aeschylus, Sophocles, and Euripides—while examining their treatment of myth, systems of metaphor and imagery, and the role of the chorus, as well as the relevance of Greek tragedy for subsequent centuries down to the present day. Special attention will be given to such themes as fate and predestination; relation between mortals and immortals; disability; euthanasia; slavery; and the impact of war on women and children. On the other, concurrent with our textual analysis, we will be reading Constantin Stanislavski, Michael Chekhov and other modern theater theorists. We will be applying these acting techniques to the texts in practice (i.e., performing them in class!) as we ask the question, What can be gained from stepping inside the plays and trying them on? No prior acting experience is necessary: just a curiosity about bringing ancient texts to life through the medium of one's body!

Units: 1.0
(Not Offered 2024-2025)

GSEM B652 Interdepartmental Seminar: History and Memory

The seminar will begin by establishing the categories of history and memory, as they have been constituted across the humanistic disciplines, defining and refining the epistemological and ontological distinctions between the two. Readings will be drawn first from the writings of Nietzsche and Freud and then move to the work of Barthes, Caruth, Connerton, Foucault, Guha, Gundaker, La Capra, Margolit, Nora, Sebald, Todorov, and Yerushalmi. Once a grounding context is established, the second half of the seminar will be organized around a set of categories, ranging from the material to the theoretical, through which we will continue our explorations in history and memory, among them, the following: trauma, witness, archive, document, evidence, monument, memorial, relic, trace. It is here that we would each draw specifically on our own disciplinary formations and call upon students to do the same. The seminar would, of course, be open to all students in the graduate group.

Units: 1.0
(Not Offered 2024-2025)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece

from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B218 Early-Modern Intersections: a New Italian Renaissance

The period or movement commonly referred to as the Renaissance remains one of the great iconic moments of global history: a time of remarkable innovation within artistic and intellectual culture, and a period still widely regarded as the crucible of modernity. Although lacking a political unity and being constantly colonized by European Empires, Italy was the original heartland of the Renaissance, and home to some of its most powerful and enduring figures, such as Leonardo and Michelangelo in art, Petrarch and Ariosto in literature, Machiavelli in political thought. This course provides an overview of transnational Italian culture from the fourteenth to the sixteenth century by adopting a cross-cultural, intersectional, and inter-disciplinary approach. The course places otherness at the center of the picture rather than at its margins, with the main aim to look at pivotal events and phenomena (the rise of Humanism, courtly culture, the canonization of the language), not only from the point of view of its protagonists but also through the eyes of its non-male, non-white, non-Christian, and non-heterosexual witnesses. The course ultimately challenges traditional accounts of the Italian Renaissance by crossing also disciplinary boundaries, since it examines not only literary, artistic, and intellectual history, but also material culture, cartography, science, technology, and history of food and fashion. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Zipoli, L.
(Fall 2024)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

INTERNATIONAL STUDIES

International Studies is the study of relationships among people and states affected by increasingly permeable borders and facing global issues. International Studies aims to prepare students to be responsible citizens by introducing them to issues of importance in an increasingly interdependent world of global dynamics in politics, economics, ideas, language, and culture. At Bryn Mawr, International Studies combines applied and theoretical approaches by drawing from disciplines in both the Social Sciences and Humanities. This broad conception of International Studies distinguishes our program from many others. It builds from a core of courses from politics, economics, and ethics, a branch of philosophy, and then incorporates electives from specified tracks that reflect areas of strength in faculty research and teaching. It allows students to explore the descriptive and normative aspects of living in a world characterized by the deep interconnections of a globalized world. It thus draws on Bryn Mawr's longstanding interest in promoting justice with its already established coursework at the undergraduate level and at the Graduate School of Social Work and Social Research and on its well established programs in languages and cultures.

The curricular content is relevant in preparing graduates to participate critically and effectively in the many integrated transnational and global institutional networks of production, services, creative expression, research and governance. Thus students with specialties in the Humanities, Social Sciences, or Sciences can benefit from a visible and structured flow of courses in International Studies. The inter and multi-disciplinary approaches reflected in the structure for the major as well as for the minor reflect the kind of integrative thinking that is necessary for effective agency in the globalized world economy and society. Students in International Studies will be made aware of both the distinct modes of inquiry that may

transcend disciplines and the cumulative effects of convergent examinations of phenomena from these different disciplinary perspectives.

International Studies engages students in the necessarily inter- and multi-disciplinary coursework that will prepare them for productive roles in transnational or intergovernmental institutions and in the areas of public policy, law, governance, public health, medicine, business, diplomacy, journalism, and development. International Studies at Bryn Mawr provides a foundation for students interested in pursuing career opportunities in these areas or in entering graduate programs such as International Politics/Relations, International Political Economy/Development Studies, International Law and Institutions, and Organizational Theory and Leadership.

A Bryn Mawr graduate in International Studies will be:

- Capable of integrative analysis from different disciplinary perspectives
- Ethically literate
- Prepared for work in related fields such as law, public health, medicine, business, and journalism as well as for graduate study in International Politics/Relations, International Political Economy/Development Studies, International Law and Institutions, and Organizational Theory and Leadership
- Able to contribute their knowledge and leadership skills within governmental and nongovernmental organizations at transnational, regional, or global levels or in cross-cultural settings.

Although language study is not required per se for the major or the minor, students can take advantage of Bryn Mawr's traditional strength in the study of language and culture to enhance their study of non-Anglophone areas of the world. Those intending to study abroad in a non-Anglophone area must meet the level of proficiency required by the Junior Year Abroad program involved; and those intending to undertake graduate work in international studies should plan to acquire the advanced level of proficiency in one foreign language (at the time of admission or graduation) required by the most selective programs here and abroad. Since it began in 2005, the minor in International Studies has attracted a significant number of language majors who use their study of a particular language to select a coherent set of electives under a relevant track in the minor in order to pursue career and study opportunities in the international arena.

Faculty

Madhavi Kale, Professor of History and Director of International Studies

Advisory Committee

Michael Allen, Associate Provost and Professor of Political Science on the Harvey Wexler Chair in Political Science (on leave semester II)

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Francophone Studies and Director of Middle Eastern Languages (on leave semester II)

David Byers, Associate Professor of Social Work

Nicholas Carby-Denning, Assistant Professor in International

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Studies on the Isabel Hamilton Benham Professorship in International Affairs (on leave semester I)

Selby Hearth, Associate Professor of Geology

Rubina Salikuddin, Assistant Professor and Director of the Middle Eastern, Central Asian, and North African Studies Program on the Isabel Hamilton Benham Professorship in International Affairs

José Vergara, Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian Studies (on leave semesters I & II)

Major Requirements

Students majoring in International Studies must complete a total of ten courses, which include a core of four courses, an elective track of four courses, and a senior capstone experience of either two courses (398 and 399) OR 398 and an additional 300 level course. Students should work with their major adviser to identify one writing intensive or two writing attentive courses to fulfill the major writing requirement.

Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the major in International Studies to eleven. Also note that no more than two courses in an International Studies major work plan can be used to satisfy another major, minor, or concentration requirement.

Minor Requirements

Students minoring in International Studies must complete a total of seven courses, which include:

- NST B101- Intro to International Studies
- 3 courses in the Core disciplines
- 3 courses in an Elective track

Core

The Core is a mix of 100-300 level courses in International Fields. Students must take at least one course from each of the four core areas: 1) Politics; 2) Economics; 3) Ethics and Philosophy; and 4) Historical and Cultural Studies. [Please note: If particular eligible core courses are unavailable in any given semester, substitutions will be allowed with the approval of an International Studies Faculty Advisor.]

Elective Tracks

Elective Tracks anchor the major in interdisciplinary work while also adding flexibility so that students may be creative and purposeful in structuring their own work. What makes International Studies at Bryn Mawr unique is that it draws upon its established faculty research, resources, and reputations in the individual tracks at the same time as it offers flexibility under clear advising for each of the individualized pathways of learning. Students should choose the four electives from the approved lists under one of the tracks identified below.

Examples of tracks that, in consultation with an advisor, students have pursued included constellations of the following:

- International Development
- Gender

- Human Rights and Social Justice
- Sexuality
- Global Environment
- Labor
- Empire
- Law, Governance and Political Institutions
- Health
- Migration

The FOUR elective courses (one of which must be at the 300 level) are to be selected from (but are not limited to) courses listed under the tracks on the Updated Core Courses web page. The listed courses are a starting point for collaboration between the student and the major advisor. Students should also check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

Example Courses to satisfy requirements (others subject to approval):

Politics

- Global Social Movements (INST B217)
- Environmental Justice and Oil (INST 2XX)
- Introduction to International Politics (POLS B141)
- International Politics (POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (POLS H350)

Economics

- Economic Development (ECON B225)
- Economic Development and Transformation: China vs. India (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385)
- Economics of Transition and Euro Adoption in Central and Eastern Europe (ECON H241)
- The Economics of Agricultural and Rural Development (ECON B317)
- International Macroeconomics (ECON B316)
- International Political Economy (POLS B391)

[Please Note: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.]

Ethics and Philosophy

- Ethics (PHIL B221)
- Human Rights in a Global Perspective (INST B308)
- Humans & Non-Humans (INST B315)
- Global Ethical Issues (PHIL B225)
- Human Rights and Global Politics (POLS H262)

- Applied Ethics of Peace, Justice and Human Rights (PEAC H201)
- Development Ethics (PHIL B344)
- Global Justice (POLS H362)

Historical and Cultural Studies

- Historical Imaginations (HIST B2XX)
- The Atlantic World 1492-1800 (HIST B200)
- Disciplining Bodies in Motion: Migration & Colonial Modernity (HIST B256)
- British Empire I: Capitalism and Slavery (HIST B257)
- British Empire II: Imagining Indias (HIST B258)
- Impact of Empire: Britain 1858-1960 (HIST B263)
- Culture, Power and Politics (ANTH B294)
- Cultural Memory and State-Sanctioned Violence in Latinx Literature (ENGL B237)
- Coal, Oil, Nuclear: Narrative Afterlives (RUSS B232)
- The Art and Architecture of Islamic Spirituality (MEST B210)
- Chernobyl (RUSS B220)

Senior Capstone Experience

The capstone experience consists of two 300 level courses, 398 and 399, OR 398 and an additional 300 level course in International Studies.

The 398 seminar will have students do research, presentations, and final essays that delve deeper into topics from relevant courses in previously taken tracks and may incorporate experiences in Praxis courses, Summer internships, or Study Abroad. Should a student select to take 399 instead of an additional 300 level course, the 398 seminar could also be the basis for students to identify and begin preliminary work on research projects for 399 – including the exploration of theoretical perspectives and research methods that will provide a framework for their research and the matching of students with faculty serving as individual supervisors.

Courses

INST B101 Introduction to International Studies

This course introduces students to International Studies, an interdisciplinary social scientific field. What is the contemporary “international” world order and how does one study it? How is the “International” similar or different to “Global,” the “Planetary” or other ways of conceptualizing the “World”? The class seeks answers to these questions in a few parts. After a brief introduction, we will first conceptualize the planetary by theorizing the global environment, climate change, and biodiversity loss, the theory of the “Anthropocene,” and social scientific critiques of this geologic theory. These critiques trace the roots of contemporary ecological crises to the history of colonialism, modernity and capitalism. Thus, in the second part of the course, we will investigate the historical origins of the present. We will situate the contemporary “international” world order within the *longue durée*: from early forms of “globalization,” to colonialism, and imperialism; to revolutionary struggles for freedom, independence, and self-determination;

and finally, the legacies of 20th-century histories of decolonization, modernization, development, and international relations theory. Through social scientific, ethnographic, and documentary case studies we’ll explore the complex impacts of decolonization, development, postcolonialism and global inequality on local economies, ecologies, and cultures. Finally, we will conclude by examining globalization in the 21- century with case studies of global social movements for social, racial, and environmental justice that will challenge us to apply the insights we have gained across the course.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Units: 1.0

Instructor: Carby Denning, N.
(Spring 2025)

INST B201 Themes in International Studies

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

INST B210 Popular Uprisings in Global Perspective

In recent years, popular uprisings and protest movements have mobilized hundreds and thousands of people in different parts of the world to demand a radical overhauling of existing systems and changes in political leadership. These uprisings have raised a series of questions that will be the focus of this class. What are the catalysts, underlying causes and demands of these protest movements? What can we learn from the grassroots organizing that allowed these movements to gain momentum? All too often popular uprisings in the Global South in particular, are seen as representing the failures and limits of revolutionary action and politics rather than their potential and promise. What then, do recent popular uprisings reveal about the limitations and relevance of various theoretical approaches to explaining revolutionary phenomena and action? How might local scholars and activists analyzing the popular uprisings taking place in their countries, allow us to develop new vocabularies and frameworks for understanding popular protests and revolutionary action elsewhere? Students will explore these questions through a series of case studies including Sudan, Hong Kong, Chile, Lebanon, France, Ethiopia and India.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

INST B217 Social Movements, Power, and Resistance

This course will introduce students to the study of transnational social movements. Globalization has created unprecedented problems of inequality, exploitation, and environmental crisis however, its networks and logics by globalization have also created exciting opportunities for activists to organize across borders, tackle issues of global concern, and develop creative solutions. We will make use of ethnographic case studies, documentary film, and an interdisciplinary social science literature to examine transnational movements on a variety of themes such as: human rights, the rights of indigenous

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peoples, the environment, biodiversity conservation, climate justice, the alter-globalization movement, and the rights of nature. Students will learn about the historical context of transnationalism, theories of social movement and collective action, the study of networks of non-governmental organizations (NGOs), and the strategies mobilized by transnational actors to advocate on issues of social and environmental justice.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B301 Politics of Aid and Humanitarianism

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

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

INST B308 Human Rights in a Global Perspective

In the 20th century, the global world order transformed from one organized around empires and imperial domination to one of nation-states, self-determination, and human rights. This course will examine contemporary struggles for human rights within the context of the history of colonization and decolonization, the legacy of anti-colonial struggles and the significance of these legacies to contemporary struggles over nationalism, migration, racial justice and citizenship.

Requirement: Course does not meet an Approach

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B315 Humans & Non-Humans

Anthropology is the study of humans, but the idea of the "human" always implies the category of the "non-human." Humanity is defined in its relation to "non-humans": ranging from tools and technology, to domesticated (and undomesticated) animals, to agricultural crops, our local ecologies, and the global environment. What does it mean to be human? What is the agency of non-humans in human worlds? Do forests think? Do dogs dream? What is the agency of a

mountain? What are the rights of a river? What is the cultural significance of DNA? This course will trace Anthropological debates over the "human" and "non-human" in contexts ranging from Amerindian cosmology, to political ecology, and science and technology studies.

Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0

(Not Offered 2024-2025)

INST B398 Senior Seminar

This non-thesis capstone course is a seminar in which students do research, presentations and a final essay. These delve into topics from relevant courses in previously-taken tracks and may incorporate experiences from Praxis, Summer, or Study Abroad.

Counts towards: International Studies

Units: 1.0

Instructor: Allen, M.

(Fall 2024)

INST B399 Senior Project in International Studies

This involves the writing of a thesis or the production of an extended document on platforms such as a DVD or a website with the guidance of a designated adviser in International Studies.

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B403 Supervised Work

Units: 1.0

(Not Offered 2024-2025)

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ANTH B213 Anthropology of Food

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Fioratta, S.

(Spring 2025)

ANTH B251 Identity, Borders, and Globalization in Southeast Asia

This course will explore the complexity and diversity of Southeast Asia and the ways political, economic, and environmental concerns bridge borders of countries in the region. We will examine belief systems, family systems, urbanization, economic change, politics and governance,

health, and ecological change, among other topics. We will critically examine colonial, anti-colonial, nationalist, and internationalist meanings by looking at lived experiences that question what does it mean to be bound by regional designation and simultaneously participate in processes of one's own making that challenge and transcend locality. Through reading ethnographies of cultures in the region, we also will examine anthropologies and knowledge being produced outside of the Western academy in Southeast Asia, problematize area studies and the Western construction of a geopolitical region of nation-states called Southeast Asia, and examine the limits of such a designation, as well as benefits as countries in the region that engage in ASEAN contend with globalization. Prerequisite: Sophomore Standing and Above.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B294 Culture, Power, and Politics

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH B102, H103 or permission of the instructor.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B327 Caste and Race: Analogies and Intersections

With the global spread of the Black Lives Matter movement, and since the publication of American journalist Isabel Wilkerson's *Caste: The Origins of our Discontents*, there has been a renewed interest in thinking comparatively about caste and race. This course will examine the intertwined histories and legacies of caste and race as imaginaries deployed both to create and enforce social inequality and hierarchy, and to describe and analyze it. In the first half of the course we will examine how analogies and comparisons between caste and race have been made at various moments over the long 20th century. In the second half of the course, we will explore how caste and race have intersected in lived experience, using historical sources, ethnography, and memoir. In tracking intersections of experience and the production of knowledge, our course will bring together history, anthropology, sociology, and related fields, as well as different world areas— India/South Asia and the U.S./Western hemisphere— that have traditionally been held apart in the modern academy. Prerequisite: One course in Anthropology or History or related Social Science or Humanities departments, or permission of the instructors.

Requirement: Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B329 The politics of belonging and exclusion in India

Since India's economic liberalization in the early 1990s, the globalizing dynamics of cultural and economic liberalization have been accompanied by renewed articulations of who belongs in the "New India" and who doesn't. In this context, caste, class, religious community, language, and gender have become crucial sites for claiming citizenship, articulating distinctions among people, and constructing senses of what and who can inhabit the public sphere. Using materials from different regions of India, our focus will be on how fine-grained ethnographic study can be a tool to examine the broader dynamics of belonging and exclusion and its political and social effects. This course fulfills the BMC Anthropology major/minor ethnographic area requirement.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

ANTH B354 Political Economy, Gender, Ethnicity and Transformation in Vietnam

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor: Pashigian, M.

(Spring 2025)

ARCH B242 Colonies and Colonization in the Ancient Mediterranean

This course focuses on the character and consequences of colonization, colonialism, and imperialism in the ancient Mediterranean. Using archaeological and textual evidence, we will examine the history, practice, and physical manifestations of colonization from the earliest Phoenician and Greek

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colonies through the imperial world of the Roman Empire. We will discuss a variety of approaches and frameworks used to explore the intersection of migration and mobility, colonization and colonialism, and imperial states and identities in the Classical world, and will explore the impact of these processes on the development of wider Mediterranean networks, identities, and histories.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

CITY B185 Urban Culture and Society

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.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

Instructor: Hurley, J., Restrepo, L.

(Fall 2024)

CITY B229 Topics in Comparative Urbanism

This is a topics course. Course content varies. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive

class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

Instructor: Restrepo, L.

(Spring 2025)

CITY B240 Cities of the Global South

This course surveys the dynamic social and spatial processes that make (and constantly re-make) cities in the Global South. We examine what it means to be a city in the 'Global South' and study the commonalities that unite these spaces in a post-colonial, post-Bretton Woods world. That said, this is a course that centers diversity among cases in Latin America, the Middle East/North Africa, Sub-Saharan Africa, and Southeast Asia: the unique demands and interventions of people and community groups working for a better urban life, the experimental efforts of local political leaders and planners, and the ways in which particular local histories layer upon themselves to produce a world of singular urban experiences. Local film, memoir, activist non-fiction, and interviews with local planners and practitioners will supplement academic readings to provide a 'street-level' view of everyday life in global cities.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

EALC B264 Human Rights in China

This course will examine China's human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

EALC B325 Topics in Chinese History and Culture

This is a topics course. Course content varies. Current topic description: This seminar offers students a distinctive perspective from which to understand Chinese society. It investigates rituals performed in various societal domains in imperial China. Through the study of texts, the screening of videos, and the examination of artifacts, the course delves into four principal themes: the significance of rituals in Confucianism; the ideology and role of rituals in imperial governance; the impact of rituals in community construction and family relations; and rites of passage in imperial China.

Additionally, using rituals in imperial China as a special lens, this course engages in dialogues with the existing scholarship on general issues such as the relations between beliefs and performance, rituals and emotions, and rituals and social change.

Counts towards: International Studies

Units: 1.0

Instructor: Wu, Y.
(Fall 2024)

EALC B353 The Environment on China's Frontiers

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

Units: 1.0

(Not Offered 2024-2025)

ECON B225 Economic Development

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.

Requirement: Course does not meet an Approach

Counts towards: Environmental Studies; International Studies

Units: 1.0

Instructor: Monge, D.
(Fall 2024)

ECON B236 Introduction to International Economics

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, globalized production, the role of trade policy, the economics of immigration, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Counts towards: International Studies

Units: 1.0

Instructor: Mukherjee, P.
(Fall 2024, Spring 2025)

ECON B316 International Macroeconomics

Examines the theory of, and current issues in, international macroeconomics and international finance. Considers the

role of international factors in macroeconomic performance; policy-making in an open economy; exchange rate systems and exchange rate behavior; international financial integration; and international financial crises. Writing Intensive. Prerequisite: ECON B202 and ECON 253 or 304.

Major Writing Requirement: Writing Intensive

Counts towards: International Studies

Units: 1.0

Instructor: Ceglowski, J.
(Fall 2024)

ECON B317 The Economics of Agricultural and Rural Development

Close to 900 million people living in extreme poverty live in rural regions and derive their income from agriculture. Many of them practice subsistence farming, consuming only what they grow. This class examines the economics of agricultural systems in poor countries, the challenges facing them, and why they account for such a large share of the world's poor. The class will do this from the perspectives of microeconomic theory, econometric research, development economics, environmental economics, and political economy. Writing Intensive.

Prerequisite: ECON B200: Intermediate Microeconomics and either ECON B253: Introduction to Econometrics or ECON B304: Econometrics

Requirement: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Intensive

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B237 Cultural Memory and State-Sanctioned Violence in Latinx Literature

This course examines how Latinx literature grapples with state-sanctioned violence, cultural memory, and struggles for justice in the Americas. Attending to the histories of dictatorship and civil war in Central and South America, we will focus on a range of genres—including novels, memoir, poetry, film, and murals—to explore how memory and the imagination can contest state-sanctioned violence, how torture and disappearances haunt the present, how heteropatriarchal and white supremacist discourses are embedded in authoritarian regimes, and how U.S. imperialism has impacted undocumented migration. Throughout the course we will analyze the various creative techniques Latinx cultural producers use to resist violence and imagine justice.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B102 Textes, Voix, Images, II

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings include theater of the 17th or 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice

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in oral/written expression continue to be emphasized, as is grammar review. Prerequisite: FREN 005 or 101.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: International Studies

Units: 1.0

Instructor: Crucifix, E.
(Spring 2025)

GNST B145 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

GNST B245 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B101 The Historical Imagination

Explores some of the ways people have thought about, represented, and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions, and other media.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: International Studies

Units: 1.0

Instructor: Kale, M.
(Fall 2024)

HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context

of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Environmental Studies; Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B226 Topics in 20th Century European History

This is a topics course. Course content varies.

Requirement: Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B234 An Introduction to Middle Eastern History

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the

Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Requirement: Inquiry into the Past (IP)

Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Salikuddin,R.

(Fall 2024)

HIST B236 African History since 1800

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B237 Themes in Modern African History

This is a topics course. Course content varies

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed—from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the “New Woman”; abortion and contraception; the “sexual revolution” of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B242 American Politics and Society: 1945 to the Present

This course examines transformations in American culture, politics, and society from World War II to the present, focusing on flashpoints of government policy, popular culture, and social activism. We will trace this history with a focus on four central themes: (1) U.S. domestic and foreign policy and the fear of annihilation, from the Cold War, the specter of nuclear warfare, and the War in Vietnam to the War on Terror and climate change; (2) the growth and convergence of movements for social justice, including African American, Latinx, Asian American, indigenous, feminist, and LGBTQ+ rights and liberation; (3) the rise of the New Right, neoliberalism, the reshaping of party politics, and their impact on social welfare, healthcare, and the environment; and (4) the politics of popular culture, especially television, music, and digital media. Across these themes, we will consider where government leaders and popular culture have worked to reinforce social norms and sharpen political divides and how social movements have reshaped American politics and society.

Requirement: Inquiry into the Past (IP)

Counts towards: International Studies

Units: 1.0

Instructor: Vider,S.

(Fall 2024)

HIST B258 British Empire: Imagining Indias

This course considers ideas about and experiences of “modern” India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While “India” and “Indian history” along with “British empire” and “British history” will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender, to name a few examples). The course uses primary sources, scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B263 Impact of Empire: Britain 1858-1960

Is empire (on the British variant of which, in its heyday, the sun reportedly never set) securely superseded (as some have confidently asserted) or does it endure and, if so, in what forms and domains? Focusing on the expanding British colonial empire from the 17th century on, this course considers its impact through the dynamics of specific commodities’ production, and consumption (sugar and tea, for example, but also labor and governance), their cultures (from plantations and factories to households to the state), and their disciplinary technologies (including domesticity, the nation, and discourses on history and modernity).

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

HIST B264 Passages from India: 1800-Present

This course explores the histories and effects of migration from the Indian subcontinent to far-flung destinations across the globe. It starts with the circular migrations of traders, merchants, and pilgrims in the medieval period from the Indian subcontinent to points east (in southeast Asia) and west (eastern Africa). However, the focus of the course is on modern migrations from the subcontinent, from the indentured labor migrations of the British colonial period (to Africa, the Caribbean, and the South Pacific) to the post-Independence emigrations from the new nations of the subcontinent to Britain, Australia, New Zealand, Canada, and the United States.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B265 Colonial Encounters in the Americas

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B280 History of Witchcraft and Magic

This course examines the social, cultural, and legal history of witchcraft and magic throughout European history. We will examine the values and attitudes that have influenced beliefs about witchcraft and the supernatural, both historically and in the present day. This course will pay specific attention to the role of gender and sexuality in the history of witchcraft, as the vast majority of individuals charged in the witch hunts of the sixteenth and seventeenth centuries were indeed women. We will also study accusations of witchcraft, breaking down the power dynamics and assumptions at play behind the witch trials, and the effects of these trials on gender relations in European society. This class will track the intersections of magic and science throughout the early modern period, and the reconciliation of belief systems during the Enlightenment. We will carry our analysis into the modern period, touching on Victorian spiritualism and mysticism, the emergence of Neo-Paganism, and the return to the figure of the goddess. Our final foray will be an examination of the political "witch-hunts" of the twentieth and twenty-first centuries and the enduring trope of the "witch" in modern political culture.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B292 Women in Britain since 1750

Focusing on contemporary and historical narratives, this course explores the ongoing production, circulation and refraction of discourses on gender and nation as well as race, empire and modernity since the mid-18th century. Texts will incorporate visual material as well as literary evidence and culture and consider the crystallization of the discipline of history itself.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B307 Topics in European and Britain Cultural History

This is a topics course. Course content varies.

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B319 Topics in Modern European History

This is a topics course. Course content varies. Current topic description: The course examines the history of sexology in Europe from the late 19th century to the present. We will explore the emergence and development of sexology as a scientific discipline, tracing its cultural, social, and medical roots. Through the works of pioneering works of figures like Richard von Krafft-Ebing, Havelock Ellis or Sigmund Freud to less known but equally influential sexologists like Kurt Freund and Vilmos Szilágyi, the course traces the evolution of sexology in both Western and Eastern Europe. We will consider both the societal contexts that influenced the development of sexological theories and the impact of these theories on broader cultural attitudes toward gender and sexuality.

Counts towards: International Studies

Units: 1.0

Instructor: Kurimay,A.

(Fall 2024)

HIST B334 Caste and Race: Analogies and Intersections

With the global spread of the Black Lives Matter movement, and since the publication of American journalist Isabel Wilkerson's *Caste: The Origins of our Discontents*, there has been a renewed interest in thinking comparatively about caste and race. This course will examine the intertwined histories and legacies of caste and race as imaginaries deployed both to create and enforce social inequality and hierarchy, and to describe and analyze it. In the first half of the course we will examine how analogies and comparisons between caste and race have been made at various moments over the long 20th century. In the second half of the course, we will explore how caste and race have intersected in lived experience, using historical sources, ethnography, and memoir. In tracking intersections of experience and the production of knowledge, our course will bring together history, anthropology, sociology, and related fields, as well as different world areas— India/South Asia and the U.S./Western hemisphere— that have traditionally been held apart in the modern academy.

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B337 Topics in African History

This is a topics course. Topics vary.
Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors.

Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

MEST B100 Introduction to Middle Eastern, Central Asian and North African Studies

This course introduces the interdisciplinary field of Middle Eastern Studies with a focus on analytical approaches, methods, and tools. Students consider the dynamics of the region in the premodern and modern periods and become familiar with the major issues and debates that dominate various disciplinary approaches to the Middle East. Readings include both important canonical and alternative scholarship in order to examine the limits and possibilities of the field.

Requirement: Critical Interpretation (CI)
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Salikuddin,R.
(Fall 2024)

MEST B208 Introduction to the History of the Medieval Middle East

This course will provide an overview of the political and social history of the Middle East and North Africa from the sixth century C.E., in the Late Antique Period, with the tensions between the Byzantine and Sasanian empires and the rise of Islam in the Arabian Peninsula, to the fourteenth century C.E., with the Mongol invasions marking the end of the Abbasid caliphate in Baghdad. While students will be introduced to the political figures and frameworks of this period, there will also be a focus on social and cultural developments among the diverse populations that lived in the medieval Middle East, Central Asia, and North Africa, their relationships with one another, and how they interacted with their neighbors. Issues of political and religious authority and legitimacy, the development of social and cultural institutions, the production of artistic and literary works will also be explored.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0
(Not Offered 2024-2025)

MEST B208 Introduction to the History of the Medieval Middle East

This course will provide an overview of the political and social history of the Middle East and North Africa from the sixth century C.E., in the Late Antique Period, with the tensions between the Byzantine and Sasanian empires and the rise of Islam in the Arabian Peninsula, to the fourteenth century C.E., with the Mongol invasions marking the end of the Abbasid caliphate in Baghdad. While students will be introduced to the political figures and frameworks of this period, there will also be a focus on social and cultural developments among the diverse populations that lived in the medieval Middle East, Central Asia, and North Africa, their relationships with one another, and how they interacted with their neighbors. Issues of political and religious authority and legitimacy, the development of social and cultural institutions, the production of artistic and literary works will also be explored.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

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Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

MEST B301 An Introduction to Middle East Media and Culture

This course explores contemporary culture in the Middle East. The course will introduce students to a wide array of relevant theory on modernity and modernization, home and diaspora, as well as social movements and democratization, all through the interrogation of a diverse set of media texts that highlight key issues facing communities across the Middle East. Each week we will focus on a vital social issue facing the communities in the Middle East and compare how it is presented in the media, as compared to the ideals of the society and local and regional collective imaginaries of identity. Students will gain competence at analyzing media texts, as we address these issues through a selection of television serials, films and music videos and other media sources. Students will be exposed to the complexity of daily life and culture across the Middle East, from the lifestyle of communities in affluent urban spaces, to the struggles of the urban poor living in informal settlements, and everyone in between. Prior courses in Middle East Studies or Film Studies encouraged.

Requirement: Course does not meet an Approach
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

MEST B305 Merchants, Pilgrims & Rogues: Travels through the Mid East

This course will critically approach the various ways that people have traveled to and within the Middle East, Central Asia, and North Africa in the medieval and modern periods. It will explore the many reasons that induced people to travel by looking at travelogues produced by these various travelers, the material culture of travel (e.g. pilgrimage scrolls, architecture and infrastructure that facilitated travel and lodging, movement of commodities, postcards, etc.), and scholarly work on travel, tourism, and migration more broadly. This course will include travels by merchants, pilgrims, adventurers, scholars, conquering armies, imperial powers, oil tycoons, and refugees.

Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

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Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

PHIL B221 Ethics

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor: Bell, M.
(Fall 2024)

PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

PHIL B248 Markets and Morality

Markets are everywhere today: if you want to find a job, if you want to buy some good, or if you want to sell some service, you will inevitably have to submit yourself to their norms. Yet, this omnipresence of markets raises fundamental ethical questions. Is it really good that we organize exchange and production largely through markets? How are societies and individuals impacted by centrally relying on them? Should we, much rather, prefer a planned economy? Or would such a planned economy unduly constrain people's freedom? And, if we opt for markets, what are their moral limits? Should human organs or access to lawmakers be distributed via a market? Should access to health-care be governed by market principles? This seminar explores these ethical and political questions through an unusually diverse set of texts. The syllabus brings together a broad set of perspectives from both the history of philosophy as well as from the contemporary Anglo-American debate. That way, we draw on a broad set of ideas in order to tackle the philosophical, moral and existential challenge that markets pose: and, while going along, familiarize ourselves with classic authors from both the European and Anglo-American traditions in social/political philosophy.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B249 Ideology and Propaganda

In contemporary political discourse, we often hear the accusation that a belief is "mere ideology" or that an utterance is "pure propaganda." We sometimes even hear that we live in an age of heightened "ideological conflict" or that we are now more than ever inundated by propaganda. What do we mean, though, by "ideology"? And what do we mean by "propaganda"? What is their relationship to one another? What is their relationship to truth? And what is their relationship to our ethical and political values? In this course, we will examine these questions from both historical and contemporary perspectives, tracing "ideology" and "propaganda" from their origins in the early-modern critique of prejudice, through Marx and the Marxist tradition, to cutting-edge debates among recent political philosophers – all with the aim of developing a sharper analysis of ideology and propaganda as they function in the real world.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

Instructor: Dallman, L.

(Fall 2024)

POLS B131 Introduction to Comparative Politics

This course is designed to provide an introduction to the discipline of comparative politics. We will explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures, institutions, and behaviors of a number of countries around the world. Questions we will engage with include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies? What factors shape the relationships between states and their societies? By the end of this course, students will be equipped to answer these questions and prepared for further study in political science.

Requirement: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Attentive

Counts towards: International Studies

Units: 1.0

Instructor: Sasmaz, A.

(Spring 2025)

POLS B141 Introduction to International Politics

This course offers an introduction to international politics to acquaint students with major trends and themes in international relations and global affairs. The course is divided into three units. The first unit explores the foundational concepts and theories and the history of international relations. The second unit examines democracy and the global rise of populism & authoritarianism within the context of international organizations and global peace and security. The third unit focuses on global human rights in the areas of humanitarian intervention, forced migration, and transnational social movements. Throughout the

semester, students will be asked to connect these theories and topics to issues that are playing out in the world today.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor: Corredor, E.

(Fall 2024, Spring 2025)

POLS B224 Comparative Political Phil: China, Greece, and the "West"

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B228 Introduction to Political Philosophy: Ancient and Early Modern

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Schlosser, J.

(Spring 2025)

POLS B242 Gender and International Organizations

Employing a multi-disciplinary feminist lens, this class examines women's and LGBTQIA+ rights within the United Nations system, with a primary focus on human rights and peace & security. This course seeks to expose students to the complex issues - social, political, economic, and legal - that characterize women's and LGBTQIA+ rights around the globe. The theoretical foundations are in the area of gender mainstreaming, which is the practice of integrating a gender equality perspective across all governing systems including but not limited to policy development, political representation, institutional regulations, program building, and budgeting. Students will be asked to conduct research on women's and/or LGBTQIA+ rights within a country of their choice. Students will present their findings to the class as well as write a final report. Prerequisite: Introductory Political Science Course or Instructor's permission.

Requirement: Course does not meet an Approach

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Corredor, E.

(Fall 2024)

POLS B249 Politics of Economic Development

How do we explain the variations of political and economic systems in the world? What is the relationship between the state and the market? To what extent does the timing of industrialization affect the viability of certain developmental strategies? This seminar introduces the intellectual history of comparative political economy and development studies with readings on both comparative political economy and international political economy. First, we will examine the debates on the dynamics of the state and the market in the development and globalization process. Second, we will explore specific case studies to discuss: 1) how the political and economic processes have changed in response to the interaction of the domestic and international arenas, 2) whether and how the late developers learned from the experiences of early developers, 3) how the international economy and international financial crisis shaped domestic development strategies. Lastly, we will analyze the developmental concerns at the sub-national level with financial liberalization. Prerequisite: Freshman can enroll after they have taken 100 level courses in social science and after getting instructor permission.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Oh,S.

(Fall 2024)

POLS B283 Middle East Politics

This course offers an overview on the contemporary politics of the Middle East and North Africa (MENA) region and the relevant social (mostly political) science work on it. It brings together empirical knowledge on domestic and transnational politics in different countries of the region and how empirical political science around the big questions is conducted. Each module of the course revolves around a central question that has been keeping social and political scientists busy in the last decades: What triggers risky protest movements in authoritarian settings? Why has the MENA region remained authoritarian despite successive global waves of democratization? Under which conditions do transitions to democracies succeed? Do monarchies in the Middle East have an advantage in ensuring political stability, and if so, why? Is it impossible to ensure good governance and peace at the same time in divided societies? What motivates people to take up arms in the name of religion and sect? What are the reasons behind the economic underdevelopment of the MENA region? Students are also invited to think about these "big questions" and take MENA countries as their case studies, while at the same significantly enhancing their contextual knowledge about the region. No prerequisites, but either some prior familiarity with the Middle East or a prior political science course encouraged.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Sasmaz,A.

(Fall 2024)

POLS B367 China and the World: Implications of China's Rise

In the 20th Century, China's rise has been one of the most distinctive political affairs changing the landscape of regional and world politics. Especially, China's breathtaking growth has challenged the foundations and limits of the market economy and political liberalization theoretically and empirically. This course examines the Chinese economic and political development and its implications for other Asian countries and the world. This course has three aims: 1) to facilitate an in-depth understanding of the Chinese Economic development model in comparison to other development models, 2) to conduct a comprehensive analysis of political and socio-economic exchanges of China and its relations with other major countries in East Asia, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary economic growth. This is a senior seminar, and a previous course in comparative politics, international relations or East Asian studies is required. This course meet writing intensive requirement. Prerequisite: Junior standing or higher.

Units: 1.0

Instructor: Oh,S.

(Spring 2025)

POLS B382 Political Parties, Polarization and Democracy

Political parties are facing a crisis around the world. Trust in them as civic organizations plummets. Elite politicians do not invest in party organization-building and find other ways to build linkages with voters. Meanwhile, new forms of civic and political participation emerge, such as social media activism, boycotting and 'buy'cotting, and occupation of urban spaces, the implications of which cannot be very well understood by parties. The Middle East and North Africa region, with its history of personalistic and/or militaristic authoritarian regimes, weak party organizations and divided societies, is experiencing an acute form of this crisis. While there is a heightened sense of political participation in the region, as indicated by the repetitive waves of protests since the early 2010s, people debate whether democracy and/or good governance are attainable without political parties.

Major Writing Requirement: Writing Intensive

Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Sasmaz,A.

(Spring 2025)

POLS B391 International Political Economy

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. This course is open to all students who have the prerequisites. Prerequisite: One course in International Politics

or Economics is required. Preference is given to seniors although juniors are accepted.

Major Writing Requirement: Writing Attentive
Counts towards: International Studies
Units: 1.0
Instructor: Allen, M.
(Fall 2024)

RUSS B220 Chernobyl

This course introduces students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures and media through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Students will contribute to a digital exhibition and physical installation. Taught in translation. No knowledge of Russian required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

RUSS B232 Coal, Oil, Nuclear: Narrative Afterlives

Coal. Oil. Nuclear energy. These items give shape to our everyday lives in countless ways. They impact our health, our politics, and our very survival on earth. Nevertheless, because these resources permeate nearly every aspect of our existence, the human mind can struggle to comprehend them in their totality. In this course, we'll explore texts that engage with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies tend to focus on their scale and widespread impact. Reading stories, watching

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

RUSS B258 Soviet and Eastern European Cinema of the 1960s

This course examines 1960s Soviet and Eastern European "New Wave" cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

SOCL B102 Society, Culture, and the Individual

Sociology is the systematic study of society and social interaction. It involves what C. Wright Mills called the "sociological imagination," a way of seeing the relationship between individuals and the larger forces of society and history. In this course, we will practice using our sociological

imaginations to think about the world around us. We will examine how social norms and structures are created and maintained, and we will analyze how these structures shape people's behavior and choices, often without their realizing it. After learning to think sociologically, we will examine the centrality of inequality in society, focusing specifically on the intersecting dimensions of race and ethnicity, gender, and class, and the role of social structures and institutions (such as the family and education) in society. Overall, this course draws our attention toward our own presuppositions—the things we take for granted in our everyday lives—and provides us with a systematic framework within which we can analyze those presuppositions and identify their effects.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Fall 2024, Spring 2025)

SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Health Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B232 Encuentros culturales en América Latina

This course introduces canonical Latin American texts through translation scenes represented in them. Arranged chronologically since the first encounters during the conquest until contemporary times, the readings trace different modulations of a constant linguistic and cultural preoccupation with translation in Latin America. Translation scenes are analyzed through close reading, and then considered as barometers for understanding the broader cultural climate. Special emphasis is placed on key notions for literary analysis and translation studies, as well as for linking the literary text with cultural, social, political, and historical processes. Prerequisite: SPAN B120 or another SPAN 200-level course.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B307 Cervantes

A study of themes, structure, and style of Cervantes' masterpiece Don Quijote and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of Don

Quijote on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B312 Latin American and Latino Art and the Question of the Masses

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 120 and at least one other Spanish course at a 200-level, or received permission from instructor. Course does not meet an Approach. Counts toward Latin American, Iberian and Latina/o Studies. Counts toward Museum Studies.

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B326 Voces trasplantadas: teoría y práctica de la traducción

Taught in Spanish. Translation has been argued to be both impossible and inevitable. Theoretically impossible, because no two languages are perfectly equivalent; practically inevitable, because cultures, and human beings, are constantly interpreting one another--and understanding themselves in the process. This course is an introduction to translation as a practice with linguistic, literary, and cultural implications. It is organized in three steps. We will begin by exploring the linguistic aspect of translation: the theories (and myths) about language difference and equivalence, and how they can be put into practice. Then we will focus on translating literary texts of different genres (from canonical epics to film, from poems to short stories and proverbs), and we will simultaneously examine how the various types of texts have spurred very different opinions about what is a good or bad translation, what is desirable, and what is not. Finally, we will trace the role of translation in cultural exchanges, as well as its defining presence in contemporary debates on "world literature." Prerequisite: At least one 200 level Spanish course.

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

SPAN B333 La invención de América: Escrituras europeas del Nuevo Mundo

Beginning in 1492, Spanish explorers, soldiers, and friars visited, noted, and imagined what they initially would call the New World. According to Alfonso Reyes, America was for Europe, rather than a sudden and new reality, a complete poetic invention. The astonished -pleased, marveled, horrified- writings of newly arrived Spaniards drew not only the real components of a vast and very different world from the European one, but also the fictional components: everything obscure, remote, or misunderstood that experience or the senses could not grasp, and the powers of imagination would. This course seeks to explore some of the key texts of the "invention of America" (Reyes) in the first centuries of the Conquest and Colonization. Our goal is to analyze how "the imperial eye" (Pratt) looked at and noted the American lands -its men and women, its cultures and wealth- projecting on them its oldest fears, fantasies, ambitions, and hopes: America was also "a new Europe", says Ángel Rosenblat, with all the political, literary and epistemic weight that such an idea implies. We will work with fragments of stories, chronicles, and poems on the following thematic axes: the first contacts, a rich and abundant nature (pearls, gold, silver, fish, fruits, spices, wood), the great Mesoamerican cultures, the Andean "empire", the extreme south and the eternal horizon, the interior lands and their immense rivers and mountains, the "bestiary of the Indies", the American myths (El Dorado, the Amazons) and some of the great and tragic historical native American figures as they were perceived and written by the Spaniards. Prerequisite: At least one SPAN 200 level course

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

LATIN AMERICAN, IBERIAN, AND LATINA/O STUDIES

Students may complete a minor in Latin American, Iberian and Latina/o Studies.

Faculty

Veronica Montes, Associate Professor of Sociology and Co-Director of Latin American/Iberian/Latino Studies

Juan Suárez Ontaneda, Assistant Professor of Spanish and Co-Director of Latin American/Iberian/Latino Studies

Advisory Committee

Ignacio Gallup-Díaz, Marjorie Walter Goodhar Professor of European History and Chair of History

Jennifer Harford Vargas, Associate Professor of Literatures in English on the Dorothy Nepper Marshall Professorship of Hispanic and Hispanic-American Studies (on leave semesters I & II)

Paul Joseph López de Oro, Assistant Professor and Program Director of Africana Studies

Gary Wray McDonogh, Helen Herrmann Chair and Professor of Growth and Structure of Cities (on leave semesters I & II)

Neus Penalba, Assistant Professor of Spanish

George Perez, Visiting Instructor of Literatures in English

Minor Requirements

To fulfill the requirements, the student must complete:

- An introductory course, GNST 245: Introduction to Latin American, Iberian, and Latina/o Studies or its Haverford equivalent: SPAN 240 Latin American and Iberian Culture and Civilization.
- Five courses that count toward the minor. At least one of them should be at the 300-level.
- Students Presentations: In the spring of the senior year, minors will present their individual projects in conference-style panels. The project should focus on an issue relevant to LAILS.
- Language: Although not required, it is strongly recommended that students seek proficiency in one of the languages spoken by peoples of Iberia or Latin America.

Courses

AFST B204 #BlackLivesMatterEverywhere

#BlackLivesMatterEverywhere: Ethnographies & Theories on the African Diaspora is an interdisciplinary course closely examines political, cultural, intellectual, and spiritual mobilizations for Black Lives on local, global and hemispheric levels. We will engage an array of materials ranging from literature, history, oral histories, folklore, dance, music, popular culture, social media, ethnography, and film/documentaries. By centering the political and intellectual labor of Black women and LGBTQ folks at the forefront of the movements for Black Lives, we unapologetically excavate how #BlackLivesMatterEverywhere has a long and rich genealogy in the African diaspora. Lastly, students will be immersed in Black queer feminist theorizations on diaspora, political movements, and the multiplicities of Blackness.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Museum Studies

Units: 1.0

Instructor: López Oro,P.

(Spring 2025)

AFST B206 Black Latinx Americas: Movements, Politics, & Cultures

This interdisciplinary course examines the extensive and diverse histories, social movements, political mobilization and cultures of Black people (Afrodescendientes) in Latin America and the Caribbean. While the course will begin in the slavery era, most of our scholarly-activist attention will focus on the histories of peoples of African descent in Latin America after emancipation to the present. Some topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race

and nation in the region, debates on “racial democracy,” the relationship between gender, class, race, and empire, and recent attempts to write Afro-Latin American histories from “transnational” and “diaspora” perspectives. We will engage the works of historians, activists, artists, anthropologists, sociologists, and political theorists who have been key contributors to the rich knowledge production on Black Latin America.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

AFST B300 Black Women's Studies

Black Feminist Studies, which emerged in the 1970s as a corrective to both Black Studies and Women's Studies, probes the silences, erasures, distortions, and complexities surrounding the experiences of peoples of African descent wherever they live. The early scholarship was comparable to the painstaking excavation projects of an archaeologist digging for hidden treasures. A small group of mainly black feminist scholars have been responsible for reconstructing the androcentric African American literary tradition by establishing the importance of black women's literature going back to the nineteenth century. In this interdisciplinary seminar, students closely examine the historical, critical and theoretical perspectives that led to the development of Black Feminist theory/praxis. The course will draw from the 19th century to the present, but will focus on the contemporary Black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on “western” and global feminisms. Central to our exploration will be the analysis of the intersectional relationship between theory and practice, and of race, to gender, class, and sexuality. We will conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory.

Requirement: Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: López Oro,P.

(Fall 2024)

ANTH B216 Transnational Movements Across the Americas

Globalization has enabled the movement of people, the trade of goods, and the exchange of culture and ideas but it has also created unprecedented problems such as inequality, exploitation, and environmental crisis. However, the networks formed by globalization have also created exciting opportunities for activists to organize across borders, tackle issues of global concern, and develop creative solutions. This course will introduce students to the study of transnational social movements with a focus on the Americas. We will make use of ethnographic case studies, documentary film, and an interdisciplinary social science literature to examine transnational movements on a variety of themes such as: human rights, the rights of indigenous peoples, the

LATIN AMERICAN, IBERIAN, AND LATINA/O STUDIES

environment, biodiversity conservation, climate justice, the alter-globalization movement, and the rights of nature. Students will learn about the historical context of transnationalism, theories of social movement and collective action, the study of networks of non-governmental organizations (NGOs), and the strategies mobilized by transnational actors to advocate on issues of social and environmental justice. Prerequisite: Sophomore standing and up; or first years who have taken Anth 102

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

ANTH B346 Human Rights and Citizenship in Global Perspective

This course examines the history of “decolonization.” In the 20th century, the global world order transformed from one organized around empires and imperial domination to one of nation-states, self-determination, and human rights. In three parts, this course will explore the history of colonization and imperialism; examine the historical significance and legacy of anti-colonial struggles, global decolonization in the 20th century, and the movement for human rights; as well as investigate the significance of these legacies to contemporary struggles over nationalism, migration, racial justice and citizenship.

Requirement: Course does not meet an Approach
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

CITY B229 Topics in Comparative Urbanism

This is a topics course. Course content varies. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America. Current topic description: The fight for spatial justice in contemporary cities is a demand for recognition, representation, and a more equitable redistribution of scarce public resources. In practice, however, both the formal institutions and informal power relations of urban governance are often supra-local. This writing-intensive class employs a comparative case-study approach to study the role of metropolitan areas, larger urban regions, and even expansive regional belts in the growth, governance, and experience of everyday life in cities. We will study the Delaware Valley (Philadelphia) and compare the discursive and material roles of regional planning, governance, and activism there with cases in East Asia and Latin America.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
Instructor: Restrepo, L.
(Spring 2025)

ENGL B216 Narrativity and Hip Hop

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip-hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists’ narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia’s vibrant hip-hop and literature scene. For additional information see the program’s website <https://www.brynmawr.edu/philly-program>

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

ENGL B237 Cultural Memory and State-Sanctioned Violence in Latinx Literature

This course examines how Latinx literature grapples with state-sanctioned violence, cultural memory, and struggles for justice in the Americas. Attending to the histories of dictatorship and civil war in Central and South America, we will focus on a range of genres—including novels, memoir, poetry, film, and murals—to explore how memory and the imagination can contest state-

sanctioned violence, how torture and disappearances haunt the present, how heteropatriarchal and white supremacist discourses are embedded in authoritarian regimes, and how U.S. imperialism has impacted undocumented migration. Throughout the course we will analyze the various creative techniques Latinx cultural producers use to resist violence and imagine justice.

Requirement: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B332 Early Modern Race, Empire and the Invention of the News

“The News” – the idea that things are happening and everyone should know about it through easily accessible media – defines our highly networked lives today. Our relationship to news, however, is quite fraught: anxieties about the veracity of our sources and the supposed objectivity of writers abound. But “news”, and the chief anxieties associated with the form, enjoy a long history. News is often associated with the birth of democracy, the nation, and the public sphere. “The news” has also played an often overlooked and greatly understudied role in the promulgation of theories of race, the expansion of empire, and the development of capitalism. This course offers a rethinking of the history of news beginning in the sixteenth century, revealing the genre’s debts to travel writing, literary culture, and popular print (including ballads and pamphlets). While this course aims to chronicle the history of news, it also moves to tell the histories of colonialism from the masses of popular print that document, debate, and disseminate its histories. Among the questions this course will interrogate are: what is the relationship between early news and literature? How does empire catalyze information culture? How do early debates around race and colonialism shape the emergence of what we might recognize as news culture? Readings include Thomas More’s *Utopia*, Bartholomew de las Casas’ *Brief History*, Cortez’s *Five Letters*, Hakluyt’s *Principal Voyages*, Shakespeare’s *Merchant of Venice* and *Tempest*, Ben Jonson’s *masques* and *Staple of News*, Aphra Behn’s *Widow Ranter*, Defoe’s *Robinson Crusoe*, and a selection of early modern pamphlets, ballads, and criticism.

Requirement: Course does not meet an Approach
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Perez, G.
(Fall 2024)

ENGL B339 Latina/o Culture and the Art of Migration

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the

course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants’ rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B382 Speculative Futures, Alternative Worlds

Just as colonization is an act of speculative fiction, imagining and violently imposing a different world, so too does decolonization rely on the power of imagination. This course will explore how Latinx, Black, Indigenous, and Asian American cultural producers deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, settler colonialism, heteropatriarchy, environmental destruction, and anti-immigrant discrimination in works by writers, filmmakers, and artists such as Octavia Butler, Sabrina Vourvoulias, N.K. Jemison, Ken Liu, Alex Rivera, Edgardo Miranda-Rodriguez, as well as anthologies such as *Walking the Clouds* and *Nets for Snaring the Sun*. In doing so, we will probe the role that literature, film, and graphic narratives can play in decolonizing knowledge. Students will be also introduced to key theoretical concepts such as modernity/coloniality; ethnic futurisms (Afro-Futurism, Latinxfuturism, Indigenous Futurism, etc.); marvelous realism; survivance, and social death that will help them unpack the critical work accomplished by genre fiction and query the ways in which the aesthetic imagination can contribute to social justice.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

GNST B145 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

GNST B245 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and

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change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B129 The Religious Conquest of the Americas

The course examines the complex aspects of the European missionization of indigenous people, and explores how two traditions of religious thought/practice came into conflict. Rather than a transposition of Christianity from Europe to the Americas, something new was created in the contested colonial space.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Environmental Studies; Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B243 Topics: Atlantic Cultures

This is a topics course. Course content varies. Current topic description: The course explores the process of self-emancipation by slaves in the early modern Atlantic World. What was the nature of the communities that free blacks forged? What were their relationships to the empires from

which they freed themselves? How was race constructed in the early modern period? Did conceptions of race change over time?

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Gallup-Diaz, I.

(Fall 2024)

HIST B265 Colonial Encounters in the Americas

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Requirement: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

HIST B327 Topics in Early American History

This is a topics course. Course content varies. Current topic description: A seminar exploring indigenous societies and cultures of the Americas through interdisciplinary scholarship. The course's aim is to explore the evolution of several indigenous societies and cultures in order to frame Native peoples as actors on historical playing fields that were as rich, complex, and subject to change as those that the European intruders and their descendants later occupied.

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Gallup-Diaz, I.

(Fall 2024)

HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors.

Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B210 Popular Uprisings in Global Perspective

In recent years, popular uprisings and protest movements have mobilized hundreds and thousands of people in different parts of the world to demand a radical overhauling of existing systems and changes in political leadership. These uprisings have raised a series of questions that will be the focus of this

class. What are the catalysts, underlying causes and demands of these protest movements? What can we learn from the grassroots organizing that allowed these movements to gain momentum? All too often popular uprisings in the Global South in particular, are seen as representing the failures and limits of revolutionary action and politics rather than their potential and promise. What then, do recent popular uprisings reveal about the limitations and relevance of various theoretical approaches to explaining revolutionary phenomena and action? How might local scholars and activists analyzing the popular uprisings taking place in their countries, allow us to develop new vocabularies and frameworks for understanding popular protests and revolutionary action elsewhere? Students will explore these questions through a series of case studies including Sudan, Hong Kong, Chile, Lebanon, France, Ethiopia and India.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

INST B217 Social Movements, Power, and Resistance

This course will introduce students to the study of transnational social movements. Globalization has created unprecedented problems of inequality, exploitation, and environmental crisis however, its networks and logics by globalization have also created exciting opportunities for activists to organize across borders, tackle issues of global concern, and develop creative solutions. We will make use of ethnographic case studies, documentary film, and an interdisciplinary social science literature to examine transnational movements on a variety of themes such as: human rights, the rights of indigenous peoples, the environment, biodiversity conservation, climate justice, the alter-globalization movement, and the rights of nature. Students will learn about the historical context of transnationalism, theories of social movement and collective action, the study of networks of non-governmental organizations (NGOs), and the strategies mobilized by transnational actors to advocate on issues of social and environmental justice.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B301 Politics of Aid and Humanitarianism

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

of humanitarianism and relationships across the Global South more broadly.

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

INST B308 Human Rights in a Global Perspective

In the 20th century, the global world order transformed from one organized around empires and imperial domination to one of nation-states, self-determination, and human rights. This course will examine contemporary struggles for human rights within the context of the history of colonization and decolonization, the legacy of anti-colonial struggles and the significance of these legacies to contemporary struggles over nationalism, migration, racial justice and citizenship.

Requirement: Course does not meet an Approach

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

INST B315 Humans & Non-Humans

Anthropology is the study of humans, but the idea of the "human" always implies the category of the "non-human." Humanity is defined in its relation to "non-humans": ranging from tools and technology, to domesticated (and undomesticated) animals, to agricultural crops, our local ecologies, and the global environment. What does it mean to be human? What is the agency of non-humans in human worlds? Do forests think? Do dogs dream? What is the agency of a mountain? What are the rights of a river? What is the cultural significance of DNA? This course will trace Anthropological debates over the "human" and "non-human" in contexts ranging from Amerindian cosmology, to political ecology, and science and technology studies.

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

LING B105 Language and Place

This project-based course focuses on hands-on research in a small group setting in order to collaboratively come to understand the relationship between a place and the languages of that place. In Spring 2022 the course will be part of a 360 and will focus on Nicaragua. Through seeking to understand the languages of Nicaragua, their histories and social dynamics, students will also learn basics of linguistics, especially historical linguistics and sociolinguistics. Spanish language a plus, though not required.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B141 Introduction to International Politics

This course offers an introduction to international politics to acquaint students with major trends and themes in international relations and global affairs. The course is divided into three units. The first unit explores the foundational concepts and theories and the history of international relations. The second

unit examines democracy and the global rise of populism & authoritarianism within the context of international organizations and global peace and security. The third unit focuses on global human rights in the areas of humanitarian intervention, forced migration, and transnational social movements. Throughout the semester, students will be asked to connect these theories and topics to issues that are playing out in the world today.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor: Corredor,E.

(Fall 2024, Spring 2025)

SOCL B225 Women in Society

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South – those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improved. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the "Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system" (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course's final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies;

Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Montes,V.

(Fall 2024)

SOCL B232 A Sociological Journey to Immigrant Communities in Philly

This course will use the lenses of sociology to critically and comparatively examine various immigrant communities living in greater Philadelphia. It will expose students to the complex historical, economic, political, and social factors influencing (im)migration, as well as how migrants and the children of immigrants develop their sense of belonging and their homemaking practices in the new host society. In this course, we will probe questions of belonging, identity, homemaking, citizenship, transnationalism, and ethnic entrepreneurship and how individuals, families, and communities are transformed locally and across borders through the process of migration. This course also seeks to interrogate how once in a new country, immigrant communities not only develop a sense of belonging but also how they reconfigure their own identities while they transform the social, physical, and cultural milieus of their new communities of arrival. To achieve these ends, this course will engage in a multidisciplinary approach consisting of materials drawn from such disciplines as cultural studies, anthropology, history, migration studies, and sociology to examine distinct immigrant communities that have arrived in Philadelphia over the past 100 years. Although this course will also cover the histories of migrant communities arriving in the area in the late 19th and early 20th centuries, a greater part of the course will focus on recent migrant communities, mainly from Africa, Asia, Latin America, and the Caribbean and arriving in the area of South Philadelphia. A special focus will be on the Mexican American migrant community that stands out among those newly arrived migrant communities.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B235 Mexican-American Communities

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centennial migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At

the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro-and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program
Units: 1.0
Instructor: Montes, V.
(Spring 2025)

SOCL B246 Sociology of Migration: A Cross-Cultural Overview of Contemporary Challenges

The twenty-first century began much as the twentieth century did for the United States with high levels of immigration. This has affected not only the nation, but the discipline of sociology. Just as early twentieth century Chicago School sociology focused on immigration and settlement issues, so too the first decade of the twenty-first century shows a flurry of sociological imagination devoted to immigration scholarship. This course will center on the key texts, issues, and approaches coming out of this renovated sociology of immigration, but we will also include approaches to the study of immigration from history, anthropology, and ethnic studies. While we will consider comparative and historical approaches, our focus will be on the late twentieth century through the present, and we will spend a good deal of time focusing on the longest running labor migration in the world, Mexican immigration to the U.S., as well as on Central American migrant communities in the U.S. Students with an interest in contemporary U.S. immigration will be exposed to a survey of key theoretical approaches and relevant issues in immigration studies in the social sciences. Current themes, such as globalization, transnationalism, gendered migration, immigrant labor markets, militarization of the U.S.-Mexican border, U.S. migration policy, the new second generation and segmented assimilation, and citizenship will be included.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B120 Introducción al análisis literario

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. This course is a requisite for the Spanish major. Prerequisite: SPAN 102, or placement. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Suárez Ontaneda, J., Penalba, N., Gaspar, M.
(Fall 2024, Spring 2025)

SPAN B208 Drama y sociedad en España

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: SPAN B120; or another SPAN 200-level course. Critical Interpretation (CI). Inquiry into the Past (IP). Counts toward Latin American, Iberian and Latina/o Studies.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B212 Representing Mexico: History, Politics, and Culture through Humor

This course will examine Mexican society through the lens of humor. Humorous production has a long history in Mexico, from the first Latin American novel, *El Periquillo Sarniento* by José Fernández de Lizardi, to the current representation of the “War on drugs”. Hence, humor has served as a critical tool through which we can understand the country’s reality—as it is perceived, imagined, and projected—, as well as its historical, social, and political implications. Through our readings and discussions, we will explore how humor has predominantly been used to question and delegitimize dominant discourses, but, at the same time, it has served to uphold the status quo in some of its representations. Likewise, our course materials will highlight how humor has served as a medium to advocate for greater democratizing practices, such as women’s integration into the sociopolitical sphere. We will approach humor and its representation of Mexican society in a variety of formats such as: narrative, chronicle, essay, theater, film, political cartoon, and performance. Prerequisites: SPAN B120; or SPAN 200-level course or placement

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B220 Escritoras, brujas y otros herejes

This course examines the evolution of gendered “otherness” through the diverse stories of women tried by the Inquisition in Spain, New Spain, Peru, and the Spanish Pacific. Throughout the Early Modern world, the Spanish Inquisition tried women of every social class and racial background for myriad charges of heresy, sexual misconduct, and witchcraft. In this course, students will gain a familiarity with major historical, cultural, and philosophical currents that shaped the Early Modern

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world while gaining critical skills required to engage the intricate primary sources that contain the stories of women who as believers, practitioners, writers, and artists, challenged ecclesiastical and colonial order throughout the transition to modernity. Students will engage women's writings that address themes of spirituality, religion, and doctrine from enclosure—from convents or imprisonment within the Inquisition's chambers. These writings include canonical authors and lesser-known authors such as Sor Juana and Santa Teresa of Ávila, Ursula de Jesús, María de Cazalla, and María de Jesús de Ágreda. Taught in Spanish. Prerequisite: Spanish 120 or SPAN 200-level course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Phipps, K.
(Spring 2025)

SPAN B231 El cuento y novela corta en España

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, Zayas, and a number of contemporary writers such as Mayoral and Montero. Our approach will include formal and thematic considerations, and attention will be given to sociopolitical and historical contexts. Prerequisite: SPAN B120; or another SPAN 200-level course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B238 El giro visual en España(1960-2020): de la censura a Netflix

In 50 years, Spain went from living under the last dictatorship in Europe to becoming one of the late cultural capitalism benchmarks. This course explores the tensions between tradition and modernity or between authoritarianism and rupture in contemporary Spain's media and cultural consumption. We will pay special attention to the impact of technological changes in film, television, and new media—from Berlanga and Saura's movies in the 60s to the expansion of Spanish series on online platforms such as Netflix and HBO. Course will be taught in Spanish.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B239 Escribir la naturaleza: Animales y plantas en la literatura latinoamericana

What role does literature play in this age of ecological crisis and natural disasters? How has literature often mediated the relationships between the human and the non-human? How does nature writings in Latin America reflect, problematize and criticize the intense "geological fault" of anthropocentrism? From the earliest days of the exploration and conquest of the American continent, the texts of the Europeans set a repertoire

of obsessions in which looking at or imagining nature became a constant. Plants and animals, since then, became a recurring topic. Described first as wonders or horrors, with time they will be scientifically and politically loaded. By the 20th century, the fictionalization of plants and animals has been one of the central concerns of Latin American literature, opening, thus, a fertile ground for textual explorations from the perspective of ecocriticism. This course will analyze the place of plants and animals in Latin American literature: how they reveal the relationships between the human and the environment (the landscape and other non-human life forms). We will explore, then, the place of the zoological and botanical at the heart of some of the literary proposals of many different authors who invite us to think about the multiple tensions between human and non-human, nature and culture, ecology and aesthetics, science and literature. This course will be taught in Spanish.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B241 Poetics of Social Justice: Minorities in Spain

This course, conducted in Spanish, is organized around political, cultural and social issues that concern ethnic minorities in Spain, particularly the Roma (gitanos) and the immigrants from Latin America and Africa. We will start by placing in its historical context the question of race and racism in Spain as a sociopolitical construct and a system of oppression. When studying the Roma people, we will discuss how flamenco art is a direct response to issues of discrimination and persecution, a means of resistance and a form of activism. At the same time that we will learn the basics of flamenco dance, we will consider the role of this art in areas such as religion, politics, and studies of race and gender. Our approach to immigration issues will consider topics of power relations, race, gender and class under new lenses such as decolonization, human rights and social justice. The readings in this course will include a diversity of original materials (plays, narrations, poetry, testimonies, newspaper articles, documentaries or films). Students will write reflections, analysis and responses on these texts, which will then be transformed into creative writing pieces such as dialogues, poems, short stories, blogs and other creative expressions, which will be shared with the class through presentations and performance.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B243 Temas de la literatura hispana

This is a topic course. Topics vary. Prerequisite: SPAN B120; or another 200-level. Current topic description: The early writings of the New World straddle between history and fantasy, fact and legend. This period is rich in chronicles that made no distinction between real and imaginary places and creatures, at a time when ambitious colonial enterprises were guided by myths (finding El Dorado, the Fountain of Youth, Paradise.) This course examines fantasies of imperial imagination that have persisted to this day by looking at both early chronicles and

recent films. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Lozano-Guzmán, L.

(Fall 2024)

SPAN B244 Latinoamérica en shuffle: desde el Popol Vuh hasta la cumbia

The sacred book of the Quiché nation (present-day Guatemala), the Popol Vuh (circa 1544), begins as follows: "This is the account of how all was in suspense, all calm, in silence; all motionless, still, and the expanse of the sky was empty" (Recinos 81). The soundtrack of the beginning of the world, for the Quiché people, was silence. Almost five centuries after the Popol Vuh was written, the soundtrack of the world for Ulises, the protagonist of the Mexican film *¿Ya no estoy aquí?* (Frias 2020), is made up of the slowed-down cumbias he listens to in his MP3 as he crosses the U.S.-Mexico border. Beginning with Popol Vuh, and ending with "Ya no estoy aquí," this class will examine the uses of sound, silence, noise, and music in Latin American literature, film, paintings, and performance. During class, we will spend time examining the creative uses of sound, and the following questions will guide our readings: What is the sound of social interactions such as protests, insults, speeches, jokes, and mockery? Is silence a tool for policing, or a tool for escaping? What is the relationship between sound and the representation of gender, race, and ethnicity? How does technology shape the way we listen? Is noise a frontier between the human and the non-human? At the end of the semester, students will choose between curating a thematic playlist in Spanish using Spotify, producing a podcast about a work of literature/film/performance not studied in the course, or adapting a work examined during the semester using the radionovela format. Prerequisites: SPAN B120.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B247 Gastropoéticas de la cultura latinoamericana

From Casta paintings to the current boom of social media foodies, the cultural representation of food and eating has historically served to create discourses about race, gender, class, and status. Theoretically grounded in food studies, in this class, we will study how food and foodways have structured cultural productions across Latin America. We will begin analyzing how indigenous communities assigned political and religious value to staples like corn or potatoes, followed by the uses of food—abundant and scarce—in colonial narratives like *Naufragios* by Alvar Núñez Cabeza de Vaca. As a consequence of colonial enclaves, we will also study how Afro-descendant communities used food to negotiate their status in slaving societies and how forced migration ecologically affected Latin America. We will continue our analysis through the production of cookbooks during the height of conventual life (16th-18th centuries), as evidenced in the work of Sor Juana Inés de la Cruz. We will shift our attention to the 19th century, the rise of manuals about food placement and etiquette, and the construction of gender expectations through food consumption.

We will end our examination of food cultures during the 20th and 21st centuries by examining the branding of Latin American cuisines as countries compete as sites for tourist consumption. Students will complete reflective journals, a personal cookbook zine, a field visit report to a local Latin American restaurant, and a final essay written in steps during the semester. As a Praxis course, students will be expected to complete 7-10 hours of community-engaged work with a local partner (TBD), ranging from a local food bank to organizations that work towards food security for Latinx communities.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Suárez Ontaneda, J.

(Spring 2025)

SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film

Stereotypically, Latin Americans are viewed as "emotional people"—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.) Course is taught in Spanish

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Film Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B307 Cervantes

A study of themes, structure, and style of Cervantes' masterpiece *Don Quijote* and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of *Don Quijote* on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B309 La mujer en la literatura española del Siglo de Oro

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas.

Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement. Counts toward Gender and Sexuality Studies. Counts toward Latin American, Iberian and Latina/o Studies.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B312 Latin American and Latino Art and the Question of the Masses

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 120 and at least one other Spanish course at a 200-level, or received permission from instructor. Course does not meet an Approach. Counts toward Latin American, Iberian and Latina/o Studies. Counts toward Museum Studies.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B315 El futuro ya llegó: relatos del presente en América Latina

Taught in Spanish. In the 21st Century, "Here and now" is not what it used to be. There is no single "here" but instead multiple, coexisting realities (that of the cellphone, the street, the 'world'.) There's no clear present when the "now" is multiple. In this course we will explore 21st century Latin American shorts-stories, films, works of art, and novellas that synchronize with our contemporary circumstances--fictions and representations where realities alternate, identities flow, and the world appears oddly out of scale. As contemporaries, you will also be asked to write fictions about life "here and now." Throughout, we will keep two fundamental questions in mind: What is reality (here)? What is the contemporary (now)? Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B317 Poéticas de poder y deseo en el Siglo de Oro español

The poetry cultivated during the Renaissance and Baroque Spain was not an idle aesthetic practice. We discover in the rich poetic practice of the era preoccupations with historical, social and political themes, including discourses of power and empire,

racial difference, and the representation of women as objects of desire. In addition, we will consider the self-fashioning and subjectivity of the lyric voice, theories of parody and imitation, and the feminine appropriation of the male poetic tradition. Although the course will deal primarily with the poetry of Spain, readings will include texts from Italy, France, England, and Mexico. Taught in Spanish. Prerequisites: at least one 200-level course.

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B324 Ideologías del Franquismo: arte, cultura, educación

This course offers a panoramic view of the building of Francoism as an ideology over the longest authoritarian regime in Western society during the 20th century (1939-1975). Through the study of its cultural, artistic, and mediatic expressions, as well as other national institutions such as education and religion, this course addresses the connections between cultural representations and the social, political, and economic experiences lived in Spain during that period. These representations will consist mainly of those produced during the Franco regime with comparisons to the contemporary era. Some of the issues we will focus on are the Spanish Civil War, international isolation and autarky, repression and exile, and censorship as a strategy of Francoist ideology, among many others. Prerequisite: At least one SPAN 200-level course

Requirement: Course does not meet an Approach

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B326 Voces trasplantadas: teoría y práctica de la traducción

Taught in Spanish. Translation has been argued to be both impossible and inevitable. Theoretically impossible, because no two languages are perfectly equivalent; practically inevitable, because cultures, and human beings, are constantly interpreting one another--and understanding themselves in the process. This course is an introduction to translation as a practice with linguistic, literary, and cultural implications. It is organized in three steps. We will begin by exploring the linguistic aspect of translation: the theories (and myths) about language difference and equivalence, and how they can be put into practice. Then we will focus on translating literary texts of different genres (from canonical epics to film, from poems to short stories and proverbs), and we will simultaneously examine how the various types of texts have spurred very different opinions about what is a good or bad translation, what is desirable, and what is not. Finally, we will trace the role of translation in cultural exchanges, as well as its defining presence in contemporary debates on "world literature." Prerequisite: At least one 200 level Spanish course.

Counts towards: Latin American, Iberian, and Latinx Studies;

International Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

SPAN B330 La novela de formación femenina en América Latina

Perhaps the most successful novelistic genre is the Bildungsroman or "coming-of-age": novels that follow the development of a person from youth to adulthood, from inexperienced to mature. But what happens when these protagonists are women, often facing the hurdles of societies that impede or limit growth and choice? Since the 19th Century, Latin American female authors have explored the struggles of "growth" and the various models of womanhood available in their societies. In this course, we will read a total of six Latin American Bildungsromane of the 19th, 20th, and 21st century written by women authors from various countries. We will look at normative definitions and expectations of coming-of-age novels and how these authors created new options for themselves, for their characters, and for their readers.

Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0

Instructor: Gaspar, M.
(Spring 2025)

SPAN B333 La invención de América: Escrituras europeas del Nuevo Mundo

Beginning in 1492, Spanish explorers, soldiers, and friars visited, noted, and imagined what they initially would call the New World. According to Alfonso Reyes, America was for Europe, rather than a sudden and new reality, a complete poetic invention. The astonished -pleased, marveled, horrified-writings of newly arrived Spaniards drew not only the real components of a vast and very different world from the European one, but also the fictional components: everything obscure, remote, or misunderstood that experience or the senses could not grasp, and the powers of imagination would. This course seeks to explore some of the key texts of the "invention of America" (Reyes) in the first centuries of the Conquest and Colonization. Our goal is to analyze how "the imperial eye" (Pratt) looked at and noted the American lands -its men and women, its cultures and wealth- projecting on them its oldest fears, fantasies, ambitions, and hopes: America was also "a new Europe", says Ángel Rosenblat, with all the political, literary and epistemic weight that such an idea implies. We will work with fragments of stories, chronicles, and poems on the following thematic axes: the first contacts, a rich and abundant nature (pearls, gold, silver, fish, fruits, spices, wood), the great Mesoamerican cultures, the Andean "empire", the extreme south and the eternal horizon, the interior lands and their immense rivers and mountains, the "bestiary of the Indies", the American myths (El Dorado, the Amazons) and some of the great and tragic historical native American figures as they were perceived and written by the Spaniards. Prerequisite: At least one SPAN 200 level course

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B336 Afro-Diasporic Networks in Latin America

This interdisciplinary seminar will center the artistic and intellectual production of Afro-Latin American and Afro-Latinx thinkers across the Americas from 1492 to the present day.

The class will be divided into four thematic units: Time, Space, Memory, and the Body. In each thematic unit, we will first read about how Black thinkers have theorized those concepts, and then we will analyze primary texts that dialogue directly with said theme. For example, during the Space unit, we will read the work of Afro-Brazilian geographer Milton Santos. Then we will read the novel by Afro-Colombian writer Manuel Zapata Olivella *Chambacú corral de negros* (1963), paying particular attention to issues of space. Course is taught in Spanish.

Requirement: Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B338 El derecho a vivir en paz: activismos en español

This advanced Spanish course is designed to help students reach advanced proficiency levels by engaging with case studies from law, social work, activism, and literature from Latin American and Latinx communities. Through community partners, students will engage with the multi-tasking requirement inherent to law and social work organizations that advocate for social justice. Our class will be divided into six different units, centering and problematizing the possibilities of advocacy: human rights, Latinx communities, Indigenous communities, Afro-descendant communities, women/femme/feminisms, and LGBTQI communities. We will read and listen to advocates from each of those communities and analyze how advocacy intersects with various forms of identity, political power, and artistic expression. This class has a service-learning component in addition to the work in the classroom, so you will need to complete at least 10 hours of work with a local partner. Your work with the local organization will be essential for you to start theorizing about advocacy through your own experiences. Prerequisite: SPAN B120 or SPAN 200-level course

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Suárez Ontaneda, J.
(Fall 2024)

SPAN B348 Ficciones de la confesión en la literatura española

Viewing the form of confession as a vehicle for both truth and fiction, this course engages the embedded politics of Early Modern confessional production to examine notions of agency, exploitation, and representation in a diverse selection of confessional works. As a textual conceit, confession ties together a broad array of narrative forms: autobiography, eye-witness accounts, medieval narrative poetry, hagiography, colonial chronicles, picaresque novels, mystical writings, theological treatises, testimonials, novels, and Inquisitorial archives. In this course students will hear the stories of pirates, non-gender-conforming surgeons, nuns, Inca kings, enslaved women and more. Through these testimonies, students will gain familiarity with the foundational history, literature, and theory related to the study of early modernity. Prerequisite: SPAN 120 or one 200-level course.

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Phipps, K.

(Fall 2024)

SPAN B349 La imaginación rural y medioambiental en España

How do contemporary writers, artists, and filmmakers engage aesthetically with a damaged national landscape? What are the ongoing effects, within a climate change scenario, of the Franco regime's fascist policies, such as intensive eucalyptus plantations and the construction of hydraulic structures that dammed half of the river flows, making Spain the first country in Europe in terms of reservoirs? Why doesn't the 1978 democratic Constitution include the word "landscape"? What metaphors have been used to both represent, reshape, and caricaturize, from an urban perspective, the rural communities in Spain including both the national rural bumpkin and the migrant laborers? These are some of the questions that will be explored in this course, which focuses on rural migrations, class and race conflicts, fascist and capitalistic extractivism, historical memory, and our current socio-ecological crisis. Throughout films, novels, and land art (by Spanish, Galician, Catalan and Basque authors) we will examine the historical continuities and discontinuities of environmental cultures in Spain from the end of the 19th century, when the rural exodus began, to the present day when the transformation of rural areas into renewable energy hubs exacerbates Spain's urban-rural divide. Prerequisite: one SPAN 200-level course.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Penalba, N.

(Spring 2025)

LINGUISTICS

Faculty

Jane Chandlee, Associate Professor of Linguistics (TriCo)

Noah Elkins, Visiting Assistant Professor of Linguistics

Shizhe Huang, The C.V. Starr Professor of Asian Studies;
Professor of Chinese and Linguistics; Director of Chinese Language Program

Brook Lillehaugen, Associate Professor and Haverford Chair of Linguistics (TriCo)

Suzanne Lindell, Amanuensis

Ana López-Sánchez, Associate Professor of Spanish

Amanda Payne, Visiting Assistant Professor of Linguistics

Faculty at Bryn Mawr

Deepak Kumar, Professor of Computer Science

Amanda Weidman

Associate Professor of Anthropology

Faculty at Swarthmore

Kirby Conrod, Assistant Professor of Linguistics

Rikker Dockum, Visiting Assistant Professor of Linguistics

Michael Donovan, Visiting Assistant Professor of Linguistics

Melanie Drolsbaugh

Language Lecturer in Linguistics

Jeremy Fahringer, Laboratory Technologist & Instructor

Theodore Fernald, Professor of Linguistics

Nicté Fuller Medina, Visiting Assistant Professor of Linguistics

Emily Gasser, Associate Professor and Chair of Linguistics

David Harrison, Professor of Linguistics

Donna Jo Napoli, Professor of Linguistics and Social Justice

Jonathan North Washington, Associate Professor of Linguistics

Learning Goals

- Understand the structure of human language, how human languages work, and how humans use their languages;
- Understand the structures of language including phonology, syntax, and semantics, and analyze the interplay between them;
- Understand how linguists use various theories and models to represent language;
- Understand how language influences the way we interact with each other and with the larger world around us, including cultural and sociolinguistic context of speech communities;
- Understand how language ideologies and linguistic prejudices create and reinforce hegemonic power structures;
- Gain significant experience with the grammar of a non-Indo European language, in order to observe some of the typological diversity of human language;
- Learn to work with speaker/signers of a language as a means of understanding language;
- Learn to work with and critically evaluate published sources as a means of understanding language;
- Understand appropriate methodologies for collecting linguistic data, including best practices for responsible and ethical collection, storage, and use of data in ways that respect the relevant speakers and their communities, cultures, and needs;
- Organize data and observe patterns, puzzles, etc. in data;
- Formulate and evaluate research questions, hypotheses, and analyses;
- Articulate research questions, hypotheses, and analyses clearly in writing and in presentations.

Major Requirements

The Tri-Co Linguistics Department offers two major tracks: (i) Linguistics and (ii) Linguistics & Language (often called Ling/Lang). Students complete the Linguistics major with a total of eight credits, and the Linguistics and Language major with a total of twelve credits.

Mandatory Foundation Courses (three credits)

Students in both major tracks must complete one course from each of the following categories:

- Forms: LING H113 or LING S050 (Introduction to Syntax)
- Meanings: LING H114 or LING S040 (Introduction to Semantics)
- Sounds: LING H115 or LING S045 (Phonetics and Phonology)
- Language, Culture, and Society (one credit)
- LING S021 (Anthropological Linguistics)
- LING S025 /LING H125 (Sociolinguistics)
- LING S041 (Dialects of American English)
- LING S044 (Linguistic Discrimination)
- LING S046 /LING H146 (Linguistic Diversity)
- LING/ANTH B281 (Language in the Social Context)
- Spanish H314 / LING H214 (Spanish in the US: Language, identity and politics)

Other courses which are not being used to fulfil another major requirement may be used here with approval of the chair.

Structure of a Non-Indo-European Language Courses (one credit)

Students in both major tracks must complete one course from the Structure of a Non-Indo-European Language series, which include the following classes, among others:

- LING H215 (Structure of Colonial Valley Zapotec)
- LING H282 (Structure of Chinese)
- LING S061 (Structure of Navajo)
- LING S067 (Structure of Wamesa)
- LING S068 (Structure of Kyrgyz)

Elective Courses (LING majors only, two credits)

Three elective courses in linguistics or related fields are required for Linguistics majors. (Ling/Lang majors are not required to take elective courses, but have an additional language requirement, see below.) You can take a second Language, Culture and Society course &/or a second Structure of a Non-Indo-European Language course and have the course(s) count as an elective. Electives include the following courses, among others:

- LING B101 or LING H101 (Introduction to Linguistics)
- LING H204 (Topics in Introductory Programming: Language and Computation)
- CMSC/LING H208 (Speech Synthesis and Recognition)
- LING/ENGL H213 (Inventing [the] English)
- LING/PSYC H238 (The Psychology of Language)
- PHIL H253 (Analytic Philosophy of Language)
- PHIL H260 (Historical Introduction to Logic)
- LING/CMSC H325 (Computational Linguistics)
- LING/SPAN H365 (The Politics of Language in the Spanish-Speaking World)

Language Courses (LING/LANG majors only, six credits)

This requirement applied only to Linguistics and Language majors, not Linguistics majors.

- Ling/Lang majors must study two different languages with three credits from each, with at least one credit at the third-year level for each of the two languages.

Thesis (one credit)

A one-credit senior thesis in the fall semester of the senior year is required for majors in both tracks. The thesis constitutes the comprehensive requirement for the major.

Note: Majors in the Tri-Co Linguistics Department can receive up to two elective credits for pre-approved courses taken outside the Tri-Co. Interested students should seek consultation with, and approval from, the Bi-Co chair of the department prior to enrolling in the courses, and be ready to provide course descriptions during consultation and transcripts afterwards for proper credit counting towards the major.

Senior Project

Majors in our department are recommended to take the Junior Seminar LING S090 (Advanced Research Methods in Linguistics), in the spring term of their junior year. This course is designed to expose students to the classic literature on the major subfields in linguistics, familiarizing them with theoretical frameworks, methodologies, and bibliographies, culminating in the selection of a potential thesis topic, working and reworking on a thesis abstract with references. Students are also encouraged to take an upper level seminar course in the subfield where they will most likely choose a thesis topic.

Linguistics majors write their thesis in the fall semester of their senior year. All Bi-Co linguistics majors will be assigned an appropriate faculty advisor once they choose a thesis topic and the topic is approved. In the topic proposal, students need to list at least two relevant courses related to the topic. (LING S090 could be listed as one of the two.) If their assigned faculty advisor is from Swarthmore, majors will then switch to the appropriate senior seminar section of LING S100, which can be done in the beginning of the fall semester of their senior year.

Senior Project Learning Goals

There are multiple acceptable approaches to a linguistics thesis, and our learning goals reflect these possibilities.

All students will:

- Make considered choices on style, formatting, and citation practices in consultation with their advisor;
- Gain familiarity and meaningfully engage with the essential foundational and advanced literature relating to their topic;
- Select and correctly implement appropriate methods, formal theories, and technologies;
- Produce insights into their topic.
- Where appropriate, students will:
 - Demonstrate an understanding of appropriate methods for gathering data;
 - Understand the best practices for responsible and ethical gathering, archiving, and use of data in ways

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that respect the relevant speakers/signers and their communities and cultures;

- Be able to organize data and observe patterns, puzzles, etc. in that data;
- Construct and articulate clear hypotheses and analyses for the observed patterns in the data;
- Evaluate hypotheses and convincingly argue why a chosen hypothesis is superior to plausible alternatives.

Senior Project Assessment

Faculty members are assigned as first and second readers to each thesis after the senior major has decided on a topic in the beginning of the fall semester.

The senior thesis is evaluated on the following criteria:

Fundamentals:

- Does the student demonstrate a comprehensive understanding of elementary concepts in linguistics, such as the underlying goals of linguistic inquiry, basic units of linguistic analysis (phonemes, morphemes, constituency, entailment, etc.), and distinctions important to linguistics (prescriptive/descriptive, competence/ performance, phoneme/allophone, form/function, etc.)? Does the student demonstrate familiarity with essential literature?

Tools and Methods:

- Does the student select and correctly implement methods and formal theories appropriate for their work? Does the student correctly use standard, professional linguistics formatting and notation for transcriptions, glosses, OT tableaux, syntactic structures, semantic interpretations, citations and references, etc.? Does the student correctly use standardly accepted technical jargon (“allomorph,” “adjunct,” “implicature,” etc.) rather than vague descriptions or nonstandard terminology? Does the student correctly use appropriate linguistics technology (Praat, ELAN, etc.)? At the level of technical details, does the student’s work look like it was written by a linguist (rather than, say, by a historian or chemist)?

Ethics:

- Does the student demonstrate a full understanding of best practices for responsible and ethical collection, storage, and use of data in ways that respect the relevant speakers and their communities and cultures? Does the student demonstrate a commitment to appropriate collaboration with speakers and communities? (N.B. This learning outcome may not be relevant to work that does not use primary data, in which case, this should normally be assessed as “N/A”.)

General Scientific Methodology:

- Data Collection and Presentation
Does the student demonstrate an understanding of proper scientific methodology for collecting data (survey design, selection of participants, establishing controls, eliciting useful contrasts and paradigms,

etc.)? Does the student organize data in meaningful ways that clearly demonstrate important patterns (minimal pairs, morphological paradigm tables, logical blocks of related utterances, etc.)?

- Analysis

Does the student construct useful, appropriate hypotheses to explain the observed patterns in the data? Are these hypotheses rigorously and clearly formulated? Does the student sufficiently explore logically plausible alternative hypotheses? Does the student convincingly argue for why their hypotheses are superior to the logical alternatives?

Critical Thinking Skills:

- Advanced Literature

Does the student draw upon relevant advanced literature in meaningful ways? Does the student demonstrate an understanding of crucial data, analyses, results, models, predictions, etc. from this advanced literature?

- Innovation

Is the student’s work innovative in some way that makes it stand out as more than just superficial description and/or straightforward application of tried-and-true analytical tools? Does the student articulate novel and insightful claims about a specific language, language itself, or linguistics more broadly? Is the student’s work noteworthy, at least in part, because of the student’s particular insights?

Quality of Prose:

- Coherence, Structure, Fluidity, etc.

Is the student’s prose professional and polished, in line with general standards of academic writing? Is the student’s prose clear and logically structured? Are individual sentences coherent and grammatical? Do sentences and paragraphs flow fluidly from one to the next? Does the student’s prose strike an appropriate balance between being concise and being sufficient? Would the student’s prose pass muster for publication in a journal?

Requirements for Honors

Honors will be granted, at the discretion of the faculty members, to those senior majors who have consistently distinguished themselves in major-related course work (typically with a GPA of 3.7 or higher), active and constructive participation in the intellectual life of the department, and an outstanding senior thesis. A senior major may receive high honors if deemed exceptional in all three areas.

Minor Requirements

Students may minor in linguistics through Haverford by completing six credits in the following three areas:

Mandatory Foundation Courses (three credits)

- Forms: LING H113 or LING S050 (Introduction to Syntax)
- Meanings: LING H114 or LING S040 (Introduction to Semantics)

- Sounds: LING H115 or LING S045 (Phonetics and Phonology)

Structure of a Non-Indo-European Language Courses (one credit)

- LING H215 (Structure of Colonial Valley Zapotec)
- LING H282 (Structure of Chinese)
- LING S061 (Structure of Navajo)
- LING S067 (Structure of Wamesa)
- LING S068 (Structure of Kyrgyz)

Language, Culture, and Society (one credit)

- LING S021 (Anthropological Linguistics)
- LING S025 /LING H125 (Sociolinguistics)
- LING S041 (Dialects of American English)
- LING S044 (Linguistic Discrimination)
- LING S046 /LING H146 (Linguistic Diversity)
- LING/ANTH B281 (Language in the Social Context)
- Spanish H314 / LING H214 (Spanish in the US: Language, identity and politics)

Other courses which are not being used to fulfill another major requirement may be used here with approval of the chair.

Elective Courses (choose one from the following sample of relevant courses among many others):

- LING B101 or LING H101 (Introduction to Linguistics)
- LING H204 (Topics in Introductory Programming: Language and Computation)
- CMSC/LING H208 (Speech Synthesis and Recognition)
- LING/ENGL H213 (Inventing [the] English)
- LING/PSYC H238 (The Psychology of Language)
- PHIL H253 (Analytic Philosophy of Language)
- PHIL H260 (Historical Introduction to Logic)
- LING/CMSC H325 (Computational Linguistics)
- LING/SPAN H365 (The Politics of Language in the Spanish-Speaking World)

The Tri-Co Linguistics Department accepts all linguistics courses offered at Swarthmore, Bryn Mawr, and Haverford for credit in their appropriate category.

Note: Minors in the Tri-Co Linguistics Department can receive up to two elective credits for pre-approved courses taken outside the Tri-Co. Interested students should seek consultation with, and approval from, the Bi-Co chair of the department prior to enrolling in the courses, and be ready to provide course descriptions during consultation and transcripts afterwards for proper credit counting towards the minor.

Study Away & Study Abroad

Majors in the Tri-Co Linguistics Department can receive up to two elective credits for pre-approved courses taken at departments on the College's list of study away or study abroad programs. Interested students should seek consultation with, and approval from, the Bi-Co chair of the department prior to

studying abroad, and be ready to provide course descriptions during consultation and transcripts afterwards for proper credit counting towards the major.

Prizes

The Tri-Co Department of Linguistics may, at its discretion, award the following prizes.

The "Best Theoretical Linguistics Thesis Prize" is awarded to the senior whose thesis exemplifies outstanding work in area of theoretical linguistics.

The "Best Descriptive Linguistics Thesis Prize" is awarded to the senior whose thesis exemplifies outstanding work in area of descriptive linguistics.

The "Best Applied Linguistics Thesis Prize" is awarded to the senior whose thesis exemplifies outstanding work in area of applied linguistics.

Courses

LING B101 Introduction to Linguistics

An introductory survey of linguistics as a field. This course examines the core areas of linguistic structure (morphology, phonology, syntax, semantics), pragmatics, and language variation in relation to language change. The course provides rudimentary training in the analysis of language data, and focuses on the variety of human language structures and on the question of universal properties of language.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

LING B105 Language and Place

This project-based course focuses on hands-on research in a small group setting in order to collaboratively come to understand the relationship between a place and the languages of that place. In Spring 2022 the course will be part of a 360 and will focus on Nicaragua. Through seeking to understand the languages of Nicaragua, their histories and social dynamics, students will also learn basics of linguistics, especially historical linguistics and sociolinguistics. Spanish language a plus, though not required.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

LING B113 Introduction to Syntax

Introduces the investigation of sentence structures in human language, emphasizing insights from linguists over the past 40 years. The class will develop increasingly complex theory starting with basic assumptions and seeing where they lead. Students will gain a clearer understanding of grammar, develop and refine skills of analysis, writing, and argumentation. We will focus on English, occasionally using other languages to look at ways human languages are similar and how they differ.

Requirement: Cross-Cultural Analysis (CC); Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

LINGUISTICS

LING B114 Introduction to Semantics

This course is designed to introduce you to the formal study of meaning in language: semantics. We will discuss elements of word meaning, formal logic, generative semantics, and pragmatics, slowly building our theory as we incorporate new linguistic phenomena from multiple human languages. No linguistic or logic background is assumed, but we will be using tools from set theory, model theory, and syntax in order to construct semantic analyses.

Requirement: Cross-Cultural Analysis (CC); Scientific Investigation (SI)

Units: 1.0

Instructor: Payne,A.
(Spring 2025)

LING B281 Semantics II

This course is intended to familiarize you with original research in semantics. We will spend the first few weeks reviewing (or learning) the basic terms and tools of formal pragmatics and compositional semantics, including lambda calculus and event semantics. From there, we will read and discuss a selection of research articles in semantics and pragmatics, culminating in a final project for each student that investigates their own original research question related to meaning in language.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

Instructor: Payne,A.
(Spring 2025)

LING B399 Senior Thesis Seminar

This seminar exposes students to linguistic research methods and guides them through the conceptualization of a topic, the research, and the writing of a senior thesis. All linguistics majors must write their senior thesis in this seminar or Ling S100 or S195.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

ANTH B246 The Everyday Life of Language: Field Research in Linguistic Anthropology

The goal of this course is to develop an awareness of how language operates in various interactional and other (eg. ritual, performance, political) contexts that we commonly experience. The focus will be on gaining hands-on experience in doing linguistic anthropological data collection and analysis, and putting the results of individual student projects together as part of initiating an ongoing, multi-year project. Topics that students explore ethnographically may include: language and gender; language, race and social indexicality; sociolinguistic variation; codeswitching; register and social stance; language and social media. Student research will involve ethnographic observation, audio-recording of spoken discourse, conducting interviews, and learning how to create a transcript to use as the basis for ethnographic analysis. Students will work in parallel on individual projects cohering around a particular topic, and class time will be used to discuss the results and synthesize insights that develop from bringing different ethnographic contexts

together. For the praxis component of the course, students will use the experience they have gained to generate ideas for components of a middle school/high school language arts curriculum that incorporates linguistic anthropology concepts and student-driven research on language.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ANTH B281 The Power in Language: Introduction to Linguistic Anthropology

This course provides an introduction to the concepts and methods of linguistic anthropology, which can help us understand the role language plays in constructing identities, creating social and political hierarchies, and shaping understandings and experiences of the world. The course considers topics relevant to the everyday life of language in the U.S. context, including the relationship between language and gender, race, and socioeconomic inequality, and uses ethnographic materials from a variety of cultural contexts to explore three perspectives that are central to linguistic anthropology. These are: language, power, and the linguistic market: how different languages and the ways of speaking get associated with particular social groups and become valued or devalued; linguistic ideologies and semiotic processes: how language as a system of signs becomes meaningful, to whom, and in what ways; poetics and performance: how people "do things with words" and how the non-referential (sonic, poetic) aspects of language matter.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

CMSC B325 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models.

Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC B151, or CMSC H106 or CMSC H107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231, or permission of instructor.

Counts towards: Neuroscience

Units: 1.0

Instructor: Kumar,D.

(Fall 2024)

LING B113 Introduction to Syntax

Introduces the investigation of sentence structures in human language, emphasizing insights from linguists over the past 40 years. The class will develop increasingly complex theory starting with basic assumptions and seeing where they lead. Students will gain a clearer understanding of grammar, develop and refine skills of analysis, writing, and argumentation. We will

focus on English, occasionally using other languages to look at ways human languages are similar and how they differ.

Requirement: Cross-Cultural Analysis (CC); Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

SPAN B216 Introducción a la lingüística hispánica

A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B120 or permission of the instructor. Critical Interpretation (CI)

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Berard, K.
(Spring 2025)

LITERATURES IN ENGLISH

The English Department offers a wide range of courses in British, American, and Anglophone literatures, from medieval romance to contemporary novels and film. Students develop their own paths through the major, experimenting with historical periods, genres, and forms while also developing expertise in specific areas.

The department stresses critical thinking, incisive writing and speaking, and a sense of initiative and responsibility for the enterprise of interpretation. With their advisers, English majors design a program of study that deepens their understanding of diverse genres, textual traditions, and periods. We encourage students to explore the history of cultural production and reception and also to question the presuppositions of literary study. The major culminates in an independently written essay of 30-40 pages, developed during a senior research seminar in the fall semester and individually mentored by a faculty member in the spring. Students are expected to take at least two English courses at Bryn Mawr before signing up for the major or minor.

Faculty

Mary Alcaro, Visiting Instructor of Literatures in English

Alex Alston, Assistant Professor of Literatures in English

Pardis Dabashi, Assistant Professor of Literatures in English
(on leave semesters I & II)

Devin Daniels, Visiting Assistant Professor of Literatures in English

Chloe Flower, Assistant Professor of Literatures in English

Colby Gordon, Associate Professor of Literatures in English (on leave semesters I & II)

Jennifer Harford Vargas, Associate Professor of Literatures in English on the Dorothy Nepper Marshall Professorship of Hispanic and Hispanic-American Studies (on leave semesters I & II)

Gail Hemmeter, Senior Lecturer Emeritus in Literatures in English and Katherine E. McBride Professor of Literatures in English

George Perez, Visiting Instructor

Bethany Schneider, Associate Professor and Chair of Literatures in English

Jess Shollenberger, Visiting Assistant Professor

Jamie Taylor, Mary E. Garret Alumnae Professor of Literatures in English (on leave semester I)

Kate Thomas, K. Laurence Stapleton Professor of Literatures in English

Summary of the Major

The major requires a total of eleven courses. Three courses are required: 250, 398 and 399. Of the other 8 courses, at least three must be at the 300 level (exclusive of 398 and 399). All 300 level courses must be taken at BMC or HC. 250 must be taken before the senior year. One 100 level class may be taken as a first year or sophomore, and only one may be taken. Note: One 200 level Creative Writing course can count towards the major.

- ENGL B250 Methods of Literary Study, (must be taken before the senior year. Prerequisite: at least one 200 level course)
- ENGL B398 Senior Seminar (offered Mondays in the fall, 2:30-4pm)
- ENGL B399 Senior Essay (taken in the spring, with an individual adviser)

Summary of the Minor

- Students must declare their minor by the end of their junior year.
- The minor requires a total of six courses
- Five English courses (at least one at the 300 level). 300 levels must be taken at BMC or HC. One 200 level Creative Writing course may count towards the minor.
- ENGL B250 Methods of Literary Study (must be taken before the senior year. Prerequisite: one or preferably two 200-level English courses)

Writing Requirement

By the end of their junior year, English majors must satisfy the College's Writing Intensive Requirement. English 250 is the department's WI course.

Minor in Film Studies

There is no limit to the number of courses in film studies that may count toward the English major, except for a student majoring in English who is also seeking to declare a minor in film studies. In that case two (and only two) of the courses that comprise the six-course film studies minor may also count towards the eleven-course English major. The minimum number of courses required to complete an English major and a minor in film studies is thus fifteen courses.

Concentration

A Concentration in Creative Writing will be not an option for the class of 2027 and thereafter.

Other Concentrations

The Department of English contributes courses toward minors in Africana Studies, in Environmental Studies, and in the Program in Gender and Sexuality.

Students Going Abroad

Students should complete both English 250 and one 300-level course before leaving for a semester or year abroad. Up to two courses from study abroad may count toward the English major, provided they get departmental approval. Send your request, and full syllabuses of the courses you took/will take, to the department chair.

English Majors and the Education Certification Program

English majors planning to complete an education certification in their senior year should file a work plan with the chairs of the Education and English Departments no later than December 1 of their junior year. English majors on this path will follow an accelerated writing schedule in their senior year.

Extended Research

Some students seek a longer horizon and a chance to dig deeper into their research interests. Rising juniors and seniors in English frequently apply for fellowship support from the Hanna Holborn Gray program, to pursue original research over the summer or through the year. The projects may be stand-alone or may lead to a senior essay. In either case, students work closely with faculty advisers to define the goals, methods, and potential outcomes of their research

Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered for departmental honors.

Courses

ENGL B103 American Futures: Literatures of New World Fantasy

This 100-level seminar for freshmen and sophomores offers a taste of the reading and writing practices of the English major. It is not required for the major, but counts. Freshmen and sophomores may take only one 100-level course. In this course we will take a trans-historical look at American fantasies about the Beginning with Columbus' letters to the Queen of Spain, we will move through the Salem Witch trials and fears of devilish possession, Indian Captivity narratives and the Western, the Ghost Dance religion, free-love, feminist, black and socialist utopian movements, space-exploration fantasies, and end with close attention to the emergent literary genres of Afro- and Native-futurism. We will practice close reading and the writing and discussion skills necessary to an English major, through engagement with how questions of race and colonialism have driven American future-fantasies from first contact to Star Trek and beyond.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0
(Not Offered 2024-2025)

ENGL B104 The Global Short Story

The majority of the most provocative and interesting English-language literary production at the current moment hails from African nations, India, Oceania and their diasporae throughout the world. A significant number of major international literary prizes have been awarded to members of these writing communities who cross borders, continents, passport identities, and traditions in their experiments with narration, place, politics, and the creolization of English. The late Nigerian novelist and memoirist Chinua Achebe said of the English language, in particular: "Do not be fooled by the fact that we may write in English because we intend to do unheard of things with it."

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0
(Not Offered 2024-2025)

ENGL B106 Romance to Bromance

This course examines the ongoing popularity of romance, examining the genre from the Middle Ages to contemporary romantic comedies. In doing so, we will pay particular attention to the gender politics romance produces, supports, and challenges, exploring how various historical moments and media conceptualize love, desire, sex, and marriage. Texts will include Chaucer's *Troilus and Criseyde*, Marlowe's *Hero and Leander*, Richard Hurd's eighteenth-century *Letters on Chivalry and Romance*, and nineteenth-century bodice rippers. We will also discuss the ongoing publication of Harlequin romances, the popularity of romantic comedy in film (from the 1930s to now) as well as the reimagining of romance tropes and male intimacy in films like *"Brokeback Mountain"* and buddy comedies.

Requirement: Critical Interpretation (CI)

Units: 1.0
(Not Offered 2024-2025)

ENGL B130 Weird Poems

A poem is a strange thing to write and an even odder thing to read. In this class, we will encounter a series of poems that press language to its limits, or make familiar ideas seem wildly unfamiliar. We will also develop tools for writing about poems, particularly when they seem to be purposefully complicated.

Requirement: Critical Interpretation (CI)

Units: 1.0
(Not Offered 2024-2025)

ENGL B135 Shakespeare . . . in love?

"The course of true love never did run smooth," wrote William Shakespeare in his play *A Midsummer Night's Dream*. Certainly this was the case for his most famous lovers, Romeo and Juliet, but it also holds true for many of Shakespeare's other characters, too. Love-- true and otherwise-- is one of the poet's most tackled themes, in both his poetry and plays alike. This class will introduce first years and sophomores to the work of Shakespeare with a focus on how romantic love functions in his plots. Guided by literary criticism in feminist, queer, and trans studies, we will engage with selected Shakespearean sonnets,

comedies, and tragedies. As we read, we will consider such topics as the depiction and treatment of women; the gendered language of desire; the relationship dynamics of Bard's most infamous power couples; and more. Please note: while we will do some in-class textual comparisons to *No Fear Shakespeare* and modern film adaptations of the plays, students are expected to read the assigned texts in their original Early Modern English form. Course is only for Freshmen and Sophomore

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Alcaro, M.
(Fall 2024)

ENGL B140 Religion, Sex, and Revolution in Milton's Paradise Lost

Paradise Lost, John Milton's epic poem about the battle between Heaven and Hell, was first published in 1673. It has remained one of the most influential works of English Literature, fostering fascinating debates about spirituality, revolution, gender and sexuality. Milton's poem is a window into the complicated theological frameworks that shape his understanding of bodies, desires, freedoms, and, of course, the shortcomings of our fallen selves. This course will allow first-years and sophomores to dive deep into one of the greatest poems ever written. Does Milton's epic poem unwittingly celebrate Satan's revolt against the tyranny of an absolutist god and turn Satan into a sexy freedom-fighting hero? Does the epic intend to reveal the seductiveness of fantasies of sexual and political freedom, luring readers in to be, as one Miltonist would have it, "Surprised by Sin?" At stake in this class are the competing interests of Milton's personal and spiritual politics, the complex interactions between spiritual and revolutionary discourses, and the entanglement of secular, sexual love and religious faith. Only open to Freshmen and Sophomore

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Perez, G.
(Spring 2025)

ENGL B175 Queer American Poetry

What does poetry have to say about the history of sexuality? How do queer voices, expansively defined, disrupt poetic norms and forms? How has poetry been congenial to the project of imagining and making queer communities, queer spaces, and even queer worlds? In this course, we survey the work of queer American poets from the late nineteenth century to the present, as we touch on major topics in the history of sexuality, queer studies, and American cultural history. This course provides an overview of American poetry as well as an introduction to queer studies concepts and frameworks; no prior experience with these fields is necessary.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Shollenberger, J.
(Spring 2025)

ENGL B201 Chaucer: Canterbury Tales

Access to and skill in reading Middle English will be acquired through close study of the *Tales*. Exploration of Chaucer's

narrative strategies and of a variety of critical approaches to the work will be the major undertakings of the semester.

Requirement: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

ENGL B202 Science Fiction

What does the future look like? Is it a time of freedom and life-changing technology? Or one of disaster and totalitarian control? How can literature and writing help us imagine, predict, or alter these possibilities? In this course, we'll read a broad survey of science fiction, related genres, and precursors, from the medieval period to the present day. We will ask about what sort of futures these texts can imagine as well as what sort of changes or alternatives they are unable to imagine. We'll also consider how they confront, expose, and aestheticize issues of capitalism, race, gender, colonialism, sexuality, and climate change through depictions of worlds that are not quite our own. We'll read works by authors such as Octavia Butler, Margaret Cavendish, Ursula K. Le Guin, China Miéville, and Mary Shelley, alongside select science fiction films and works of scholarship and criticism on science fiction, utopias, the cyborg, and other topics. Students will learn to think critically and historically about science fiction texts, practice close reading and narrative analysis, and explore their own speculations about the future.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Daniels, D.
(Fall 2024)

ENGL B204 Native Land, American Literatures, 1607-1899

This course will explore Anglophone narratives by white and Indigenous writers, between the arrival of the British in Jamestown and the Philippine-American War. We will examine narratives of conquest that understand colonial and US expansion across Indigenous lands as "manifest destiny," and narratives of resistance that understand the same history as imperial conquest and genocide. It took a lot of storytelling, a lot of literary labor, to invent a destiny and to make it manifest on landscapes, peoples and nations. This class asks how certain ingredients of the master-narrative of colonial expansion and the American "wild west" – bloodthirsty, sexually dangerous tribal people, violent white outlaws, hard-working normative white families, empty landscapes, easy money – came to be essential to the American myth. And how were those stories resisted and rewritten even as they were being formed? Ultimately, we will interrogate the so-called "frontier," exposing it as a vastly diverse network of Native-, African- Asian- and Euro-American peoples whose landscapes were already inhabited, already historied, already multinational. Materials examined may include early Indigenous narratives and anonymous writings by white and Indigenous people, and texts and narratives by John Smith, William Bradford, Mary Rowlandson, Tituba (Carib), Samson Occom (Mohegan), William Apess (Pequot), Lydia Maria Child, Catharine Maria Sedgwick, James Fennimore Cooper, Jane Johnston Schoolcraft (Ojibwe), Mary Jemison (Seneca), Black Hawk (Sauk), John Rollin Ridge (Cherokee), Sarah Winnemucca Hopkins (Paiute), Wovoka (Paiute), Stephen Crane, Rudyard Kipling and Mark Twain.

Requirement: Critical Interpretation (CI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B205 Introduction to Film

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.

Requirement: Critical Interpretation (CI)
Counts towards: Film Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B207 Eating Empire: Food, Diaspora and Victorian Britain

This class will explore British culinary culture across the long nineteenth century, focusing on how food culture was used in the ordering and Othering of the world and its populations. Our lens is the relationship of food to nineteenth-century colonial and imperial discourse and we will analyze how food both traced and guided global networks of power, politics and trade. We will be particularly interested in theorizing the paradox that the trademark English comestibles – the sweet cup of tea, the curry – are colonial imports, and we will also construct a history of the industrialization of food that facilitated exportation. As we are tracing the flows of capital and foodstuffs, we will also consider the power of resisting food, by studying anti-saccharite abolitionist protests, hunger strikes and food adulteration campaigns. Organizing units will include sugar, chocolate, tea, spices. Texts will include slave narratives, nineteenth century cookbooks and colonial culinary memoirs, Thackeray's *Vanity Fair*, Stoker's *Dracula*, Carroll's *Alice in Wonderland*.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

ENGL B212 Renaissance Erotic Poetry

Even when it was concerned with elevated topics like religion, politics, or community, Renaissance poetry was deeply embodied, working through abstract topics in frank and fleshy figures. This class will serve as an introduction to Renaissance lyric, focusing on the erotic dimensions of early modern poetics. Along the way, we'll discuss topics of interest within gender and sexuality studies and queer theory. Authors will include Wyatt, Spenser, Shakespeare, Donne, Marvell, Herbert, Rochester, and Milton.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B213 Global Cinema

This course introduces students to one possible history of global cinema. We will discuss and analyze a variety of filmmakers and film movements from around the world. Students will be exposed to the discipline of film studies as it is specifically related to the cinema of East Asia, South Asia, Africa, Europe, Latin America, and the Middle East. We will

study these works with special emphasis on film language, aesthetics, and politics, as well as film style and genre. Along the way, we will explore a number of key terms and concepts, including colonialism, postcolonialism, form, realism, surrealism, futurism, orientalism, modernity, postmodernity, hegemony, the subaltern, and globalization. Filmmakers will include, among others, Wong Kar-wai, Satyajit Ray, Shirin Neshat, Fernando Mereilles, Agnès Varda, and Werner Herzog.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B216 Narrativity and Hip Hop

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip-hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists' narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia's vibrant hip-hop and literature scene. For additional information see the program's website <https://www.brynmawr.edu/philly-program>

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

ENGL B219 Virginia Woolf

This course offers an immersive introduction to the writing, life, and legacy of Virginia Woolf, who is recognized today as one of the most important writers and thinkers of the twentieth century. Our semester-long study of Woolf includes her groundbreaking novels and stories as well as her letters, diaries, essays, and works of literary criticism—or the whole of her prolific, multi-faceted writing life. “What a queer fate it is—,” Woolf wrote in her diary in 1918, “always to be the spectator of the public, never part of it.” Throughout the course, we will attend to Woolf’s “queer fate” as a social outsider and observer of everyday life (or “a snob,” in her own words), a writer, a woman, a chronically ill person, and a queer person; and we will seek to make connections between her life and broader histories, literary movements, and social communities.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Shollenberger, J.
(Spring 2025)

ENGL B220 The Teaching of Writing

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on current theories of rhetoric and composition, theories of writing and learning, writing pedagogy, and literacy issues. Students will get hands-on experience with curriculum design and lesson planning, strategies for classroom teaching and individual instruction, and will develop digital projects related to multilingual writing and plagiarism. The Praxis components of the course are primarily project-based, but we may also make one or two group visits to local sites where writing is taught.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B221 Medieval Friendship

What was Lancelot’s greater sin: committing adultery with Queen Guinevere, or betraying his best friend, King Arthur? While much has been said about courtly love in the middle ages, the value of medieval friendships tends to get overlooked. Medieval life was very communal, meaning individuals often formed relationships for practical, incidental, and personal reasons. In this course, we will examine friendships depicted in medieval literature, asking questions like: Was chivalry just the “Bro Code” for knights? What was the main source of drama in medieval monasteries? How many of Chaucer’s poems pass the Bechdel Test? We will read canonical texts like *The Book of Margery Kempe*, *The Canterbury Tales*, and Mallory’s *Le Morte D’Arthur* alongside recent literary criticism and scholarship from the emerging scholarly field of friendship studies.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Alcaro, M.
(Fall 2024)

ENGL B224 Distant Intimacies

“How close is too close?” has been a key question during the covid-19 pandemic. It’s also a question that philosophers, writers, and theorists have posed throughout the twentieth century to think through what it means to live together, form

communities, and imagine an ethical world. This course will explore ideas of distance and proximity in twentieth-century literature and theory, with a focus on queer theories of the social world, exile/belonging, friendship, temporality, and affect. Among the questions we will ask are: What are the conditions of intimacy? What (queer) forms can intimacy take? Where and when do intimate bonds require distance, even absence? Additional topics include virtual and diasporic intimacies, poets in correspondence, and ecocritical approaches to living together.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ENGL B226 Modern, Postmodern, and Contemporary Poetry

To move from Modernism to Postmodernism and on to what we call Contemporary poetry is to discover how blurry the lines between these “movements” and how fascinating the intersections between texts from each period. In this course, we will study a variety of poems, paying close attention to various elements of craft such as imagery, line, rhythm, meter, syntax, voice, and form, beginning with the assumption that the best way we get a feeling for the sound and movement of poetry is by immersing ourselves in it. We will read well-known writers who emerged during the Modern era (Eliot, Pound, William Carlos Williams, Edna St. Vincent Millay, Yeats, Wallace Stevens, Marianne Moore), as well as postmodern (John Ashbery, Susan Howe, Laurence Ferlinghetti) and contemporary poets (Elizabeth Bishop, Sylvia Plath, Seamus Heaney, Jorie Graham, Louise Glück, and Natasha Trethewey, among others). Close attention to the language of each poem will ground our discussions and our written assessments of these poets.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ENGL B227 Trans Shakespeare

Everyone knows that Shakespeare’s plays are chock-full of moments of gender trouble. Whether it is the fact of cross-dressing on stages that prohibited women actors or the episodes where already cross-dressed boy actors played men, the early modern stage reveled in the instability of gender and its performance. Less known, however, are the rich debates and theories about sex, gender, and sexuality that were going on at the time and that informed the performance of gender on Shakespeare’s stage. Indeed, three years before the publication of Shakespeare’s first folio, or collected works, a pamphlet debate between *Hic Mulier* (the man-woman) and *Haec Vir* (the womanish man) raged, bringing social anxieties about cross-dressing, sexuality, women, and masculinity to the fore of bookstall debate. This course will delve into Shakespeare’s works and put them in context in the landscape of early modern theories of gender and sexuality. Moreover, this course will engage contemporary scholarship, to re-situate our approach to gender and sexuality in Shakespeare within a trans-critical framework, moving away from gender binarism in our approach to questions of gender in early modern literature. Readings include Ben Jonson’s *Epicene*, Shakespeare’s *As You Like It*, *Twelfth Night*, *Two Gentlemen of Verona*, *Merchant of Venice*, and *Henry VI Part I*, and a selection of criticism and theory.

LITERATURES IN ENGLISH

Requirement: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Perez,G.
(Fall 2024)

ENGL B228 Post-Nuclear Literature and Film

This course will consider silence as a rhetorical art and political act, an imaginative space and expressive power that can serve many functions, including that of opening new possibilities among us. We will share our own experiences of silence, re-thinking them through the lenses of how it is explained in philosophy, enacted in classrooms and performed by various genders, cultures, and religions.

Requirement: Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
Instructor: Daniels,D.
(Spring 2025)

ENGL B231 Horror Film

How has cinema visualized monsters, death, spectral presences, and all that is beyond human comprehension? How (and why) has it sought to elicit fear, revulsion, and horror from its viewers? In this class, we'll explore these and other questions through a broad survey of the horror film across cinematic history. We'll consider a wide range of films and subgenres, including gothic silent films, "golden age" monster movies, 80s slasher films, and found footage horror. We'll also watch contemporary examples of how filmmakers like Jordan Peele, Ana Lily Amirpour, and Matt Farley have used the horror genre to produce independent, original, and critically acclaimed movies in an era dominated by franchises and high budgets. We'll pay particular attention to how the vampires, zombies, killers, and victims of horror are racialized, gendered, and classed, showing us how horror seeks (and often fails) to contain societal fears and anxieties within the realm of the fantastic. Likely films will include *The Cabinet of Dr. Caligari*, *The Night of the Living Dead*, *Get Out*, and *A Girl Walks Home at Night*, among others. This course presumes no prior knowledge of film studies, and we'll read film criticism and scholarship to learn how to think, talk, and write about movies generally and horror films specifically. CW: Given the subject of the course, we will be watching a number of films that include disturbing or frightening imagery or themes. That said, the professor will happily provide content warnings on specific topics or themes if desired.

Requirement: Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
Instructor: Daniels,D.
(Fall 2024)

ENGL B232 Race on Film: From Student Movements to BLM

This course will introduce students to cinematic representations of and engagements with race since the late 1960s. In the years following the Civil Rights Act of 1964 and the student movements of the late 1960s, struggles for racial justice evolved in response to the development of new "colorblind" forms of oppression and the persistence of racial and economic inequality in spite of the Civil Rights movement's significant political victories. Filmmakers of color experimented with how best to represent and intervene in this struggle while Hollywood

production companies sought to incorporate racial difference into their market share. We will watch a large variety of films, with a particular focus on Black cinema, from documentaries of the 1960s social movements, to early Blaxploitation films, to the L.A. Rebellion, to contemporary responses to the Black Lives Matter movement, alongside examples of Asian-American cinema, Chicana cinema, New Queer Cinema, and Indigenous science fiction. We will ask questions about the importance and limitations of representation, the relationship between political movements and art, and the intersections of race with gender, sexuality, and economic class. We will pair short theoretical and critical readings with films by, among others, Charles Burnett, Julie Dash, Cheryl Duayne, Spike Lee, Gregory Nava, and Wayne Wang.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B233 The Empire Within: British Domestic Colonialisms

This course will explore the proposition that in Victorian Britain, colonization was a domestic as well as foreign policy. Not only were Britain's Celtic peripheries (Ireland, Scotland, Wales, and Cornwall) made subject to English land seizures and extractivist practices, but citizens of these domestic colonies were routinely pressed into military and bureaucratic subaltern service in the empire abroad. Some Victorians also believed that colonialism should begin at home: we will trace the histories of pauper emigration, convict transportation, and the philanthropic "home colony" movement which sought to establish farm colonies to develop agricultural skills and moral character in the urban poor. The word "colonialism" finds its roots in *colonus* (farmer) and *colere* (cultivation); we will ask how land and culture were yoked together in the imperial project, and also trace how race, class, gender and sexuality shaped and were shaped by empire. Topics will include religion, ecology, revolution, industrialization, feminism, eugenics and Anglo-Saxon Reunionism. Authors will include canonical authors such as Charles Dickens, Wilkie Collins, Charlotte Bronte, George Eliot, Oscar Wilde and Bram Stoker, and lesser-known Celtic, non-white, and working-class authors.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Units: 1.0
Instructor: Thomas,K.
(Spring 2025)

ENGL B235 Five American Women Poets

How did American women come to poetic voice under conditions that demanded their artistic, personal and political silence? And when they did come to voice, what did they say and how did they say it? Is it possible to think about an American poetic tradition through the experience of diverse people writing under the sign and conditions of womanhood? This course examines five poets writing in five very different circumstances. Anne Bradstreet (1612-1672) was a white Puritan whose faith demanded silence but whose artistry demanded voice. Phillis Wheatley (1753-1784) was born in West Africa and stolen as a child to Boston where she was enslaved. When she began writing poetry as a teenager it was variously hailed as the work of a prodigy and condemned

as fraudulent. Jane Johnston Schoolcraft (1800-1842) was an Ojibwe woman whose white husband both solicited and crushed her poetic voice. Emily Dickinson (1830-1886) was a white, radically innovative queer poet who almost entirely eschewed publication. Frances Ellen Watkins Harper (1825-1911) was a free Black poet, novelist and journalist who attempted to use the sentimental mode to convince white and Black readers to rise up, first against slavery and then in defense of free Black equality. This course will explore each poet in depth, while engaging the broader question of the relationship of poetry to personal and political self-realization.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Schneider, B.
(Fall 2024)

ENGL B237 Cultural Memory and State-Sanctioned Violence in Latinx Literature

This course examines how Latinx literature grapples with state-sanctioned violence, cultural memory, and struggles for justice in the Americas. Attending to the histories of dictatorship and civil war in Central and South America, we will focus on a range of genres—including novels, memoir, poetry, film, and murals—to explore how memory and the imagination can contest state-sanctioned violence, how torture and disappearances haunt the present, how heteropatriarchal and white supremacist discourses are embedded in authoritarian regimes, and how U.S. imperialism has impacted undocumented migration. Throughout the course we will analyze the various creative techniques Latinx cultural producers use to resist violence and imagine justice.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B241 God in America: Literatures 1620-1865

This course proposes that to understand American literature, we must understand American Protestantism. Only a century after Martin Luther nailed his theses to a German church door, the Mayflower disgorged its radical separatist passengers into “a hideous and desolate wilderness, full of wild beasts and wild men,” aka Cape Cod, where they set up the social and religious experiment remembered as “Puritanism.” Their colony would become, they promised, a “City on a Hill.” Many other sects followed, and soon those who came for other reasons encountered a Protestant battle over America in full swing. On the one hand, Protestant challenges to social, racial, gender and political hierarchy promised unimaginable freedoms and inspired radical social change; on the other hand, Protestant arguments underwrote slavery and settler-colonial violence, gender oppression, and ecological devastation. This course begins with the Puritans, ends with the Civil War, and examines literature by white, Black and Indigenous writers grappling, from inside and outside of faith, with the question of how to live in and change God’s America.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ENGL B243 Disease and Discourse

When did “consumption” become “tuberculosis”? What does it mean when someone calls COVID-19 the “China Virus”? As human beings are confronted with novel contagions, we are also forced to grapple with the psychological and cultural impact that these illnesses have on our societies; the words we use to describe these diseases matter. In this course, we will examine literature produced during significant historical epidemics, including: divine punishment and early Christian views of leprosy; apocalypticism and the Black Death; the moralization of the AIDS crisis, and the “unprecedented times” of COVID. Readings will include such texts as Boccaccio’s *Decameron*, Defoe’s *The Journal of a Plague Year*, Mary Shelley’s *The Last Man*, and Tony Kushner’s *Angels in America*. Guided by work by critics like Susan Sontag (*Illness as Metaphor*) and contemporary scholarship in disability studies, trauma theory, and narrative medicine, we will take an interdisciplinary approach to textual production and genre, putting medical, religious, literary, and historical texts in conversation in order to better understand their reciprocal influences. Along the way, we will consider: How does language affect our perception of diseases and those who contract them?

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Alcaro, M.
(Spring 2025)

ENGL B245 Literature in the Digital Age

This course introduces students to the digital culture of the United States, primarily after 1945. What is the fate of literature in an era of vast digital technology and endlessly accumulating information? How do authors depict a world—full of invisible algorithms and hidden data centers—that seems resistant to representation? In our search for answers, we will also track the rise of computing from its U.S. military origins to its contemporary ubiquity, and we will consider both the digital’s influence on literature and the ways literature helps produce our cultural sense of what the digital is.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ENGL B246 The Global Middle Ages

We start with the question: when and where were the Middle Ages, exactly? Perhaps what comes to most people’s minds isn’t the right answer at all! This course offers students an introduction to the medieval period as a time of active cultural exchange, racial imaginaries, and decentralized globality. We will explore what it means to think about history on a global scale, how to broaden our understanding of the Middle Ages without replicating Eurocentric perspectives, and how literary texts work to mediate history instead of merely reflecting it. Further, we will consider how the definition of the medieval has been politically weaponized in our current moment, and what is at stake in resisting such delimitations. Texts may include the *Book of Ahmad Ibn Fadlan*, the *Romance of the Three Kingdoms*, and the *King of Tars*. No previous experience with medieval literature required.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Taylor, J.
(Spring 2025)

ENGL B247 Introduction to 20th Century African American Literature

This survey course is an introduction to some of the major authors, canonical texts, and defining critical debates of African American literature from 1899-1953. Selected authors include Charles Chesnutt, Angelina Grimké, Nella Larsen, Langston Hughes, Zora Neale Hurston, Sterling Brown, Ralph Ellison, and Gwendolyn Brooks. Contending with the entanglements of socio-political and aesthetic questions the course will explore the following themes: the roots of African American literature as a “peasant” literature; the role of white funders and audiences in African American literature; racial uplift ideology and the politics of class; questions of gender and sexuality; geographical (urban vs rural) divides; and ecological elements of the tradition. The course will revolve around close-reading and (written) interpretation within (and beyond) the historical and literary context of the works in question. Readings include novels, short stories, poetry, drama, autobiography and essays from the first half of the 20th century. The course is open to all and assumes no prior knowledge of African American literature.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies

Units: 1.0

Instructor: Alston, A.
(Fall 2024)

ENGL B248 Theorizing Everyday Life

The everyday is an important concept in critical cultural theory. At the same time, it is imagined to exceed academic description, providing a window onto the messiness of concrete, lived experience. In this course, we explore a range of theories of everyday life, culled from literary studies, anthropology, Black studies, feminist theory, and affect theory, in order to understand the stakes of paying attention to the familiar, the mundane, and the unnoticed. Why is the everyday so fascinating to novelists and poets? How can we understand extreme political, social, and environmental conditions as embedded in the everyday? What forms and genres of writing does the everyday demand? Students will have the chance to experiment with forms of everyday life-writing, including the inventory, the project poem, and the kitchen-table conversation.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ENGL B249 Pre-Modern Women Writers: Gender, Sex, and Literary Culture

This course is a survey of some of the most influential pre-modern women writing in English and of literary culture in an age of transition. As the late medieval world gives way and shape to the early modern, how does women’s literary culture shift, adapt, and respond to these changes? Just as importantly: how does women’s writing contest and realize changing notions of femininity? This course interrogates the ever-unstable category of woman, the relationship between the advent of colonialism and women’s writing, the expansion of capitalism and the sequestering of women’s domestic and reproductive labor, and the rich relationship between faith

and gender. We begin the course with Marie de France’s *Lais* (1150-1170) and conclude with Aphra Behn’s *Oroonoko* or *the Royal Slave* (1688). Other readings include Christine de Pizan, Margery Kempe, Mary Sidney, Elizabeth I, Mary Wroth, Margaret Cavendish, and Sylvia Frederici’s *Caliban and the Witch*. No previous experience with early modern literature is needed.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Perez, G.
(Spring 2025)

ENGL B250 Methods of Literary Study

We will explore the power of language in a variety of linguistic, historical, disciplinary, social, and cultural contexts, focusing on the power of the written word to provide a foundational basis for the critical and creative analysis of literary studies. This course will help to broaden our ideas of what texts and language accomplish socially, historically, and aesthetically. Students will thus refine their faculties of reading closely, writing incisively and passionately, asking productive questions, producing their own compelling interpretations, and listening to the insights offered by others. Prerequisite: One English course or permission of instructor. English Majors and Minors must take this class before their senior year. Not appropriate for freshmen.

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Taylor, J., Daniels, D., Flower, C.
(Fall 2024, Spring 2025)

ENGL B261 Colonizing Girlhoods: L.M.Montgomery and Laura Ingalls Wilde

This class explores what we can see anew when we juxtapose two iconic figures of North American children’s literature: L.M. Montgomery’s *Anne Shirley* and Laura Ingalls Wilder’s fictionalized self-portrait, *Laura Ingalls*. Both characters have risen to mythic proportions in their respective countries, and are powerful signs in an international culture industry. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès calls the “invention of childhood”, we will explore the ways in which images of young girls have been deployed as the benign faces of ruthless imperialism, reading through the entirety of each original series. We will track the geographical movement of both heroines, with particular attention to different spatial narratives of nationhood and empire-building, whether manifest destiny in the U.S., or what critic Northrop Frye has termed the “garrison mentality” of Canadian culture. Here we’ll be especially attentive to commonalities in how both authors produce class-stratified and racialized notions of girlhood, as well as divergences in how both countries, each still framed to varying degrees as the “infant nation” of Great Britain, yield new and evolving discourses of girlhood.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935

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

Requirement: Critical Interpretation (CI)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B271 Transatlantic Childhoods in the 19th Century

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the “invention of childhood,” we’ll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both “literary” works and texts and artifacts from a range of other discourses and spheres. We’ll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked structural differences. Here we’ll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain’s sharply stratified class landscape. If race and class are produced differently, we’ll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We’ll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor: Flower, C.

(Spring 2025)

ENGL B277 Speculative Futures, Alternative Worlds

Just as colonization is an act of speculative fiction, imagining and violently imposing a different world, so too does decolonization rely on the power of imagination. This course will explore how Latinx, Black, Indigenous, and Asian American cultural producers deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, settler colonialism, heteropatriarchy, environmental destruction, and anti-immigrant discrimination in works by writers, filmmakers, and artists such as Octavia Butler, Sabrina Vourvoulias, N.K. Jemison, Ken Liu, Alex Rivera, Edgardo Miranda-Rodriguez, as well as anthologies such as *Walking the Clouds* and *Nets for Snaring the Sun*. In doing so, we will probe the role that literature, film, and graphic narratives can play in decolonizing knowledge.

Students will be also introduced to key theoretical concepts such as modernity/coloniality; ethnic futurisms (Afro-Futurism, Latinxfuturism, Indigenous Futurism, etc.); marvelous realism; survivance, and social death that will help them unpack the critical work accomplished by genre fiction and query the ways in which the aesthetic imagination can contribute to social justice.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B283 Transnational Writing

This course is a study in direct and indirect conversations between and among writers, eras, and continents involving narrative practitioners who may never have interacted in life or letters, but whose works, nevertheless, “speak” to each other in intertextual exchanges. Almost all the works were originally written in English. The yoked works are in groupings of no more than 5 to underscore and to intensify the dialogue and to allow adequate time for discussion and written analysis. As Kenyan Ngugi wa Thiong’o observes in *The Wizard of the Crow*: “Stories, like food, lose their flavor if cooked in a hurry.”

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B287 Food Cultures in Philadelphia

Philadelphia has an exceptionally rich dining culture. “Jeet yet?” is a common refrain in a city that boasts African American, Italian and German communities of long standing, and more recent, culinarily impactful settlement by East Asian and Mexican populations. This course will explore the deep history of dining in Philadelphia, from Lenape foodways to the skills of Hercules Posey – George Washington’s enslaved chef – to the recent participation of Philadelphia cooks and restaurateurs in social justice movements. Topics will engage cross-cultural and cross-temporal questions such as immigration, religion and food, Philadelphia’s place at the center of local and global networks of production and extraction, social dining clubs vs home cooking, the shifting history of street markets, publishing culture and the recipe book, false abundance and food deserts.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

Instructor: Thomas, K.

(Fall 2024)

ENGL B288 Autotheory: An Introduction

Encompassing hybrid forms of writing that make use of everyday life, the autobiographical, and the personal to do invested critical work, autotheory (self + theory) is a genre that’s hard to pin down. What defines this trending genre and for whom has it been useful? What can autotheory do that other forms of writing cannot? How does autotheory challenge our ideas about what constitutes authoritative knowledge

and whose thinking counts as theory? Why has autotheory flourished in the fields of queer, trans, and disability studies? We begin by exploring the feminist roots of autotheory in work by Gloria Anzaldúa, bell hooks, Carolyn Steedman, and others before we turn to more recent examples: Tisa Bryant's *Unexplained Presence*, Virginie Despentes' *King Kong Theory*, Johanna Hedva's "Sick Woman Theory," Maggie Nelson's *The Argonauts*, Paul B. Preciado's *Testo Junkie*, and Claudia Rankine's *Citizen*.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

ENGL B293 Animal, Vegetable, Mineral: Medieval Ecologies

This course explores relationships between natural, non-human, and human agents in the Middle Ages. Reading natural philosophy, vernacular literature, and theological treatises, we examine how the Middle Ages understood supposedly "modern" environmental concepts like climate change, sustainability, animal rights, and protected land.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B295 Race and the Victorians

The Victorian period is often misconceived as the whitest of literary eras. This course rereads Victorian narratives as deeply entangled with and respondent to slavery and invested in and constitutive of racializing systems that still inform the world today. We will ask how writers, thinkers, and subjects of the British nineteenth century theorised race and nation. We will pay particular attention to intersections of racial thinking with class, gender and imperialism. Texts will include domestic novels, slave narratives, abolitionist poetry and prose, travelogues, and colonial policy documents. A key goal of the course will be challenging the notion that Victorian society was white, homogenous and uniformly imperialist; we will engage the writing of Black and Brown Britons, and others who took anti-colonial stands. We will also engage contemporary theory that helps us deal with the limits of both canon and archive.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

ENGL B298 Jane Austen and British Romanticism

Jane Austen wrote in revolutionary times of war, slavery, and massive social upheaval. Yet her novels are sometimes treated as "timeless" texts existing in their own separate world. This course considers Austen in her literary and historical contexts, reading several of her novels alongside a range of poets, writers, and philosophers associated with British Romanticism who are more typically interpreted in terms of political radicalism and cultural change. We will ask what changes about Austen's novels when they are read in this context, and how focusing on Austen changes how we might characterize the British Romantic movement.

Requirement: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

ENGL B299 W.B. Yeats & Gwendolyn Brooks: Reading the Poetic Career

W.B. Yeats and Gwendolyn Brooks were both radical, experimental poets whose careers included multiple important phases, each marked by its own political and aesthetic commitments. Focusing on just two writers in depth allows for serious consideration of how and why their work changed over the course of their lives, and of what it means to read such diverse bodies of work "as a whole." What changes when we focus not just on an individual poem or book but on a poet's entire career? And what might each of these two very different poetic careers teach us about the other? We will consider the thematic and technical developments and relationships between Yeats and Brooks as well as reading about the important cultural contexts and movements that shaped them, including the Irish Literary Revival and the Black Arts Movement, the struggles for Irish independence and American Civil Rights, mysticism, feminism, Black Power, internationalism, and literary Modernism.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

ENGL B302 Moby Dick

"It was the whiteness of the whale that above all things appalled me," Ishmael muses as he tries to understand the monomaniacal hunt that drives Captain Ahab and his crew of whalers of every race and creed to their watery doom. Herman Melville's 1851 *Moby Dick* and historical and critical materials surrounding it, will be the entire subject of this course. An allegory of a nation charging toward Civil War, a nation founded on ideals of freedom and equality, but built on capitalist expansion, white supremacy, slavery and genocide, *Moby Dick* is hailed by many (and many who have never read it) as "The Great American Novel." But which America, whose America? Written for the generation that would fight the Civil War, how does this novel continue to describe America, today? By turns comic, tragic, epic, mundane, thuddingly literal and gorgeously spiritual and metaphysical, the novel rewards both intricate close reading and intense historical and critical analysis. We will take up questions of race, gender and sexuality, colonialism, the animal and the human, the oceanic, freedom, individuality, totalitarianism, capitalism, nation and belonging. Students will write a midterm and a final research paper.

Units: 1.0
Instructor: Schneider, B.
(Spring 2025)

ENGL B305 Early Modern Trans Studies

This course will consider the deep histories of transgender embodiment by exploring literary, historical, medical, and religious texts from the Renaissance. Expect to read about alchemical hermaphrodites, gender-swapping angels, Ethiopian eunuchs, female husbands, trans saints, criminal transvestites, and genderqueer monks. We will consider together how these early modern texts speak to the historical, theoretical, and political concerns that animate contemporary trans studies. We will read texts by Crashaw, Donne, Shakespeare, Lyly, and Dekker as well as Susan Stryker, Dean Spade, Mel Chen, Paul Preciado, and Kadji Amin. Prerequisite: Students must have completed at least one 200-level class.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B306 Global Nineteenth-Century Literature

The nineteenth century has been called the first global century. New technologies transformed international communication and transportation, while wars of imperial conquest reshaped global politics. More translations—and more books in general—were published, and were circulated more widely, than ever before. Literary traditions from around the planet came into newly constant contact. This class will engage with a broad cross-section of literary works, some originally in English and others in translation, from six continents and many genres. We will analyze how networks of travel, exchange, influence, and circulation affected nineteenth-century writing and, in turn, how writers used literature to think about those issues. We will therefore pay particular attention to issues that shaped nineteenth-century culture in specifically transnational ways: empire, slavery, gender, industrialization, and nationhood.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ENGL B307 Literature in and of Philadelphia, 1682-1865

Love and freedom are words that constantly intertwine in the literatures of Philadelphia's self-fashioning. Known, of course, as the City of Brotherly Love, William Penn's projected utopia of religious freedom was, before the Civil War, the hotbed of political, racial, cultural and sexual revolution. The city where, in the shadow of plague and rising racism, the first non-violent Civil Rights protests took place and where Black Americans forged a literature of both freedom and beloved community. A city where, under lenient Quaker law, marriage laws allowed for greater sexual freedom than elsewhere in the country, where women were better educated than anywhere else in the world, and where experiments in gender equality and indeed, gender diversity, were able to proceed in relative peace. In this course, and in the city itself, we will examine literature written in and about Philadelphia before the Civil War, exploring how and why Philadelphians engaged questions of love, freedom and non-freedom. This course will be taught in Philadelphia as part of the Tri-Co Philly Program and make use of the city's archives, museums and historical sites.

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B315 Reading Childhood Through the Brontës

Recently, the field of childhood studies has seen a move from considering texts about children to an increased focus on texts authored by children. This theoretical turn complicates longstanding questions relating to the ethics of representing young people, opening up new frameworks for understanding agency and self-fashioning by children. This class will take up these emergent questions via the works of one family. The Brontës' texts offer a remarkable nexus for considering these critical concerns. Novels such as Emily Brontë's *Wuthering Heights* and Charlotte Brontë's *Jane Eyre* offer powerful evocations of the interior lives of children, while Anne Brontë's *Agnes Grey* and *The Tenant of Wildfell Hall* as well as Charlotte's *Villette* are unsparing in their depictions of the labor and pain of childrearing. Yet the family's juvenile

productions—minutely scripted in tiny handmade books—are integral to their mythologizing in contemporary British culture. In this class, we will take the Brontë family as a case study in an effort to understand some of the very different ways childhood came to be understood in the nineteenth century. In addition to the novels and mature poetry, we will read substantial pieces of the juvenilia (including work by Branwell Brontë), such as *Tales of Glass Town, Angria, and Gondal*, as well as the *Diary Papers* and assorted letters. We will situate these literary works alongside a range of other textual materials (philanthropic tracts; excerpts from government "Blue Books"; legal and medical writings; newspaper scandal stories; etc.). Moreover, we will consider the place of this family's historical childhood in the flourishing present-day Brontë industry, where visitors to Haworth Parsonage are invited to craft their own "tiny book" before purchasing embroidery kits replicating the sisters' schoolgirl samplers. We will ask: where does juvenilia fit into an author's corpus? How do we in fact distinguish juvenilia from ostensibly mature works, particularly in the case of such a short-lived family? How have narratives about the child geniuses informed interpretations of the women's tales of childhood?

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Flower, C.

(Spring 2025)

ENGL B321 Metropolitan Forms and Fictions

Urban life is a definitive feature of modernity. As people moved from rural areas and from other countries into increasingly large cities, ways of life modernized: how people earned a living, what kinds of communities they formed, the gendered and sexual identities that became newly possible and legible, the spaces people inhabited and how they moved through them. These and other aspects of urban life shaped literary expression. This course will examine modern and contemporary works about metropolitan experience, by writers such as Virginia Woolf, Nella Larsen, Zadie Smith, Tom McCarthy, and Mohsin Hamid. Topics to be explored include flânerie, anonymity, migrations, chance and repetition, and visibility and (dis)connection.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ENGL B322 Love and Money

We like to think that money should not influence love, but there are surprising relationships between what most people value in romantic relationships and what those same people think is most valuable economically. And what people value most changes over history as a result of broad social changes. So this course will examine similarities in various eras between love stories and economic treatises. We will begin with *Romeo and Juliet* and Shakespeare's sonnets in relation to mercantilism and colonialism, then proceed through *Jane Eyre* and *Goblin Market* in relation to industrial capitalism, then look at some modernist poems in relation to deficit spending and the need to stimulate demand, and end with Hollywood movies and the recent economics that values information and virtual copies more than anything physical.

Units: 1.0

(Not Offered 2024-2025)

ENGL B331 Somebody's Watching Me: Surveillance, Policing, and the U.S.

No one in our time could be blamed for feeling, in some way, that they are being watched. From the NSA's mass surveillance to the militarization of U.S. borders and policing to social media networks and smart devices, the contemporary world is rife with surveillance both violent and quotidian. As we will discover in this course, however, recognizing the fact of being watched also means asking: Who is watching? How are they seeing? We will question how literature, film, and artworks teach readers and viewers to see, how they structure our understanding of what can be seen, and how they might enable us to glimpse worlds outside the state's supposedly omnipresent gaze.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

ENGL B332 Early Modern Race, Empire and the Invention of the News

"The News" – the idea that things are happening and everyone should know about it through easily accessible media – defines our highly networked lives today. Our relationship to news, however, is quite fraught: anxieties about the veracity of our sources and the supposed objectivity of writers abound. But "news", and the chief anxieties associated with the form, enjoy a long history. News is often associated with the birth of democracy, the nation, and the public sphere. "The news" has also played an often overlooked and greatly understudied role in the promulgation of theories of race, the expansion of empire, and the development of capitalism. This course offers a rethinking of the history of news beginning in the sixteenth century, revealing the genre's debts to travel writing, literary culture, and popular print (including ballads and pamphlets). While this course aims to chronicle the history of news, it also moves to tell the histories of colonialism from the masses of popular print that document, debate, and disseminate its histories. Among the questions this course will interrogate are: what is the relationship between early news and literature? How does empire catalyze information culture? How do early debates around race and colonialism shape the emergence of what we might recognize as news culture? Readings include Thomas More's *Utopia*, Bartholomew de las Casas' *Brief History*, Cortez's *Five Letters*, Hakluyt's *Principal Voyages*, Shakespeare's *Merchant of Venice* and *Tempest*, Ben Jonson's *masques* and *Staple of News*, Aphra Behn's *Widow Ranter*, Defoe's *Robinson Crusoe*, and a selection of early modern pamphlets, ballads, and criticism.

Requirement: Course does not meet an Approach

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Perez, G.

(Fall 2024)

ENGL B333 Lesbian Immortal

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and notoriety; feminism and mythology; epistemes, erotics and sexual seasonality; the

death drive and the uncanny; fin de siècle manias for mummies and seances.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Thomas, K.

(Spring 2025)

ENGL B336 Topics in Film

This is a topics course and description varies according to the topic.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B337 Modernism and the Ordinary

Modernism is consistently aligned with innovation: making things new and making things strange. Yet modernist writing is preoccupied with habit, repetition, sameness, boredom, and the banal—with "things happening, normally, all the time," as Virginia Woolf once put it. This course explores the modernist fascination with the ordinary, from the objects in a kitchen to the rhythms of a day. Our primary task will be to understand the stakes of paying attention to the ordinary world for queer and women modernist writers, whose work reveals the ordinary as a site of deep ambivalence as well as possibility. Likely authors include: Woolf, Gertrude Stein, Zora Neale Hurston, Gwendolyn Brooks, Marianne Moore, and Jean Rhys.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B339 Latina/o Culture and the Art of Migration

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

ENGL B342 The Queer Middle Ages

This course examines medieval queer history, focusing on literary depictions of non-normative sexual identities and

expressions. From monastic vows of celibacy to same-sex erotic love, from constructions of female virginity to trans identity, the Middle Ages conceptualized sexuality in a range of ways and with a range of attached assumptions and anxieties. Readings will include chivalric romance, rules for monks, cross-dressing saints' lives, and legal tracts worried about unmarried women.

Requirement: Course does not meet an Approach
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B343 Sex, Sin, and the Sacred in Medieval Literature

Rather than being at odds with the church, sex and sexuality was an integral part of medieval concepts of sanctity. Even as the church attempted to regulate sexual behavior, it was also deeply invested in the relationship between the divine and the corporeal, including meditation upon the frankly erotic Song of Songs; the question of Mary's virginity and motherhood; hagiographic accounts of cross-dressing saints; and the feminization of Christ's body. This course will explore three concepts-- sex, sin, and the sacred-- and their interrelationship during the medieval period. We will investigate the complex and often contradictory ways that sex was understood, exploring how medieval people conceptualized the sacred and profane -- and then troubled the very binaries such a system established. Broadly interpreting the term "sex," we will explore issues of sexual and romantic desire; sexual acts and behaviors; medieval versions of gender identity; pre-modern understandings of "biological" sex; love and courtship; and more. Readings will be mostly literary (both canonical and non-canonical) but will also include some excerpts from religious texts and both medieval and early modern medical treatises, including work from Geoffrey Chaucer, Alain de Lille, Christine de Pizan, St. Augustine, Margery Kempe, Thomas Mallory, John Gower, and Marie de France. We will pair these primary source texts with commentary and essays from critics such as Judith Butler, Caroline Walker Bynum, Eve Kosofsky Sedgwick, Robert Mills, and Carolyn Dinshaw. While texts will be presented in their original form where possible, knowledge of Middle English is not a prerequisite for the course. Prerequisite: One 200-level English course or permission of instructor

Requirement: Course does not meet an Approach
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Alcaro, M.
(Spring 2025)

ENGL B348 Medieval Childhoods

This course examines childhood and adolescence in the Middle Ages, exploring both texts for children and those that portray childhood. We will consider adolescent sexuality, royal primogeniture, childhood education and apprenticeship, and theologies of infancy. Readings will include lullabies; early educational texts; nativity plays; chivalric training guides; poetry written by children; and instructional manuals for toys.

Counts towards: Child and Family Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B356 Black Britain

This course explores Black British literature from 1945 to the present, focusing on how the decolonization of the British Empire and pivotal moments of mass migration such as the 1948 arrival of the HMT Empire Windrush from Jamaica to London engendered a surge of Black artistic production following the second world war. We will investigate the categories of "Blackness" and "Britishness" in relation to their transnational and transracial implications, as well as their co-construction with categories of class, gender, and sexuality. Authors may include Sam Selvon, Buchi Emecheta, Caryl Phillips, Andrea Levy, Zadie Smith, Helen Oyeyemi, and others. Prerequisite: One course in Department of Literatures in English

Requirement: Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies
Units: 1.0
Instructor: Flower, C.
(Fall 2024)

ENGL B357 A Star is Born: Race, Gender, and Celebrity

This course will explore the concept of celebrity in cinema and cinematic culture from the standpoint of race and gender. Focusing on, but not limiting ourselves to, the classical Hollywood cinema (about the 1910s to the 1960s), we will approach the topic of stardom from theoretical and institutional perspectives. We will quickly discover that the study of celebrity opens out onto broad questions about the distinction between art and reality. What is the distinction, for instance, between a person and a character? What is it about celebrities that makes this question especially salient? What are we doing, precisely, when we identify with a character on screen, and, moreover, when that character is played by someone extremely famous? What are the racial, sexual, and gendered performances that go into the construction of celebrity? What political operations are at work in the formal construction of identification? Under what circumstances is identification something to be complicated, challenged, or avoided altogether? Celebrity also seems to hold within it the promise of its own demise. The extremely famous, for instance, are susceptible to infamy— or worse, irrelevance. How do race, gender, and sexuality intersect with fame's fundamental fragility, the way that celebrity seems to court obsolescence? We will examine these and other questions by way of classical and contemporary stars such as Josephine Baker, Bette Davis, Marlene Dietrich, Greta Garbo, Judy Garland, Anna May Wong, Beyoncé, and Lady Gaga.

Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B358 Gertrude Stein: Difficult Genius

As a radical modernist writer, theorist of language, and self-styled "genius," Stein looms large in literary history. In this course, it is our task to read (and enjoy!) Stein's difficult, genre-breaking writing. We will study Stein's eclectic body of work, which spans the first half of the twentieth century (and two world wars, Stein's move to Paris, a lesbian marriage, shifting ideas about gender and sexuality), against its cultural backdrop. Among the questions we will ask are: How does Stein's work redefine reading? What are the politics of "radical"

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and “experimental” language use? What is a queer text? What is a genius?

Requirement: Course does not meet an Approach
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Shollenberger, J.
(Fall 2024)

ENGL B359 Dead Presidents

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural importance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolutionary movement through the Civil War.

Units: 1.0
Instructor: Schneider, B.
(Fall 2024)

ENGL B363 Toni Morrison and the Art of Narrative Conjure

A comprehensive study of Morrison’s narrative experiments in fiction, this course traces her entire oeuvre from “Recitatif” to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being known, Morrison-as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In addition to critical essays, students complete a “Pilate Project” – a creative response to the works under study.

Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B364 Slum Fiction: From Dickens to The Wire

David Simon’s acclaimed television show *The Wire* has repeatedly been related to the Victorian novel. This course links Victorian London and 20th-century Baltimore by studying: literary relations between Dickens and Poe; slum writing; the rise of the state institution; a genealogy of serial fiction from the nineteenth century novel to television drama.

Units: 1.0
(Not Offered 2024-2025)

ENGL B371 Contemporary Literature

What is the contemporary? And when is it? Are the critically lauded works of the first two decades of the twenty-first century still “contemporary” to us? What does reading and accessing the “contemporary” tell us about our relationship to time, history, and identity? We’ll explore possible answers to all these questions by reading a diverse array of contemporary literature, covering many of the most popular and potent genres of the last twenty years, including autofiction, speculative and climate fiction, political poetry, romance, and historical fiction. We’ll also ground our readings with cutting edge literary criticism that considers not only the content of literature but its institutional and economic contexts, asking how literature has changed in an era of multinational publishing conglomerates, digital distribution, self-publishing, an expanding list of literary prizes, and the dominance of Amazon. We’ll read primary texts by Hanif Abdurraqib, Sally Rooney, Wendy Trevino, Colson Whitehead, and others. Students will engage in close analysis

of specific novels, stories, and poems, perform research on contemporary literary trends, and participate in virtual visits with contemporary scholars. Prerequisite: One 200-level course or permission of instructor.

Units: 1.0
Instructor: Daniels, D.
(Fall 2024)

ENGL B372 Black Ecofeminism(s): Critical Approaches

How have Black feminist authors and traditions theorized or represented the ecological world and their relationship to it? How does thinking intersectionally about gender(ing) and racialization expand or challenge conventional notions of “nature,” conservation, or environmental justice? In what ways does centering racial blackness critically reframe a host of practical and philosophical questions historically brought together under the sign “ecofeminism?” Combining history and theory, the humanities and the social sciences, this interdisciplinary course will use the work of Black feminist writers (broadly defined) across a range of genres to approach and to trouble the major paradigms and problems of contemporary Euro-American ecofeminist thought. The course uses fiction and poetry by Toni Cade Bambara, Toni Morrison, and Countee Cullen as a gateway to a range of critical work by Jennifer Morgan, Sylvia Wynter, Maria Mies, and Val Plumwood as it attempts to define and deconstruct what Chelsea Frazier calls “Black Feminist Ecological Thought.” Prerequisite: At least one 200-level English course and one course in Africana Studies

Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
Instructor: Alston, A.
(Spring 2025)

ENGL B374 African-American Childhoods

This course explores the literatures of African-American childhood from the late nineteenth century until the present day. We will explore “classic” works of children’s literature by authors such as Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Ann Petry, Walter Dean Myers, Virginia Hamilton, Jacqueline Woodson, James Baldwin, Paule Marshall, June Jordan, Angie Thomas and others— alongside artifacts from a range of other spheres such as textbooks, chapbooks, and the overall rise of a new child-centered periodical culture at the turn of the twentieth century. We will pay especial attention to the ways in which the intertwined categories of literacy and property have shaped racialized notions of childhood in the United States. In addition to close textual analysis, we will engage with major theoretical works in the field of childhood and identity studies, while also investigating firsthand what can be learned via the physical examination of children’s books held in Bryn Mawr’s Ellery Yale Wood Collection.

Major Writing Requirement: Writing Intensive
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

ENGL B382 Speculative Futures, Alternative Worlds

Just as colonization is an act of speculative fiction, imagining and violently imposing a different world, so too does decolonization rely on the power of imagination. This course

will explore how Latinx, Black, Indigenous, and Asian American cultural producers deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, settler colonialism, heteropatriarchy, environmental destruction, and anti-immigrant discrimination in works by writers, filmmakers, and artists such as Octavia Butler, Sabrina Vourvoulias, N.K. Jemison, Ken Liu, Alex Rivera, Edgardo Miranda-Rodriguez, as well as anthologies such as *Walking the Clouds and Nets for Snaring the Sun*. In doing so, we will probe the role that literature, film, and graphic narratives can play in decolonizing knowledge. Students will be also introduced to key theoretical concepts such as modernity/coloniality; ethnic futurisms (Afro-Futurism, Latinxfuturism, Indigenous Futurism, etc.); marvelous realism; survivance, and social death that will help them unpack the critical work accomplished by genre fiction and query the ways in which the aesthetic imagination can contribute to social justice.

Requirement: Course does not meet an Approach
 Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies
 Units: 1.0
 (Not Offered 2024-2025)

ENGL B398 Senior Seminar

Required preparation for ENGL 399 (Senior Essay). Through weekly seminar meetings and regular writing and research assignments, students will design a senior essay topic or topics of their choice, frame exciting and practical questions about it, and develop a writing plan for its execution. Students will leave the course with a departmentally approved senior essay prospectus, an annotated bibliography on their chosen area of inquiry, and 10 pages of writing towards their senior essay. Students must pass the course to enroll in ENGL 399.

Units: 1.0
 Instructor: Thomas,K.
 (Fall 2024)

ENGL B399 Senior Essay

Supervised independent writing project required of all English majors. Students must successfully complete ENGL 398 (Senior Conference) and have their Senior Essay prospectus approved by the department before they enroll in ENGL 399.

Units: 1.0
 Instructor: Hemmeter,G.
 (Spring 2025)

ENGL B403 Supervised Work

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required.

Major Writing Requirement: Writing Intensive
 Units: 1.0
 (Fall 2024)

AFST B210 Black History in American Cinema

This course will serve as an overview of the history of Black Cinema and the portrayals of persons of African descent in cinema from the early 1900s to the present. This includes developments from Hollywood, independent filmmakers, and experimental foreign films. Additionally, and more importantly, we will venture to gain a deeper comprehension of the politics

of film, as well as the ways that cinema has been used as a form of socialization, and/or self-expression.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
 Counts towards: Film Studies
 Units: 1.0
 (Not Offered 2024-2025)

CRWT B159 Introduction to Creative Writing

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

Requirement: Critical Interpretation (CI)
 Units: 1.0
 Instructor: Sheriff,S.
 (Fall 2024)

CRWT B165 The Writing Practice

This course is designed for students who are either working towards or considering proposing an independent major in Creative Writing. Over the course of seven weeks, we will explore the many approaches to maintaining a writing practice and consider various elements of the writing process. We will learn about the back-end of submitting written work so that it may be published and will help match students with published works that might inform and enhance their individual projects. While focusing broadly on the writing life, we intend to build a community of writers on campus that may turn to each other to support and nurture their own practices.

Requirement: Course does not meet an Approach
 Major Writing Requirement: Writing Intensive
 Units: 0.5
 Instructor: Sheriff,S.
 (Spring 2025)

CRWT B233 Writing for Radio and Podcast

In this course students will learn the foundations of journalism, audio storytelling, and radio/podcast production. We will break free of academic writing to find our authentic voices, and write for the ear. The course centers on two main projects: A short reported piece and a longer produced podcast episode. While the writing in and of itself is creative, this course will focus on of nonfiction writing as an audio medium. For half of the course meetings esteemed professionals from the current radio/podcast landscape will visit to share their career stories, teach us writing and production skills, and give us audio to analyze. Students will learn the basics of audio editing and produce their own pieces in Audacity or the software of their choice and workshop with classmates.

Requirement: Critical Interpretation (CI)
 Major Writing Requirement: Writing Intensive
 Counts towards: Creative Writing; Praxis Program
 Units: 1.0
 (Spring 2025)

CRWT B260 Writing Short Fiction I

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.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Sheriff,S., Torday,D.
(Fall 2024, Spring 2025)

CRWT B261 Writing Poetry I

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

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Sheriff,S.
(Fall 2024)

CRWT B265 Creative Nonfiction

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.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Torday,D.
(Spring 2025)

CRWT B266 Screenwriting

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will

be expected to outline and complete the first act of an adapted screenplay of their own.

Requirement: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

CRWT B268 Literary Editing

This course will examine the tools that literary writers bring to factual reporting and how these tools enhance the stories they tell. Readings will include reportage, polemical writing and literary reviewing. The issues of point-of-view and subjectivity, the uses of irony, forms of persuasion, clarity of expression and logic of construction will be discussed. The importance of context—the role of the editor and the magazine, the expectations of the audience, censorship and self-censorship—will be considered.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Spring,D.
(Fall 2024)

CRWT B360 Writing Short Fiction II

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

Units: 1.0

Instructor: Torday,D.
(Fall 2024)

CRWT B361 Writing Poetry II

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

Units: 1.0

Instructor: Matthews,D.
(Spring 2025)

CRWT B362 Playwriting II

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading

assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course.

Units: 1.0
(Not Offered 2024-2025)

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

Units: 1.0
(Not Offered 2024-2025)

CSTS B211 Masks, Madness, and Mysteries: Introduction to Greek Tragedy

This course will introduce the student to the world of Greek Tragedy as it flourished in Athens in 5th century BC. We will read the plays of Aeschylus, Sophocles, & Euripides and discuss the playwrights' treatment of myth, the role of the chorus, the relation between text and performance, and the relevance of Greek tragedy for subsequent centuries, down to the present day. Special attention will be given to modern performances of these ancient plays in theater and in film as well as to the themes of choral voice, disability, euthanasia, slavery; the impact of war on women & children; and the relation between mortals and immortals. Please Note: NO KNOWLEDGE OF ANCIENT GREEK IS REQUIRED. ALL TEXTS WILL BE READ IN ENGLISH!

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

EALC B240 Topics in Chinese Film

This is a topics course. Course content varies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the

currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djubar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Crucifix, E.
(Fall 2024)

HART B170 History of Narrative Cinema, 1945 to the present

This course surveys the history of narrative film from 1945 to the present. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor. This course was formerly numbered HART B299; students who previously completed HART B299 may not repeat this course.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2024-2025)

HART B205 Critical Approaches to Visual Representation: Art, Death, and the Afterlife

This course is writing intensive. This course aims to explore how art was used as a symbolic form to overcome death and to assure immortality in a variety of archaeological, philosophical, religious, sociopolitical, and historical contexts. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art. This course was formerly numbered HART B112; students who previously completed HART B112 may not repeat this course.

Requirement: Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor: Shi, J.
(Fall 2024)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts

from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B353 Politics and Fiction

This course explores relations of politics and fiction from two directions and using two kinds of texts. The greater part of the course will be concerned with “political fiction” in a broad sense of that term: here we will explore some works of (mostly) contemporary literature and film that reflect on such themes as: authority, governance, bureaucracy, totalitarianism and pluralism, the relation of public and private, and the politics of truth and narrative. Secondly, drawing on non-fictional texts, we will take up some related questions of “fictional politics.” Here, our concerns will be with the role of political myth generally, but more specifically with the particular “fictionality” of contemporary politics. Authors may include Milan Kundera, Václav Havel, Franz Kafka, Kenzaburo Oe, Jorge Luis Borges, Jane Campion, Akira Kurosawa, Joan Didion, and Hannah Arendt. Prerequisite: One lower-division course in Political Theory, Philosophy, English, or Comparative Literature, or consent of instructor.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

RUSS B277 Nabokov in Translation

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.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

MATHEMATICS

The Mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, train students in the art of logical reasoning and clear expression, and provide students with an appreciation of the beauty of the subject and of its vast applicability.

Students may complete a major or minor in Mathematics. Within the major, students may complete the requirements for secondary school certification. In addition, there are various programs that, for suitably advanced students, can be combined with the major. These include the combined A.B./M.A. program at Bryn Mawr, and combined degree programs in engineering at the California Institute of Technology, Columbia University, and the University of Pennsylvania.

Faculty

Leslie Cheng, Associate Provost for Assessment and Faculty Development and Professor of Mathematics

Olivia Chu, Assistant Professor of Mathematics

Victor Donnay, Professor of Mathematics on the William R. Kenan Jr., Chair (on leave semesters I & II)

Erica Graham, Associate Professor and Chair of Mathematics

Selvi Kara, Assistant Professor of Mathematics

Peter Kasius, Senior Lecturer in Mathematics

Paul Melvin, Professor of Mathematics (on leave semester I)

Djordje Milićević, Professor of Mathematics (on leave semesters I & II)

Amy Myers, Senior Lecturer in Mathematics and Math Program Coordinator

Daisy Sudparid, Visiting Instructor

Lisa Traynor, Professor of Mathematics and the Class of 1897 Professor of Science

Major Requirements

The requirements in mathematics are designed to ensure that all students have a solid foundation in mathematical reasoning, both algebraic and analytic, as well as an appreciation for how mathematics can be used in applications. A common core of four key courses will lay the groundwork for additional exploration in the major. Students will achieve breadth in their program by exploring three main areas of mathematical thought: algebraic (AL), analytic (AN), and applied (AP). They will achieve depth in some areas of mathematical knowledge by taking a minimum of three courses at the 300-level. Students will better understand how technology can (and cannot) be used to further mathematical understanding with an introduction to computational methods as part of the Transitions course (MATH B206), and they will develop their abilities to learn independently and communicate clearly, both orally and in written form, through completion of the Senior Conference (MATH B399).

All math majors must complete a minimum of 10 courses at the 200 level or above, including

- [Common Core]
 - MATH B201: Multivariable Calculus (or MATH H121 or MATH H216)
 - MATH B203: Linear Algebra (or MATH H215)
 - MATH B206: Transitions to Higher Mathematics (WI). This course is a pre-requisite for all 300-level Bryn Mawr math courses.
 - MATH B301: Real Analysis I (or MATH H317) or MATH B303: Abstract Algebra I (or MATH H334)
- [Breadth] Among the common core, depth, and elective choices, courses must include at least one course with each of the algebraic (AL), analytic (AN), and applied (AP) designations found in lists below.
- [Depth] A minimum of three 300-level (or 500-level) math courses including MATH B301 and/or MATH B303 but not

including senior conference (MATH B398/399) or senior research (MATH B400/403).

- [Senior Capstone] One semester of Senior Conference MATH B398/399.

These requirements will apply to students who start at Bryn Mawr in fall 2022 or later (i.e. Class of '26). Students who started in fall 2021 have the option of following these requirements or the previous requirements (see below). Students starting in fall 2020 or earlier are governed by the previous requirements. Students who are unsure about which set of requirements to follow should consult the department.

Mathematics majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year.

Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major advisor.

The following is a list of courses that satisfy the Algebraic (AL) Requirement:

- MATH B221: Intro to Topology and Geometry;
- MATH B290: Elementary Number Theory;
- MATH B295: Combinatorics;
- MATH B303/H333: Abstract Algebra I;
- MATH B304/H334: Abstract Algebra II;
- MATH B312/B512/H335: Topology;
- MATH B317: Topics in Algebra;
- MATH B390: Number Theory;
- MATH H394: Advanced topics in Theoretical Computer Science and Discrete Math;
- MATH B503: Graduate Algebra I;
- MATH B504: Graduate Algebra II;
- MATH B525: Algebraic Topology;
- MATH H395: Advanced topics in Combinatorics.

The following is a list of courses satisfying the Analysis (AN) Requirement:

- MATH B205/H218: Probability;
- MATH B210/H204: Differential Equations;
- MATH B261: Introduction to Harmonic Analysis and Wavelets;
- MATH B301/H317: Real Analysis I;
- MATH B302/H318: Real Analysis II;
- MATH B310: Mathematics of Financial Derivatives;
- MATH B311: Partial Differential Equations;
- MATH B312/B512/H335: Topology;
- MATH B322/B522: Complex Analysis;
- MATH/CMSC H340: Analysis of Algorithm;
- MATH/CMSC H345: Theory of Computation;
- MATH B390: Number Theory;
- MATH B501: Graduate Analysis I;

- MATH B502: Graduate Analysis II;
- MATH B530: Differential Topology;
- MATH H328 Mathematical Statistics;
- MATH H328: Mathematical Statistics;
- MATH H337: Differential Geometry.

The following is a list of courses satisfying the Applied (AP) Requirement:

- CHEM B221: Physical Chemistry I or CHEM H305 Quantum Chemistry;
- CHEM B321: Advanced Physical Chemistry;
- CMSC B231: Discrete Mathematics;
- CMSC B310: Computational Geometry;
- ECON B304/H304: Econometrics;
- PHYS B205: Math Methods 1;
- PHYS B207: Math Methods 2;
- PHYS B328: Galactic Dynamics and Mechanics;
- MATH H203: Statistical Methods and their Applications;
- MATH B205/H218: Probability;
- MATH B208: Modeling & Simulation;
- MATH B210/H204: Differential Equations;
- MATH H210: Linear Optimization;
- MATH H222: Scientific Computing: Continuous Systems;
- MATH B225: Financial Mathematics;
- MATH/STAT H286: Multivariate Statistical Analysis;
- MATH/STAT H286: Advanced Topics in Statistics;
- MATH/STAT H328: Mathematical Statistics;
- MATH B295: Actuarial Mathematics;
- MATH B295: Math Modeling & Sustainability;
- MATH B295: Combinatorics;
- MATH B295: Statistics with R;
- MATH/ B308: Applied Mathematics I;
- MATH B310: Math of Financial Derivatives;
- MATH/ B325: Advanced Topics in Applied Mathematics;
- MATH H360: Mathematical Economics;
- MATH H397: Advanced Topics in Applied Math: Mathematical Modeling.

When a course is listed in more than one breadth category, a student may choose in which category to count it. But a course may only be counted once for breadth. This list is not exhaustive. For the status of courses not on the list, students should consult the department.

For students declaring the math major in 2024-25 (or later), at most two courses can be doubled counted for a second major. For students who have declared the math major in 2023-24 or earlier, at most three courses can be doubled counted for a second major.

Major Writing Requirement

Students will take MATH B206: Transitions to Higher Mathematics, a writing intensive course, to satisfy the major writing requirement. Students will learn mathematical writing in the form of both proof and computer coding. This course will prepare students for the mathematical writing they will be doing at the 300 level.

Honors

The degree with honors will be awarded by the Department to students who complete the major in mathematics and satisfy the following two additional requirements.

Complete a thesis project.

- a. The thesis consists of a written project, which can be expository or contain original results, and an oral presentation of the thesis. The thesis typically involves two semesters worth of work.
 - b. While doing their two semesters of thesis work, students will be enrolled in a research course (typically Math B400: Senior Research). These two semesters of research work do not count as electives towards fulfilling the major requirements.
2. Display a high level of commitment to mathematics, which can be demonstrated in multiple ways, for example:
- a. Strong academic achievement demonstrated by a grade point average of at least 3.6 calculated using top grades from 10 math courses that complete the math major, or
 - b. Successfully completing with a merit grade at least two additional mathematics courses beyond the requirements of the major and thesis, or
 - c. Engagement with mathematical activities outside of formal course work. This could include completing a summer research project or internship, strong dedication to TAing or tutoring in math, or leadership or persistent engagement in activities that contribute to supporting and strengthening our mathematical community (such as DMC, Problem Solving Seminar, SMARP Group, or serving as a Major Representative).

Students may, in consultation with their thesis advisor, petition the Department to adjust these requirements in unusual circumstances.

Minor Requirements

The math minor requires five courses in mathematics at Bryn Mawr or Haverford.

Two of the mathematics courses must be at the 300-level or higher and the remaining three courses must be at least at the 200-level or higher; the Haverford course, Math H121, Multivariable Calculus, can also be counted towards the math minor as if it were a 200-level course. Note that MATH B206: Transitions to Higher Mathematics is a pre-requisite for any 300-level math course at Bryn Mawr.

Any of the courses from other departments listed below in the Math Electives section can be counted as a mathematics course towards the minor. These courses may only be counted as 200-level courses for the purposes of the math minor, regardless of their course numbers within their own

departments. At most one course may double-count towards both your major and the math minor.

It may also be possible to count certain math courses taken at other colleges and universities towards the math minor. This will always require special permission from the Mathematics Department.

Advanced Placement

Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for MATH 101 and could enroll in MATH 102 or MATH 201 as their first mathematics course. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for MATH 101 and 102, and should enroll in MATH 201 as their first mathematics course. All other students are strongly encouraged to take the Mathematics Placement Exam so they can be best advised.

Previous Major Requirements

These previous requirements apply to students who started at Bryn Mawr in fall 2020 or earlier. Students who started in fall 2021 have the option of following these previous requirements or the new requirements above.

A minimum of 10 semester courses is required for the major, including the six core courses listed below and four electives at or above the 200 level.

Core Requirements:

- MATH B201 Multivariable Calculus (H121 or H216)
- MATH B203 Linear Algebra (H215)
- MATH B301 Real Analysis I (H317)
- MATH B303 Abstract Algebra I (H333)
- MATH B302 Real Analysis II (H318) or MATH B304 Abstract Algebra II (H334)
- MATH B398 or B399 Senior Conference

The course numbers HXXX refer to Haverford College equivalents. With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses with approval of the major advisor.

MATH B301 and MATH B302 have been designated as Writing Attentive (WA). As the analysis and algebra sequences, MATH 301/302 and MATH 303/304, both have a strong proof writing focus, students often find it useful to take a course such as MATH 206 (Transition to Higher Mathematics) before they enroll in these sequences.

The Department will change the core requirements in coming years. As a transition to this change, with permission of the Mathematics Department certain other 300-level or 500-level math courses may be substituted for MATH B302 or MATH B304. In particular for the 2023-2024 academic year, these include MATH B310 Math of Financial Derivatives, MATH B322 Functions of Complex Variables, MATH B325 Adv. Topics Applied Math, MATH B503 Graduate Algebra I, MATH B504 Graduate Algebra II, MATH B530 Differential Topology, and at Haverford, MATH H328 Mathematical Statistics, MATH H335 Topology, MATH H340 Analysis of Algorithms, MATH H345 Theory of Computation, MATH H360 Mathematical Economics, MATH H361 Applied Multivariate Statistical Analysis, MATH H382 Mathematical Modeling and Differential Equations, MATH

H390 Advanced Topics in Algebra, and MATH H391 Advanced Topics in Geometry and Topology.

Mathematics majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year.

Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major advisor.

Math Electives:

Any mathematics course at or above the 200-level (including graduate courses) or any course cross-listed as a mathematics course at Bryn Mawr or Haverford can be used as an elective towards the major.

In addition, some Bryn Mawr and Haverford courses from departments other than mathematics that have a substantial mathematical content may also be counted as electives. Currently, courses that count as math electives include:

- CHEM B221: Physical Chemistry I or CHEM H305 Quantum Chemistry;
- CHEM B321: Advanced Physical Chemistry;
- CMSC B231: Discrete Mathematics;
- CMSC B310: Computational Geometry;
- CMSC B340: Analysis of Algorithms;
- ECON B304/ECON H304: Econometrics;
- PHYS B205: Math Methods 1;
- PHYS B207: Math Methods 2;
- PHYS B328: Galactic Dynamics and Mechanics.

A student may also, in consultation with a major advisor, petition the Department to accept additional courses as electives.

At most three courses can be doubled counted for a second major.

Major Writing Requirement

Students will take two writing attentive courses to satisfy the major writing requirement. Courses that are designated as writing attentive are MATH B301 and MATH B303.

Courses

MATH B201 Multivariable Calculus

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Kara,S., Traynor,L.
(Fall 2024, Spring 2025)

MATH B203 Linear Algebra

This course considers systems of linear equations, matrix algebra, determinants, vector spaces, subspaces, linear independence, bases, dimension, linear transformations, eigenvalues, eigenvectors, orthogonality, and applications of linear algebra. Prerequisite (or corequisite): Math 102.

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Kasius,P.
(Spring 2025)

MATH B205 Theory of Probability with Applications

The course analyzes repeatable experiments in which short-term outcomes are uncertain, but long-run behavior is predictable. Topics include: random variables, discrete distributions, continuous densities, conditional probability, expected value, variance, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: Math 201.

Requirement: Quantitative Methods (QM)

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

MATH B206 Transition to Higher Mathematics

This course focuses on mathematical writing and proof techniques. Topics include symbolic logic, set notation and quantifiers, proof by contradiction and induction, set notation and operations, relations and partitions, functions, and more. Prerequisite or Co-requisite: MATH B201 or MATH B203. Not open to students who have taken a 300 level Math course

Requirement: Quantitative Methods (QM)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Myers,A.
(Fall 2024, Spring 2025)

MATH B208 Introduction to Modeling and Simulation

Mathematical models are constructed to describe the complex world within and around us. Computational methods are employed to visualize and solve these models. In this course, we focus on developing mathematical models to describe real-world phenomena, while using computer simulations to examine prescribed and/or random behavior of various systems. The course includes an introduction to programming (in R or Matlab/Octave), and mathematical topics may include discrete dynamical systems, model fitting using least squares, elementary stochastic processes, and linear models (regression, optimization, linear programming). Applications to economics, biology, chemistry, and physics will be explored. Prior programming experience not required. Prerequisite: MATH B102 or the equivalent (merit score on the AP Calculus BC Exam or placement).

Requirement: Course does not meet an Approach; Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

Instructor: Graham,E.
(Spring 2025)

MATHEMATICS

MATH B210 Differential Equations with Applications

Ordinary differential equations, including general first-order equations, linear equations of higher order and systems of equations, via numerical, geometrical, and analytic methods. Applications to physics, biology, and economics. Co-requisite: MATH 201 or 203.

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Cheng,L.

(Fall 2024)

MATH B221 Introduction to Topology and Geometry

An introduction to the ideas of topology and geometry through the study of knots and surfaces in three-dimensional space.

The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences.

Co-requisite: MATH 201 or 203.

Requirement: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2024-2025)

MATH B225 Introduction to Financial Mathematics

Topics to be covered include market conventions and instruments, Black-Scholes option-pricing model, and practical aspects of trading and hedging. All necessary definitions from probability theory (random variables, normal and lognormal distribution, etc.) will be explained. Prerequisite: MATH 102. ECON 105 is recommended.

Requirement: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2024-2025)

MATH B290 Elementary Number Theory

Properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity, continued fractions, and applications to computer science and cryptography. Prerequisite: MATH 102.

Requirement: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2024-2025)

MATH B295 Select Topics in Mathematics

This is a topics course. Course content varies. Not all topics are open to first year students. Current topic description: This course introduces basic concepts in evolutionary game theory (EGT) and dynamics. Evolutionary dynamics is the mathematical study of the evolutionary processes that influence biological and social processes. In this course, we will cover fundamental topics in EGT, including evolutionarily stable strategies, replicator dynamics, and games on networks. We will introduce the mathematical techniques and modeling approaches needed to study real-world problems, with a focus on social evolution and human cooperation. Current topic description: This course introduces basic concepts in evolutionary game theory (EGT) and dynamics. Evolutionary dynamics is the mathematical study of the evolutionary processes that influence biological and social processes. In this course, we will cover fundamental topics in EGT, including evolutionarily stable strategies, replicator dynamics, and games

on networks. We will introduce the mathematical techniques and modeling approaches needed to study real-world problems, with a focus on social evolution and human cooperation.

Current topic description: This course is an introduction to classical and modern methods for encoding secret messages (cryptography) and the science of breaking codes and ciphers (cryptanalysis). It blends the history of secret writing, the art of creating codes, and the mathematics underlying the theory and practice of encryption and decryption. Topics include substitution and transposition ciphers, Vigenere and Hill ciphers, statistical methods in cryptanalysis, and applications from linear algebra and number theory to cryptanalysis, digital signatures, PGP, RSA, and other public-key ciphers. Latter topics also will require use of computer applets.

Prerequisites: Math B203 (Linear Algebra) or Math B206 (Transition to Higher Mathematics). Current topic description: This course samples mathematical landmarks from Classical times to the 19th century. Among these are Euclid's proof of the Pythagorean Theorem, Archimedes' determination of circular area, Newton's approximation of π , Euler's solution of the Basel problem, and Cantor's theory of the infinite. We end with a look at the mathematical heritage of Bryn Mawr College and the "math matriarchs" who built our department. In short, the course will have historical and biographical components, but its primary object is to examine, in full mathematical detail, landmarks from the long and glorious history of mathematics. Prerequisite: Any 200-level math course.

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Dunham,B., Dunham,P., Chu,O.

(Fall 2024, Spring 2025)

MATH B301 Real Analysis I

A first course in real analysis, providing a rigorous development of single variable calculus, with a strong focus on proof writing. Topics covered: the real number system, elements of set theory and topology, limits, continuous functions, the intermediate and extreme value theorems, differentiable functions and the mean value theorem, uniform continuity, the Riemann integral, the fundamental theorem of calculus. Possible additional topics include analysis on metric spaces or dynamical systems. Prerequisite: MATH 201 and MATH 206 or permission of instructor.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Cheng,L.

(Fall 2024)

MATH B302 Real Analysis II

A continuation of Real Analysis I: Infinite series, power series, sequences and series of functions, pointwise and uniform convergence, and additional topics selected from: Fourier series, calculus of variations, the Lebesgue integral, dynamical systems, and calculus in higher dimensions. Prerequisite: MATH 301.

Units: 1.0

(Spring 2025)

MATH B303 Abstract Algebra I

A first course in abstract algebra, including an introduction to groups, rings and fields, and their homomorphisms. Topics

covered: cyclic and dihedral groups, the symmetric and alternating groups, direct products and finitely generated abelian groups, cosets, Lagrange's Theorem, normal subgroups and quotient groups, isomorphism theorems, integral domains, polynomial rings, ideals, quotient rings, prime and maximal ideals. Possible additional topics include group actions and the Sylow Theorems, free abelian groups, free groups, PIDs and UFDs. Prerequisite: MATH 203 and MATH B206 or permission from instructor.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Kasius,P., Kara,S.

(Fall 2024, Spring 2025)

MATH B304 Abstract Algebra II

A continuation of Abstract Algebra I. Vector spaces and linear algebra, field extensions, algebraic and transcendental extensions, finite fields, fields of fractions, field automorphisms, the isomorphism extension theorem, splitting fields, separable and inseparable extensions, algebraic closures, and Galois theory. Also, if not covered in Abstract Algebra I: group actions and Sylow theorems, free abelian groups, free groups, PIDs and UFDs. Possible additional topic: finitely generated modules over a PID and canonical forms of matrices. Prerequisite: MATH 303.

Units: 1.0

Instructor: Kara,S.

(Spring 2025)

MATH B308 Applied Mathematics I

This course will provide a general introduction to methods and modeling in applied mathematics. A variety of mathematical tools will be used to develop and study a wide range of models, including deterministic, discrete, and stochastic methods. Additional emphasis will be placed on techniques for analyzing mathematical models, including phase plane methods, stability analysis, dimensional analysis, bifurcation theory, and computer simulations. Applications to biology, physics, chemistry, engineering, and the social sciences may be discussed. Prerequisite: MATH B203 and MATH B206 and MATH B210 or permission of instructor.

Units: 1.0

Instructor: Graham,E.

(Spring 2025)

MATH B310 Mathematics of Financial Derivatives

An introduction to the mathematics utilized in the pricing models of derivative instruments. Topics to be covered may include Arbitrage Theorem, pricing derivatives, Wiener and Poisson processes, martingales and martingale representations, Ito's Lemma, Black-Scholes partial differentiation equation, Girsanov Theorem and Feynman-Kac Formula. Prerequisite: MATH 201 and MATH B206 or permission of instructor.

Units: 1.0

(Not Offered 2024-2025)

MATH B312 Topology

General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group and covering spaces, introduction to geometric topology (classification of surfaces, manifolds). Typically offered yearly in

alternation with Haverford. Co-requisite: MATH 301, MATH 303, or permission of instructor.

Units: 1.0

Instructor: Traynor,L.

(Fall 2024)

MATH B322 Functions of Complex Variables

Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations.

Prerequisite: MATH 301 or permission of instructor.

Units: 1.0

(Not Offered 2024-2025)

MATH B325 Advanced Topics in Applied Mathematics

This topics course will focus on one advanced area in applied mathematics. Topics may include numerical linear algebra, applied partial differential equations, optimal control, parameter estimation and model fitting. Prerequisite: Math B210: Differential Equations AND one of the following: Math 206, or Math B301, or permission of instructor

Requirement: Quantitative Readiness Required (QR)

Units: 1.0

(Not Offered 2024-2025)

MATH B390 Number Theory

Study of integers with an emphasis on their multiplicative structure and topics related to analysis, and a first course in analytic number theory. Core topics: divisibility and primes, arithmetic functions, average and extremal orders, techniques of analytic number theory, Riemann zeta function, prime number theorem, Dirichlet characters, L-functions. Possible additional topics may include approximations by rational numbers, geometry of numbers, algebraic numbers and class numbers, sums of squares, and the idea of modular forms. Prerequisite: Math 201 and MATH B206, or permission of instructor.

Requirement: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2024-2025)

MATH B398 Senior Conference

A seminar for seniors majoring in mathematics. Topics vary from year to year.

Units: 1.0

Instructor: Graham,E.

(Fall 2024)

MATH B399 Senior Conference

A seminar for seniors majoring in mathematics. Topics vary from year to year.

Units: 1.0

Instructor: Traynor,L., Myers,A.

(Spring 2025)

MATH B400 Senior Thesis

Independent research for senior thesis in Math

Units: 1.0

Instructor: Chu,O., Cheng,L., Kara,S.

(Fall 2024, Spring 2025)

MATHEMATICS

MATH B403 Supervised Work

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024, Spring 2025)

MATH B501 Graduate Real Analysis I

In this course we will study the theory of measure and integration. Topics will include Lebesgue measure, measurable functions, the Lebesgue integral, the Riemann-Stieltjes integral, complex measures, differentiation of measures, product measures, and L^p spaces.

Units: 1.0

(Spring 2025)

MATH B502 Graduate Real Analysis II

This course is a continuation of Math 501.

Units: 1.0

(Not Offered 2024-2025)

MATH B503 Graduate Algebra I

This is the first course in a two course sequence providing a standard introduction to algebra at the graduate level. Topics in the first semester will include categories, groups, rings, modules, and linear algebra.

Units: 1.0

(Not Offered 2024-2025)

MATH B504 Graduate Algebra II

This course is a continuation of Math 503, the two courses providing a standard introduction to algebra at the graduate level. Topics in the second semester will include linear algebra, fields, Galois theory, and advanced group theory. Prerequisite: MATH B503.

Units: 1.0

(Not Offered 2024-2025)

CHEM B221 Physical Chemistry I

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201.

Requirement: Quantitative Methods (QM)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Goldsmith, J.

(Fall 2024)

CMSC B231 Discrete Mathematics

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory. Prerequisites: CMSC B231 or CMSC H231 or MATH B231 or MATH H231.

Requirement: Quantitative Methods (QM)

Units: 1.0

Instructor: Zhou, Y.

(Fall 2024)

CMSC B311 Computational Geometry

A study of algorithms and mathematical theories that focus on solving geometric problems in computing, which arise naturally from a variety of disciplines such as Computer Graphics, Computer Aided Geometric Design, Computer Vision, Robotics and Visualization. The materials covered sit at the intersection of pure Mathematics and application-driven Computer Science and efforts will be made to accommodate Math majors and Computer Science majors of varying math/computational backgrounds. Topics include: graph theory, triangulation, convex hulls, geometric structures such as Voronoi diagrams and Delaunay triangulations, as well as curves and polyhedra surface topology. Prerequisite: CMSC B151 or CMSC H106 or CMSC H107, and CMSC B231, or CMSC H231 or MATH B231 or MATH H231, or permission of instructor.

Requirement: Quantitative Readiness Required (QR)

Units: 1.0

(Not Offered 2024-2025)

CMSC B340 Analysis of Algorithms

This course will cover qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Topics include: performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior and correctness and complexity. Particular classes of algorithms will be studied in detail. This course fulfills the writing requirement in the major. Prerequisites: CMSC B151, or CMSC H106 or CMSC H107, and CMSC B231, or CMSC H231 or MATH B231 or MATH H231 or permission of instructor.

Requirement: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Xu, D.

(Fall 2024)

ECON B304 Econometrics

The econometric theory presented in ECON 253 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON B253 or ECON H203 or ECON H204 and ECON B200 or ECON B202 and MATH B201 or permission of instructor.

Counts towards: Data Science

Units: 1.0

Instructor: Kim, M.

(Spring 2025)

PHYS B205 Mathematical Methods in the Sciences I

This course is the first of two half-semester sessions which presents topics in applied mathematics useful to students in physics, engineering, physical chemistry, geology, and computer science. This first session will cover infinite series, complex variables, Fourier series, integral transforms, special functions, and ordinary differential equations. Lecture three hours and additional recitation sessions as needed. Prerequisite: MATH B102.

Requirement: Course does not meet an Approach

Units: 0.5

Instructor: Matlin, M.

(Fall 2024)

PHYS B207 Mathematical Methods in the Sciences II

This course is the second of two half-semester sessions which presents topics in applied mathematics useful to students in physics, engineering, physical chemistry, geology, and computer science. This second session covers advanced ordinary differential equations, partial differential equations, special functions, series solutions, and boundary-value problems. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B205, MATH B201 and MATH B203

Requirement: Course does not meet an Approach
 Units: 0.5
 Instructor: Matlin, M.
 (Fall 2024)

PHYS B306 Mathematical Methods in the Physical Sciences

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed. Prerequisite: MATH 201 and 203.

Units: 1.0
 (Not Offered 2024-2025)

PHYS B328 Galactic Dynamics & Advanced Classical Mechanics

This course is for the advanced undergraduate interested in the physics galactic dynamics and evolution, i.e. collisionless, gravitational N-body systems composed of stars and dark matter. Topics covered will include potential theory, orbit theory, collisionless Boltzmann equation, Jeans equations, disk stability, violent relaxation, phase mixing, dynamical friction and kinetic theory. To support these theories, we will also cover advanced topics in classical mechanics including Lagrange & Hamilton methods, the central force problem, canonical transformations, action-angle variables, chaos and perturbation theory. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisites: MATH B201, MATH B203, PHYS B201, B214, and PHYS B308 or permission from instructor.

Units: 1.0
 (Not Offered 2024-2025)

**MIDDLE EASTERN/CENTRAL ASIAN/
 NORTH AFRICAN STUDIES**

The Program in Middle Eastern, Central Asian, and North African Studies (MECANA) offers a minor focusing on the study of the area from Morocco to Afghanistan, from antiquity to the present day. Bryn Mawr students can investigate the history, politics, and cultures of the Middle East, Central Asia, and North Africa through coursework, independent study, study abroad, and events here and at neighboring institutions.

The Director of MECANA is also the advisor for the

concentration and can assist students to plan coursework and independent study, including independent majors.

There are two tracks in the MECANA concentration: one requires study or competence in a modern regional language, the other does not.

Faculty

Middle Eastern/MECANA Studies

Rubina Salikuddin, Assistant Professor and Director of the Middle Eastern, Central Asian, and North African Studies Program on the Isabel Hamilton Benham Professorship in International Affairs

Advisory Committee

Gracy Armstrong, Eunice M. Schenck 1907 Professor of French and Francophone Studies and Director of Middle Eastern Languages (on leave semester II)

Jennie Bradbury, Assistant Professor and Co-Chair of Classical and Near Eastern Archaeology

Edwige Crucifix, Assistant Professor of French and Francophone Studies

Pardis Dabashi, Assistant Professor of Literatures in English (on leave semesters I & II)

Manar Darwish, Senior Lecturer and Coordinator of Bi-Co Arabic Program

Sylvia Houghteling, Associate Professor of History of Art

Colin McLaughlin-Alcock, Visiting Assistant Professor of Anthropology

Rocco Palermo, Assistant Professor of Classical and Near Eastern Archaeology

Agnès Peysson-Zeiss, Senior Lecturer in French and Francophone Studies (on leave semester II)

Aytug Sasmaz, Assistant Professor of Political Science

Alicia Walker, Professor of History of Art and Director of Graduate Group in Classics, Archeology and History of Art

Wu Xin, Assistant Professor of Classical and Near Eastern Archaeology

Track 1

The first track consists of six courses in the Humanities or Social Sciences that include pre-modern and modern topics distributed in the following manner:

1. A basic course that offers a broad introduction to the region and its peoples. When available, students should take MEST 100: Introduction to MECANA Studies at Bryn Mawr. If this course is not available, students will select a comparable introductory course in consultation with the MECANA advisor(s).
2. Five elective courses, including:
 - at least one course at the 300 level, in a specific area to be chosen in consultation with the MECANA advisor. This area might be defined in terms of conceptual, historical, or geographical interests and, in many cases, will be connected to work in the student's major.

MIDDLE EASTERN/CENTRAL ASIAN/NORTH AFRICAN STUDIES

- at least one course must be in the Social Sciences, and at least one course must be in the Humanities.
 - at least one course must be pre-modern/early modern in content (before 1800) and at least one course must be modern or contemporary in content (after 1800).
3. Of the six courses required for the minor, only two may form a part of the student's major.

Track 2

The second track includes language study. Students opting for this track must take the equivalent of two years of study of a modern regional language. Four additional courses distributed as follows are required for the minor:

1. A basic course that offers a broad introduction to the region and its peoples. When available, students should take MEST 100: Introduction to MECANA Studies at Bryn Mawr. If this course is not available, students will select a comparable introductory course in consultation with the MECANA advisor(s).
2. Three elective courses, including:
 - at least one course at the 300 level, in a specific area to be chosen in consultation with the MECANA advisor. This area might be defined in terms of conceptual, historical, or geographical interests and, in many cases, will be connected to work in the student's major.
 - at least one course must be in the Social Sciences, and at least one course must be in the Humanities.
 - at least one course must be pre-modern/early modern in content (before 1800) and at least one course must be modern or contemporary in content (after 1800).
3. Of the courses required for the minor, only two may form a part of the student's major.

For Middle Eastern languages taught at Bryn Mawr and Haverford, please see the course listings for the Bi-College Program in Arabic and the Bryn Mawr offerings in Hebrew. Additional regional languages may be offered at the University of Pennsylvania.

Courses

MEST B301 An Introduction to Middle East Media and Culture

This course explores contemporary culture in the Middle East. The course will introduce students to a wide array of relevant theory on modernity and modernization, home and diaspora, as well as social movements and democratization, all through the interrogation of a diverse set of media texts that highlight key issues facing communities across the Middle East. Each week we will focus on a vital social issue facing the communities in the Middle East and compare how it is presented in the media, as compared to the ideals of the society and local and regional collective imaginaries of identity. Students will gain competence at analyzing media texts, as we address these issues through a selection of television serials, films and music videos and other media sources. Students will be exposed to the complexity of daily life and culture across the Middle East, from the lifestyle

of communities in affluent urban spaces, to the struggles of the urban poor living in informal settlements, and everyone in between. Prior courses in Middle East Studies or Film Studies encouraged.

Requirement: Course does not meet an Approach
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies; Visual Studies

Units: 1.0
(Not Offered 2024-2025)

MEST B302 The Legacy of Genghis Khan: The Mongols & Their Successors

This course examines the political, intellectual, and social history of Genghis Khan, the Ilkhanid Mongols, and their successors in the Middle East and Central Asia from the thirteenth century to the sixteenth century CE. We will consider the formation of new political norms, changing trends in trade, and an increasingly hybrid cultural and artistic production that characterize this period.

Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern & Islamic Studies

Units: 1.0
(Not Offered 2024-2025)

ANTH B223 The Global Middle East: Colonialism, Oil, the War on Terror

A central premise of this course is that European colonial intervention in the Middle East did not just impact the Middle East, but mobilized social, material, and ideological projects which fundamentally transformed Europe itself, producing the modern "West" and the contemporary globe. Challenging tendencies to think of the Middle East as distant and different, students will explore the ways that Euro-American intervention in the Middle East shapes our everyday lives in the contemporary U.S. We will explore how the economy, culture, identity, and social organization of contemporary life in Europe and the U.S. builds off of, and is dependent upon, this history of intervention. We will conclude with an examination of global solidarity movements, with a focus on Black American activists' solidarity work in the Arab world, to ask how this global interconnection makes the Middle East an important site for building and imagining a more just world.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0
Instructor: McLaughlin-Alcock, C.
(Fall 2024)

ARAB B003 Second Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media. Prerequisite: ARAB H002 or placement by instructor.

Requirement: Course does not meet an Approach
Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0
Instructor: Darwish, M.
(Fall 2024)

ARAB B004 Second-Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media. Prerequisite: ARAB B003 or placement.

Requirement: Course does not meet an Approach
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Darwish, M.
(Spring 2025)

ARCH B101 Introduction to Egyptian and Near Eastern Archaeology

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies; Museum Studies
Units: 1.0
Instructor: Bradbury, J.
(Fall 2024)

ARCH B212 Visual Culture of the Ancient Mediterranean

This course explores the visual culture of the ancient Mediterranean world from the second millennium BCE to early Roman times. Drawing from an extensive variety of extant evidence that includes monuments, sculpture, paintings, mosaics, and artifacts deriving from culturally and geographically distinct areas, such as the Minoan world, Egypt, Turkey, Syria, Phoenicia, Cyprus, Greece, Macedonia, Italy, Tunisia, and Spain, the course explores how such evidence may have been viewed and experienced and how it may have, in turn, shaped the visual culture of the well-interconnected ancient Mediterranean world. Focusing on selected examples of evidence, including its materials, style, and methods of production, the course will also consider how past and current scholarly attitudes, approaches, and terminology have affected the understanding and interpretation of this evidence.

Requirement: Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Dunn, S.
(Fall 2024)

ARCH B214 The Archaeology of Agricultural Revolutions in Western Asia

This course examines the archaeology of one of the most fundamental shifts to have occurred in human society in the last 12,000 years, the origins of agriculture. Via assigned readings, class work and lectures we will consider the varied factors which led (or did not lead) to the adoption of agriculture, questioning what the core building blocks of agricultural life were across Western Asia and exploring societies that

did not experience these changes. We will also discuss the impacts these developments have had, and continue to have, on modern society and culture in the Middle East, North Africa and beyond. Themes covered will include societal organization, identity (gender, ethnicity, culture, personhood etc.), communication, and the relationships between humans, animals, and the environment. The class will also begin to address the relationships between colonialism and archaeology in Western Asia and explore what the future of a post-colonial and anti-racist archaeology looks like in this region.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B229 Visual Culture of the Ancient Near East

This course examines the visual culture of the Ancient Near East based on an extensive body of architectural, sculptural, and pictorial evidence dating from prehistoric times through the fifth century BCE. We will explore how a variety of surviving art, artifacts, sculpture, monuments, and architecture deriving from geographically distinct areas of the ancient Near East, such as Mesopotamia, the Eastern Mediterranean, Anatolia, and Iran, may have been viewed and experienced in their historical contexts, including the contribution of ancient materials and technologies of production in shaping this viewing and experience. By focusing on selected examples of diverse evidence, we will also consider how past and current scholarly methods and approaches, many of them art-historical, archaeological, and architectural in aim, have affected the understanding and interpretation of this evidence. In doing so, we will pay special attention to critical terms such as aesthetics, style, narrative, representation, and agency.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B235 Death and Burial in the Ancient Near East

Death is a shared human experience; however, it provokes a huge variety of responses; from the ad hoc and hasty burial of the deceased through to elaborate and lengthy funerary rituals. One of the most direct forms of evidence we have as archaeologists for the people who lived thousands of years ago are burials. The Ancient Near East also offers a rich corpus of textual and visual material, which can be used to explore the ways in which ancient societies conceptualized and thought about death, from the nature of the afterlife to the role of malevolent or helpful ghosts.

Requirement: Inquiry into the Past (IP)
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B237 Art and Archaeology of Central Asia

Exploring the rich and vibrant cultural heritage of Central Asia, this course delves into the region's history, art, and archaeology spanning from the third millennium BCE to the eighth century CE. Central Asia, constituting the territory between western China and eastern Iran, served as the heartland of the ancient Silk Road. Despite its significance, the region's history and culture often remain shrouded in mystery, largely unknown to the academic community. This course sheds light on topics related to Central Asia, such as state formation, nomadism, religious beliefs, trade, and arts and crafts production of Central Asia, while emphasizing the region's interconnectedness with the broader world.

Requirement: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B240 Archaeology and History of Ancient Mesopotamia

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.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Xin,W.
(Spring 2025)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B247 The World of Gilgamesh

This course explores how the people of ancient Mesopotamia perceive and comprehend the fundamental questions of human existence, such as the intricacies of life and death, gender and sexuality, the relationship between humans and the divine, and the definition of self-identity in relation to the outside world, through an examination of the literary works and archaeological remains from the ancient Near East. Guided by the epic tale of Gilgamesh, the legendary king of Uruk in Mesopotamian

mythology, we will journey back to the mesmerizing world of the fourth and third millennium BCE, when human civilizations first emerged and thrived. This course offers an immersive experience, enabling students to unleash their intellectual creativity through dramatic performances and curation of a digital exhibit showcasing early Mesopotamian civilization.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B249 The Archaeology of Urban Revolutions in Western Asia

This course examines the archaeology of one of the most fundamental developments to have occurred in human society in the last 6,000 years, the origins of cities. Via assigned readings, class work and lectures we will consider the varied factors which led (or did not lead) to the emergence of cities, questioning what cities were (and are) and how they functioned in the ancient world. We will explore different trajectories towards urbanism that can be identified in the archaeological record and consider societies that did not experience these changes. By exploring processes and practices over the long-term, students will address issues of inequality in the earliest urban societies, developing an understanding of how axes of power and difference interacted to produce inequalities and hierarchies. We will also discuss the impacts these developments have had, and continue to have, on modern society and culture in the Middle East, North Africa and beyond. Themes covered will include the 'urban revolution', rurality and urbanism, urban planning and growth, houses and households, communication and mobility, climate and environment, power and inequality.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Bradbury,J.
(Spring 2025)

ARCH B253 Gender Archaeology in Pre-Islamic Western Asia

This course explores the intersections of gender and archaeology in Western Asia during the pre-Islamic periods. It examines how diverse social groups use multiple means to construct, perform, and negotiate gender, sex, identities. The course discusses gender's intricate relationship with class, sexuality, and religion through analysis of texts, visual representations, spatial organization, and other material traces of the past. Grounded in the tradition of gender archaeology, this course draws on various discourses and interpretive frameworks to offer new archaeological approaches for understanding and discussing gender dynamics in both past and present societies.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Xin,W.

(Fall 2024)

ARCH B312 Bronze Age Internationalism

This course explores the rise and fall of the first international age in the eastern mediterranean. We will focus on the cultural and diplomatic connections between Egypt, Syria, Anatolia and the Aegean during the Bronze Age, c. 2000-1200BCE..

Prerequisites: ARCH B101 and 102; ARCH B101 and a 200-level ARCH course; or ARCH B102 and a 200-level ARCH course; or two 200-level ARCH courses; or permission by instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Bradbury,J.
(Spring 2025)

ARCH B317 Cultural Heritage and Endangered Archaeology

This course will examine how and why archaeological sites are 'endangered'. Primarily focusing on the Near East and North Africa (the MENA region), we will examine the different types of archaeological and heritage sites found across this broad region, and some of the threats and disturbances affecting them. We will consider how different interest groups and stakeholders view, value and present historical and archaeological sites to the general public, as well as the success of modern initiatives and projects to safeguard the heritage of the MENA region. Our research will consider the ethics of cultural preservation, as well as the issues and problems encountered by heritage specialists working in areas of modern conflict. Whilst not all damage can be prevented, the course will consider how different threats and disturbances might be mitigated. Prerequisite: Upper level 300-level course. Students should have completed at least two 100 level/200 level courses in either classical or near eastern archaeology.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B328 The Roman Empire in South West Asia

This course examines the impact – or lack thereof – the Roman Empire had on the visual and material culture in the Eastern Mediterranean and South-West Asia from the 2nd century BCE to the 5th century CE. To understand the local response to Rome's expansion, we study the complex political and social structures that were in place in these regions long before the arrival of Rome as well as the agents that continuously negotiated between Rome, local polities, and external factors (i.e., nomadic tribes). We will explore the multi-faceted world of the easternmost provinces of the Roman Empire with reference to archaeological, visual, and textual sources and adopt counter-narrative approaches to critically discuss the nature of colonial and imperial encounters. The completion of ARCH B101 (Egyptian and Near Eastern Archaeology) or 102 (Classical Archaeology) is a prerequisite for this course.

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

HART B201 Critical Approaches to Visual Representation: Medieval/Modern

This is a topics course. Course content varies. This course is writing intensive. This course examines intersections between the medieval and modern worlds through art and architecture. Students study medieval works of art and/or architecture as well as their afterlives in the modern era, as realized through revivals of style and form, museum exhibition excavation, alteration and adaptation for reuse, etc. There are no prerequisites for this course. Enrollment preference given to majors and minors in History of Art. Current topic description: This course examines the devotional painting tradition of Byzantium (fourth to fifteenth centuries) and explores its impact on subsequent traditions of early modern, modern, and contemporary art. Students consider icons from the perspectives of iconography, style, function, and materiality. Focus then shifts to how Byzantine painting inspired subsequent artists, including Henri Matisse, Andy Warhol, and Mark Rothko, who reworked and updated the conceptual frameworks informing the medieval icon tradition.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

Instructor: Walker,A.
(Fall 2024)

HEBR B001 Elementary Hebrew

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Requirement: Course does not meet an Approach

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

Instructor: Sataty,N.
(Fall 2024)

HEBR B002 Elementary Hebrew

This is a continuation of HEBR B001, the year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

MIDDLE EASTERN/CENTRAL ASIAN/NORTH AFRICAN STUDIES

Requirement: Course does not meet an Approach
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Sataty,N.
(Spring 2025)

HIST B234 An Introduction to Middle Eastern History

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Requirement: Inquiry into the Past (IP)
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Salikuddin,R.
(Fall 2024)

INST B210 Popular Uprisings in Global Perspective

In recent years, popular uprisings and protest movements have mobilized hundreds and thousands of people in different parts of the world to demand a radical overhauling of existing systems and changes in political leadership. These uprisings have raised a series of questions that will be the focus of this class. What are the catalysts, underlying causes and demands of these protest movements? What can we learn from the grassroots organizing that allowed these movements to gain momentum? All too often popular uprisings in the Global South in particular, are seen as representing the failures and limits of revolutionary action and politics rather than their potential and promise. What then, do recent popular uprisings reveal about the limitations and relevance of various theoretical approaches to explaining revolutionary phenomena and action? How might local scholars and activists analyzing the popular uprisings taking place in their countries, allow us to develop new vocabularies and frameworks for understanding popular protests and revolutionary action elsewhere? Students will explore these questions through a series of case studies including Sudan, Hong Kong, Chile, Lebanon, France, Ethiopia and India.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

INST B301 Politics of Aid and Humanitarianism

This course explores the relationship between humanitarian aid, politics and the legacy of colonialism. Our goal will be to historicize and contextualize humanitarian policies and practices through specific case studies which can include, but will not be limited to: Haiti, Sudan, USA, Sri Lanka, Yemen, Palestine, Somalia, Brazil, Nicaragua and the Philippines. We will use these case studies to explore topics such as the militarization of aid and the politicization of emergency assistance. We will also be looking to non-traditional sources such as novels, films, NGO documents and congressional hearings to gain insight from the perspectives of those

impacted by and/or shaping humanitarian policies and practices. Finally, we will examine the ways 'non-Western' actors and humanitarian organizations are reshaping the field of humanitarianism and relationships across the Global South more broadly.

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B218 Early-Modern Intersections: a New Italian Renaissance

The period or movement commonly referred to as the Renaissance remains one of the great iconic moments of global history: a time of remarkable innovation within artistic and intellectual culture, and a period still widely regarded as the crucible of modernity. Although lacking a political unity and being constantly colonized by European Empires, Italy was the original heartland of the Renaissance, and home to some of its most powerful and enduring figures, such as Leonardo and Michelangelo in art, Petrarch and Ariosto in literature, Machiavelli in political thought. This course provides an overview of transnational Italian culture from the fourteenth to the sixteenth century by adopting a cross-cultural, intersectional, and inter-disciplinary approach. The course places otherness at the center of the picture rather than at its margins, with the main aim to look at pivotal events and phenomena (the rise of Humanism, courtly culture, the canonization of the language), not only from the point of view of its protagonists but also through the eyes of its non-male, non-white, non-Christian, and non-heterosexual witnesses. The course ultimately challenges traditional accounts of the Italian Renaissance by crossing also disciplinary boundaries, since it examines not only literary, artistic, and intellectual history, but also material culture, cartography, science, technology, and history of food and fashion. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Zipoli,L.
(Fall 2024)

MEST B100 Introduction to Middle Eastern, Central Asian and North African Studies

This course introduces the interdisciplinary field of Middle Eastern Studies with a focus on analytical approaches, methods, and tools. Students consider the dynamics of the region in the premodern and modern periods and become familiar with the major issues and debates that dominate various disciplinary approaches to the Middle East. Readings include both important canonical and alternative scholarship in order to examine the limits and possibilities of the field.

Requirement: Critical Interpretation (CI)
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Salikuddin,R.
(Fall 2024)

MEST B201 Society and Culture of the Middle East Through Film

This course is designed so that students begin to acquire a knowledge and understanding of the contemporary Arab world through film. A main focus would be society and the representation of family life with all its intricacies. Because the region is extremely diverse and the life of its people and their experiences are, especially in the present, complex, it is necessary to select only a few of the countries in the region and their cinemas to focus on. This should allow for deeper study and meaningful conclusions. The cinemas of several Arab countries will be examined. Egypt has always been and to a large extent remains the center of Arabic-language cinema; three quarters of all Arabic-language feature films having been produced there. Films by famous directors such as Youssef Chahine and Shadi Abdel Salam, among others, will be appropriate to consider. But films from other Arab countries, e.g., from North Africa and the Middle East, will also be included for comparison and a more comprehensive picture.

Requirement: Cross-Cultural Analysis (CC)
 Counts towards: Film Studies; Middle Eastern/Central Asian/North African Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

MEST B205 Topics: Ethics and Islam

This is a topics course. Course content varies. This course will provide a foundation in the study of Islam and introduce students to Islamic ethical thought

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Middle Eastern/Central Asian/North African Studies
 Units: 1.0
 (Not Offered 2024-2025)

MEST B208 Introduction to the History of the Medieval Middle East

This course will provide an overview of the political and social history of the Middle East and North Africa from the sixth century C.E., in the Late Antique Period, with the tensions between the Byzantine and Sasanian empires and the rise of Islam in the Arabian Peninsula, to the fourteenth century C.E., with the Mongol invasions marking the end of the Abbasid caliphate in Baghdad. While students will be introduced to the political figures and frameworks of this period, there will also be a focus on social and cultural developments among the diverse populations that lived in the medieval Middle East, Central Asia, and North Africa, their relationships with one another, and how they interacted with their neighbors. Issues of political and religious authority and legitimacy, the development of social and cultural institutions, the production of artistic and literary works will also be explored.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
 Counts towards: Middle Eastern/Central Asian/North African Studies
 Units: 1.0
 (Not Offered 2024-2025)

MEST B210 The Art and Architecture of Islamic Spirituality

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
 Counts towards: Middle Eastern/Central Asian/North African Studies; Visual Studies
 Units: 1.0
 (Not Offered 2024-2025)

MEST B215 Iran: History, Culture, and Politics

This course explores the history, cultures, and politics of Iran from the time of the Arab Conquest in the 7th Century CE to the Iranian Revolution in 1979 CE. It introduces students to Iranian civilization through its changing political systems, rich intellectual and religious movements, and vibrant cultural developments that spanned this long period of time. It will examine the various ethnic, religious, and cultural groups that have called Iran home and look at the ways that the diverse inhabitants of the region have interacted with one another. This course will also pay special attention to important religious and intellectual thinkers including the mystic Bayazid Bistami, the Illuminationist Shihab al-din al-Suhrawardi, the poet Sa'adi Shirazi, the philosopher Mulla Sadra, the founder of the Baha'i faith Baha'ullah, and modern social theorist Ali Shariati.

Requirement: Inquiry into the Past (IP)
 Counts towards: Middle Eastern/Central Asian/North African Studies
 Units: 1.0
 Instructor: Salikuddin, R.
 (Spring 2025)

MEST B301 An Introduction to Middle East Media and Culture

This course explores contemporary culture in the Middle East. The course will introduce students to a wide array of relevant theory on modernity and modernization, home and diaspora, as well as social movements and democratization, all through the interrogation of a diverse set of media texts that highlight key issues facing communities across the Middle East. Each week we will focus on a vital social issue facing the communities in the Middle East and compare how it is presented in the media, as compared to the ideals of the society and local and regional collective imaginaries of identity. Students will gain competence at analyzing media texts, as we address these issues through a selection of television serials, films and music videos and other media sources. Students will be exposed to the complexity of daily life and culture across the Middle East, from the lifestyle of communities in affluent urban spaces, to the struggles of the urban poor living in informal settlements, and everyone in between. Prior courses in Middle East Studies or Film Studies encouraged.

MIDDLE EASTERN/CENTRAL ASIAN/NORTH AFRICAN STUDIES

Requirement: Course does not meet an Approach
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies; Visual Studies
Units: 1.0
(Not Offered 2024-2025)

MEST B305 Merchants, Pilgrims & Rogues: Travels through the Mid East

This course will critically approach the various ways that people have traveled to and within the Middle East, Central Asia, and North Africa in the medieval and modern periods. It will explore the many reasons that induced people to travel by looking at travelogues produced by these various travelers, the material culture of travel (e.g. pilgrimage scrolls, architecture and infrastructure that facilitated travel and lodging, movement of commodities, postcards, etc.), and scholarly work on travel, tourism, and migration more broadly. This course will include travels by merchants, pilgrims, adventurers, scholars, conquering armies, imperial powers, oil tycoons, and refugees.

Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

MEST B315 Empire in the Premodern Middle East

This course focuses on empire in Late Antique, medieval, and early modern Middle East, North Africa, and Central Asia, including that of the Sasanians, Umayyads, Abbasids, Fatimids, Ilkhanids, Safavids, and Ottomans. It will explore the rise, politics, economics, longevity, social relations, and cultural production of these empires. While examining the histories of these empires, students will also interrogate the very category of empire, its meanings, its institutions and actors, and its usefulness in studying the region. It will also consider how premodern empires differed from those of the modern period and how the legacies of these empires might continue into the present.

Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Salikuddin,R.
(Spring 2025)

POLS B283 Middle East Politics

This course offers an overview on the contemporary politics of the Middle East and North Africa (MENA) region and the relevant social (mostly political) science work on it. It brings together empirical knowledge on domestic and transnational politics in different countries of the region and how empirical political science around the big questions is conducted. Each module of the course revolves around a central question that has been keeping social and political scientists busy in the last decades: What triggers risky protest movements in authoritarian settings? Why has the MENA region remained authoritarian despite successive global waves of democratization? Under which conditions do transitions to democracies succeed? Do monarchies in the Middle East have an advantage in ensuring political stability, and if so, why? Is it impossible to ensure good governance and peace at the same time in divided societies? What motivates people to take up arms in the name of religion and sect? What are the reasons

behind the economic underdevelopment of the MENA region? Students are also invited to think about these "big questions" and take MENA countries as their case studies, while at the same significantly enhancing their contextual knowledge about the region. No prerequisites, but either some prior familiarity with the Middle East or a prior political science course encouraged.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Sasmaz,A.
(Fall 2024)

POLS B318 United States and the Middle East

American foreign policy is supposedly undergoing a reorientation away from the Middle East, sometimes described as a "pivot to Asia." To what extent is this pivot actually happening and why? What does it mean for the people and politics of the Middle East and for the future of US relations with allies and adversaries in the region? In this course we will study the history of US relations with state and non-state actors in the region to build historical perspective that will help us more effectively think about these contemporary questions. We will examine how debates over alternative futures are unfolding in Washington as well as how local actors in the Middle East are responding. Prerequisites: At least one of the following: POLS 283 Middle East Politics, Introduction to Comparative Politics or International Studies and at least one 200-level POLS course (i.e. two POLS courses), or permission of instructor.

Major Writing Requirement: Writing Intensive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B382 Political Parties, Polarization and Democracy

Political parties are facing a crisis around the world. Trust in them as civic organizations plummets. Elite politicians do not invest in party organization-building and find other ways to build linkages with voters. Meanwhile, new forms of civic and political participation emerge, such as social media activism, boycotting and 'buy'cotting, and occupation of urban spaces, the implications of which cannot be very well understood by parties. The Middle East and North Africa region, with its history of personalistic and/or militaristic authoritarian regimes, weak party organizations and divided societies, is experiencing an acute form of this crisis. While there is a heightened sense of political participation in the region, as indicated by the repetitive waves of protests since the early 2010s, people debate whether democracy and/or good governance are attainable without political parties.

Major Writing Requirement: Writing Intensive
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Sasmaz,A.
(Spring 2025)

MUSEUM STUDIES

Students may complete a minor in Museum Studies.

Museum Studies is a program that offers students a rich and dynamic education in both museum theory and practice. Students have the opportunities to learn about the history of museums and their roles in society as well as to engage with critical, theoretical museum scholarship. Through coursework and internships, students will also have the opportunity to gain practical hands-on experience in Bryn Mawr's Special Collections as well as in museums in Philadelphia and beyond. This dynamic and inter-disciplinary program intersects disciplines such as the History of Art, Anthropology, Archaeology, History, Education, Cities, Biology and Geology. The Bryn Mawr Museum Studies program aims to empower students to become significant contributors to various professions throughout museums, galleries and archives.

The Museum Studies program calls upon the College's extensive collection of art and artifacts, rare books and prints, photographs and manuscripts, which facilitates research and experiential learning for students. Through Bryn Mawr's Special Collections, students can draw upon the in-house expertise of a strong group of curators and other museum professionals working in the department. Bryn Mawr is in close proximity to the museum-rich Philadelphia region, and students have the opportunity to work with distinguished and diverse museum professionals across the city.

Faculty

Monique Scott, Associate Professor of History of Art and
Program Director of Museum Studies

Matt Feliz, Visiting Assistant Professor of History of Art

Sylvia Houghteling, Associate Professor of History of Art

Librarians

Carrie Robbins, Curator and Academic Liaison for Art
& Artifacts

Museum Studies Minor Curriculum

The requirements for the minor are:

2 Core Courses:

HART B275: "Museum Studies: History, Theory, Practice"

HART B420: "Museum Studies Fieldwork Seminar" (or a similar praxis internship course)

4 Elective Courses:

A student can take four elective courses related to museum studies. These can be courses that are currently listed as official "Museum Studies" courses or any relevant courses that have museum studies content (with permission of the Director of Museum Studies).

Courses

AFST B204 #BlackLivesMatterEverywhere

#BlackLivesMatterEverywhere: Ethnographies & Theories on the African Diaspora is a interdisciplinary course closely examines political, cultural, intellectual, and spiritual mobilizations for Black Lives on local, global and hemispheric levels. We will engage an array of materials ranging from literature, history, oral histories, folklore, dance, music, popular culture, social media, ethnography, and film/ documentaries. By centering the political and intellectual labor of Black women and LGBTQ folks at the forefront of the movements for Black Lives, we unapologetically excavate how #BlackLivesMatterEverywhere has a long and rich genealogy in the African diaspora. Lastly, students will be immersed in Black queer feminist theorizations on diaspora, political movements, and the multiplicities of Blackness.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Museum Studies

Units: 1.0

Instructor: López Oro, P.
(Spring 2025)

AFST B206 Black Latinx Americas: Movements, Politics, & Cultures

This interdisciplinary course examines the extensive and diverse histories, social movements, political mobilization and cultures of Black people (Afrodescendientes) in Latin America and the Caribbean. While the course will begin in the slavery era, most of our scholarly-activist attention will focus on the histories of peoples of African descent in Latin America after emancipation to the present. Some topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on "racial democracy," the relationship between gender, class, race, and empire, and recent attempts to write Afro-Latin American histories from "transnational" and "diaspora" perspectives. We will engage the works of historians, activists, artists, anthropologists, sociologists, and political theorists who have been key contributors to the rich knowledge production on Black Latin America.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B101 Introduction to Egyptian and Near Eastern Archaeology

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

Instructor: Bradbury, J.
(Fall 2024)

MUSEUM STUDIES

ARCH B102 Introduction to Classical Archaeology

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

Instructor: Palermo, R.

(Spring 2025)

ARCH B203 Ancient Greek Cities and Sanctuaries

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B229 Visual Culture of the Ancient Near East

This course examines the visual culture of the Ancient Near East based on an extensive body of architectural, sculptural, and pictorial evidence dating from prehistoric times through the fifth century BCE. We will explore how a variety of surviving art, artifacts, sculpture, monuments, and architecture deriving from geographically distinct areas of the ancient Near East, such as Mesopotamia, the Eastern Mediterranean, Anatolia, and Iran, may have been viewed and experienced in their historical contexts, including the contribution of ancient materials and technologies of production in shaping this viewing and experience. By focusing on selected examples of diverse evidence, we will also consider how past and current scholarly methods and approaches, many of them art-historical, archaeological, and architectural in aim, have affected the understanding and interpretation of this evidence. In doing so, we will pay special attention to critical terms such as aesthetics, style, narrative, representation, and agency.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B252 Pompeii

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Requirement: Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Spring 2025)

ARCH B317 Cultural Heritage and Endangered Archaeology

This course will examine how and why archaeological sites are 'endangered'. Primarily focusing on the Near East and North Africa (the MENA region), we will examine the different types of archaeological and heritage sites found across this broad region, and some of the threats and disturbances affecting them. We will consider how different interest groups and stakeholders view, value and present historical and archaeological sites to the general public, as well as the success of modern initiatives and projects to safeguard the heritage of the MENA region. Our research will consider the ethics of cultural preservation, as well as the issues and problems encountered by heritage specialists working in areas of modern conflict. Whilst not all damage can be prevented, the course will consider how different threats and disturbances might be mitigated. Prerequisite: Upper level 300-level course. Students should have completed at least two 100 level/200 level courses in either classical or near eastern archaeology.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

ARCH B347 Ancient Artifacts in the Bryn Mawr Special Collections

Centered on the question, how we can learn from and through objects, this course explores a selected corpus of artifacts from the ancient Mediterranean in the Bryn Mawr Special Collections with the aim to uncover how these objects were made and used and what they might have meant to their ancient users. Students will handle, study, and interpret a variety of artifacts made of clay, metal, stone, and glass, ranging from vessels, mirrors, and statuettes to mosaics and frescoes used originally in a variety of contexts of ancient Mediterranean daily life and spanning now their second-life as constituents of the Bryn Mawr Special Collections. Through close observation and analysis of the procurement and trade of the raw materials of these objects and their manufacturing techniques and decoration, including its themes, which extend from daily scenes and mythological tales to colorful abstract motifs and intriguing inscriptions, students will examine the use and function of these artifacts as evidence of meaningful ancient Mediterranean cultural thought, behavior, and experience. Interpretation will be based on close observation and active and experiential learning, through tactile engagement with these objects, comparing and contrasting them, studying their conservation, and inquiring, through deep critical thinking, archival work, and reflexivity, about their provenience, collecting, and digital itineraries. Prerequisites: ARCH B101 and B102.

Requirement: Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: Museum Studies

Units: 1.0

(Fall 2024)

CHEM B208 Topics in Art Analysis

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Requirement: Scientific Investigation (SI)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2024-2025)

FREN B105 Directions de la France contemporaine

Ce cours a pour objet les dynamiques et les tensions qui structurent ou déstructurent la France contemporaine. Dans quelle mesure la France a-t-elle profité de la colonisation et de l'esclavage pour devenir la France ? Le modèle républicain est-il mis à mal par ce qu'on appelle les "communautarismes", ou n'est-il lui-même qu'un déguisement du communautarisme de la majorité ? Quel est ce "séparatisme" qui menacerait la cohésion nationale et les valeurs universalistes de la France ? Pourquoi la laïcité est-elle en crise aujourd'hui ? L'État de droit peut-il demeurer un État de droit face au djihadisme ? L'arbitrage impossible entre priorité sanitaire et priorité économique montre-t-il que le pouvoir politique est devenu impuissant ? Les travaux à rendre vous permettront de vous exprimer dans des formats innovants (podcast, présentation vidéo, réalisation de pages Internet) et de perfectionner vos compétences à l'oral aussi bien qu'à l'écrit. Prerequisite: FREN 005 or 101.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Museum Studies; Visual Studies

Units: 1.0

Instructor: Le Menthéour,R., Leclère-Gregory,C.
(Spring 2025)

GEOL B210 Cataloging Collections

This course is an introduction to cataloguing as an integral component of museum collections management. Students will consider the history, theories, and practices of cataloguing as a museum practice as it relates to the different objectives of various types of museums (art, natural history, science, history, zoological). Students will explore how cultural attitudes, institutional policies, and social expectations have historically influenced, and continue to shape, the development of collections management policies and procedures, while undertaking projects related to collections research and cataloguing. They will evaluate and recommend standardized vocabularies to build a collections database that accommodates more complex histories while optimizing searchability. They will engage with instructors who are actively involved in the professional operations of and calls to "decolonize" collections, becoming trained in the fundamentals of cataloguing collections as they actively rethink these structures and contribute to object records.

Requirement: Course does not meet an Approach

Counts towards: Data Science; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

HART B120 History of Chinese Art

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions. This course was formerly numbered HART B274; students who previously completed HART B274 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Museum Studies

Units: 1.0

Instructor: Shi,J.

(Spring 2025)

HART B201 Critical Approaches to Visual Representation: Medieval/Modern

This is a topics course. Course content varies. This course is writing intensive. This course examines intersections between the medieval and modern worlds through art and architecture. Students study medieval works of art and/or architecture as well as their afterlives in the modern era, as realized through revivals of style and form, museum exhibition excavation, alteration and adaptation for reuse, etc. There are no prerequisites for this course. Enrollment preference given to majors and minors in History of Art. Current topic description: This course examines the devotional painting tradition of Byzantium (fourth to fifteenth centuries) and explores its impact on subsequent traditions of early modern, modern, and contemporary art. Students consider icons from the perspectives of iconography, style, function, and materiality. Focus then shifts to how Byzantine painting inspired subsequent artists, including Henri Matisse, Andy Warhol, and Mark Rothko, who reworked and updated the conceptual frameworks informing the medieval icon tradition.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive

Counts towards: Middle Eastern/Central Asian/North African Studies; Museum Studies

Units: 1.0

Instructor: Walker,A.

(Fall 2024)

HART B268 Telling Bryn Mawr Histories: Topics, Sources, and Methods

This course introduces students to archival and object-based research methods, using the College's built environment and curatorial and archival collections as our laboratory. Students will explore buildings, documents, objects, and themes in relation to the history of Bryn Mawr College. Students will frame an original group research project to which each student will contribute an individual component. Prerequisite: An interest in exploring and reinterpreting the institutional and architectural history of Bryn Mawr College and a willingness to work collaboratively on a shared project.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Museum Studies

Units: 1.0

(Not Offered 2024-2025)

HART B275 Introduction to Museum Studies

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies

MUSEUM STUDIES

between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the "new museology." Not open to first-year students. Enrollment preference given to minors in Museum Studies. This course was formerly numbered HART B281; students who previously completed HART B281 may not repeat this course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Museum Studies; Visual Studies
Units: 1.0
Instructor: Scott,M.
(Fall 2024)

HART B276 Topics in Museum Studies

This is a topics course. Course content varies. This course was formerly numbered HART B248.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Museum Studies
Units: 1.0
(Not Offered 2024-2025)

HART B340 Topics in Material Culture

This is a topics course. Course content varies. This course was formerly numbered HART B345. Current topic description: This undergraduate seminar examines histories and theories of ornament from a wide range of disciplinary, temporal, and geographic perspectives. The course will engage with intermedial, and intercultural transfers of ornament, while also interrogating the idea of ornament as a universal language, and will seek to locate ornament in its material, geographic, and historical contexts. As a class, we will also explore the hands-on processes of pattern-making and ornamentation through fieldtrips, workshops and visits to Bryn Mawr Special Collections. Current topic description: This course investigates the artistic and ecological histories of textile dyes focusing in particular on the nineteenth-century transition away from plant, animal, and mineral dyes to synthetic dyes. The course will include hands-on dyeing activities and fieldtrips to meet with contemporary practitioners.

Requirement: Course does not meet an Approach
Counts towards: Museum Studies
Units: 1.0
Instructor: Houghteling,S.
(Fall 2024, Spring 2025)

HART B420 Museum Studies Fieldwork

This course provides students a forum in which to ground, frame and discuss their hands-on work in museums, galleries, archives or collections. Whether students have arranged an internship at a local institution or want to pursue one in the Bryn Mawr College Collections, this course will provide a framework for these endeavors, coupling praxis with theory supported by readings from the discipline of Museum Studies. The course

will culminate in a final presentation, an opportunity to reflect critically on the internship experience. Prior to taking the course, students will develop a Praxis Learning Plan through the Career and Civic Engagement office. All students will share a set syllabus, common learning objectives and readings, but will also be able to tailor those objectives to the specific museum setting or Special Collections project in which they are involved.

Counts towards: Museum Studies; Praxis Program
Units: 1.0
Instructor: Scott,R., Houghteling,S.
(Spring 2025)

HIST B237 Themes in Modern African History

This is a topics course. Course content varies

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

HIST B349 Topics in Comparative History

This is a topics course. Topics vary.

Counts towards: Africana Studies; Museum Studies
Units: 1.0
(Not Offered 2024-2025)

PSYC B231 Health Psychology

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100). Students may take either this course or HLTH/PSYC H245 not both.

Requirement: Course does not meet an Approach
Counts towards: Health Studies; Museum Studies
Units: 1.0
Instructor: Leszko,M.
(Fall 2024)

SPAN B312 Latin American and Latino Art and the Question of the Masses

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature

department. Students seeking Spanish credit must have taken BMC Spanish 120 and at least one other Spanish course at a 200-level, or received permission from instructor. Course does not meet an Approach. Counts toward Latin American, Iberian and Latina/o Studies. Counts toward Museum Studies.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

MUSIC

The music curriculum is designed to deepen students' understanding of musical form and expression through the development of skill in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

As a result of having majored in our department, students exhibit proficiency in various skills appropriate to a specific area of the curriculum as listed below. But beyond such competence, we seek to develop their awareness of aesthetics and of their place in the history of musical performance, craft, and scholarship.

Faculty

Ingrid Arauco, The Ruth Marshall Magill Professor; Professor of Music

Scott AuCoin, Visiting Assistant Professor of Music

Curtis Cacioppo, Professor Emeritus of Music

Richard Freedman, The John C. Whitehead 1943 Professor of the Humanities; Chair and Professor of Music

Heidi Jacob, Professor of Music

Mei-ling Lee, Assistant Professor of Music

Edwin Porras, Assistant Professor of Music

Nathan Zullinger, Assistant Professor of Music

Learning Goals

Music Department faculty members are committed to the education of the whole musician. This entails the study of performance, theory, culture, and history, as we believe these disciplines support each other in a comprehensive understanding of music. Depending on the level of the individual course, we aim for students to:

- gain command of chosen instrument or voice, showing understanding of technical skills of musicianship.
- understand how to apply appropriate interpretive choices to a given musical work.
- analyze important aspects of musical style and structure, both in score and aurally.

- demonstrate ability to deploy elements of melody, harmony, and structure in original creations.
- understand the roles music plays in different cultures, both past and present, and the tools used to interrogate those roles.
- explore the ways in which technology (from notation to the internet) shapes musical thought and expression.
- develop rhetorical skills to speak and write about music with conviction, and the bibliographical skills required to find works and critical perspectives that inform these judgements.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

Curriculum

Composition/Theory

The composition/theory program stresses proficiency in aural, keyboard, and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

Musicology

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

Performance

Haverford's music performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and chamber ensembles. Students can receive academic credit for their participation (MUSC H102, MUSC H214, MUSC H215, and MUSC H216), and can receive credit for Private Study (MUSC H208 for Instrumental Study, MUSC H209 for Voice Study, and MUSC H210 for Keyboard Study). Student chamber ensembles, solo instrumentalists, and vocalists also give informal recitals during the year. Courses such as Art Song and Topics in Piano have a built-in performance component.

Private Lessons

Students can arrange private music lessons through the department or independently. We have a referral list of many fine teachers in the Philadelphia area with whom we are affiliated. The department helps to subsidize the cost of lessons for students with financial need who are studying for academic credit.

Major Requirements

- Composition/Theory: MUSC H203, MUSC H204, and MUSC H303.
- Musicology: A total of three courses: MUSC H229, plus any two courses in music history or musicology at the 200 or 300 level.
- Two full-credit electives in Music at the 200 or 300 level.
- Performance

MUSIC

- Participation in a department-sponsored performance group for at least a year.
- MUSC H208, MUSC H209, or MUSC H210 instrumental or vocal private study for one year.
- We strongly urge continuing ensemble participation and instrumental or vocal private study.
- A Senior Project (as detailed below)
- We expect majors to attend the majority of department-sponsored concerts, lectures, and colloquia.

Students may take only one elective course abroad or at another institution in the U.S., including within the Tri-College Consortium or at Penn, with prior written approval from the Chair of the Music Department.

Senior Project

Senior majors in the Department of Music may choose to undertake their capstone experience by pursuing one of the following focused project options: an original composition or theoretical inquiry; a musicology research paper; a full recital performance; a personalized plan of study within an elective course beyond the number required. In some cases, projects might combine two fields—performance and theory, for example—and may involve joint advisorship. All projects culminate in public presentation appropriate to their nature and scope.

Majors are asked in February of their junior year to discuss with department faculty members their ideas for the senior experience, identify an advisor, and submit a formal, written project proposal to the Chair before spring break. Proposals are then reviewed by the Music faculty in department meetings. Frequently the department asks that proposals be modified and submitted for a second review before final approval is given. Notification of departmental approval is sent by the chair to students in April. As soon as the project is approved, students are expected to consult with the advisor to determine a clear schedule for the timely completion of work according to the unique needs of the project. Students are often encouraged to get a head start on senior project work well before the beginning of their final fall semester.

Majors pursuing an independent project in composition/theory, musicology or performance generally register for MUSC H480 in both the fall and spring semesters of their senior year. Each semester of MUSC H480 earns one course credit; however, only one semester of MUSC H480 counts toward the courses required for the major. Majors pursuing the expanded curricular option may be advised to take a preparatory fall MUSC H480, which likewise would earn one course credit, but not apply toward fulfillment of major requirements.

Senior Project Learning Goals

- In the process of preparing an original composition, the student exercises the ability to compose a substantial work (e.g., string quartet, song cycle, piano sonata) exhibiting proficiency in notation, clarity of structure, stylistic integrity, and awareness of historical models. In pursuing a theoretical inquiry, the student engages in the analysis of musical content through primary and secondary sources, aiming for a synthesis of perspectives and an expression of insights sensitive to music's interpretive possibilities.

- In the process of preparing a senior thesis in musicology, the student develops the ability to craft an original research question based on knowledge of and reflection upon prior literature in the field. The student will also demonstrate command of appropriate musicological research methods, clear written expression, and the capacity to speak with authority about the topic in a public presentation.
- In the process of preparing a senior recital, the student hones the skills to present a technically and interpretively challenging program of repertory from a range of stylistic periods.
- In the process of fulfilling a program of intensified study within an additional course elective, the student expands curricular horizons, and meets the highest-level challenges in their experience as a major.

Regardless of the specific path taken, it is intended that the senior experience stimulate reflection on the discipline of music as a whole, and lead to the student's awareness of place within the unfolding history of musical creativity, scholarship and performance. Each project should in its own way constitute a consummation of the student's musical growth throughout the undergraduate years.

Senior Project Assessment

Whether undertaken in the context of an intensified elective or of an independent study the actual numerical grade assigned for the senior project remains at advisor discretion. The department as a body discusses the project's relative quality and the consistency of effort brought to bear in its production, to aid the advisor in evaluation. A written summary of the department's collective appraisal of the student's achievement in the senior experience is furnished by the chair to the student prior to Commencement.

Requirements for Honors

Honors

- Minimum GPA in music courses of 3.7 AND grade on senior project of 4.0.

High Honors

- Outstanding, standard-setting contribution to the department in the context of courses and/or ensembles.
- Exceptional level of originality, depth, and synthesis in the senior project as compared to undergraduate work generally, outside Haverford (i.e., a level of work that should be sufficient to gain admission to top graduate programs in the field).

Minor Requirements

- Composition/Theory: MUSC H203 and MUSC H204.
- Musicology: A total of two courses: MUSC H229, plus one course in music history or musicology at the 200 or 300 level
- One full-credit elective in Music at the 200 or 300 level.
- MUSC H208, MUSC H209, MUSC H210 instrumental/vocal private study or department ensemble participation for one year.

- We expect minors to attend the majority of department-sponsored concerts, lectures, and colloquia.

Students may take only one elective course abroad or at another institution in the U.S., including within the Tri-College Consortium or at Penn, with prior written approval from the Chair of the Music Department.

Special Programs and Funds

The Music Department Concert Artist Series presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions, and informal encounters. Among artists recently featured have been pianist Peter Serkin, violinist Miranda Cuckson, the Orlando Consort, the Borromeo String Quartet, the Renee Rosnes Jazz Quartet, and the Borealis Wind Quintet with pianist Leon Bates.

The Network for New Music Residency features Philadelphia's distinguished contemporary music ensemble in reading and recording sessions for student composers, performances of contemporary music with students in the Chamber Music program, and a concert series highlighting the work of prominent living composers.

The William Heartt Reese Music Fund was established in 1977 to honor William Heartt Reese, Professor of Music and conductor of the Glee Club and Orchestra at Haverford from 1947 to 1975. The fund supports applied music lessons for students enrolled in the department's private study program.

The John H. Davison '51 Fund for Student Composers supports the performance of new works by student composers. This fund recognizes John's 40 years of teaching and musical creativity at Haverford.

The Orpheus Prize is awarded for exceptional achievement in the practice of tonal harmony.

The Kessinger Family Fund for Asian Performing Arts sponsors musical performances and lecture-demonstrations that enrich Haverford's cross-cultural programs. Since its inception in 1997, the fund has supported visits by artists representing traditions of South, Central, and East Asia, and Indonesia.

Facilities

See the departmental web page for a description of performance, rehearsal, library spaces, instruments and equipment.

Courses

MUSC H102 CHORALE (0.5 Credit)

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra and student soloists. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Entrance by audition. Students can start Chorale at the beginning of any semester. This course is graded universal P/F in which no numerical grade is assigned. Prerequisite(s): Audition and consent of the instructor.

Nathan Zullinger
Division: Humanities
(Offered: Spring 2025)

MUSC H110 INTRODUCTION TO MUSIC THEORY (1.0 Credit)

An intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing, keyboard harmony, and dictation. This course is appropriate for students who sing or play an instrument, but who have had little or no systematic instruction in music theory. Topics include time and pitch and their notation, scales, intervals, triads, basic harmonic progressions, melodic construction, harmonization of melody, non-harmonic tones, transposition, and key change (modulation). Students who wish to explore the art of musical composition will find this course especially useful, as two creative projects are assigned: the composition of a pair of melodies in the major and minor modes, and a 32-bar piece which changes key. Preparation for these projects is provided through listening and analysis of works in a variety of musical styles. Students having completed this course will be prepared to enter Music 203, the first semester of the theory sequence for music majors.

Ingrid Arauco
Division: Humanities
Domain(s): A: Creative Expression

MUSC H111 LISTENING TO HISTORY (1.0 Credit)

When does music history begin in the West? How has Western music evolved and—just as importantly—why? This course teaches students to hear how musical style changes over time while considering the social and technological conditions that underpin such changes. We listen closely and critically to works by Bach, Mozart, Beethoven, Chopin, and Stravinsky, among others, discussing these using a precise shared vocabulary. At the same time, we read historical documents closely related to musical sound: Bach's frustrating negotiations with his church employers; Wolfgang Mozart's intimate letters to his father and musical mentor, Leopold; the emotional testament in which Beethoven grapples with his hearing loss. Ultimately, we traverse a thousand years to discover how Western music went from being a liturgical ritual of plain, unaccompanied song to an extravagant secular form of entertainment for elite audiences in modern cities. No prior musical knowledge is required.

Elaine Fitz Gibbon
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Spring 2025)

MUSC H115 INTRODUCTION TO IMPROVISATION AND JAZZ HARMONY (1.0 Credit)

Intensive, hands-on introduction to the improvisatory practices and techniques of Black American Music/jazz, with a strong focus on both style and rhythm/groove. By the end of the semester, students will learn to play, analyze, and compose solos using blues/pentatonic scales, modes, and chord-based melodic structures. Pre-requisite(s): Prerequisite: the ability to play an instrument (voice included - scat-singers welcome!) Lottery Preference: Lottery with priority given to music majors and minors.

Leonardo Dugan
Division: Humanities
Domain(s): A: Creative Expression

MUSIC

MUSC H122 AFRICAN AMERICANS, MUSIC, AND THE AMERICAN EXPERIENCE (1.0 Credit)

How did African-American expressive culture become such an influential presence in the US? This course surveys the myriad genres and styles of African American Music from early jazz styles and urban blues to the birth of rhythm 'n blues, as well as contemporary expressions such as hip-hop. It explores development and impact of popular music particular to the United States, including its commercialization, mass mediation, and the penetration of mainstream America and the global market. Students will be introduced to seminal figures in the creation of African American popular music.

Edwin Porras

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

MUSC H134 ELECTRONIC MUSIC EVOLUTION: FROM FOUNDATIONAL BASICS TO SONIC HORIZONS (1.0 Credit)

Electronic music, a constantly evolving entity, has revolutionized the way we create and experience music. This course, *Electronic Music Evolution*, offers a deep dive into its history, theory, and practical application. From the Telharmonium's inception to contemporary interactive performances, students will develop critical listening skills. Hands-on use of cutting-edge production tools will enable students to compose electronic music works, exploring composition and performance alongside emerging electronic music theories. This course does not count for the Music major or minor. Lottery Preference: Music major / Music minor

Mei-ling Lee

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Spring 2025)

MUSC H140 TRANSATLANTIC SOUNDS (1.0 Credit)

This course provides an overview of the world's musical traditions, with selected case studies from each of ten regions: Oceania, South Asia, East Asia, Southeast Asia, the Middle East, North America, Europe, Africa, the Caribbean, and Latin America. It introduces ways to think and write about the huge diversity of musical genres from different parts of the world, together with their performers, audiences, and cultural contexts.

Edwin Porras

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

MUSC H142 WORLDS OF MUSIC: EUROPE AND THE AMERICAS (1.0 Credit)

This course is part of an ethnomusicology series: "Worlds of Music," which covers music from Europe and the Americas, Africa and the Middle East, and Asia. This course provides an overview of the musical traditions of the Americas and Europe, with selected case studies that emphasize folk, traditional, and popular musics, together with their performers, audiences, and cultural contexts, including major musical instruments, traditional and popular genres, notation systems, musical concepts, and extra musical contexts. It combines musical analysis of representative examples with examination of social, political, and historical background to the musics of this region. The course is open to students from all disciplines; there are no

pre-requisites and knowledge of music performance and theory is helpful but not necessary. This course does not count toward the major or minor.

Edwin Porras

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

MUSC H203 PRINCIPLES OF TONAL HARMONY I (1.0 Credit)

An introduction to tonal music theory and compositional practice, drawing on diverse American and European repertoires. Explored are techniques of musical analysis, harmonization in four parts, and the craft of composition from the phrase level to larger units of structure. Composition of a set of variations, sonatina, or other homophonic piece is the final project. Lab period covers related aural and keyboard harmony skills. Prerequisite(s): MUSC 110 or instructor consent

Mei-ling Lee

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

MUSC H204 PRINCIPLES OF TONAL HARMONY II (1.0 Credit)

Continuation of Music 203, covering chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major or minor; should be taken the semester after Music 203. Prerequisite: Music 203.

Mei-ling Lee

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Spring 2025)

MUSC H208 PRIVATE STUDY: INSTRUMENTAL (0.5 Credit)

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

Heidi Jacob

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Spring 2025)

MUSC H209 PRIVATE STUDY: VOICE (0.5 Credit)

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

Nathan Zullinger
 Division: Humanities
 Domain(s): A: Creative Expression
 (Offered: Spring 2025)

MUSC H210 PRIVATE STUDY: KEYBOARD (0.5 Credit)

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

Heidi Jacob
 Division: Humanities
 Domain(s): A: Creative Expression
 (Offered: Fall 2024)

MUSC H214 CHAMBER SINGERS (0.5 Credit)

A 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day, in original languages. The choir performs on and off campus, both public concerts and outreach concerts to underserved audiences. Requires attendance at three 80-minute rehearsals weekly. Entrance by audition at the beginning of the Fall semester each year. This course is graded universal P/F in which no numerical grade is assigned.

Nathan Zullinger
 (Offered: Fall 2024)

MUSC H215 CHAMBER MUSIC (0.5 Credit)

Intensive rehearsal of works for small instrumental groups, with supplemental assigned research and listening. Performance is required. Students enrolled in Chamber Music have the opportunity to receive coaching from visiting artists on the Concert Artist Series and from resident ensembles. Performances take place at Haverford and Bryn Mawr Colleges, and other community venues. This course is available to those students who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. In addition, all students playing orchestral instruments must participate concurrently in the Orchestra, unless granted permission by the music director. Entrance by audition only. This course is graded universal P/F in which no numerical grade is assigned.

Heidi Jacob
 Division: Humanities
 (Offered: Fall 2024)

MUSC H216 ORCHESTRA (0.5 Credit)

The Haverford-Bryn Mawr Orchestra has over seventy members and performs a wide range of symphonic repertoire. Orchestra members are expected to attend one two-and-a-half hour rehearsal per week, and are guided in sectional rehearsals by professional musicians. There are three/four performances a year, including Parents/Family Weekend concerts. The spring Orchestra concert features the winner of the annual student concerto competition. Entrance by audition only. This course is graded universal P/F in which no numerical grade is assigned.

Heidi Jacob
 (Offered: Fall 2024)

MUSC H225 MUSIC, MODERNISM AND THE AVANT GARDE (1.0 Credit)

Course assembles music by Debussy, Schoenberg, Berg, Stravinsky, Bartok, Hindemith, Weill, Prokofiev, Shostakovich, and many others, considered through reactionary priorities of modernist aesthetics. Topics include the search for order and control; music and the state; music, film, and electronic technologies; and new roles for composers, performers, and listeners. The class is organized around some two dozen important works, pieces chosen for their historical influence and for their acute formulation of musical and aesthetic problems. Prerequisite(s): Music 110, 111, or instructor consent

Elaine Fitz Gibbon
 Division: Humanities
 (Offered: Spring 2025)

MUSC H229 THINKING ABOUT MUSIC: IDEAS, HISTORY, AND MUSICOLOGY (1.0 Credit)

Core concepts and perspectives for the serious study of music. Students explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music?, Music and Technology, The Global Soundscape, Music and the State, and Tonality, Sense, and Reason. Each unit uses a small number of musical works, performances, or documents as a focal point. In each unit we also read current musicological work in an attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. This course is required of all music majors and minors in their sophomore or junior year. Prerequisite(s): MUSC 110, 111, or 203

Richard Freedman
 Division: Humanities
 Domain(s): A: Meaning, Interpretation (Texts)
 (Offered: Fall 2024)

MUSC H240 MUSICAL CULTURES OF AFRO-LATIN AMERICA (1.0 Credit)

This course considers Afro-Latin American music within a broad cultural framework. The course surveys the historical and musical development of various social groups, who constitute the African diaspora in the Americas and the Caribbean. It explores African-influenced musical cultures and practices that emerged from syncretic practices among indigenous, African, and European people, focusing on folkloric, ritual, and popular forms of expression. Lottery Preference: Music majors

Edwin Porras
 Division: Humanities
 Domain(s): A: Meaning, Interpretation (Texts)
 (Offered: Spring 2025)

MUSC H241 MUSIC AND SOCIAL JUSTICE (1.0 Credit)

Music and Social Justice explores the relationship between ethnomusicology and social justice. The course introduces themes, concepts, tools, and methodologies of applied ethnomusicology, and discusses the role of the ethnomusicologist on a wide set of issues, including advocacy, indigenous people, education, agencies, and conflict. It considers traditional, popular, and ritual forms of music around

the world and their significance to the struggle for social justice. The course is open to students from all disciplines; there are no pre-requisites and knowledge of music performance and theory is helpful but not necessary.

Edwin Porras

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

MUSC H242 THE LIVES OF MUSICAL INSTRUMENTS: CONCEPTS AND CLASSIFICATIONS (1.0 Credit)

Ever wonder why a violin is not a fiddle or feel that traditional classifications are inadequate to express ALL a musical instrument is, including what they mean to you personally? This course explores the numerous formal and informal systems that humans in their desire to create rational structures, have created to classify and think about musical instruments around the world. It also explores the diversity of instrument-related philosophical, symbolic, disciplinary, and intellectual approaches and meanings that humans have conceived and that express the world's great cultural diversity.

Edwin Porras

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

MUSC H243 ETHNOMUSICOLOGY IN THEORY AND PRACTICE (1.0 Credit)

What do ethnomusicologists do? This course is an introduction to the field of ethnomusicology. It surveys its history, examines various ethnomusicological theories and perspectives, and explores its methodologies. We will read and discuss the works of major ethnomusicological scholars and explore the interdisciplinary nature of the field, particularly in connection with musicology, anthropology, and cultural studies. In order to encourage a deeper understanding of ethnomusicological perspectives and methods, the course includes a fieldwork-related project.

Edwin Porras

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

MUSC H250 WORDS AND MUSIC (1.0 Credit)

This course will be devoted to the amazing vocal music of the European Renaissance, exploring the ways in which literary and musical modes of interpretation repeatedly informed each other during this period. How do literary readings of texts differ from musical ones? How did Renaissance musicians bring their own habits as readers to musical and verbal texts they sang and played? Our primary texts will be the works themselves: French chansons, Italian madrigals, Latin motets, and solo songs of the fifteenth through early seventeenth centuries. We will study poetry by Petrarch, Tasso, Christine de Pizan, Ronsard as interpreted by composers like Guillaume Dufay, Josquin Desprez, Cipriano de Rore, Orlandus Lassus, Luca Marenzio, Claudio Monteverdi (and plenty of others, too). Our discussions will be both historical (exploring the values and artistic ideals at work in the European Renaissance) and critical (investigating the ways of knowing or relating words and music).

Richard Freedman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

MUSC H251 STRANGE MUSIC: MONSTERS, GHOSTS, AND ALIENS ON STAGE AND SCREEN (1.0 Credit)

Scholars of film often speak of the camera as an "all-seeing eye." But what role does the ear play in cinematic experience? This course will explore the history, character, and function of music (and sound) in the first half of the twentieth century (and beyond): how they worked with (and against) the camera's gaze to complicate narratives, to articulate time, and more generally to represent feeling and identity. This term will put special focus on the non-human: monsters, ghosts, aliens, and more generally the idea of the magical or supernatural. What does such radical Otherness sound like? How has it been represented musically? And how have composers and sound designers put such conventions to work in films of the last 100 years, from Metropolis and Nosferatu to Dune and Arrival? To answer these questions we'll explore the silents, the early sound film and (especially) the long arc of composers (from Eric Korngold to Bernard Herrmann and from John Williams to Hans Zimmer. We'll consider the legacy of Romanticism, the possibilities of Modernism, and even the Avant Garde, and learn about orchestration, harmony and thematic process as they contribute to cinematic narrative. We will also consider various theories of sound, music, and film staked out by film and operatic composers themselves, as well as critical and scholarly essays by leading writers on the monstrous, the alien, and the supernatural. Crosslisted: VIST Prerequisite(s): No formal prerequisite, but some previous study of either music or visual media would be helpful

Richard Freedman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

MUSC H255 ENCODING MUSIC: DIGITAL APPROACHES TO SCORES AND SOUND (1.0 Credit)

How do we represent music, in all its forms, from concept to practice? What sorts of systems have humans devised to learn, transmit, and preserve music? How have we collected and categorized music? And what might these activities look like in an era of ubiquitous data? In this course musicians and computer scientists will team up to explore two key dimensions of the digital revolution for music: data about music, and music as data. Pre-requisite(s): This course is open to students interested in music, computer science or data science. Some previous coursework or experience with either (but not both) would be good preparation for this course. That is either: a basic working knowledge of musical concepts (staff notation, guitar tablature, scales and keys, or work with MIDI) or some familiarity with computer code (Python, XML) or data structures. Lottery Preference: Music Majors and Minors. BMC Data Science Minors. CS Majors.

Richard Freedman

Division: Humanities; Symbolic Reasoning

Domain(s): A: Meaning, Interpretation (Texts); C: Physical and Natural Processes

(Offered: Fall 2024)

MUSC H266 COMPOSITION (1.0 Credit)

Preparation of a portfolio of compositions for various instruments and ensembles. Weekly assignments designed to invite creative, individual responses to a variety of musical ideas; experimentation with harmony, form, notation, and text-

setting. Performance of student works-in-progress and final reading/recording session with professional musicians. Recent classes have had their compositions read by Network for New Music, percussionist Phillip O'Banion, and the Amernet String Quartet. Prerequisite(s): MUSC 204 and instructor consent

Ingrid Arauco

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

MUSC H268 SONIC NARRATIVES - STORYTELLING THROUGH SOUND SYNTHESIS (1.0 Credit)

"Sonic Narratives" is a course that combines traditional instruments and electronic music technologies to explore storytelling through sound. The course explores the language of sound as a potent narrative tool, covering advanced sound synthesis techniques such as Additive, Subtractive, FM, Granular, and Wavetable Synthesis using state-of-the-art tools like KYMA and Logic Pro. Beyond technical proficiency, students will explore how these synthesis techniques contribute to diverse fields, from cinematic soundtracks to social media engagement. Pre-requisite(s): MUS 134, or consent of the instructor. No standard notation knowledge will be necessary, but a fundamental understanding of sound and musical elements would be beneficial. Lottery Preference: Music major / Music minor

Mei-ling Lee

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

MUSC H303 ADVANCED TONAL HARMONY (1.0 Credit)

Study of late 19th-century harmonic practice in selected works of Liszt, Wagner, Brahms, Fauré, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short compositions; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills. Prerequisite(s): MUSC 204

Ingrid Arauco

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

MUSC H304 COUNTERPOINT (1.0 Credit)

Exploration of contrapuntal techniques and forms, such as canon, two-part invention, and fugue, with an emphasis on the works of J.S. Bach and beyond. Featured this semester will be the study of counterpoint in contemporary styles. This is a studio course which will result in a portfolio of works for various instruments, ranging from harpsichord to percussion. We will be writing for Philadelphia's Network for New Music and other guest artists, who will visit our class to offer feedback, perform and record your work. Advising note: This course is particularly valuable taken prior to senior year if you intend to complete a thesis in composition. Prerequisite(s): MUSC 204

Ingrid Arauco

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Spring 2025)

MUSC H320 CHORAL CONDUCTING (1.0 Credit)

This course will offer an introduction to conducting choral ensembles. Students will learn to synthesize the many aspects of conducting, including physical communication, artistic leadership, and musical study. In addition to incorporating elements of music history and theory, this course will emphasize additional skills such as score study, group vocal technique, and performance practice in different musical eras. Prerequisite(s): MUSC 204 and MUSC 229; MUSC 102 or MUSC 214, and any one of the following: MUSC 208, 209, 210

Nathan Zullinger

Division: Humanities

Domain(s): A: Creative Expression

MUSC H480 INDEPENDENT STUDY (1.0 Credit)

Edwin Porras, Heidi Jacob, Ingrid Arauco, Mei-ling Lee, Nathan Zullinger, Richard Freedman

Division: Humanities

Prerequisite(s): Approval of department and consent of instructor

(Offered: Fall 2024)

NEUROSCIENCE

Bi-College Interdisciplinary Neuroscience Program

The desire to understand human and animal behavior in terms of nervous system structure and function is longstanding. Historically, researchers and scholars have approached this task from a variety of disciplines, including medicine, biology, psychology, philosophy, and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines, as well as emerging fields such as computation and cognitive science, to yield new insights into the workings of the nervous system and behavior.

Faculty

Laura Been, Associate Professor of Psychology,
Haverford College and Chair of Neuroscience

Laura Grafe, Associate Professor of Psychology,
Bryn Mawr College (on leave semesters I & II)

Cora Mukerji, Assistant Professor of Psychology,
Bryn Mawr College

Yeon Soon Shin, Assistant Professor of Psychology,
Bryn Mawr College

Anjali Thapar, Professor of Psychology, Bryn Mawr College (on leave semesters I & II)

Alison Weber, Assistant Professor of Biology, Bryn Mawr College

Hannah Shoenhard, Assistant Professor of Biology,
Bryn Mawr College

Rebecca Compton, Professor of Psychology, Haverford College

Robert Fairman, Professor of Biology, Haverford College

Roshan Jain, Associate Professor of Biology, Haverford College

Patrese Robinson-Drummer, The Prockop Assistant Professor of Neuroscience, Haverford College

Neuroscience Major

The major in Neuroscience allows students to pursue an in-depth study of the nervous system and behavior across disciplines. Students should consult with the Neuroscience Chair or any member of the faculty advisory committee in order to declare the major.

Learning Goals

The goals of the major include enabling students to gain:

- Training in cognate disciplines that are fundamental to the study of Neuroscience
- An in-depth understanding of the organization of the nervous system and its relation to the categories of behavior such as motor control, sensation and perception, motivational states, and higher cognition
- Fluency with the many levels at which the nervous system can be studied, including molecular, cellular, systems, behavioral and cognitive neuroscience levels
- An ability to closely examine and critically evaluate primary research on specialized, advanced neuroscience topics
- An appreciation of the interdisciplinary nature of neuroscience and the allied disciplines that inform the study of mind, brain, and behavior
- Experience with neuroscience laboratory skills and the design and analysis of neuroscience experiments

Major Requirements

- Introduction to Neuroscience (1 credit)
 - NEUR H100
- Foundational Science Courses (4 credits)
 - 1 semester of General Chemistry (CHEM H111, H113, H115, or B103)
 - 1 semester of Introductory Biology (BIOL H200A, H201B with instructor approval, B110 or B111)
 - 1 semester of Introductory Psychology (PSYC H100 or B105)
 - 1 semester of Statistics (PSYC H200, PSYC B205; MATH H103 or H203, MATH B104, or ECON H203)
- Upper-level Neuroscience Courses with Breadth Requirement (4 credits)
 - Students must take 4 credits of upper-level neuroscience courses
 - Upper-level Neuroscience courses are divided into three categories: Cellular/Molecular, Behavioral/Systems, and Cognitive. Students must take courses from at least two of the three categories to fulfil the breadth requirement.
 - A list of approved courses and their categories is linked here

- Laboratory Coursework in Neuroscience (1 credit)
 - In order to gain hands-on experience with some of the tools, methods, and paradigms of Neuroscience, majors are required to take 1 credit of neuroscience laboratory coursework. This can be accomplished in several ways (e.g., 2 half-credit psych labs, 1 full-credit psych lab, 1 full-credit neuroscience SuperLab).
 - A list of approved laboratory courses is linked here
- Thesis or Capstone in Neuroscience (1 credit)
 - To culminate their experience as a Neuroscience major, students are required to complete one course of thesis or capstone work. This may take the form of a 2-semester laboratory thesis project or a 1-semester capstone course.

Neuroscience Minor

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

Learning Goals

The goals of the minor include enabling students to gain:

- a basic understanding of the organization of the nervous system and its relation to categories of behavior such as motor control, sensation and perception, motivational states, and higher cognition
- an appreciation of and fluency with the many levels at which the nervous system can be studied, including molecular, cellular, systems, behavioral and cognitive neuroscience levels
- an appreciation of the interdisciplinary nature of neuroscience and the allied disciplines that inform the study of mind, brain, and behavior
- an ability to closely examine and critically evaluate primary research on specialized, advanced neuroscience topics

Minor Requirements

- One "gateway" course from the following list:
 - NEUR H100 (Introduction to Neuroscience), PSYC H217 (Behavioral Neuroscience), PSYC B218 (Behavioral Neuroscience, or BIOL B202 (Neurobiology))
- Five additional credits beyond the gateway course, with these constraints:
 - Three of the five credits must come from the list of approved upper-level neuroscience courses
 - Two of the five credits must come from the list of approved allied courses.
 - At least one of the credits must be at the 300-level or higher.
 - One of the five credits may come from supervised senior research in neuroscience.

- No more than two of the six minor credits may come from institutions outside of the Bi-Co.
- No more than two of the six minor credits may be double-counted towards a major.

A current list of approved courses, divided into List A: Primary Neuroscience and List B: Allied Disciplines, is linked here.

Courses

NEUR B398 Senior Thesis in Neuroscience

Units: 1.0

Instructor: Thapar,A., Grafe,L.

(Fall 2024)

NEUR B399 Neuroscience Senior Capstone

This course will survey empirical studies from several subdisciplines within the field of neuroscience (eg behavioral, cognitive, computational, molecular, etc) that advance our understanding of the brain. Through exposure to a diversity of approaches, it is hoped that students will be reminded that the boundaries that define the disciplines of neuroscience are blurred, and that it is the language of all these subdisciplines, that continue the advance of modern neuroscience. Each section of the course (defined by a given subdiscipline and relevant empirical articles) will culminate with a visit from a current researcher in that subdiscipline whose studies continue to advance our understanding of the brain. The visiting researcher will lead an in-class discussion about their research, as well as the path they took to get to their current position.

Units: 1.0

(Not Offered 2024-2025)

BIOL B110 Biological Exploration I

BIOL B110 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and population. Lecture three hours, laboratory three hours a week. BIOL B110 explores the ways the central dogma of molecular biology relates to the biochemical basis of human traits through the lens of biochemistry, cell biology, genetics, and molecular biology. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design. Topics include genetically modified organisms, stem cell biology, and molecular biological techniques.

Approach: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Davis,T., Skirkanich,J., Williamson,A.

(Fall 2024)

BIOL B111 Biological Exploration II

BIOL B111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Lecture three hours, laboratory three hours a week. Spring 2023: BIOL B111 will explore how organisms interact with and adapt to their environments, both abiotic and biotic. Topics to be investigated include development, physiology, photosynthesis, ecology (population, community and ecosystem), and evolution. The laboratory portion of the course

will explore the fundamentals of organismal biology through scientific research, with an emphasis on the scientific process and experimental design.

Approach: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Skirkanich,J., Davis,G.

(Spring 2025)

BIOL B202 Neurobiology

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor: Shoenhard,H.

(Spring 2025)

BIOL B217 Biomechanics

This course integrates anatomy, physiology, neuromechanics, and physics to understand the principles that govern animal and human movement. Concepts will highlight the interdisciplinary nature of biomechanics that must be used to study the mechanics of movement, from running, walking, flying, to swimming. Students will develop fundamental quantitative skills for biological problem-solving and be exposed to the field of comparative biomechanics. Prerequisite: One semester of BIOL 110-111, or permission of instructor.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

(Not Offered 2024-2025)

BIOL B228 Drosophila as a model for neurogenetics

This course will allow students to gain firsthand experience in how to use the *Drosophila melanogaster* model to perform original research in neurogenetics. Students will be provided with a novel gene to study and assess the role of these genes in a diversity of behavioral assays. The course will be a mixture of lecture, laboratory activity, paper discussion, and student presentation. One semester of BIOL B110-111 or permission of instructor.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

BIOL B305 Sleep and Biological Rhythms

This seminar course will survey our current understanding of chronobiology and sleep at the molecular, cellular, and organismal level. Classes will be a mixture of lecture, discussion, and student presentations based on both historical and current primary literature. Prerequisite: PSYC H217, PSYC B218, or BIOL B202 or permission of instructor.

Units: 1.0

(Not Offered 2024-2025)

BIOL B338 Advanced Topics in Neurobiology: Learning and Memory

This course will focus on the cellular and molecular mechanisms underlying neuronal synaptic plasticity, learning, and memory. Through a combination of lectures, discussions, and presentations, we will build up to reading primary scientific literature covering multiple model organisms, learning paradigms, and experimental techniques. PSYC H217, PSYC B218, or BIOL B202 or permission of instructor.

Approach: Course does not meet an Approach

Units: 1.0

Instructor: Shoenhard,H.
(Spring 2025)

BIOL B344 Sensory Physiology

How do animals sense the world around them? How does an animal's physiology shape its experience of the world? In this class, we will cover the processes underlying animal sensing, including the senses familiar to us – vision (seeing), audition (hearing), somatosensation (touch), olfaction (smell), and gustation (taste) – as well as those we lack, such as electroreception and magnetoreception. The course will focus on the structures and transduction mechanisms that convert sensory signals in the outside world to neural signals. We will highlight commonalities across sensory systems in divergent organisms, as well as examine how animals have evolved unique sensory systems suited to their particular environments.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Weber,A.
(Spring 2025)

BIOL B347 Neural Coding

How do patterns of electrical activity in the brain represent information about the outside world, our movements, and our thoughts? In this course, we will discuss scientists' attempts to decipher this "neural code," examining current knowledge and theories of how information is represented and processed in the brain. We will consider the roles of individual neurons, small neural circuits, and larger brain areas. Topics include: tuning curves, rate and temporal codes, noise and variability, population codes, oscillations and synchrony, and neural adaptation. We will also discuss existing and emerging technologies that are enabled by our understanding of the neural code, as well as the ethical questions raised by these technologies. (This course does not involve programming.) Prerequisite: BIOL B202 or permission of instructor

Approach: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Weber,A.
(Fall 2024)

CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous

solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor: Goldsmith,J., Karagiari,O., Watkins,L.
(Fall 2024)

ECON B253 Introduction to Econometrics

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective. ECON H201 does not count as an elective.

Approach: Quantitative Methods (QM)

Counts towards: Data Science

Units: 1.0

Instructor: Monge,D.
(Fall 2024, Spring 2025)

MATH B104 Basic Probability and Statistics

This course introduces key concepts in descriptive and inferential statistics. Topics include summary statistics, graphical displays, correlation, regression, probability, the Law of Large Numbers, expected value, standard error, the Central Limit Theorem, hypothesis testing, sampling procedures, bias, and the use of statistical software.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

Instructor: Sudparid,D., Kasius,P.
(Fall 2024, Spring 2025)

PSYC B105 Introductory Psychology

How do biological predispositions, life experiences, culture, and other social forces contribute to individual differences in human and animal behavior? This biopsychosocial theme will be examined in domains such as perception, cognition, learning, motivation, emotion, and social interaction thereby providing an overview of psychology's many areas of inquiry. The laboratory component of the course provides students opportunities to engage in data collection, research design, data analysis, and scientific writing in the psychological sciences. Students sign up for a laboratory component during the first week of class (laboratory times are typically held for 2 hours per week; (four weekday evening times and one weekend time.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Le,T., Conlin,S., Wexler,A., Peterson,L.
(Fall 2024, Spring 2025)

PSYC B205 Research Methods and Statistics

An introduction to research design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, research design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Shin, Y., Albert, D.
(Fall 2024, Spring 2025)

PSYC B212 Human Cognition

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we think. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental processes that we use every day – from attention and memory to language and problem solving – and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

(Spring 2025)

PSYC B218 Behavioral Neuroscience

This course will introduce students to the field of behavioral neuroscience. The first part of the course will familiarize students with the brain and neuronal communication. Then, we will delve into brain-behavior relationships. Topics covered will include: sex behavior, hunger, sleep, emotion, and psychopathology. Classic and state-of-the-art neuroscience research methodologies leading to this knowledge will be highlighted. Students will learn course content through lectures, readings, and digital media. To culminate the course, students will write a literature review on a topic of their choosing within the field of behavioral neuroscience. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC B101 or PSYC H100) or NEUR H100

Approach: Course does not meet an Approach

Counts towards: Neuroscience

Units: 1.0

Instructor: Herman, R.
(Fall 2024)

PSYC B286 Laboratory in Behavioral Neuroscience

This writing-intensive laboratory course will provide students with experience in the design, implementation, analysis, and presentation of behavioral neuroscience research. Students will partake in experiments that explore the relationship between the brain and behavior, using Sprague Dawley rats as a model organism. Students should expect to write research reports on experiments performed in the lab, as well as give an oral presentation on research conducted. Prerequisites: (PSYCB105, PSYCB100 or NEUR100) AND

Either (PSYCB205, PSYCH200, MATHH103, MATHH203, MATHB104, or ECONH203)

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Intensive

Units: 0.5

(Spring 2025)

PSYC B287 Laboratory in Cognitive Neuroscience

This writing-intensive laboratory course will provide students with hands-on experience in the design, implementation, analysis, and interpretation of the electrophysiological techniques used in cognitive neuroscience research. Students will read research articles, design an event-related potential (ERP) research project, learn to collect ERP data, conduct EEG/ERP data analysis to test original hypotheses using existing data, and write an APA-style paper. This is a .5 unit writing-intensive class that meets half of the writing requirement in the major.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Major Writing Requirement: Writing Intensive

Units: 0.5

(Not Offered 2024-2025)

PSYC B323 Advanced Topics in Cognitive Neuroscience

This is a topics course. Course content varies.

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2024-2025)

PSYC B327 Adolescent Development

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or PSYC B211 (Lifespan Development) or permission or instructor. PSYC B205 is recommended.

Counts towards: Child and Family Studies; Health Studies

Units: 1.0

(Not Offered 2024-2025)

PSYC B344 Early Childhood Experiences & Mental Health

Development represents a unique period during which the brain shows enhanced plasticity, the important ability to adapt and change in response to experiences. During development, the brain may be especially vulnerable to the impacts of harmful experiences (e.g., neglect or exposure to toxins) and also

especially responsive to the effects of positive factors (e.g., community resilience or clinical interventions). This seminar will explore how childhood experiences “get under the skin,” shaping neurobiological systems and exerting lasting effects on mental health and well-being. We will examine theoretical models of how early experiences shape development, considering the proposed mechanisms by which different features of childhood environments could shape psychological risk and resilience. We will evaluate the scientific evidence for these models and then apply this knowledge to consider what strategies for intervention— at the level of the child, family, and society— could help reduce psychopathology and promote well-being. There is no textbook required for this course. We will read, critically evaluate, and discuss empirical journal articles and explore the implications of this scientific literature for public policy. Prerequisites: PSYC B209 or PSYC B206 or PSYC B218 or permission from instructor; PSYC B205 highly recommended

Counts towards: Child and Family Studies
Units: 1.0
Instructor: Mukerji, C.
(Spring 2025)

PSYC B395 Psychopharmacology

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts towards: Health Studies; Neuroscience
Units: 1.0
(Not Offered 2024-2025)

PEACE, CONFLICT & SOCIAL JUSTICE

Students may complete a concentration in Peace, Conflict, and Social Justice Studies.

The Peace, Conflict, and Social Justice Studies concentration reflects Bryn Mawr's interest in the study of conflicts, peacemaking, and social justice and offers students the opportunity to design a course of study, to sustain a thematic focus across disciplinary boundaries, and to enrich their major program in the process.

The concentration is student designed, so each program of study is unique. The first step in this journey is contacting the director of the program and completing a first draft of the rationale (<https://www.brynmawr.edu/inside/academic-information/departments-programs/peace-conflict-social-justice-studies/components-rationale>). Students are encouraged to draw courses from the programs at Haverford and Swarthmore as well as Bryn Mawr.

Advisory Committee

Alison Cook-Sather, Mary Katherine Woodworth Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict and Social Justice

Jill Stauffer, Associate Professor of Philosophy & Director of Peace, Justice & Human Rights, Haverford College

Lee Smithey, Associate Professor of Sociology and Coordinator of Peace and Conflict Studies, Swarthmore College

Concentration Requirements

Students must select and offer a rationale for the particular constellation of courses they identify around a theme or focus. The three stages of the concentration are: (1) complete an introductory course, such as Introduction to Peace, Social Justice and Human Rights at Haverford or Introduction to Peace and Conflict Studies at Swarthmore; (2) complete four elective courses drawn from across the tri-co curriculum, and (3) complete a culminating independent study that includes creation of a portfolio, which earns students a single credit that is awarded upon the successful completion of all components.

For more information, contact the program coordinator, Alison Cook-Sather, acooksat@brynmawr.edu.

Courses

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2024-2025)

POLS B141 Introduction to International Politics

This course offers an introduction to international politics to acquaint students with major trends and themes in international relations and global affairs. The course is divided into three units. The first unit explores the foundational concepts and theories and the history of international relations. The second unit examines democracy and the global rise of populism & authoritarianism within the context of international organizations and global peace and security. The third unit focuses on global human rights in the areas of humanitarian intervention, forced migration, and transnational social movements. Throughout the semester, students will be asked to connect these theories and topics to issues that are playing out in the world today.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights
Units: 1.0
Instructor: Corredor, E.
(Fall 2024, Spring 2025)

RUSS B237 Crime or Punishment: Russian Narratives of Incarceration

This course explores Russian narratives of incarceration, punishment, and captivity from the 17th century to the present day and considers topics such as social justice, violence and its artistic representations, totalitarianism, witness-bearing, and the possibility of transcendence in suffering. Taught in translation.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

SOCL B350 Movements for Social Justice

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th and 21st-century social movements to answer these questions. Prerequisite: At least one prior social science course or permission of the instructor.

Requirement: Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

PHILOSOPHY

Students may complete a major or minor in Philosophy.

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill, and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law, and social services. The major in Philosophy also prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics, and aesthetics; the history of philosophy through the study of key philosophers and philosophical periods; and the philosophical explication of methods in such domains as art, history, religion, and science.

The department is a member of the Greater Philadelphia Philosophy Consortium comprising 13 member institutions in the Delaware Valley. It sponsors conferences on various topics in philosophy and an annual undergraduate student philosophy conference.

Faculty

Macalester Bell, Associate Professor

Lawrence Dallman, Assistant Professor of Philosophy

Joshua Fox, Assistant Professor of Philosophy

Adrienne Prettyman, Associate Professor and Chair of Philosophy

Major Requirements

Students majoring in Philosophy must take a minimum of 11 semester courses in the discipline and attend the monthly noncredit departmental colloquia which feature leading visiting scholars. The following six courses are required for the major:

- the two-semester Historical Introduction (PHIL 101 and 102);
- Ethics (PHIL 221 - "Writing Attentive");
- Theory of Knowledge (PHIL 211 - "Writing Attentive"), Metaphysics (PHIL 212 - "Writing Attentive"), or Logic (PHIL 103);
- and Senior Conference (PHIL 398 and PHIL 399).
- At least three of the five elective courses must be at the 300 level, one of which must concentrate on the work of a single philosopher or a period of philosophy.

All majors will be required to complete two writing attentive courses prior to the start of their senior year.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology, and sociology.

Major Requirements for students who entered in Fall 2023 and onward:

Students majoring in Philosophy must take a minimum of 11 semester courses in the discipline and attend the monthly noncredit departmental colloquia which feature leading visiting scholars. The following seven courses are required for the major:

- Two-semester Historical Introduction to Philosophy (PHIL 101 and 102);
- Ethics (PHIL 221 - "Writing Attentive");
- Theory of Knowledge (PHIL 211 - "Writing Attentive") or Metaphysics (PHIL 212 - "Writing Attentive");
- Logic (PHIL 103);
- Senior Conference (PHIL 398 and PHIL 399);
- In addition, students complete at least four electives, of which at least three must be at the 300-level: At least two of these three 300-level courses must be taken within Bryn Mawr's Philosophy Department.

All majors will be required to complete two writing attentive courses prior to the start of their senior year.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology, and sociology.

Honors

Honors will be awarded by the department based on the senior thesis and other work completed in the department. The Milton

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C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

Minor Requirements

Students may minor in Philosophy by taking six courses in the discipline at any level. They must also attend the noncredit department colloquia. At least three of the six courses must be taken within Bryn Mawr's Philosophy Department.

Cross-Registration

Students may take advantage of cross-registration arrangements with Haverford College, Swarthmore College, and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but students should check with the major advisor to make sure specific courses meet requirements.

Prerequisites

No introductory-level course carries a prerequisite. However, most courses at both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

Courses

PHIL B101 Happiness and Reality in Ancient Thought

What makes us happy? The wisdom of the ancient world has importantly shaped the tradition of Western thought but in some important respects it has been rejected or forgotten. What is the nature of reality? Can we have knowledge about the world and ourselves, and, if so, how? In this course we explore answers to these sorts of metaphysical, epistemological, ethical, and political questions by examining the works of the two central Greek philosophers: Plato and Aristotle. We will consider earlier Greek religious and dramatic writings, a few Presocratic philosophers, and the person of Socrates who never wrote a word.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0

Instructor: Fox, J.
(Fall 2024)

PHIL B102 Science and Morality in Modernity

In this course, we explore answers to fundamental questions about the nature of the world and our place in it by examining the works of some of the central figures in modern western philosophy. Can we obtain knowledge of the world and, if so, how? Does God exist? What is the nature of the self? How do we determine morally right answers? What sorts of policies and political structures can best promote justice and equality? These questions were addressed in "modern" Europe in the context of the development of modern science and the religious wars. In a time of globalization we are all, more or less, heirs of the Enlightenment which sees its legacy to be modern science and the mastery of nature together with democracy and human rights. This course explores the above questions and considers them in their historical context. Some of the philosophers

considered include Descartes, Locke, Hume, Kant, and Wollstonecraft.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor: Dallman, L.
(Spring 2025)

PHIL B103 Introduction to Logic

Logic is the study of formal reasoning, which concerns the nature of valid arguments and inferential fallacies. In everyday life our arguments tend to be informal and sometimes imprecise. The study of logic concerns the structure and nature of arguments, and so helps to analyze them more precisely. Topics will include: valid and invalid arguments, determining the logical structure of ordinary sentences, reasoning with truth-functional connectives, and inferences involving quantifiers and predicates. This course does not presuppose any background knowledge in logic.

Requirement: Quantitative Methods (QM)
Units: 1.0
Instructor: Prettyman, A.
(Spring 2025)

PHIL B206 Introduction to the Philosophy of Science

Scientific ideas and inferences have a huge impact on our daily lives and the lives of practicing scientists. But what is science, how does it work, and what does it able us to know? In this introductory course, we will be considering some traditional philosophical questions applied to the foundations and practice of natural science. These questions may include the history of philosophical approaches in science, the nature of scientific knowledge, changes in scientific knowledge over time, how science provides explanations of what we observe, the justification of false assumptions in science, the nature of scientific theories, and some questions about the ethics and values involved in scientific practice.

Requirement: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

PHIL B208 Black Political and Social Thought

In this class, we will focus our attention on the philosophical works of a diverse range of Black thinkers, both historical and contemporary, who take up questions about race, racism, oppression, authenticity, solidarity, justice freedom, power, identity, and beauty. This is a discussion-based class, and at least one previous course in philosophy is strongly recommended. Prerequisite: At least one previous course in Philosophy is strongly recommended.

Requirement: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

PHIL B211 Theory of Knowledge

Epistemology focuses on three central philosophical questions: "What is knowledge?", "What can we know?", and "How do we know what we know?" In addition to their role in our daily lives, these questions are central to almost every discipline include the sciences, history, and philosophy itself. This course is an extended investigation into the nature of knowledge, understanding, and justification. We will look at

a number of debates including skepticism, relativism, the value of knowledge, the nature of understanding, scientific knowledge, scientific realism, naturalistic epistemology, feminist epistemology, testimonial knowledge, and pragmatic influences on knowledge. The aim of this course is to develop a sense of how these concepts and theories interrelate, and to instill philosophical skills in the critical evaluation of them.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor: Dallman,L.
(Fall 2024)

PHIL B212 Metaphysics

Metaphysics is inquiry into basic features of the world and ourselves. This course considers two topics of metaphysics, free will and personal identity, and their relationship. What is free will and are we free? Is freedom compatible with determinism? Does moral responsibility require free will? What makes someone the same person over time? Can a person survive without their body? Is the recognition of others required to be a person?

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor: Prettyman,A.
(Fall 2024)

PHIL B220 Dreams and Philosophy

Philosophers have long puzzled over the nature of dreams and what they can teach us about ourselves and our world. This course surveys the philosophy of dreams, from Socrates' Dream in the Theaetetus, to Descartes' skepticism, to contemporary debates in cognitive science. Some questions that we will discuss include: Why do we dream? Are dreams different from hallucinations, and how so? Can you learn something new in a dream? Are dreams conscious, or are they more like false memories that you invent upon waking? How can scientists best study dreams? We will analyze arguments from philosophy and the relevant sciences in order to reveal the philosophical significance of dreams.

Requirement: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

PHIL B221 Ethics

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0
Instructor: Bell,M.
(Fall 2024)

PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

PHIL B226 Authority, Obligation, and Justice

What gives the government the right to tell us what to do? When and why should we obey the law? What is a just society? These are some of the most important questions of political philosophy. In the liberal tradition, one of the most influential answers to these questions is the idea of the social contract, which centers on the agreement of society's members to live by certain rules. In this course, we'll examine this idea from the early modern period to the present day. We'll also discuss its criticisms and alternatives from traditions such as utilitarianism, Marxism, feminism, and critical race theory

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

PHIL B227 Contemporary Moral Problems

This is an introductory survey course in which we will discuss the philosophical dimensions of several contemporary moral issues including affirmative action, the ethics of immigration, our obligations to the world's poor, abortion, our treatment of non-human animals, and so on. As we delve into specific issues, we will also explore different conceptions of morality and justice that justify particular responses regarding these issues.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Bell,M.
(Spring 2025)

PHIL B230 Tragedy and the Value of Life

Tragic dramas present tales of human misery, drawing our attention to precisely those aspects of life that seem to put its value in question. What, then, do these bleak tales ultimately suggest about our prospects for happiness? Do tragic works simply condemn life, identifying its horrible features and leaving it at that? Alternatively, do they help identify places where life could be improved, or perhaps even offer a surprising celebration of life's value? In this class, we will consider the answers to these questions offered by a variety of historical and contemporary thinkers. We will also test these thinkers' answers against some of the tragic dramas they seek to explain. Philosophers discussed will include Schopenhauer,

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Hegel, Nietzsche, Camus, Weil, Williams, Nussbaum, and Murdoch. Plays read will include work by Sophocles, Aeschylus, and Shakespeare.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Fox, J.

(Fall 2024)

PHIL B233 Philosophy of Life and Death

Death seems to be an unavoidable feature of human life. Our task in this class will be to consider what this means for life's value. Are our lives better for having an end, or does having an end undermine life's worth? Moreover, should we even view death as an end in the first place? We will consider a range of different answers to these questions defended by thinkers including Plato, Epicurus, Lucretius, Zhuangzi, Unamuno, Kierkegaard, Williams, Nussbaum, Setiya, and May.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Fox, J.

(Spring 2025)

PHIL B234 Public Art, Historical Preservation, and the Ethics of Commemoration

Philadelphia has the largest number of public artworks in the country and is also the first city in the nation to require that developers use a portion of their construction budget for public art. It is also home to a number of well-known memorials. In this course, we will take up a number of philosophical questions about the nature of public art, political aesthetics, and the ethics of commemoration using case studies drawn from Philadelphia. Some of the questions we will consider include the following: What is public art? What is public space? What is the role of public art in a democracy? Is there a distinct category of "street art" which can be distinguished from public art on the one hand and graffiti on the other? What is the moral value of commemorative art? What, if anything, do we have a moral obligation to commemorate and what grounds that obligation? How should we assess controversies surrounding the removal of art honoring persons or groups many judge to be morally objectionable, such as Confederate monuments? How should we memorialize victims of injustice? Prerequisites: At least one previous Philosophy class is suggested.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

PHIL B238 Science, Technology and the Good Life

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics. In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science

(has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are "scientific" cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B248 Markets and Morality

Markets are everywhere today: if you want to find a job, if you want to buy some good, or if you want to sell some service, you will inevitably have to submit yourself to their norms. Yet, this omnipresence of markets raises fundamental ethical questions. Is it really good that we organize exchange and production largely through markets? How are societies and individuals impacted by centrally relying on them? Should we, much rather, prefer a planned economy? Or would such a planned economy unduly constrain people's freedom? And, if we opt for markets, what are their moral limits? Should human organs or access to lawmakers be distributed via a market? Should access to health-care be governed by market principles? This seminar explores these ethical and political questions through an unusually diverse set of texts. The syllabus brings together a broad set of perspectives from both the history of philosophy as well as from the contemporary Anglo-American debate. That way, we draw on a broad set of ideas in order to tackle the philosophical, moral and existential challenge that markets pose: and, while going along, familiarize ourselves with classic authors from both the European and Anglo-American traditions in social/political philosophy.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive

Counts towards: International Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B249 Ideology and Propaganda

In contemporary political discourse, we often hear the accusation that a belief is "mere ideology" or that an utterance is "pure propaganda." We sometimes even hear that we live in an age of heightened "ideological conflict" or that we are now more than ever inundated by propaganda. What do we mean, though, by "ideology"? And what do we mean by "propaganda"? What is their relationship to one another? What is their relationship to truth? And what is their relationship to our ethical and political values? In this course, we will examine these questions from both historical and contemporary perspectives, tracing "ideology" and "propaganda" from their origins in the early-modern critique of prejudice, through Marx and the Marxist tradition, to cutting-edge debates among recent political philosophers – all with the aim of developing a sharper analysis of ideology and propaganda as they function in the real world.

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: International Studies

Units: 1.0

Instructor: Dallman, L.

(Fall 2024)

PHIL B251 Women Philosophers in the Long 19th Century

The history of 19th century European philosophy is often told exclusively as a history of male voices – as a story 'From Kant to Hegel', 'From Hegel to Marx' and so on. By contrast, the voices of women philosophers (such as Karoline von Günderrode, Bettina von Arnim or Clara Zetkin) are rarely remembered, and even less frequently taught. This course aims to change that. Reading a wide array of texts written by women intellectuals of the time, we will aim to understand their philosophical contributions to German Idealism (e.g. Günderrode and Arnim), Feminism (e.g. Zetkin and Hedwig Dohm) and classical Socialism (e.g. Rosa Luxemburg). We will also examine their relationship to, and, more importantly, their critique of the work of some of their male counterparts (such as Fichte, Schelling, Marx and Nietzsche). Finally, we will consider why these women voices have been so frequently neglected – and why it is, from a contemporary philosophical standpoint, worthwhile to discover them again.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

PHIL B252 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency

with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Bell, M.

(Spring 2025)

PHIL B255 Philosophy of Love and Friendship

The course examines various philosophical accounts of the nature of love and friendship, approaching the topic from a number of perspectives that range from ancient dialogues to contemporary articles. By investigating several philosophical positions on love and friendship, we aim to clarify and understand what these phenomena mean to us. Readings will draw from various philosophical sources, including (but not limited to): classical dialogues and treatises, essays, psychoanalysis, sermons, political science, and literary studies. Among other questions, we will explore the following: What is love? Is it an emotion? a skill? an activity? What is friendship and what are its varieties? Do we need love and friendship to be happy? What do we love: someone's singular personality or the repeatable qualities that they possess? Are friends replaceable? Can lovers be friends? Should we love our enemies

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

PHIL B258 Data Ethics in Social Media

From sharing our life experiences to reading the news, social media permeates our daily lives. It affects how we communicate, what we buy, and who we vote for. It also generates an immense amount of data, which is eagerly collected by individuals, corporations, and governments. In this course we will investigate some of the threats (and promises) of this data. We will ask questions like: What is the value of privacy online, and how might it be protected? Are we being manipulated by algorithms? Are the algorithms that generate and moderate content biased? What are some of the ways online data can be used for good? Students will investigate these questions through practical and theoretical approaches. Course materials will be drawn from diverse sources including philosophy, data science, sociology, legal theory, and the Internet. Visiting speakers will enrich our discussion by offering academic and professional perspectives on the uses and misuses of data.

Requirement: Critical Interpretation (CI)

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

PHIL B271 Minds and Machines

What is the relationship between the mind and the body? What is consciousness? Is your mind like a computer, or do some aspects of the mind resist this analogy? Is it possible to build an artificial mind? In this course, we'll explore these questions and more, drawing on perspectives from philosophy, psychology and cognitive neuroscience. We will consider the viability of

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different ways of understanding the relationship between mind and body as a framework for studying the mind, as well as the distinctive issues that arise in connection with the phenomenon of consciousness. No prior knowledge or experience with any of the subfields is assumed or necessary.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

PHIL B305 Topics in Value.

This is a topics course. Topics may vary. Current topic description: In this discussion-based seminar we will consider the philosophical underpinnings of a number of concepts commonly associated with “wokeness.” Topics will include no platforming, microaggressions, white privilege, emotional labor, moral deference, gaslighting, tone policing, cancel culture, and more. Our goal will be to critically explore the ethical and sociopolitical assumptions and implications of these ideas. Our readings will be drawn from contemporary analytic philosophy, feminist philosophy, and critical race theory.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Bell, M.

(Fall 2024)

PHIL B309 Topics in Philosophy

This is a topics course, and the description varies according to the topic. Prerequisite: At least one previous Philosophy course is required. Current topic description: Human beings are tool-using and tool-producing animals. Technology plays an essential role in all of our lives: it satisfies our needs, it lessens our burdens, it facilitates our social exchanges, and it furnishes us with ever new capabilities. It also shapes our lives in complex, sometimes obscure ways – and not always for the better. In this course, we will examine technology from a philosophical point of view with the aim of understanding both (1) the nature of technological artifacts and (2) their impact on human life. Is technology an extension of the human will? How does it contribute to human flourishing? What role does it play in generating or eliminating social inequalities? Does technology have a will of its own? Has its progress outstripped human control? At the end of the course, we will apply our analysis of technology to the topic of artificial intelligence.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Dallman, L.

(Spring 2025)

PHIL B319 Philosophy of Mind

The conscious mind remains a philosophical and scientific mystery. In this course, we will explore the nature of consciousness and its place in the physical world. Some questions we will consider include: How is consciousness related to the brain and the body? Are minds a kind of computer? Is the conscious mind something non-physical or immaterial? Is it possible to have a science of consciousness, or will consciousness inevitably resist scientific explanation? We will explore these questions from a philosophical

perspective that draws on relevant literature from cognitive neuroscience.

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2024-2025)

PHIL B330 Kant

The significance of Kant’s transcendental philosophy for thought in the 19th and 20th centuries cannot be overstated. His work is profoundly important for both the analytical and the so-called “continental” schools of thought. This course will provide a close study of Kant’s breakthrough work: The Critique of Pure Reason. We will read and discuss the text with reference to its historical context and with respect to its impact on developments in epistemology, metaphysics, philosophy of mind, philosophy of science, philosophy of religion as well as developments in German Idealism, 20th-century phenomenology, and contemporary analytic philosophy. Prerequisite: PHIL 102 or at least one 200 level Philosophy course.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

PHIL B334 Karl Marx and his critics

Karl Marx is one of those philosophers who are often cited, but not equally as often carefully read. This seminar aims to change this. It offers a close reading of Karl Marx’s most important philosophical works, alongside the work of his most influential critics. We will begin, in the first part of the course, by considering Marx’s early fragments, his revolutionary political writings and the economic-philosophical theory of Capital. In the second half of the course, we will examine criticisms from both the left and the right: criticisms that target Marx’s labor theory of value, his theory of history, or his theory of alienation. Special attention will be paid to criticisms that argue that he lacks attention to the way that economic oppression intersects with structural racism, structural misogyny and colonialism. Reading Marx from this contemporary perspective will allow us to evaluate what parts of Marx’s views, if any, still possess relevance for contemporary social thought. Prerequisite: One previous philosophy course or permission from instructor.

Requirement: Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

PHIL B346 Ethics Without the Individual

We typically take the world to be filled with many discrete individuals. From the time I was born until this very moment, I have remained the same person, and I will continue to be that person at least until the day of my death. Moreover, the person who I am differs from the person who you are. We are each a self-contained whole, fundamentally the same as ourselves and fundamentally different from everyone else. In this course, we will discuss thinkers who challenge this common view, denying either that each individual has a persistent self, or that each individual’s self is unique to her alone. Most of the thinkers we discuss will suggest that the typical picture of the discrete individual is not only false, but ethically disastrous: believing that we possess a unique and persistent self stands in the way of true happiness, genuine moral action, or both. Readings will mainly draw on early Hindu, Buddhist, and Daoist thought,

however, we will also consider more recent work by figures such as Hume, Schopenhauer, and Russell. Prerequisites: One previous Philosophy course or permission of instructor.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Fox, J.
(Spring 2025)

PHIL B398 Senior Seminar

Senior majors are required to write an undergraduate thesis on an approved topic. The senior seminar is a two-semester course in which research and writing are directed. Seniors will meet collectively and individually with the supervising instructor.

Units: 1.0

Instructor: Prettyman, A.
(Fall 2024)

PHIL B399 Senior Seminar

The senior seminar is a required course for majors in Philosophy. It is the course in which the research and writing of an undergraduate thesis is directed both in and outside of the class time. Students will meet sometimes with the class as a whole and sometimes with the professor separately to present and discuss drafts of their theses.

Units: 1.0

Instructor: Prettyman, A.
(Spring 2025)

PHIL B403 Supervised Work

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024)

CMSC B325 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models.

Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC B151, or CMSC H106 or CMSC H107, and CMSC B231 or CMSC H231 or MATH B231 or MATH H231, or permission of instructor.

Counts towards: Neuroscience

Units: 1.0

Instructor: Kumar, D.
(Fall 2024)

CMSC B373 Artificial Intelligence

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building

small robots. Prerequisites: CMSC B151 or CMSC H106 or CMSC H107, and CMSC B231, or CMSC H231 or MATH B231 or MATH H231.

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2024-2025)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Crucifix, E.
(Fall 2024)

FREN B333 Nature and Freedom

When referring to Rousseau's political theory, the conjectural state of nature first described in his *Discourse on the Origin of Inequality* (1755) has frequently been identified with native societies as observed in America since 1492. Many scholars have been opposing this primitivist interpretation of his second discourse and showed that Rousseau might instead be considered the father of all 'social construct' theories. But in spite of this scholarly consensus, Graeber and Wengrow still tend to assume Rousseau's state of nature is mostly inspired by the encounter of Europeans with native people. Why is this confusion still informing the way we read Rousseau? How did considerations on the so-called 'noble savage' taint his political theory? How can we assess the role an 'indigenous critique' played in defining Rousseau's state of nature? And incidentally: how 'indigenous' is this 'indigenous critique'? Answering to Graeber and Wengrow's (mis)reading of Rousseau will allow us to cast a new light not only on Rousseau's 'unnatural' anthropology, but also on Graeber & Wengrow's broader claims on human nature and political freedom. Our end goal is not to offer a scholarly take on either Rousseau's discourse or Graeber and Wengrow's book, but to answer this pressing question: should/could we discard the very notion of nature to regain political agency here and now? Authors include: Léry, Montaigne, Hobbes, Rousseau, Lévi-Strauss, Serres, Graeber and Wengrow.

Units: 1.0

(Not Offered 2024-2025)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B224 Comparative Political Phil: China, Greece, and the "West"

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B228 Introduction to Political Philosophy: Ancient and Early Modern

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Schlosser, J.
(Spring 2025)

POLS B231 Introduction to Political Philosophy: Modern

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Locke, J.S. Mill, Hegel, Marx, Nietzsche and others.

Requirement: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

POLS B245 Philosophy of Law

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include philosophical arguments about law, as well as judicial cases through which we examine these ideas within specific contexts, especially tort and contracts. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems. Recommended Prerequisite: sophomore standing, freshman only with professor's consent.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Elkins, J.
(Fall 2024)

POLS B272 The Power of the People: Democratic Revolutions

We often invoke "democracy" as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law, and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what democracy might mean, what conditions it requires, and what "best practices" citizens committed to democracy might enlist to confront political challenges such as the structural divisions that persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential for democratic, grass-roots power as a vital ingredient to democratic flourishing. Writing Intensive.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2024-2025)

POLS B358 Freedom in the 21st Century

This course investigates what freedom means, how political communities organize themselves around freedom, and how contestation about freedom is essential in twenty-first century political life. We will take orientation from the argument developed by David Graeber and David Wengrow in *The Dawn of Everything*, which suggests that freedom and not equality is the site of political struggle today. We'll give some time to contextualizing Graeber and Wengrow's historical inquiry as a political project in response to interrelated crises of ecology and democracy of the present moment. Expanding from this point of origin (which will be linked to the other courses in the 360), we'll then consider how theorists and practitioners around the world have considered freedom's perils and possibilities: abolitionist organizing in the work of Mariame Kaba; democratic socialism in the theory of Axel Honneth; freedom as a mask for state-sanctioned violence in the critical queer work of Chanan Reddy; escape and flight from such states realized through "freedom as marronage"; and freedom as an Indigenous political project in the the work of Taiaiake Alfred, Glen Coulthard, and Leanne Betasamosake Simpson. Each approach will offer an

opportunity to think through the meaning and politics of freedom as well as to develop frameworks of political analysis that can illustrate how struggles for freedom shape and structure politics today. Prerequisite: One course in Political Theory or Philosophy or Permission of instructor.

Units: 1.0
(Not Offered 2024-2025)

POLS B359 Depth Psychology, Politics, and the Social Order

In this course, we examine a variety of political and social issues (among them racism, the economic organization of society, and demagoguery) from the perspective of "depth psychology." By "depth psychology" we refer to the study of human activity in terms of individual and collective, conscious and unconscious psychic dynamics. Modern depth psychology grew up in the late 19th century; its two greatest theorists were Friedrich Nietzsche and Sigmund Freud, the latter of whom founded what is now the broad and diverse field of psychoanalysis. We will draw on works by Nietzsche, by Freud, by later psychoanalysts, and by writers who were deeply influenced by these, such as Richard Wright, Franz Fanon, and Herbert Marcuse. We will also draw on the insights of depth psychology to try to help understand the use and organization of hate within contemporary politics. Prerequisite: One course in theory OR consent of instructor.

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

POLS B361 On The Human Condition: The Political Thinking of Hannah Arendt

Pursuing a close study of Hannah Arendt's *The Human Condition*, one of the most influential works of political theory written in the twentieth century, this course will investigate Arendt's magnum opus in its contexts: situated in the history of political thought, in the political debates of the 1950s, and as political thinking of urgent relevance today. While we study Arendt's texts, focusing specifically on *The Human Condition*, we will also seek to understand and practice her unique form of political thinking by not only reading her texts in their historical contexts but also considering our own contexts as readers of Arendt in the twenty-first century. Our approach to Arendt will thus seek to develop her idea of "political thinking" while also creating our own exercises in political thinking over the course of the semester, drawing together issues in politics today, the concepts and arguments Arendt proposes, and the history of political thought her work engages.

Requirement: Course does not meet an Approach
Units: 1.0
(Not Offered 2024-2025)

POLS B371 Topics in Political Philosophy

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. Prerequisite: At least one course in political theory or philosophy or consent of instructor. Current topic description: What does it mean to call Bryn Mawr and Haverford self-governing institutions? Or to believe that we – citizens of various communities, nations, or states – govern ourselves? Higher education institutions are not alone in invoking self-governance as both ethical and educational;

this seminar seeks to reflect deeply about the meanings of self-governance, why we might desire it, and how political institutions, laws, and culture might embody it. We will grapple with some recent and influential accounts of governance and politics from communitarian, queer-anarchistic, Afro-Pessimist, Indigenous, and democratic perspectives. Our objective will be to develop and implement critical vocabulary for understanding and implementing what self-governance might mean, what conditions it requires, and what "best practices" community members and citizens committed to it might enlist to realize its potential for self-development and collective flourishing.

Units: 1.0
Instructor: Schlosser, J.
(Fall 2024)

POLS B381 Nietzsche

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth, irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.

Units: 1.0
Instructor: Elkins, J.
(Fall 2024)

PHYSICS

Students may complete a major or minor in Physics. Within the major, students may complete a minor in educational studies or complete the requirements for secondary education certification. Students may complete an M.A. in the combined A.B./M.A. program.

The courses in Physics emphasize the concepts and techniques that have led to our present way of modeling the physical world. They are designed both to relate the individual parts of physics to the whole and to treat the various subjects in depth. Opportunities exist for interdisciplinary work and for participation by qualified majors in research with members of the faculty and their graduate students. In addition, qualified seniors may take graduate courses.

Faculty

Brian Andrews, Bucher Jackson Postdoctoral Fellow

Evan Arena, Lecturer in Physics

Xuemei May Cheng, Dean of Graduate Studies, Professor of Physics and the Rachel C. Hale Professor in the Sciences and Mathematics

Mark Matlin, Senior Lecturer in Physics

Michael Noel, Marion Reilly Professor of Physics (on leave semester I)

Asja Radja, Assistant Professor of Physics

David Schaffner, Associate Professor and Chair of Physics

Michael Schulz, Associate Professor of Physics

Required Introductory Courses for the Major and Minor

The introductory courses required for the physics major and minor are PHYS 121 and PHYS 122 and MATH 101 and MATH 102. Students are encouraged to place out of MATH 101 and 102 if that is appropriate. Although College credit is given for a score of 4 or 5 on the AP tests and for a score of 5 or above on the IB examination, the AP and IB courses are not equivalent to PHYS 121 and PHYS 122 and advanced placement will not, in general, be given. However, students with a particularly strong background in physics are encouraged to take the departmental placement examination between the summer before entering Bryn Mawr and the end of the first week of classes in the fall semester. Based on the results, the department will place students in the appropriate course.

Major Requirements

Beyond the two introductory physics courses (PHYS 121 and 122) and the two introductory mathematics courses (MATH 101 and 102), twelve additional courses are required for the major with 14 credits in total.

Nine courses (7 credits) must be:

- PHYS 201
- PHYS 214
- PHYS 205
- PHYS 207
- PHYS 206
- PHYS 398
- MATH 201
- MATH 203
- PHYS 331 OR PHYS 305

PHYS 205 and 207 are both half-credit quarter courses on mathematical methods in physical sciences, generally taken sequentially during the same semester; PHYS 206, a half-credit computational lab quarter course, must also be taken; PHYS 398, offered each fall, is a half-credit Senior Seminar. PHYS 331 and PHYS 305 are Writing Intensive courses and by completing at least one of them, students can meet the Writing Requirement in the major. Haverford courses may be substituted for Bryn Mawr courses where appropriate.

The remaining three courses must be chosen from among the other 300-level physics courses, one of which may be substituted with one course from among ASTR 342, 343, and 344, or a 300-level math course, with the approval of the major advisor. 500-level graduate courses may also fulfil this requirement with advisor's approval. Other substitutions from related disciplines such as chemistry, geology, and engineering may be possible. Please consult with the major advisor to discuss such options.

Four-Year Plan meeting the minimum requirements for the major:

1st Year

PHYS 121, 122

MATH 101, 102

2nd Year

PHYS 201, 214, 206 (half-credit)

MATH 201, 203

3rd Year

PHYS 205 (half-credit), 207 (half-credit), 331 or 305, and one other 300-level physics course

4th Year

Two 300-level physics courses, plus 398 (half credit)

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year.

Three-Year Plan meeting the minimum requirements for the major:

- 1st Year
- MATH 101, 102

2nd Year

- PHYS 121, 122, 206 (half-credit)
- MATH 201, 203

3rd Year

- PHYS 201, 214, 205 (half-credit), 207 (half-credit), 331 or 305

4th Year

- Three 300-level physics courses, plus 398 (half-credit)

Honors

The degree of Bachelor of Arts is awarded with honors in physics in recognition of excellence as demonstrated by both academic work and research. The award is made upon the recommendation of the department based on the following criteria:

- distinction in undergraduate research and quality of a written senior thesis;
- achievement of a major GPA of at least 3.6 and an overall GPA of at least 3.0.
- For purposes of honors, the major GPA is computed from the following courses:
 - physics courses at the 200-level and above at Bryn Mawr and Haverford Colleges, excluding PHYS 380, 390, 398, and 403 at Bryn Mawr College and their analogs at Haverford College;
 - 200-level courses in mathematics required for the physics major (MATH B201 and B203);
 - 300-level courses in mathematics, astronomy (or in some cases another field) only if substituted for a 300-level course in physics with the approval of the major advisor.

Study Abroad

Many physics majors participate in the College's junior year study abroad program. Undergraduate physics courses are surprisingly standardized throughout the world. The Majors Adviser will work with you to design an appropriate set of courses to take wherever you go.

Minor Requirements

The requirements for the minor, beyond the introductory sequence, are PHYS 201, 214 205, 206 and 207; PHYS 331 or 305; MATH 201, 203; and one additional 300-level physics course. The astronomy and mathematics courses described under "Major Requirements" may not be substituted for the one additional 300-level physics course.

Preparation for Graduate School

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering, and related fields. To be well prepared for graduate school, students should take, at a minimum, these upper-level courses: PHYS 302, 303, 308, and 309. Students should also take any additional courses in physics and allied fields that reflect their interests, and should engage in research with a member of the faculty by taking PHYS 403. (Note that PHYS 403 does not count towards the 14.5 courses required for the major.) Seniors can take graduate courses, usually PHYS 501: Quantum Mechanics or PHYS 503: Electromagnetism, to get a head start on graduate school.

Minor in Educational Studies or Secondary-School Teacher Certification

Students majoring in physics can pursue a minor in educational studies or state certification to teach at the secondary-school level. Students seeking the minor need to complete six education courses including a two-semester senior seminar, which requires five to eight hours per week of fieldwork. To earn secondary-school certification (grades 7-12) in physics, students must: complete the physics major plus two semesters of chemistry and one semester as a teaching assistant in a laboratory for introductory or intermediate physics courses; complete six education courses; and student teach full-time (for two course credits) second semester of their senior year. For additional information, see Education.

Pre-Health Professions

A major in physics can be excellent preparation for a career in the health professions. A recent (2010) study by the American Institute of Physics finds that "...as a group, physics bachelor's degree recipients achieve among the highest scores of any college major on the entrance exams for medical school..." In addition to one year of physics, most medical and dental schools require one year of English, one year of biology, one year of general chemistry, and one year of organic chemistry. Students wishing to pursue this path should consult the physics major's advisor early in their studies as well as the Health Professions Advising Office to develop an appropriate major plan. For additional information, see Health Professions Advising.

A Physics Major With an Engineering Focus

Students interested in enriching their physics education by incorporating engineering coursework can do so through coursework in engineering at Swarthmore College or the University of Pennsylvania. Bryn Mawr students also have the opportunity to transition to an engineering program through a combined degree program. See below for a short description of the programs available through the physics major.

Master's Programs

University of Pennsylvania 4+1 Program

Qualified students can earn a master's degree in engineering following completion of four years at Bryn Mawr and one year at UPenn. A GPA of 3.0 in all courses and of 3.0 in science and math courses is required to apply. Contact Dr. Mark Matlin for more information regarding the program and learn more here.

University of Rochester 4+2 Master's in Optics

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

Dual Degree Programs

Caltech 3+2 AB/BS Program

Columbia 3+2 AB/BS Program

Students interested in earning a BS degree in engineering in addition to an AB degree can apply for either the Caltech or Columbia 3+2 program. A student in this program would complete three years of coursework at Bryn Mawr College and then attend Caltech or Columbia for the remaining two years, receiving both an AB and a BS at the end of five years total. Both programs require that a student take specific prerequisite courses and submit an application. Contact Dr. Mark Matlin or Dr. Xuemei Cheng for more information.

A.B./M.A. Program

To earn an M.A. degree in physics in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate physics major and also must complete six units of graduate level work in physics. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission and oral defense of an acceptable M.A. thesis.

Courses at Haverford College

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years as indicated in the listings of the specific courses below. These courses (numbered 302, 303, 308, 309, and 322) may be taken at either institution to satisfy major requirements. Haverford 335 and Bryn Mawr 325 are both topics in advanced theoretical physics and they also tend to alternate. In addition, 100- and 200-level courses at Haverford can be used to replace 100- and 200-level courses at Bryn Mawr but these courses are not identical and careful planning is required.

Introductory Physics Sequences

Students on a pre-health professions track wanting to take one year of physics should take PHYS 101 and PHYS 102. Some students on a physical sciences major track could take PHYS 121 and PHYS 122 and others might take PHYS 122 and PHYS 201. See your major adviser and carefully note the math pre- and co-requisites for these courses. PHYS

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121/122/201/214 is a coordinated, four-semester sequence in physics. Students are encouraged to place out of MATH 101 and 102 if that is appropriate.

Courses

PHYS B101 Introductory Physics I

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. First year students who will take or place out of MATH 101 should take PHYS 121. MATH B100 or MATH H105 are required co requisites. Lecture three hours, laboratory two hours.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Schulz,M., Andrews,B., Arena,E.
(Fall 2024)

PHYS B102 Introductory Physics II

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Prerequisites: PHYS B101. Lecture three hours, laboratory two hours.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Matlin,M., Arena,E.
(Spring 2025)

PHYS B121 Modern Physics

This course presents current conceptual understandings and mathematical formulations of fundamental ideas used in physics. Students will develop physical intuition and problem-solving skills by exploring key concepts in physics such as conservation laws, symmetries and relativistic space-time, as well as topics in modern physics taken from the following: fundamental forces, nuclear physics, particle physics, and cosmology. This course can serve as a stand-alone survey of physics or as the first of a four-semester sequence designed for those majoring in the physical sciences. Co-requisite: MATH B101.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Cheng,X.
(Fall 2024)

PHYS B122 Classical Mechanics

The lecture material covers Newtonian Mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications, one-dimensional systems including forced oscillators, scattering and orbit problems. Lecture three hours, laboratory two hours. Prerequisites: PHYS 121 (or permission of the instructor) and MATH 101. Corequisite: MATH 102.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Matlin,M., Radja,A.
(Spring 2025)

PHYS B201 Electromagnetism

The lecture material covers electro- and magneto-statics, electric and magnetic fields, induction, Maxwell's equations, and electromagnetic radiation. Scalar and vector fields and vector calculus are developed as needed. The laboratory involves passive and active circuits and projects in analog and digital electronics. Lecture three hours, laboratory three hours. Prerequisite: PHYS 102 or 122. Corequisite: MATH 201.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Matlin,M., Schaffner,D.
(Fall 2024)

PHYS B205 Mathematical Methods in the Sciences I

This course is the first of two half-semester sessions which presents topics in applied mathematics useful to students in physics, engineering, physical chemistry, geology, and computer science. This first session will cover infinite series, complex variables, Fourier series, integral transforms, special functions, and ordinary differential equations. Lecture three hours and additional recitation sessions as needed. Prerequisite: MATH B102.

Requirement: Course does not meet an Approach

Units: 0.5

Instructor: Matlin,M.
(Fall 2024)

PHYS B207 Mathematical Methods in the Sciences II

This course is the second of two half-semester sessions which presents topics in applied mathematics useful to students in physics, engineering, physical chemistry, geology, and computer science. This second session covers advanced ordinary differential equations, partial differential equations, special functions, series solutions, and boundary-value problems. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B205, MATH B201 and MATH B203

Requirement: Course does not meet an Approach

Units: 0.5

Instructor: Matlin,M.
(Fall 2024)

PHYS B214 Introduction to Quantum Mechanics

An introduction to the principles governing systems at the atomic scale and below. Topics include the experimental basis

of quantum mechanics, wave-particle duality, Schrödinger's equation and its solutions, and the time dependence of quantum states. Recent developments, such as paradoxes calling attention to the counter-intuitive aspects of quantum physics, will be discussed. Additional topics may be included at the discretion of the instructor. The laboratory involves quantum mechanics, solid state physics, and optics experiments. Lecture three hours, laboratory three hours. Prerequisite: MATH 201 and PHYS B122, or permission of the instructor. Corequisite: MATH 203.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

Instructor: Matlin, M., Radja, A.
(Spring 2025)

PHYS B220 Introduction to Plasma Physics and Fusion

This is a half-unit introduction to basic plasma physics including an overview of plasma systems, single particle motion, waves and instabilities, and applications of plasma particularly its connection to the development of fusion energy. Prerequisite: MATH B102.

Requirement: Course does not meet an Approach

Units: 0.5

(Not Offered 2024-2025)

PHYS B302 Advanced Quantum Mechanics and Applications

This course presents nonrelativistic quantum mechanics, including Schrodinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B214 and PHYS B205 and B207 or PHYS H213

Units: 1.0

(Not Offered 2024-2025)

PHYS B303 Statistical Mechanics and Thermodynamics

This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium, the microcanonical, canonical, and grand canonical ensembles, and Bose-Einstein, Fermi-Dirac, and Maxwell Boltzmann statistics. The statistical basis of classical thermodynamics is investigated. Examples and applications are drawn from among solid state physics, low temperature physics, atomic and molecular physics, electromagnetic waves, and cosmology. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B214 or H214. Co-requisite: PHYS B205 and B207 or H213.

Units: 1.0

Instructor: Matlin, M.
(Fall 2024)

PHYS B305 Advanced Electronics Lab

This laboratory course is a survey of electronic principles and circuits useful to experimental physicists and engineers. Topics include the design and analysis of circuits using transistors, operational amplifiers, feedback and analog-to-digital conversion. Also covered is the use of electronics for

automated control and measurement in experiments, and the interfacing of computers and other data acquisition instruments to experiments. Laboratory eight hours a week. Prerequisite: PHYS B201

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2024-2025)

PHYS B306 Mathematical Methods in the Physical Sciences

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed. Prerequisite: MATH 201 and 203.

Units: 1.0

(Not Offered 2024-2025)

PHYS B308 Advanced Classical Mechanics

This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian, and Hamiltonian mechanics. Topics include oscillations, normal mode analysis, inverse square laws, nonlinear dynamics, rotating rigid bodies, and motion in noninertial reference frames. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B201 or PHYS B214 or PHYS H214. Co-requisite: PHYS B205 and B207 or H213.

Units: 1.0

(Not Offered 2024-2025)

PHYS B309 Advanced Electromagnetic Theory

This course presents electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves, and special relativity. Some examples and applications may come from superconductivity, plasma physics, and radiation theory. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and B205 and B207 OR H213 and H214.

Units: 1.0

Instructor: Noel, M.
(Spring 2025)

PHYS B322 Condensed Matter Physics

This course introduces the emergent properties and collective descriptions that arise when atoms and molecules are combined into larger condensed matter systems with varying degrees of order. Frontier research topics in nanomaterials and biophysics will also be introduced if time permits. Prerequisites: PHYS B201 or H106; Co-Requisites: B205 and B207 or PHYS H213

Units: 1.0

(Not Offered 2024-2025)

PHYS B324 Optics

This course covers principles of geometrical and physical optics. Topics include electromagnetic waves and their

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propagation in both isotropic and anisotropic media; interference, diffraction, and Fourier optics; coherence theory; ray optics and image formation; and, as time permits, an introduction to the quantum nature of light. Prerequisites: PHYS B201 (or H106); Co-Requisites: PHYS B205 and B207 (or H213)

Units: 1.0
(Not Offered 2024-2025)

PHYS B325 General Relativity

An introductory course in general relativity with an emphasis on physical principles and geodesics in curved spacetime. Topics include special relativity, the calculus of variations, metrics, geodesics, the equivalence principle, gravitational redshift, the static weak field metric, the Schwarzschild metric describing spacetime outside of a black holes or star, the precession of planetary orbits and the bending of light by massive objects, the parametrized post-Newtonian formalism for probing deviations from general relativity, the Kruskal extension of the Schwarzschild spacetime, causal structure, gravitational collapse, tensors, covariant derivatives, parallel transport, geodesic deviation, curvature, and the Einstein equations. Additional topics may include applications to rotating black holes, gravitational waves, cosmology, or Hawking radiation. Co-requisites: PHYS B205 and B207 or prerequisite: PHYS H213.

Units: 1.0
Instructor: Schulz,M.
(Fall 2024)

PHYS B328 Galactic Dynamics & Advanced Classical Mechanics

This course is for the advanced undergraduate interested in the physics galactic dynamics and evolution, i.e. collisionless, gravitational N-body systems composed of stars and dark matter. Topics covered will include potential theory, orbit theory, collisionless Boltzmann equation, Jeans equations, disk stability, violent relaxation, phase mixing, dynamical friction and kinetic theory. To support the these theories, we will also cover advanced topics in classical mechanics including Lagrange & Hamilton methods, the central force problem, canonical transformations, action-angle variables, chaos and perturbation theory. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisites: MATH B201, MATH B203, PHYS B201, B214, and PHYS B308 or permission from instructor.

Units: 1.0
(Not Offered 2024-2025)

PHYS B331 Advanced Experimental Physics

This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear, and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Students write papers in a format appropriate for research publications and make a presentation to the class. Laboratory eight hours a week. Corequisite: PHYS 214.

Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor: Schaffner,D.
(Spring 2025)

PHYS B380 Physics Pedagogy

Students work with a faculty member as assistant teachers in a college course in physics, or as assistants to a faculty member developing new teaching materials. Students will be involved in some combination of the following: directed study of the literature on teaching and learning pedagogy, construction and design of parts of a course, and actual teaching in a lecture course or laboratory. Corequisite: PHYS 201 or 214.

Major Writing Requirement: Writing Intensive
Units: 1.0
(Fall 2024)

PHYS B390 Independent Study

At the discretion of the department, juniors or seniors may supplement their work in physics with the study of topics not covered in regular course offerings.

Major Writing Requirement: Writing Intensive
Units: 1.0
(Fall 2024)

PHYS B398 Senior Seminar

Required for senior Physics majors. Students meet weekly with faculty to discuss recent research findings in physics as well as career paths open to students with a major in Physics. Students are required to attend all colloquia and student research presentations hosted by the Bryn Mawr College Physics department. Prerequisite: Senior Standing.

Units: 0.5
Instructor: Cheng,X.
(Fall 2024)

PHYS B501 Quantum Mechanics I

This course is the first semester of a year-long standard sequence on quantum mechanics. The year-long course will cover: the mathematical formulation of quantum mechanics, quantum dynamics, the theory of angular momentum, symmetry in quantum mechanics, approximation methods, identical particles, scattering theory, relativistic quantum mechanics. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

Units: 1.0
(Not Offered 2024-2025)

PHYS B502 Quantum Mechanics II

This course is the second semester of a year-long standard sequence on quantum mechanics. The year-long course will cover: the mathematical formulation of quantum mechanics, quantum dynamics, the theory of angular momentum, symmetry in quantum mechanics, approximation methods, identical particles, scattering theory, relativistic quantum mechanics. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

Units: 1.0
(Not Offered 2024-2025)

PHYS B503 Electromagnetic Theory I

This course is the first semester of a year-long standard sequence on electromagnetism. This semester begins with topics in electrostatics, including Coulomb's and Gauss's Laws, Green functions, the method of images, expansions in orthogonal functions, boundary-value problems, and dielectric materials. The focus then shifts to magnetic phenomena, including the magnetic fields of localized currents, boundary-value problems in magnetostatics, and the interactions of fields and magnetic materials. The last portion of the course treats Maxwell's equations, transformation properties of electromagnetic fields, electromagnetic waves and their propagation and, time permitting, the basics of waveguides. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

Units: 1.0
(Not Offered 2024-2025)

PHYS B504 Electromagnetic Theory II

This course is the second semester of a two semester graduate level sequence on electromagnetic theory. Topics include electromagnetic radiation, multiple fields, scattering and diffraction theory, special relativity, Lagrangian and Hamiltonian descriptions, radiation from point particle motion, Lienard-Wiechert potentials, classical electron theory and radiation reaction. Additional topics may be included at the discretion of the instructor. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisite: PHYS 503

Units: 1.0
(Not Offered 2024-2025)

PHYS B505 Classical Mechanics I

This course will cover mechanics topics familiar from the undergraduate curriculum, but from deeper theoretical and mathematical perspectives. Topics will include Lagrange & Hamilton methods, the central force problem, rigid body motion, oscillations, and canonical transformations. Time permitting, other topics that might be explored include chaos theory, special relativity, and the application of Lagrangian and Hamiltonian methods to continuous systems. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

Units: 1.0
Instructor: Schulz,M.
(Spring 2025)

PHYS B507 Statistical Mechanics I

Review of Thermodynamics; Equilibrium statistical mechanics—microcanonical and canonical ensembles; Ideal gases, photons, electrons in metals; Phase transitions; Monte Carlo techniques; Classical fluids, Non-equilibrium statistical mechanics.

Units: 1.0
(Not Offered 2024-2025)

MATH B101 Calculus I

This is the first in a sequence of two courses that covers single-variable calculus. Topics include functions, limits, continuity, derivatives, differentiation formulas, applications of

derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: proficiency in high-school mathematics (including algebra, geometry, and trigonometry).

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0
Instructor: Chu,O., Sudparid,D.
(Fall 2024, Spring 2025)

MATH B102 Calculus II

This is the second in a sequence of two courses that covers single-variable calculus. Topics include techniques of integration, applications of integration, infinite sequences and series, tests of convergence for series, and power series. Prerequisite: a merit grade in Math 101 (or an equivalent experience).

Requirement: Quantitative Methods (QM)
Units: 1.0
Instructor: Sudparid,D., Myers,A., Vien,D.
(Fall 2024, Spring 2025)

MATH B201 Multivariable Calculus

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Requirement: Quantitative Methods (QM)
Units: 1.0
Instructor: Kara,S., Traynor,L.
(Fall 2024, Spring 2025)

MATH B203 Linear Algebra

This course considers systems of linear equations, matrix algebra, determinants, vector spaces, subspaces, linear independence, bases, dimension, linear transformations, eigenvalues, eigenvectors, orthogonality, and applications of linear algebra. Prerequisite (or corequisite): Math 102.

Requirement: Quantitative Methods (QM)
Units: 1.0
Instructor: Kasius,P.
(Spring 2025)

PHYS B206 Computational Methods for the Sciences

This is a half-unit quarter course that introduces computational methods and techniques useful to students in the physical sciences. Topics covered may include but are not limited to basic programming using Python, functions and array handling, iterative methods, numerical integration and differentiation, and computational differential equations. Co-requisite: MATH B102

Requirement: Physics
Counts towards: Physics
Units: 0.5
Instructor: Matlin,M.
(Spring 2025)

POLITICAL SCIENCE

Political Science is the study of justice and authority, peace and conflict, public policies and elections, government and law, democracy and autocracy, freedom and oppression. More than any other social science, Political Science uses a wide variety of approaches to explain political phenomena and to evaluate the actions of polities and leaders. The Political Science major develops reading, writing, and thinking skills necessary for a critical understanding of the political world. The major prepares students to go on to public policy or law schools as well as to graduate work in Political Science. Majors in the department have pursued careers worldwide in public service, journalism, advocacy, law, and education, to name a few.

Faculty

Michael Allen, Associate Provost and Professor of Political Science on the Harvey Wexler Chair in Political Science and Chair of International Studies (on leave semester II)

Elizabeth Corredor, Visiting Assistant Professor of Political Science

Jeremy Elkins, Associate Professor of Political Science

Marissa Martino Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics (on leave semester II)

Carol Hager, Professor of Environmental Studies and Political Science (on leave semester I)

Seung-Youn Oh, Associate Professor and Chair of Political Science on the Jye Chu Lectureship in Chinese Studies

Aytug Sasmaz, Assistant Professor of Political Science

Joel Schlosser, Professor of Political Science

Major Requirements

Students who wish to declare Political Science as a major should contact the Political Science Chair. The department will attempt to respect requests for a particular advisor, but, because of the need to distribute advisees evenly among the faculty, cannot guarantee particular requests.

All Haverford Political Science courses count toward the Bryn Mawr major (the same is generally true for courses at Swarthmore and Penn). Majors in the Bryn Mawr department must take at least four (for 2019-20: three) of their major courses here, in addition to 399.

The study of politics covers a wide ground, and the Political Science major is designed to give students an opportunity to focus their study while also attending to questions, issues, and problems that run through the study of politics more generally, and that connect the study of politics to other disciplines.

We have organized the major along the lines of four general themes as well as according to traditional subfields

- Identity and Difference
- Policy Formation and Political Action
- Interdependence and Conflict
- Political and Legal Theory

- American Politics
- Comparative Politics
- International Politics
- Law and Policy

The Political Science major consists of a minimum of 10 courses:

- Two introductory-level courses, which prospective majors should complete by the end of their sophomore year, from this list: 121, 123 (at HC), 131, 141, 143 (at HC), 151 (at HC), 228, 245 and 231. These courses may be taken in any order.
- Two concentrations, at least one of which should be from either the general themes or the traditional subfields listed above. The second concentration is normally also chosen from those categories, but it can be based on a more substantive focus (e.g. gender, environmental politics, or the politics of a particular region), to be determined in consultation with the student's advisor. Each concentration consists of three courses, at least one of which must be at the 300 level and all of which must be either at the 200 or 300 level. The specific courses required to satisfy the concentration will be determined as part of a major work plan by the student and her advisor.
- One course with explicit attention to research in Political Science. This course should treat different approaches to political research, staged writing and revision of a research project, and culminate with a research project (a research design or research essay). The following regularly offered courses at Bryn Mawr and Haverford can fulfill this requirement. Other courses can be designated as Research Attentive or approved by the department chair. POLS 233 (Intro to Research Design and Data Analysis), POLS H277 (Quantitative Methods), POLS 310 (Comparative Public Policy), POLS 339 (Bureaucracy & Democracy in America), POLS 391 (International Political Economy), POLS 367 (China and the World), POLS 371 (Topics in Political Philosophy), POLS 382 (Comparative Political Parties).
- (The research attentive course requirement is only in effect for majors declaring in AY 2024-2025 and after. Students already declared need only take an additional 300-level course.)
- Senior Essay (399), to be taken in the spring semester of the senior year.
- At least four courses, in addition to POLS 399, must be taken in the Bryn Mawr Political Science Department.

Senior Capstone

The senior project in Political Science can take one of two forms. All students can choose to write Senior Field Essays. With faculty approval and a well-constructed project, students can instead choose to write a senior thesis. Students on both paths will have an oral "defense" at the end of the spring semester.

Senior Field Essays

The Senior Field Essays consist of two essays (approximately 12-15 pages each) on two topics or themes that the student has studied during their time at Bryn Mawr. These essays are an opportunity to reflect on topics/themes of the students' own choosing, and are intended to draw on, and extend and/or integrate ideas from various courses that the student has taken. Generally, the topics of the essays should reflect their two concentrations and the courses taken within each; the precise topic of each essay will be determined by the student in consultation with a senior essay advisor. Each essay should discuss approximately 5-7 relevant works (books and/or articles), although a higher or lower number (or a specific balance between books and articles) may be determined in consultation with the faculty advisor. The precise number of works considered may vary depending on the topic and will be determined in consultation with the student's faculty advisor.

Students attend a fall meeting to discuss the general requirements for the essays, and submit a proposal for the topics of the two essays at about the 10th week of the fall semester. (The exact date is announced at the fall meeting). Students are assigned an advisor who meets with the student at the end of fall semester or beginning of spring semester. Students meet regularly with their advisors through the spring semester to discuss their work-in-progress. The first essay is submitted before spring break. The second essay is submitted by the last day of spring classes.

Senior Thesis

Students who are interested in the possibility of writing a thesis and who have a clearly defined thesis topic should discuss their prospective thesis with a member of the Political Science faculty during the fall semester prior to fall break. The faculty member and the student will discuss the appropriateness of doing a thesis in lieu of the Field Essays. With the approval of the faculty member, the student will submit a detailed thesis proposal in lieu of the Field Essay proposals, due around the 10th week of fall semester. Students writing a thesis are assigned a thesis advisor with whom the student meets regularly during the spring term.

Senior Orals

During finals weeks of the spring semester, senior Political Science majors will meet with their advisor and a second faculty reader to discuss their completed field essays or thesis. This is an opportunity for the student to answer questions about, and elaborate on, their senior projects.

Major Credit for Courses Outside the Political Science Department

Up to three courses from departments other than Political Science may be accepted for major credit, if in the judgment of the department these courses are an integral part of a student's major plan. Decisions as to which outside courses count for Political Science major credit are made by the faculty on a case by case basis. When in doubt, students should consult their major advisor or the department chair. Ordinarily,

100-level courses taken in other departments may not be counted for major credit in Political Science.

We encourage students to spend a semester abroad during their junior year. We generally count one course taken abroad for credit toward the major. Courses taken abroad count at the 200 level only.

Praxis Courses for Major Credit

Praxis courses can count within the Political Science major at the 200-level, pending approval by a major's Political Science advisor. In order to count, Praxis courses need to involve attention to or involvement with political phenomena and include some research component (formalized through a poster, written document, or other form).

Writing Intensive and Writing Attentive Courses

Students are required to take at least one writing intensive course or two writing attentive courses in their major. Political Science generally offers one writing intensive course annually. In addition, a number of 300-level courses that count as writing attentive will be offered annually.

Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior capstones will be considered for departmental honors.

Minor Requirements

A minor in Political Science consists of six courses distributed across a minimum of two fields. At least four of these courses must be at the 200 level or higher, and at least two of them must be at the 300 level. At least three of the courses must be taken from the Bryn Mawr Department of Political Science course offerings.

The fields are:

- Identity and Difference
- Policy Formation and Political Action
- Interdependence and Conflict
- Political and Legal Theory
- American Politics
- Comparative Politics
- International Politics
- Law and Policy

Course Designations

Almost every course offered in the Political Science Departments at Bryn Mawr and Haverford will count for at least one of the fields of concentration, and some may count for more than one (no single course, however, may be counted as part of more than one field of concentration). Many courses offered at Swarthmore and Penn will also count toward these. Because new courses are often being created, the following is not an exhaustive list; students should consult their advisor for information on classifying any courses that do not appear on here.

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Identity and Difference

123 American Politics: Difference and Discrimination (H)
131 Introduction to Comparative Politics
205 European Politics: Coming Together or Falling Apart?
206 Conflict & Conflict Management
220 Constitutional Law
221 Gender and Comparative Politics
226 Social Movement Theory (H)
228 Introduction to Political Philosophy: Ancient and Early Modern
229 Latino Politics in the U.S. (H)
231 Introduction to Political Philosophy: Modern
235 African Politics (H)
242 Gender and International Organizations
242 Women in War and Peace (H)
243 African and Caribbean Perspectives in World Politics
245 Philosophy of Law
248 Modern Middle East Cities
266 Virtue, Friendship, and Democratic Practice
283 Middle East Politics
285 Religion and the Limits of Liberalism (H)
286 Religion and American Public Life (H)
304 Community and the Politics of Place
320 Democracy in America (H)
336 Democracy and Democratization (H)
340 Postcolonialism and the Politics of Nation-building (H)
345 Islam, Democracy and Development (H)
348 Culture and Ethnic Conflict identity and conflict
352 Peace Studies in International Politics
354 Comparative Social Movements
367 China and the World: Implications of China's Rise
370 Becoming a People: Power, Justice, and the Political (H)
375 Perspectives on Work, and Family in the U.S.
379 Feminist Political Theory (H)
382 Political Parties, Polarization and Democracy
391 International Political Economy

Policy Formation and Political Action

121 American Politics (H)
H121 American Politics and Its Dynamics (H)
131 Introduction to Comparative Politics
H123 American Politics: Difference and Discrimination (H)
H131 Comparative Government and Politics (H)
131 Introduction to Comparative Politics
205 European Politics: Coming Together or Falling Apart?
222 Introduction to Environmental Issues: Policy Making in Comparative Perspective

H223 American Political Process: The Congress (H)
H224 The American Presidency (H)
H225 Mobilization Politics (H)
H226 Social Movement Theory (H)
H227 Urban Politics (H)
H228 Urban Policy (H)
H230 Topics in Comparative Politics (H)
H235 African Politics (H)
H237 Latin American Politics (H)
242 Women in War and Peace (H)
248 Modern Middle East Cities
249 Politics of Economic Development
H249 The Soviet System and Its Demise (H)
254 Bureaucracy and Democracy
257 The State System (H)
259 Comparative Social Movements in Latin American
265 Politics, Markets and Theories of Capitalism (H)
274 Education Politics and Policy
308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors
310 Comparative Public Policy
314 Strategic Advocacy: Lobbying & Interest Group Politics in Washington, D.C. (H)
315 Public Policy Analysis (H)
320 Democracy in America (H)
321 Technology and Politics
325 Grassroots Politics in Philadelphia (H)
333 Transformations in American Politics: late 20th-early 21st century
334 Politics of Violence (H)
339 The Policymaking Process
345 Islam, Democracy and Development (H)
352 Peace Studies in International Politics
354 Comparative Social Movements: Power, Protest, and Mobilization
375 Perspectives on Work and Family in the U.S.
378 Origins of American Constitutionalism
382 Political Parties, Polarization and Democracy
393 US Welfare Politics: Theory and Practice

Interdependence and Conflict

151 International Politics (H)
205 European Politics: Coming Together or Falling Apart?
206 Conflict & Conflict Management
211 Politics of Humanitarianism
233 Perspectives on Civil War and Revolution: Southern Europe and Central America (H)

235 Transitional Justice in Post-Conflict Societies
 239 The United States and Latin America (H)
 240 Inter-American Dialogue (H)
 242 Gender and International Organizations
 242 Women in War and Peace (H)
 247 Political Economy of Developing Countries (H)
 249 Politics of Economic Development
 248 Modern Middle East Cities
 250 International Politics
 252 International Politics of the Middle East (H)
 253 Introduction to Terrorism Studies (H)
 256 The Evolution of the Jihadi Movement (H)
 258 The Politics of International Institutions (H)
 259 American Foreign Policy (H)
 261 Global Civil Society (H)
 262 Human Rights and Global Politics (H)
 264 Politics of Commodities
 265 Politics, Markets and Theories of Capitalism (H)
 278 Oil, Politics, Society, and Economy
 279 State Transformation/Conflict
 283 Middle East Politics
 287 Media and Politics: The Middle East Transformed
 308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors
 316 Ethnic Group Politics—Identity and conflict
 339 Transitional Justice (H)
 347 Advanced Issues in Peace and Conflict
 340 Postcolonialism and the Politics of Nation-building (H)
 348 Culture and Ethnic Conflict identity and conflict
 350 Topics in International Politics (H)
 352 Peace Studies in International Politics
 357 International Relations Theory: Conflict and the Middle East (H)
 358 The War on Terrorism (H)
 358 Political Psychology and Ethnic Conflict
 367 China and the World: Implications of China's Rise
 361 Democracy and Global Governance (H)
 362 Global Justice (H)
 365 Solidarity Economy Movements (H)
 378 Origins of American Constitutionalism
 379 The United Nations and World Order
 382 Political Parties, Polarization and Democracy
 385 Democracy and Development
 391 International Political Economy
 392 State in Theory and History

Political Theory

171 Introduction to Political Theory: Democratic Authority (H)
 228 Introduction to Political Philosophy: Ancient and Early Modern
 231 Introduction to Political Philosophy: Modern
 234 Legal Rights in the Administrative State
 241 Politics of International law & Institutions
 245 Philosophy of Law
 253 Feminist Theory
 266 Virtue, Friendship, and Democratic Practice
 266 Sovereignty (H)
 272 Democratic Theory: Membership, Citizenship and Community (H)
 276 American Political Thought from Founding to Civil War (H)
 277 American Political Thought: Post Civil War (H)
 304 Community and the Politics of Place
 320 Greek Political Philosophy
 327 Political Philosophy: 1950-Present
 336 Democracy and Democratization (H)
 358 Freedom in the Twenty-first Century
 361 On The Human Condition: The Political Thinking of Hannah Arendt
 370 Becoming a People: Power, Justice, and the Political (H)
 371 Topics in Legal and Political Philosophy
 378 Origins of American Constitutionalism
 379 Feminist Political Theory (H)
 381 Nietzsche

Courses

POLS B121 Introduction to U.S. Politics

As the American political system continues to face challenges from both the right and the left, it is more important than ever to understand its key features, institutions, personnel and policy-making processes. This course provides a broad overview of the structures, personnel and institutions that govern and shape elections and policymaking in the United States. This course provides an overview of these key features. Writing Attentive.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Golden, M.

(Fall 2024)

POLS B131 Introduction to Comparative Politics

This course is designed to provide an introduction to the discipline of comparative politics. We will explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures, institutions, and behaviors of a number of countries around the world. Questions we will engage with include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies?

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What factors shape the relationships between states and their societies? By the end of this course, students will be equipped to answer these questions and prepared for further study in political science.

Requirement: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Attentive
Counts towards: International Studies
Units: 1.0
Instructor: Sasmaz,A.
(Spring 2025)

POLS B141 Introduction to International Politics

This course offers an introduction to international politics to acquaint students with major trends and themes in international relations and global affairs. The course is divided into three units. The first unit explores the foundational concepts and theories and the history of international relations. The second unit examines democracy and the global rise of populism & authoritarianism within the context of international organizations and global peace and security. The third unit focuses on global human rights in the areas of humanitarian intervention, forced migration, and transnational social movements. Throughout the semester, students will be asked to connect these theories and topics to issues that are playing out in the world today.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; International Studies; Peace, Justice and Human Rights
Units: 1.0
Instructor: Corredor,E.
(Fall 2024, Spring 2025)

POLS B205 European Politics: Coming Together or Falling Apart?

The European Union is one of the most ambitious experiments in international cooperation ever attempted. Despite the EU's many successes, sources of conflict between and within European countries have persisted. With the recent Greek financial crisis ("Grexit"), the Syrian refugee crisis, Britain's departure ("Brexit"), and the rise of far-right nationalist parties in many member countries, the union is starting to look frayed around the edges. In fact, each move toward European unity has dropped barriers for some while raising them for others. In this course, we will explore European politics from the edges, from the borders separating the included from the excluded. These borders may be geographical, political, socioeconomic, racial/ethnic, or cultural in nature. Our focus will be on political initiatives from the bottom up and the outside in. From this perspective, we will try to make sense of the interactions that produce cross-cutting pressures toward European unification on the one hand and toward dissolution of the European experiment on the other. We will cover issue areas such as migrant labor, housing and urban quality of life, immigration and refugee policy, climate, pandemic response, education and collective memory, defense and security, and information politics.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

POLS B221 Gender and Comparative Politics

This is an upper-level course for students interested in learning about feminist political science. We will cover the major topics of comparative politics from a gender perspective through a mix of lecture and seminar-style discussion. The topics include social movements, institutions, political parties and elections, welfare systems, democracy, and authoritarianism. The goal of the course is to teach students how to apply gendered and intersectional frameworks to contemporary political events and actors around the world. Suggested pre-requisite: a 100 or 200 level comparative politics course, political theory course, or gender & sexualities course.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: Corredor,E.
(Spring 2025)

POLS B224 Comparative Political Phil: China, Greece, and the "West"

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B228 Introduction to Political Philosophy: Ancient and Early Modern

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Schlosser,J.
(Spring 2025)

POLS B229 Politics of Women's Empowerment

The "empowerment of women" has become a key goal, whether real or rhetorical, of governments and politically involved non-governmental institutions across the globe. Whether through foreign aid programs targeted at women or reserved seats within domestic legislatures, it is not uncommon to see policies meant to "empower" women. But what does "empowerment" actually entail? Is it about assimilating women into existing political and economic structures? What types of power are being given to women, and how are they to use it? Which women are being "empowered"? How does the "empowerment" of women fit with other goals of those already in power? Is this a victory for feminism? We will take a cross-national approach to the issue, looking at how various polities

are approaching women's empowerment, both at home and abroad.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

POLS B231 Introduction to Political Philosophy: Modern

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Locke, J.S. Mill, Hegel, Marx, Nietzsche and others.

Requirement: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2024-2025)

POLS B233 Intro to Research Design and Data Analysis for PoliSci

This course offers students an introduction to the research design and methods used in political science. Topics are as follows (but are not limited to): (1) Positivism vs. interpretivism, (2) Causal vs. descriptive inference (3) Conceptualization, operationalization and measurement, (4) Experimental design, (5) Quasi-experimental design, (6) Survey research and sampling, (7) In-depth interviewing, (8) Quantitative data analysis and statistics, (9) Case selection, and (10) Multi-method research design. Students will have problem sets to finish every two weeks for which they will use the necessary software (usually R and R Studio). At the end of the semester, they will submit a research design which they can use as a basis for their senior thesis.

Requirement: Quantitative Methods (QM)

Counts towards: Data Science

Units: 1.0

Instructor: Sasmaz,A.

(Fall 2024)

POLS B242 Gender and International Organizations

Employing a multi-disciplinary feminist lens, this class examines women's and LGBTQIA+ rights within the United Nations system, with a primary focus on human rights and peace & security. This course seeks to expose students to the complex issues - social, political, economic, and legal - that characterize women's and LGBTQIA+ rights around the globe. The theoretical foundations are in the area of gender mainstreaming, which is the practice of integrating a gender equality perspective across all governing systems including but not limited to policy development, political representation, institutional regulations, program building, and budgeting. Students will be asked to conduct research on women's and/or LGBTQIA+ rights within a country of their choice. Students will present their findings to the class as well as write a final report. Prerequisite: Introductory Political Science Course or Instructor's permission.

Requirement: Course does not meet an Approach

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Corredor,E.

(Fall 2024)

POLS B245 Philosophy of Law

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include philosophical arguments about law, as well as judicial cases through which we examine these ideas within specific contexts, especially tort and contracts. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems. Recommended Prerequisite: sophomore standing, freshman only with professor's consent.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Elkins,J.

(Fall 2024)

POLS B249 Politics of Economic Development

How do we explain the variations of political and economic systems in the world? What is the relationship between the state and the market? To what extent does the timing of industrialization affect the viability of certain developmental strategies? This seminar introduces the intellectual history of comparative political economy and development studies with readings on both comparative political economy and international political economy. First, we will examine the debates on the dynamics of the state and the market in the development and globalization process. Second, we will explore specific case studies to discuss: 1) how the political and economic processes have changed in response to the interaction of the domestic and international arenas, 2) whether and how the late developers learned from the experiences of early developers, 3) how the international economy and international financial crisis shaped domestic development strategies. Lastly, we will analyze the developmental concerns at the sub-national level with financial liberalization. Prerequisite: Freshman can enroll after they have taken 100 level courses in social science and after getting instructor permission.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Oh,S.

(Fall 2024)

POLS B251 Democracy, Politics and the Media

The media is sometimes referred to as the Fourth Estate, standing alongside the executive, legislative, and judicial branches as a guarantor of democracy. But political actors have long labored to direct the press away from serving as their watchdogs and toward serving as their lapdogs. In this class, we will be focusing on this messy, multifaceted—and highly consequential—relationship between politics and the media. This course is aimed at introducing students to the rich area of research in this field, providing an overview of the various facets of the discipline of political communication, from media effects theories such as cognitive dissonance, framing and priming to critical, cultural, and normative theories on the role of the media in modern democracy. Our class discussions will center on examining current political issues (such as social protests, foreign affairs coverage, political campaigns, social media and political entertainment) and exploring whether older theories and approaches are still relevant in a media landscape

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so different (in quantity and quality) from the one in which they were originated - and what can we learn from them about modern political phenomena. Many of our theories and cases will be drawn from the American context, but we will not limit ourselves to only a single country.

Requirement: Course does not meet an Approach
Units: 1.0
(Not Offered 2024-2025)

POLS B256 Global Politics of Climate Change

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change. Only open to students in 360 program.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B266 Virtue, Friendship, and Democratic Practice

How are you a friend – to yourself and to others – and how does friendship shape identity, society, and politics? This course brings the everydayness of friendship to imaginative and critical inquiry, examining the meaning of friendship, what it demands of us, and what kind of politics might emerge through practices of friendship. It seeks to prove the value of friendship for philosophical and political thinking while also pursuing friendship at the level of pedagogy and discipline. Bringing together classical texts as well as religious / theological texts and contemporary political theory, this course will bridge the instructors' two disciplines of Religious Studies and Political Science. Readings will include Aristotle and Aquinas; feminist theorists of friendship and accountability such as Sara Ahmed and Judith Butler; and contemporary political theorists of identity and race such as Danielle Allen and Leela Gandhi. Writing projects will pursue practices of friendship through collaboration, call and response, and affective encounters.

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Schlosser, J.
(Spring 2025)

POLS B272 The Power of the People: Democratic Revolutions

We often invoke "democracy" as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law, and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what democracy might mean, what conditions it requires, and what "best practices" citizens committed to democracy might enlist to confront political challenges such as the structural divisions that persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential

for democratic, grass-roots power as a vital ingredient to democratic flourishing. Writing Intensive.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2024-2025)

POLS B277 Creating Queer Studies

This class tackles the origins and development of queer theory in academia. We begin with an overview of late 1980s feminism before turning to the creation of queer theory. During class discussions, students will evaluate the ways that feminist, queer, and trans politics overlap and diverge. The purpose of the course is to enrich students' understanding of critical knowledge production in academia. Throughout the semester we will ask about the implications of "origin stories" and the ways that such narratives shape future directions of queer scholarship.

Requirement: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B283 Middle East Politics

This course offers an overview on the contemporary politics of the Middle East and North Africa (MENA) region and the relevant social (mostly political) science work on it. It brings together empirical knowledge on domestic and transnational politics in different countries of the region and how empirical political science around the big questions is conducted. Each module of the course revolves around a central question that has been keeping social and political scientists busy in the last decades: What triggers risky protest movements in authoritarian settings? Why has the MENA region remained authoritarian despite successive global waves of democratization? Under which conditions do transitions to democracies succeed? Do monarchies in the Middle East have an advantage in ensuring political stability, and if so, why? Is it impossible to ensure good governance and peace at the same time in divided societies? What motivates people to take up arms in the name of religion and sect? What are the reasons behind the economic underdevelopment of the MENA region? Students are also invited to think about these "big questions" and take MENA countries as their case studies, while at the same significantly enhancing their contextual knowledge about the region. No prerequisites, but either some prior familiarity with the Middle East or a prior political science course encouraged.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Sasmaz, A.
(Fall 2024)

POLS B304 Community and the Politics of Places

This course investigates what community means, how communities organize themselves around place, and how these places are integral/included/participants in community, in particular as sources of energy and resources for extraction. We will take orientation from the argument developed by

Daniel Kemmis, former minority leader in the Montana House of Representatives and Mayor of Missoula, who articulated a collective, cooperative model for place-based governance in the American West. We'll then consider this model and some of its critics in three key areas where place has mattered, for better or for worse: Appalachia and coal; Athabasca and oil; and Alaska and nuclear power. Each case will offer an opportunity to think through the meaning and politics of community as well as to develop frameworks of power analysis that can illustrate how change might occur. Prerequisite: One Social Science course or permission of instructor

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

POLS B310 Comparative Public Policy

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures on policy makers. Writing attentive. Prerequisite: One course in Political Science or public policy.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B318 United States and the Middle East

American foreign policy is supposedly undergoing a reorientation away from the Middle East, sometimes described as a "pivot to Asia." To what extent is this pivot actually happening and why? What does it mean for the people and politics of the Middle East and for the future of US relations with allies and adversaries in the region? In this course we will study the history of US relations with state and non-state actors in the region to build historical perspective that will help us more effectively think about these contemporary questions. We will examine how debates over alternative futures are unfolding in Washington as well as how local actors in the Middle East are responding. Prerequisites: At least one of the following: POLS 283 Middle East Politics, Introduction to Comparative Politics or International Studies and at least one 200-level POLS course (i.e. two POLS courses), or permission of instructor.

Major Writing Requirement: Writing Intensive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B326 Comparative Environmental Politics in East and Southeast Asia

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es— Economic growth, Environment protection, and Energy security— as shared priorities at the regional

level, such diversities serve not only as opportunities but challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. This course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems – and solutions – are often shaped by political context and interweaved into varying actors' perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues? Prerequisite: Junior standing or higher, previous courses in social science, humanities, area studies or relevant experiences are required. This course meets writing intensive requirement.

Counts towards: East Asian Languages and Cultures
Units: 1.0
(Not Offered 2024-2025)

POLS B330 Queer Rights and Politics

This is an upper-level course designed to introduce students to the study of Lesbian, Gay, Bisexual, Trans, and Queer (LGBTQ) politics and activism outside of the US. We will study the formations of LGBTQ identities, state regulation of sexuality and gender, public policy (partnership, healthcare, etc), religious attitudes, political participation by LGBTQ people, and migration and asylum practices. The goal of the course is to familiarize students with the current status of LGBTQ people around the world and help them to hone their independent research and writing skills. Suggested pre-requisite: a 100 or 200 level comparative politics course, political theory course, or gender & sexualities course.

Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

POLS B339 Bureaucracy & Democracy in America

This course is an upper-level seminar designed primarily for juniors and seniors who want to spend the Semester reading about and discussing the role of the federal bureaucracy in the U.S. political system. Topics will include the history of the federal bureaucracy, the bureaucratic policymaking process & administrative law, the roles of expertise and politics in agency decision-making, the competition among the three constitutional branches to "control" the bureaucracy, and the normative goals of competence, responsiveness and representativeness. Discussion of current events - including the

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federal government's response to COVID and the role of race in public administration - will be a central part of the seminar. Attention will also be paid – and assignments oriented towards - preparing students for the Senior Experience.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B345 Big Data, Big Impact, Big Responsibilities: Fundamentals and Ethics of Data Science

The era of “big data” has dramatically altered the way people tackle political, social, and economic issues to analyze and generate solutions, as well as the way they conduct social science research. Data is powerful and beautiful, yet deceitful. As such, big data can create many impactful solutions across the world while carrying big risks that require bigger responsibilities. This course aims to help students also nurture an informed mindset of how to use data properly and to what end – from ethical, legal, and public policy perspectives. Prerequisite: One course in Data Science AND one course in Social Sciences or International Studies.

Requirement: Course does not meet an Approach

Counts towards: Data Science

Units: 1.0

Instructor: Oh,S.

(Fall 2024)

POLS B351 Women and American Politics

This course examines the role of women in American politics the second wave of feminism to present. The course will focus on academic literature from political science and include topics such as partisanship, campaigning, and voter behavior. What has been the role of women in American politics? Are there differences at the federal v. state v. local level? What political changes have they achieved and what strategies were most effective? How do other categories of difference, such as race, ability, sexuality, and class, intersect with our gendered expectations? Prerequisite: One course in US Politics or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B352 Peace Studies in International Politics

This course explores the role and processes of peacemaking in international politics. It examines key theoretical and empirical debates on peace mobilizations, peace negotiations, peace agreements, and transitional justice. This course also considers gendered aspects, perspectives, and debates in each of these substantive research areas. While the geographical scope of the course is global, there will be a large focus on the 1998 Northern Ireland and the 2016 Colombian peace processes. This writing-intensive course prepares seniors for their thesis. It will require writing and peer review assignments throughout the semester, culminating in a 25-30-page paper at the end of the semester. Prerequisite: One intro POLS course or permission from instructor

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Corredor,E.

(Fall 2024)

POLS B353 Politics and Fiction

This course explores relations of politics and fiction from two directions and using two kinds of texts. The greater part of the course will be concerned with “political fiction” in a broad sense of that term: here we will explore some works of (mostly) contemporary literature and film that reflect on such themes as: authority, governance, bureaucracy, totalitarianism and pluralism, the relation of public and private, and the politics of truth and narrative. Secondly, drawing on non-fictional texts, we will take up some related questions of “fictional politics.” Here, our concerns will be with the role of political myth generally, but more specifically with the particular “fictionality” of contemporary politics. Authors may include Milan Kundera, Václav Havel, Franz Kafka, Kenzaburo Oe, Jorge Luis Borges, Jane Campion, Akira Kurosawa, Joan Didion, and Hannah Arendt. Prerequisite: One lower-division course in Political Theory, Philosophy, English, or Comparative Literature, or consent of instructor.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

POLS B358 Freedom in the 21st Century

This course investigates what freedom means, how political communities organize themselves around freedom, and how contestation about freedom is essential in twenty-first century political life. We will take orientation from the argument developed by David Graeber and David Wengrow in *The Dawn of Everything*, which suggests that freedom and not equality is the site of political struggle today. We'll give some time to contextualizing Graeber and Wengrow's historical inquiry as a political project in response to interrelated crises of ecology and democracy of the present moment. Expanding from this point of origin (which will be linked to the other courses in the 360), we'll then consider how theorists and practitioners around the world have considered freedom's perils and possibilities: abolitionist organizing in the work of Mariame Kaba; democratic socialism in the theory of Axel Honneth; freedom as a mask for state-sanctioned violence in the critical queer work of Chanan Reddy; escape and flight from such states realized through “freedom as marronage”; and freedom as an Indigenous political project in the the work of Taiaiake Alfred, Glen Coulthard, and Leanne Betasamosake Simpson. Each approach will offer an opportunity to think through the meaning and politics of freedom as well as to develop frameworks of political analysis that can illustrate how struggles for freedom shape and structure politics today. Prerequisite: One course in Political Theory or Philosophy or Permission of instructor.

Units: 1.0

(Not Offered 2024-2025)

POLS B359 Depth Psychology, Politics, and the Social Order

In this course, we examine a variety of political and social issues (among them racism, the economic organization of society, and demagoguery) from the perspective of “depth psychology.” By “depth psychology” we refer to the study of human activity in terms of individual and collective, conscious and unconscious psychic dynamics. Modern depth psychology grew up in the late 19th century; its two greatest theorists were Friedrich Nietzsche and Sigmund Freud, the latter of whom founded what is now the broad and diverse field of

psychoanalysis. We will draw on works by Nietzsche, by Freud, by later psychoanalysts, and by writers who were deeply influenced by these, such as Richard Wright, Franz Fanon, and Herbert Marcuse. We will also draw on the insights of depth psychology to try to help understand the use and organization of hate within contemporary politics. Prerequisite: One course in theory OR consent of instructor.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

POLS B361 On The Human Condition: The Political Thinking of Hannah Arendt

Pursuing a close study of Hannah Arendt's *The Human Condition*, one of the most influential works of political theory written in the twentieth century, this course will investigate Arendt's magnum opus in its contexts: situated in the history of political thought, in the political debates of the 1950s, and as political thinking of urgent relevance today. While we study Arendt's texts, focusing specifically on *The Human Condition*, we will also seek to understand and practice her unique form of political thinking by not only reading her texts in their historical contexts but also considering our own contexts as readers of Arendt in the twenty-first century. Our approach to Arendt will thus seek to develop her idea of "political thinking" while also creating our own exercises in political thinking over the course of the semester, drawing together issues in politics today, the concepts and arguments Arendt proposes, and the history of political thought her work engages.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

POLS B367 China and the World: Implications of China's Rise

In the 20th Century, China's rise has been one of the most distinctive political affairs changing the landscape of regional and world politics. Especially, China's breathtaking growth has challenged the foundations and limits of the market economy and political liberalization theoretically and empirically. This course examines the Chinese economic and political development and its implications for other Asian countries and the world. This course has three aims: 1) to facilitate an in-depth understanding of the Chinese Economic development model in comparison to other development models, 2) to conduct a comprehensive analysis of political and socio-economic exchanges of China and its relations with other major countries in East Asia, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary economic growth. This is a senior seminar, and a previous course in comparative politics, international relations or East Asian studies is required. This course meets writing intensive requirement. Prerequisite: Junior standing or higher.

Units: 1.0

Instructor: Oh, S.

(Spring 2025)

POLS B368 Comparative Racial Justice Movements, US and South Africa

The movements against white supremacy in South Africa and the United States during their respective eras of apartheid and

Jim Crow are known to have intersected with one another, and many of their participants understood them as part of the same global struggle. But how well do the South African anti-apartheid movement and the American civil rights movement compare with one another? Even if the contours of their enemy—state-sponsored, systemic racism—were remarkably similar and the movements had overlapping ideological foundations, they still faced different political opportunity structures that shaped their trajectories. In the first half of the course, we will compare these two movements—their ideologies, their strategies, their obstacles, their successes, and their failures—in order to better understand what it means, and what it takes, to mount a movement for racial justice in a white supremacist society. In the second half of the course, we will then look at contemporary movements in the two countries in order to understand the possibilities for racial justice movements when *de jure* apartheid and segregation have (largely) been defeated. It is now, with South Africa lacking any sort of real Black Lives Matter movement, that it seems that the two countries have finally parted ways. Our job will be to understand why and how that is the case, but also to consider whether there is as much divergence as it appears. Can we situate service delivery protests in the Black South African townships and BLM marches in the United States within the same struggle that anti-apartheid freedom fighters and civil rights activists knew they shared? Prerequisite: At least one previous class in Political Science or Africana Studies or permission from the professor.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

POLS B371 Topics in Political Philosophy

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. Prerequisite: At least one course in political theory or philosophy or consent of instructor. Current topic description: What does it mean to call Bryn Mawr and Haverford self-governing institutions? Or to believe that we – citizens of various communities, nations, or states – govern ourselves? Higher education institutions are not alone in invoking self-governance as both ethical and educational; this seminar seeks to reflect deeply about the meanings of self-governance, why we might desire it, and how political institutions, laws, and culture might embody it. We will grapple with some recent and influential accounts of governance and politics from communitarian, queer-anarchistic, Afro-Pessimist, Indigenous, and democratic perspectives. Our objective will be to develop and implement critical vocabulary for understanding and implementing what self-governance might mean, what conditions it requires, and what "best practices" community members and citizens committed to it might enlist to realize its potential for self-development and collective flourishing.

Units: 1.0

Instructor: Schlosser, J.

(Fall 2024)

POLS B381 Nietzsche

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth, irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but

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these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.

Units: 1.0
Instructor: Elkins, J.
(Fall 2024)

POLS B382 Political Parties, Polarization and Democracy

Political parties are facing a crisis around the world. Trust in them as civic organizations plummets. Elite politicians do not invest in party organization-building and find other ways to build linkages with voters. Meanwhile, new forms of civic and political participation emerge, such as social media activism, boycotting and 'buy'cotting, and occupation of urban spaces, the implications of which cannot be very well understood by parties. The Middle East and North Africa region, with its history of personalistic and/or militaristic authoritarian regimes, weak party organizations and divided societies, is experiencing an acute form of this crisis. While there is a heightened sense of political participation in the region, as indicated by the repetitive waves of protests since the early 2010s, people debate whether democracy and/or good governance are attainable without political parties.

Major Writing Requirement: Writing Intensive
Counts towards: International Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0
Instructor: Sasmaz, A.
(Spring 2025)

POLS B391 International Political Economy

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. This course is open to all students who have the prerequisites. Prerequisite: One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.

Major Writing Requirement: Writing Attentive
Counts towards: International Studies

Units: 1.0
Instructor: Allen, M.
(Fall 2024)

POLS B399 Senior Essay

Units: 1.0
Instructor: Hager, C., Elkins, J., Oh, S., Sasmaz, A.
(Spring 2025)

POLS B403 Supervised Work

Major Writing Requirement: Writing Intensive
Units: 1.0
(Fall 2024)

POLS B420 Praxis Fieldwork Seminar

This course supports students while they engage in Praxis fieldwork in organizations that focus on politics, elections

and/or public policy. In addition to the 8-10 hours spent at their fieldwork placements, students will meet for one hour weekly in a Praxis seminar with the instructor and other Praxis students. These seminar meetings will provide students with an opportunity to reflect together about their experiences in the field and to help connect those experiences to political science theory and to academic readings about American politics, policy and elections.

Counts towards: Praxis Program
Units: 1.0
(Not Offered 2024-2025)

POLS B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program
Units: 1.0
(Not Offered 2024-2025)

ANTH B329 The politics of belonging and exclusion in India

Since India's economic liberalization in the early 1990s, the globalizing dynamics of cultural and economic liberalization have been accompanied by renewed articulations of who belongs in the "New India" and who doesn't. In this context, caste, class, religious community, language, and gender have become crucial sites for claiming citizenship, articulating distinctions among people, and constructing senses of what and who can inhabit the public sphere. Using materials from different regions of India, our focus will be on how fine-grained ethnographic study can be a tool to examine the broader dynamics of belonging and exclusion and its political and social effects. This course fulfills the BMC Anthropology major/minor ethnographic area requirement.

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

ENVS B202 Environment and Society

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission. Current topic description: An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies

Units: 1.0

Instructor: Barber,D.
(Fall 2024)

ENVS B202 Environment and Society

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission. Current topic description: An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Major Writing Requirement: Writing Attentive
Counts towards: Environmental Studies

Units: 1.0

Instructor: Barber,D.
(Fall 2024)

ENVS B350 Advanced Topics in Environmental Studies

This is a topics course. Course content varies. Current topic description: Eco Writing & Critical Making: Just environmental futures require bold visioning in the vibrant and unknown space of "what if." Critical environmental making—from creative writing to natural materials workshops—often begins in this "what if" space, positioning these arts toward the yet unimagined nature of the world we inhabit. This advanced poetry and critical making workshop takes up a variety of creative practices, from ghazal and villanelle writing to plant dye experiments and papermaking from native plants. Current topic description: Just environmental futures require bold visioning, the kind of

visioning that begins in the vibrant, vulnerable, and unknown space of "what if." The arts of poetry and nonfiction often begin in this what if space, positioning these genres toward the yet unknown, the unimagined, and the ever-becoming nature of the world we inhabit. This course is a semester-long, advanced environmental writing workshop that takes up writing's capacity for radical biospheric imaginings. Each member of the class will contribute three workshop pieces in their chosen genre, while reading and responding to professional writing. Pre-requisite, ENVS203, unless approved by the instructor. Current topic description: TMuch of the academic literature on climate politics focuses on top-down policymaking at the national or global level. In this course we will flip that perspective, foregrounding climate activists, from local organizations to global networks, who have mobilized for bottom-up policy change. We will explore climate activism in a variety of countries and at all levels of policymaking. The course will feature conversations with activists, including BMC alumnae, who are working both inside and outside of government institutions to achieve meaningful policy change.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies

Units: 1.0

Instructor: Hager,C., Barber,D., Grossman,S.
(Fall 2024, Spring 2025)

ENVS B350 Advanced Topics in Environmental Studies

This is a topics course. Course content varies. Current topic description: Eco Writing & Critical Making: Just environmental futures require bold visioning in the vibrant and unknown space of "what if." Critical environmental making—from creative writing to natural materials workshops—often begins in this "what if" space, positioning these arts toward the yet unimagined nature of the world we inhabit. This advanced poetry and critical making workshop takes up a variety of creative practices, from ghazal and villanelle writing to plant dye experiments and papermaking from native plants. Current topic description: Just environmental futures require bold visioning, the kind of visioning that begins in the vibrant, vulnerable, and unknown space of "what if." The arts of poetry and nonfiction often begin in this what if space, positioning these genres toward the yet unknown, the unimagined, and the ever-becoming nature of the world we inhabit. This course is a semester-long, advanced environmental writing workshop that takes up writing's capacity for radical biospheric imaginings. Each member of the class will contribute three workshop pieces in their chosen genre, while reading and responding to professional writing. Pre-requisite, ENVS203, unless approved by the instructor. Current topic description: TMuch of the academic literature on climate politics focuses on top-down policymaking at the national or global level. In this course we will flip that perspective, foregrounding climate activists, from local organizations to global networks, who have mobilized for bottom-up policy change. We will explore climate activism in a variety of countries and at all levels of policymaking. The course will feature conversations with activists, including BMC alumnae, who are working both inside and outside of government institutions to achieve meaningful policy change.

Requirement: Course does not meet an Approach
Counts towards: Environmental Studies

Units: 1.0

Instructor: Hager,C., Barber,D., Grossman,S.
(Fall 2024, Spring 2025)

FREN B333 Nature and Freedom

When referring to Rousseau's political theory, the conjectural state of nature first described in his *Discourse on the Origin of Inequality* (1755) has frequently been identified with native societies as observed in America since 1492. Many scholars have been opposing this primitivist interpretation of his second discourse and showed that Rousseau might instead be considered the father of all 'social construct' theories. But in spite of this scholarly consensus, Graeber and Wengrow still tend to assume Rousseau's state of nature is mostly inspired by the encounter of Europeans with native people. Why is this confusion still informing the way we read Rousseau? How did considerations on the so-called 'noble savage' taint his political theory? How can we assess the role an 'indigenous critique' played in defining Rousseau's state of nature? And incidentally: how 'indigenous' is this 'indigenous critique'? Answering to Graeber and Wengrow's (mis)reading of Rousseau will allow us to cast a new light not only on Rousseau's 'unnatural' anthropology, but also on Graeber & Wengrow's broader claims on human nature and political freedom. Our end goal is not to offer a scholarly take on either Rousseau's discourse or Graeber and Wengrow's book, but to answer this pressing question: should/could we discard the very notion of nature to regain political agency here and now? Authors include: Léry, Montaigne, Hobbes, Rousseau, Lévi-Strauss, Serres, Graeber and Wengrow.

Units: 1.0
(Not Offered 2024-2025)

HIST B250 Media and Medicine in Modern America:

Have you ever turned to TikTok for health advice? Are you a fan of medical dramas like *Grey's Anatomy*? This course explores of the co-development and evolution of modern medicine and the media in the United States, from the late nineteenth century through the present day. Students will delve into a wide range of media formats, including advertising, newspapers, radio, film, television, and the Internet, to analyze the media's long-standing influence on perceptions and practices of medicine. Special attention will be paid to the shifting cultural authority of medicine, as well as the stakes of communicating health information and implications for public health.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

HIST B274 topics in Modern US History

This is a topics course in 20th century America social history. Topics vary by half semester Current topic description: History of Reproductive Health. An exploration of reproductive health in American history from the colonial era through the present day, with an emphasis on the long 20th century. Topics covered include gender, medicalization, and medical authority; battles over abortion rights and reproductive justice; evolving practices regarding pregnancy and childbirth; the role of technology in reproduction; and entanglements of reproductive health with social and political categories of race, gender, disability, and national identity.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: O'Donnell, K.
(Fall 2024)

HIST B325 Topics in Social History

This a topics course that explores various themes in American social history. Course content varies. Course may be repeated. Current topic description Health care in America has always been political. From historical debates to modern controversies, this course explores the social and cultural dimensions of American medicine and public health, with particular attention to their politics. Incorporating analysis of primary historical sources, we will examine issues such as health activism, health insurance reform, medical civil rights battles, reproductive justice, the doctor-patient relationship, and the rise of modern bioethics.

Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor: O'Donnell, K.
(Fall 2024)

HIST B341 Go Burbs: Local Histories of Modern America

If "all politics is local," then so too is all history. This course takes a local approach to the history of the United States, focusing on the nearby Philadelphia suburbs as a microcosm of modern American society and culture. Paying particular attention to Delaware County, students will investigate local history and local cultural sites and integrate them into a broader historical context.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

INST B210 Popular Uprisings in Global Perspective

In recent years, popular uprisings and protest movements have mobilized hundreds and thousands of people in different parts of the world to demand a radical overhauling of existing systems and changes in political leadership. These uprisings have raised a series of questions that will be the focus of this class. What are the catalysts, underlying causes and demands of these protest movements? What can we learn from the grassroots organizing that allowed these movements to gain momentum? All too often popular uprisings in the Global South in particular, are seen as representing the failures and limits of revolutionary action and politics rather than their potential and promise. What then, do recent popular uprisings reveal about the limitations and relevance of various theoretical approaches to explaining revolutionary phenomena and action? How might local scholars and activists analyzing the popular uprisings taking place in their countries, allow us to develop new vocabularies and frameworks for understanding popular protests and revolutionary action elsewhere? Students will explore these questions through a series of case studies including Sudan, Hong Kong, Chile, Lebanon, France, Ethiopia and India.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
(Not Offered 2024-2025)

INST B301 Politics of Aid and Humanitarianism

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

Counts towards: Africana Studies; Latin American, Iberian, and Latinx Studies; Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B205 Topics: Ethics and Islam

This is a topics course. Course content varies. This course will provide a foundation in the study of Islam and introduce students to Islamic ethical thought

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

MEST B205 Topics: Ethics and Islam

This is a topics course. Course content varies. This course will provide a foundation in the study of Islam and introduce students to Islamic ethical thought

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Middle Eastern/Central Asian/North African Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B238 Science, Technology and the Good Life

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics. In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science (has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are "scientific" cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2024-2025)

PHIL B252 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Bell, M.
(Spring 2025)

SOCL B262 Public Opinion

This course will assess public opinion in American politics: what it is, how it is measured, how it is shaped, how it relates to public policy, and how it changes over time. It includes both questions central to political scientists (what is the public, how do they exercise their voice, does the government listen and how do they respond?) and to sociologists (where do ideas come from, how do they gain societal influence, and how do they change over time?). It will pay close attention to the role of electoral politics throughout, both historically and in the current election. It is focused primarily on the United States, but seeks to place the US in global context. If this course is taken to fulfill an elective in the Data Science minor, students will conduct hands-on analyses with real data as a key component to both their Midterm and Final Essays.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia

This course will examine different countries' policy choices to address different societal challenges. Four societal types—socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B323 Communes, Co-ops, and Collectives: Alternative Organizations

From schools to hospitals to grocery stores, most of the organizations we encounter and participate in throughout our lives are based on a hierarchical, bureaucratic form of organization. How did this form of organization come to be so common in U.S. society? And what are the alternatives? In this course, we will begin by exploring the origins, form, and proliferation of what Max Weber famously referred to as the "iron cage" of bureaucracy. Then we will focus on alternative forms of organization, such as communes, cooperatives, and collectives. How do these types of collectivist-democratic organizations differ from the rational-bureaucratic organizations with which we are most familiar? How are these alternative organizations structured? What makes them work—or not? From the Burning Man (anti)organization to mutual aid societies, democratic schools, farmer cooperatives, and feminist collectives, we will explore the ways in which alternative organizations can enforce the status quo or serve as catalysts for social change. Prerequisite: At least one social science course or permission of instructor.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

PSYCHOLOGY

The Psychology department offers students a major program that allows choices of courses from among a wide variety of fields in psychology: behavioral neuroscience, clinical and counseling, cognitive, computational neuroscience, cultural, developmental, health, and social. In addition to the considerable breadth offered, the program encourages students to focus on more specialized areas, through advanced coursework, seminars, labs, and supervised research. Bryn Mawr Psychology majors find that the major program provides a strong foundation for graduate study in all areas of psychology, as well as for graduate work in medicine, social work, law, business, public health, education, and other fields. Students majoring in psychology also can pair their major with a minor in Asian American Studies, Child and Family Studies, Data Science, Health Studies, or Neuroscience (among other minors offered at BMC). A student who wishes to become a Psychology major should fill in a Major Plan and get declared with their class year's assigned major advisor prior to preregistration in the spring semester of their sophomore year.

Faculty

William (Dustin) Albert, Associate Professor and Chair of Psychology

Jodie Baird, Visiting Assistant Professor of Psychology and Program Director of Child and Family Studies

Kimberly Cassidy, President Emeritus and Professor of Psychology (on leave semesters I & II)

Sarah Conlin, Visiting Assistant Professor of Psychology

Laura Grafe, Associate Professor of Psychology (on leave semesters I & II)

Stephanie Graziosi-Hibbs, Visiting Assistant Professor of Psychology

Rae Herman, Visiting Instructor of Psychology

Thomas Le, Assistant Professor of Psychology

Magdalena Leszko, Visiting Assistant Professor of Psychology

Josh Mervis, Visiting Assistant Professor of Psychology

Cora Mukerji, Assistant Professor of Psychology

Ariana Orvell, Assistant Professor of Psychology (on leave semester I)

Laurel Peterson, Associate Professor of Psychology (on leave semester II)

Yeon Soon Shin, Assistant Professor of Psychology

Nicole Sorhagen, Visiting Assistant Professor of Psychology

Anjali Thapar, Professor of Psychology (on leave semesters I & II)

Zhelan Lan Wang, Assistant Professor of Psychology

Abbey Wexler, Visiting Instructor of Psychology

Major Requirements

The major requirements in Psychology are PSYC 105 (or a one-semester introductory psychology course taken elsewhere); PSYC 205; two half-credit 200-level laboratory courses (courses designated as PSYC 28X), six courses at the 200 and 300 level (at least two 200-level and two 300-level), one semester of Psychology Colloquium, and one Senior Capstone Requirement. Majors may fulfill their Senior Capstone Requirement with PSYC 399 (Senior Seminar in Psychology) or by completing two semesters of senior thesis research (PSYC 400).

Major Writing Requirement: Majors should complete the writing requirement prior to the start of the senior year. The writing requirement can be met by completing two half-credit 200-level writing intensive laboratory courses (courses designated as PSYC 28X).

Majors may substitute advance placement credit (score of 5 on the AP psychology exam), international baccalaureate credit (score of 6 or 7 on the IB psychology exam), or completing Introductory Psychology at an accredited college (achieving a merit grade, contact department chair for syllabi review) for PSYC 105. In general, courses at the 200 level survey major content areas of psychological research. All 200-level subject courses and PSYC 205 require a merit grade in PSYC 105 or the permission of the instructor. Half-credit 200-level laboratory courses (courses designated as PSYC 28X) require a merit grade in PSYC 205. Courses at the 300 level require a merit grade in PSYC 205 and typically a merit grade in a 200-level survey course as prerequisites and offer either specialization within a content area or integration across areas. PSYC 398 and 400 are senior capstone courses and are intended to provide psychology majors with an intensive and integrative culminating experience in psychology.

Majors are also required to attend one semester of a one-hour, weekly Psychology Colloquium series as soon as possible after they declare the major and prior to the conclusion of their junior year. Psychology Colloquium is offered every semester. This requirement is designed to introduce students to faculty members' areas of research, provide additional opportunities for student-faculty interactions, build a sense of community, and provide opportunities for professional and self-development.

Advising

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. Any continuing faculty member can serve as a major adviser and faculty in the department are assigned to different class years for advising. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Students should contact their major adviser about major credit for a course outside the department before taking the course.

Honors

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research in the senior thesis (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for honors, students must have a grade point average in psychology of 3.7 or higher at the end of the fall semester of the senior year.

Haverford College Courses that count toward the Major

Psychology courses offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major (the same is true for psychology courses offered at Swarthmore and the University of Pennsylvania). Specifically, PSYC 100 at Haverford may be substituted for PSYC 105. PSYC 200 at Haverford may be substituted for PSYC 205. One exception to note is the half-unit 300-level laboratory courses at Haverford do not count towards the Bryn Mawr college-wide writing requirement in the major. For all other courses, a student should consult with the major adviser.

Minor Requirements

A student may minor in Psychology by taking PSYC 105 and PSYC 205 and any other four courses that meet the requirements of the major. Psychology minors are welcome to participate in Psychology Colloquium, but are not required to participate to complete the minor.

Minor in Asian American Studies

Students majoring in psychology can minor in Asian American Studies. The minor comprises six courses that fulfill three requirements: at least 3 "Core Courses" in Asian American Studies (including Asian American Psychology), at least 1 course in Comparative Race and Ethnic Studies course, and 1 course in Transnational or Global Connections with Asia. Additional information for the minor is listed on the Asian American Studies website.

Minor in Child and Family Studies

Students majoring in psychology can minor in Child and Family Studies. The minor comprises six courses: one gateway course (Developmental Psychology PSYC 206, Educational Psychology PSYC 203, Critical Issues in Education EDUC 200, or Study of Gender in Society (SOCL 201), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Additional information for the minor is listed on the Child and Family Studies's website.

Minor in Data Science

Students majoring in psychology can minor in Data Science. The minor consists of one course in Data Analytic Approaches (such as PSYC 205), one course in Computing and Data Structures (DSCI 100, CMSC 110, or BIOL 115), plus four additional courses. Additional information for the minor is listed on the Data Science website.

Minor in Health Studies

Students majoring in Psychology can minor in Health Studies. The Bi-College Health Studies Multidisciplinary Minor, a collaboration between Haverford and Bryn Mawr Colleges, brings together students and faculty to explore the intertwined areas of health, disease, and social justice. We offer unparalleled training for students interested in confronting complex real-world health problems. Multidisciplinary in approach and collaborative in spirit, our curriculum embraces the social sciences, natural sciences, and humanities. Students learn how to think about health from a variety of disciplinary perspectives and with an appreciation of its many dimensions. Additional information is offered on the Bi-College Health Studies Multidisciplinary Minor website.

Minor in Neuroscience

Students majoring in psychology can minor in Neuroscience. The minor comprises six courses: one gateway course (Introduction to Neuroscience NEURH100, Behavioral Neuroscience PSYCB218 or PSYCH217, or Neurobiology BIOLB202), plus five additional courses. The five additional courses have these constraints: 1) Three of the five credits must come from the list of approved upper-level neuroscience courses, 2) Two of the five credits must come from the list of approved allied courses, 3) At least one of the credits must be at the 300-level or higher, 4) One of the five credits may come from supervised senior research in neuroscience, 5) No more than two of the six minor credits may come from institutions outside of the Bi-Co, 6) No more than two of the six minor credits may be double-counted towards a major. Additional information for the minor is listed on the Neuroscience Website.

Courses

PSYC B105 Introductory Psychology

How do biological predispositions, life experiences, culture, and other social forces contribute to individual differences in human and animal behavior? This biopsychosocial theme will be examined in domains such as perception, cognition, learning, motivation, emotion, and social interaction thereby providing an overview of psychology's many areas of inquiry. The laboratory component of the course provides students opportunities to engage in data collection, research design, data analysis, and scientific writing in the psychological sciences. Students sign up for a laboratory component during the first week of class (laboratory times are typically held for 2 hours per week; (four weekday evening times and one weekend time).

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor: Le,T., Conlin,S., Wexler,A., Peterson,L.
(Fall 2024, Spring 2025)

PSYC B203 Educational Psychology

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

Requirement: Course does not meet an Approach
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Spring 2025)

PSYC B205 Research Methods and Statistics

An introduction to research design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, research design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week.

Requirement: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Data Science

Units: 1.0

Instructor: Shin,Y., Albert,D.
(Fall 2024, Spring 2025)

PSYC B208 Social Psychology

This course is designed to expose students to the key theories in social psychology and help develop critical thinking skills to ask questions like a social psychologist (e.g., How do we explain behavior? Why do people behave differently toward outgroup vs. ingroup members?). The course will cover social psychology's history and its philosophical perspectives, including classic theories, methodologies, and research of social psychology. Special attention will be given to how these classic theories can be applied to current events, media, and everyday situations. Topics include attribution, emotion, attitudes and rationalization, stereotyping and prejudice, and social influence. Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Orvell,A.
(Spring 2025)

PSYC B209 Clinical Psychology

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100). Please note that this course was previously known as "Abnormal Psychology" and has now been renamed "Clinical Psychology" and can not be repeated for credit.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Counts towards: Child and Family Studies; Health Studies

Units: 1.0

Instructor: Conlin,S., Mukerji,C.
(Fall 2024, Spring 2025)

PSYC B211 Lifespan Development

A topical survey of psychological development across the lifespan, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations and the family as contexts of development; identity and the adolescent transition; adult personality; cognition in late adulthood; and dying with dignity. Prerequisite: PSYC B105 or PSYC H100. Interested students can take this course or PSYC B206, but not both

Requirement: Course does not meet an Approach
Counts towards: Child and Family Studies
Units: 1.0
Instructor: Wang,L.
(Spring 2025)

PSYC B212 Human Cognition

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we think. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental processes that we use every day – from attention and memory to language and problem solving – and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.

Requirement: Scientific Investigation (SI)
Counts towards: Neuroscience
Units: 1.0
(Spring 2025)

PSYC B218 Behavioral Neuroscience

This course will introduce students to the field of behavioral neuroscience. The first part of the course will familiarize students with the brain and neuronal communication. Then, we will delve into brain-behavior relationships. Topics covered will include: sex behavior, hunger, sleep, emotion, and psychopathology. Classic and state-of-the-art neuroscience research methodologies leading to this knowledge will be highlighted. Students will learn course content through lectures, readings, and digital media. To culminate the course, students will write a literature review on a topic of their choosing within the field of behavioral neuroscience. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC B101 or PSYC H100) or NEUR H100

Requirement: Course does not meet an Approach
Counts towards: Neuroscience
Units: 1.0
Instructor: Herman,R.
(Fall 2024)

PSYC B224 Cultural Psychology

Explores human behavior as a product of cultural context. Why are some aspects of human behavior the same across cultures, while others differ? Topics include the relationships between culture and development, cognition, the self, and social behaviors. Discussions include implications of cross-cultural psychology for psychological theory and applications. Prerequisites: ANTH101, PSYCB105, PSYCH100, SOCL102 or permission of instructor

Requirement: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor: Wang,L.
(Fall 2024)

PSYC B231 Health Psychology

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and

contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100). Students may take either this course or HLTH/PSYC H245 not both.

Requirement: Course does not meet an Approach
Counts towards: Health Studies; Museum Studies
Units: 1.0
Instructor: Leszko,M.
(Fall 2024)

PSYC B281 Laboratory in Counseling Psychology

This writing-intensive laboratory course will offer experience in conducting psychological research in the area of counseling psychology. This course involves designing a study to answer a research question relevant to counseling psychology, including conducting a literature review, identifying appropriate research methods, statistical analysis, interpretation of results and intensive writing in the format of an APA-style research manuscript. This course will also emphasize expanding students' self-awareness about how privilege and oppression related to gender, race, sexual orientation, and other forms of social identity influence how we conduct and interact with research.. This is a .5 unit course that meets for the first half of the semester.

Requirement: Cross-Cultural Analysis (CC); Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor: Le,T.
(Fall 2024)

PSYC B283 Laboratory in Developmental Psychology

This laboratory course is designed to provide students with hands-on exposure to the principles and practices that guide scientific research on human psychological development. Topics will vary by section, and students can take any section of PSYC 283 (Early Childhood; Adolescence; Cognitive Neuroscience) for credit toward meeting the lab requirement in the major. This course is writing intensive and, as a 0.5 unit class, is designed to meet half of the writing requirement in the major. This is a 0.5 unit course that meets for the full semester. Prerequisite: Psych 105 (Introductory Psychology) and Psych 205 (Methods and Statistics); Suggested preparation: Psych 206 (Developmental Psychology) or Psychology 211 (Lifespan Development) or PSYC B208 (Social Psychology) is helpful, but not required. Current topic description: This laboratory course is designed to provide students with hands-on exposure to the principles and practices that guide scientific research on human psychological development, with a focus on adolescence and emerging adulthood. We will examine the core steps in the scientific research process, including developing research questions and hypotheses, identifying an appropriate research design, evaluating measurement reliability and validity, analyzing data, and communicating results. Emphasis will be placed on the use of appropriate and reproducible data analysis practices at every project stage. Through lab activities, group collaboration, and individual writing, students will evaluate developmental research questions and communicate the results in the form of APA-style manuscripts and presentations. This class is a WRITING INTENSIVE class and, as a .5 unit

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class, is designed to meet half of the writing requirement in the major.

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor: Albert,D.
(Spring 2025)

PSYC B284 Lab in Health Psychology

This laboratory/writing intensive/scientific inquiry quarter course will provide a hands-on experience conducting health psychology research and writing APA-style manuscripts. Students will be exposed to various aspects of the scientific process such as: literature reviews, hypothesis-generation, data collection, analysis, writing (drafting and polishing), peer-reviewing, and oral dissemination of scientific findings. The course will focus on biopsychosocial theory and challenge students to apply the theory to their own research project(s) and write papers on the results. Prerequisite: PSYC B205.

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor: Peterson,L., Mervis,J.
(Fall 2024)

PSYC B285 Laboratory in Cultural Psychology

This writing-intensive laboratory course will provide students an opportunity to learn the entire process of psychological research in a small scale. Students will formulate research questions within the area of cultural psychology, review the relevant literature, collect, code, and analyze data, and produce APA-style manuscripts. This lab course will expose students to qualitative, quantitative, and mixed-method approaches to investigating research questions in cultural psychology. Prerequisites: Psych 105 (Introductory Psychology) and Psych 205 (Methods and Statistics); Suggested preparation: Psych 224 (Cross Cultural Psychology) is helpful, but not required.

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor: Wang,L.
(Spring 2025)

PSYC B286 Laboratory in Behavioral Neuroscience

This writing-intensive laboratory course will provide students with experience in the design, implementation, analysis, and presentation of behavioral neuroscience research. Students will partake in experiments that explore the relationship between the brain and behavior, using Sprague Dawley rats as a model organism. Students should expect to write research reports on experiments performed in the lab, as well as give an oral presentation on research conducted. Prerequisites: (PSYCB105, PSYCB100 or NEUR100) AND Either (PSYCB205, PSYCH200, MATHH103, MATHH203, MATHB104, or ECONH203)

Requirement: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
(Spring 2025)

PSYC B287 Laboratory in Cognitive Neuroscience

This writing-intensive laboratory course will provide students with hands-on experience in the design, implementation, analysis, and interpretation of the electrophysiological techniques used in cognitive neuroscience research. Students will read research articles, design an event-related potential (ERP) research project, learn to collect ERP data, conduct EEG/ERP data analysis to test original hypotheses using existing data, and write an APA-style paper. This is a .5 unit writing-intensive class that meets half of the writing requirement in the major.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
(Not Offered 2024-2025)

PSYC B288 Laboratory in Social Psychology

This writing-intensive laboratory course will offer experience in conducting psychological research in the area of social psychology. The course involves coming up with a research question relevant to social psychology, conducting a literature review, designing and conducting research (identifying correct research method), statistical analysis (measurement and reliability, identifying and running the appropriate statistical test), interpretation of results and writing up an APA-style manuscript of a journal article in psychology. This is a 0.5 unit course that meets the first half of semester. Prerequisites: PSYC 205 (Methods and Statistics); Suggested Preparation: PSYC208 (Social Psychology) is strongly recommended, but not required.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor: Orvell,A.
(Spring 2025)

PSYC B289 Laboratory in Clinical Psychology

At its core, this laboratory course is designed to explore how it is that psychologists come to know (or think they know) things and how they communicate what they think they know. The class focuses on the scientific principles and practices underlying research in psychology with an emphasis on techniques and topics important to the subfield of clinical psychology. This course is intended to provide hands-on training in how to conduct research. Through lab activities and class projects, students will learn about important methodological issues and steps in the research process including how to identify important questions, measurement issues such as reliability and validity, different modes of data collection, and how to collect, analyze, and interpret data. This class is a writing intensive class and, as a .5 unit class, is designed to meet half of the writing requirement in the major. Prerequisite: Psych 205 (Methods and Statistics); Suggested preparation: Psych 209 (Abnormal Psychology) is helpful, but not required.

Requirement: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor: Conlin,S.

(Fall 2024, Spring 2025)

PSYC B299 Topics in Psychology

This is a topics course. Course content varies. This course will provide students with an overview of a subfield of psychology, deepening exposure to the breadth of an expansive field.

Topics will rotate.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

PSYC B316 Advanced Topics in Neuroscience

This is a topics course. Topics content varies. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217. PSYC 205 is strongly recommended.

Counts towards: Health Studies; Neuroscience

Units: 1.0

(Not Offered 2024-2025)

PSYC B318 Data Science with R

In this course, students will build and practice data science skills to tidy up disorganized real-world data sets, generate eye-catching visualizations, and craft easy-to-interpret, polished end-products in the R programming environment. Topics include experimental design, building statistical models, and visualizing uncertainty. Students will work throughout the term on an independent data science project leveraging real-world data to investigate their hypotheses culminating in a data blitz presentation. Students will learn how to respond to coding challenges with a puzzle-solving, growth-oriented mindset.

No prior R experience is not required. Prerequisites: Required PSYC B205 (Bryn Mawr - Research Methods and Statistics), OR PSYC H200 (Haverford - Research Methods and Statistics), OR SOCLB265 (Bryn Mawr - Quantitative Methods).

Requirement: Quantitative Readiness Required (QR)

Counts towards: Data Science; Neuroscience

Units: 1.0

Instructor: Sorhagen, N.

(Fall 2024)

PSYC B320 Helping Skills: Theory and Practice

What does it mean to help someone? What specific skills can we use to help people feel seen, heard, and understood? This course provides students with in-depth exposure to theories and research regarding effective helping relationships, with a focus on applications to counseling and psychotherapy.

Students will learn skills used to assist others in exploring feelings and thoughts, gaining insight, and taking action.

Students will practice helping skills with each other and will conduct research projects evaluating their helping skills. This course will also emphasize students' explorations of their own and others' biases, beliefs, and stigmas related to sociocultural and social justice issues that affect helping skills. Prerequisite: PSYC B205

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Le, T.

(Fall 2024, Spring 2025)

PSYC B322 Culture and Development

This course focuses on children's development in cultural, social, and ecological contexts. Topics include socio-emotional development, parent-child relationship, socioeconomic status, immigration, social change, and globalization. Prerequisites: PSYC B205 and PSYC B211 or PSYC B224

Counts towards: Child and Family Studies

Units: 1.0

Instructor: Wang, L.

(Fall 2024)

PSYC B323 Advanced Topics in Cognitive Neuroscience

This is a topics course. Course content varies.

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2024-2025)

PSYC B327 Adolescent Development

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or PSYC B211 (Lifespan Development) or permission or instructor. PSYC B205 is recommended.

Counts towards: Child and Family Studies; Health Studies

Units: 1.0

(Not Offered 2024-2025)

PSYC B330 Reproducible Research in Psychology

How do we know what we know and what we don't know in empirical science? Can we trust the peer review process to filter out invalid claims and identify the claims with enough evidentiary support to merit inclusion in The Literature?

This course has two primary aims. The first is to introduce students to the recent history and major conclusions of the "Open Science" reform movement in psychology and related sciences. Students will learn about the structural and methodological factors that are potentially responsible for the high proportion of false positive findings in psychology. The second aim is to introduce modern best practices in research design and statistical computing, which prioritize error control, transparency, and reproducibility. The course will provide a very gentle introduction to the R programming language, which students will use to produce a simple but fully reproducible statistical analysis in the format of a scientific report. Prerequisites: PSYC B205 or PSYC H200 or similar introduction to Research Methods and Statistics.

Requirement: Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

(Spring 2025)

PSYC B331 Health Behavior and Context

This seminar will be devoted to a discussion of theory and research in health psychology. We will investigate both historical and contemporary perspectives on the psychology of wellness and illness. We will begin with a consideration of how psychosocial forces influence health cognitions, behaviors, and physiological processes. The second half of the course will focus on contextual factors, interventions, and emerging topics in research. We will debate the question of whether/how psychological forces influence health outcomes. Prerequisite: PSYC B105 and PSYC B231 or PSYC B208, or by permission of the instructor.

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

PSYC B332 Unlocking the self-control toolbox

What is self-control? Can it be learned? Or is it something that people either “have” or “don’t have”? This course will explore these questions and others, including which psychological processes and concrete strategies allow people to effectively regulate their thoughts, feelings, and behaviors to meet their goals; to what extent self-control is effortful; and how it works for different people in different situations and cultural contexts. Students will learn about influential theoretical models of self-control and emotion regulation, considering how people can use attention, their mind, the external environment, and social relationships to enact self-control successfully. Students will read empirical, peer-reviewed journal articles throughout this course, learning to synthesize; critically evaluate; and extend them, by asking new questions. Prerequisite: Psych 105. Psych 205 and Psych 208 are recommended,

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

PSYC B344 Early Childhood Experiences & Mental Health

Development represents a unique period during which the brain shows enhanced plasticity, the important ability to adapt and change in response to experiences. During development, the brain may be especially vulnerable to the impacts of harmful experiences (e.g., neglect or exposure to toxins) and also especially responsive to the effects of positive factors (e.g., community resilience or clinical interventions). This seminar will explore how childhood experiences “get under the skin,” shaping neurobiological systems and exerting lasting effects on mental health and well-being. We will examine theoretical models of how early experiences shape development, considering the proposed mechanisms by which different features of childhood environments could shape psychological risk and resilience. We will evaluate the scientific evidence for these models and then apply this knowledge to consider what strategies for intervention— at the level of the child, family, and society— could help reduce psychopathology and promote well-being. There is no textbook required for this course. We will read, critically evaluate, and discuss empirical journal articles and explore the implications of this scientific literature for public policy. Prerequisites: PSYC B209 or PSYC B206 or PSYC B218 or permission from instructor; PSYC B205 highly recommended

Counts towards: Child and Family Studies

Units: 1.0

Instructor: Mukerji,C.

(Spring 2025)

PSYC B352 Advanced Topics in Developmental Psychology

This is a topics course. Topics vary. Prerequisite: PSYC 206 or PSYC B211 or the consent of the instructor. Current topic description: How do children come to understand themselves and other people? This seminar explores young children's developing social cognition and the factors that influence this development. Topics include self-awareness, gender identity, and the emotional self, as well as children's perception and understanding of gender, race, morality, and other social constructs in others. We will examine these topics with the goals of understanding (a) the development of young children's identity and social thinking, (b) the role of socialization in this development, and (c) the implications of children's social cognition for their participation in the social world. This seminar, which will be driven by evidence-based, student-led discussion, is aimed at developing an integrated understanding of the literature and generating ideas for future inquiry.

Requirement: Course does not meet an Approach

Counts towards: Child and Family Studies

Units: 1.0

Instructor: Baird,J.

(Fall 2024)

PSYC B353 Advanced Topics in Clinical Psychology

This course provides an in-depth examination of research and theory in a particular area of clinical psychology. Topics will vary from year to year. Current topic description: This course provides an introduction to culturally-competent practice in psychology, with emphasis on clinical/counseling settings. Multicultural Competence is defined as the ability to work effectively and respectfully across cultural and/or identity differences. The first steps toward culturally-sensitive practice are: 1) critical self-reflection and 2) understanding dynamics of power and privilege (APA, 2020). These two key areas are the focus of this course. We will examine topics such as: power and privilege, the impacts of prejudice and discrimination, mental health and healthcare disparities, intersectionality, advocacy and social justice, and finally, cultural competence as a route toward positive change. This course encourages self-reflection on each of these topics. We will reflect on our own sociocultural identities and experiences – including areas of both privilege and marginalization – to gain awareness of how these shape our ways of being in the world. Students will have opportunities to engage in interactive activities and projects geared toward experiential learning throughout the semester. This course emphasizes student-led discussions, which are designed to facilitate in-depth exploration of course topics.

Counts towards: Health Studies

Units: 1.0

Instructor: Conlin,S.

(Fall 2024)

PSYC B354 Asian American Psychology

This course will provide an overview of the nature and meaning of being Asian American in the United States. We will examine the history, struggle, and success of Asian Americans, drawing upon psychological theory and research, interdisciplinary

ethnic studies scholarship, and memoirs. Students will also learn to evaluate the media portrayal of Asian Americans while examining issues affecting Asian American communities such as stereotypes, discrimination, family relationships, dating/marriage, education, and health disparities. Prerequisite: Introduction to Psychology (Psych 105) is required, Research Methods and Statistics (Psych 205) is recommended..

Counts towards: Asian American Studies; Child and Family Studies

Units: 1.0

(Not Offered 2024-2025)

PSYC B395 Psychopharmacology

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts towards: Health Studies; Neuroscience

Units: 1.0

(Not Offered 2024-2025)

PSYC B399 Senior Seminar

This seminar is intended to serve as a capstone experience for senior psychology majors who have opted not to do a senior thesis. The focus of the seminar will be on analyzing the nature of public discourse (coverage in newspapers, magazines, on the internet) on a variety of major issues, identifying material in the psychological research literature relating to these issues, and to the extent possible relating the public discourse to the research.

Units: 1.0

Instructor: Mukerji,C.

(Spring 2025)

PSYC B400 Senior Thesis

Senior psychology majors who are doing a thesis should register for Senior Thesis (PSYC B400) with their adviser for both the Fall and Spring semester. Students will receive one unit per semester. Prerequisite: Psychology major.

Units: 1.0

Instructor: Orvell,A., Mukerji,C., Le,T., Conlin,S., Peterson,L., Albert,D., Grafe,L., Thapar,A., Wang,L.

(Fall 2024, Spring 2025)

PSYC B403 Supervised Research

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024, Spring 2025)

PSYC B499 Psychology Colloquium

Majors are also required to attend a one-hour, weekly brown bag in the junior year for one semester. This requirement is

designed to sharpen students' analytical and critical thinking skills, to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, and to build a sense of community.

(Not Offered 2024-2025)

BIOL B401 Supervised Research in Neuroscience

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Major Writing Requirement: Writing Intensive

Counts towards: Neuroscience

Units: 1.0

(Fall 2024)

HLTH B302 Survey Methods for Health Research

Surveys are widely used to measure the population prevalence of various health conditions; to better understand the scope and impact of exposure to social and economic stressors on population health; to monitor health-related knowledge, attitudes and practices; and to inform health systems strengthening efforts. Through course material and hands-on experience, students will master the basic elements of survey design, including, operationalizing constructs and formulating research questions, choosing a mode of survey implementation, pretesting the survey instrument, designing a sampling plan, managing field operations, and analyzing and interpreting survey data. Prerequisites: Completion of a 200-level course in the social sciences or permission of the instructor.

Requirement: Course does not meet an Approach

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

RELIGION

A central mission of the Religion Department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas, and practices that have decisively shaped human experience. In their coursework, students develop skills in the critical analysis of the sacred texts, images, beliefs, and performances of various religions, including Judaism, Christianity, Islam, and Buddhism. The department's programs are designed to help students understand how religions develop and change and how religious texts, symbols, and rituals help constitute communities and cultures. Thus, the major in religion seeks to help students develop a coherent set of academic skills in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences.

Affiliated Faculty

Matthew Farmer, Associate Professor and Chair of Classics

Molly Farneth, Associate Professor of Religion

Pika Ghosh, Visiting Associate Professor of Religion

RELIGION

Hank Glassman, The Janet and Henry Richotte 1985 Professor of Asian Studies; Associate Professor and Chair of East Asian Languages and Cultures

Guangtian Ha, Assistant Professor of Religion

David Harrington Watt, Douglas & Dorothy Steere Professor of Quaker Studies

Naomi Koltun-Fromm, Professor and Chair of Religion

Ken Koltun-Fromm, Robert and Constance MacCrate Professor of Social Responsibility and Professor of Religion

Anne McGuire, The Kies Family Professor of Humanities; Associate Professor of Religion; Coordinator of Middle Eastern and Islamic Studies

Terrance Wiley, Assistant Professor of Religion and Coordinator of African and Africana Studies

Learning Goals

The Haverford religion major is unique in that it provides students with a comprehensive curriculum that includes carefully designed areas of concentrations, specialized coursework, supervised research, a lengthy written research product, and a departmental oral conversation with the entire department as the minimum requirements for fulfilling the major. Through coursework, senior thesis research, and the Senior Colloquium with the Swarthmore Religion Department, the department seeks to fulfill the following learning goals:

- Expose students to the central ideas, debates, scholars, methods, historiography, and approaches to the academic study of religion.
- Analyze key terms and categories in the study of religion, and utilize the diverse vocabularies deployed among a range of scholars in religion and related fields.
- Develop critical thinking, analytical writing, and sustained engagement in theory and method, together with the critical competence to engage sacred texts, images, ideas and practices.
- Cultivate the learning environment as an integrative and collaborative process.
- Expand intellectual opportunities for students to broaden and critically assess their worldviews.
- Encourage students to supplement their work in religion with elective languages (Arabic, Chinese, German, Greek, Hebrew, Hindi/Urdu, Japanese, Latin, Sanskrit, Yoruba).
- Foster interdisciplinary methods and perspectives in the study of religion, while continuing to model this through the curriculum.
- Prepare students for professional careers, for graduate studies in religion or related fields, and for leadership roles as reflective, critically-aware human beings.

Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in law, public service (including both religious and secular organizations), medicine,

business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

Major Requirements

The major in religion is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences. The major consists of 11 courses with the following requirements:

- Five courses within an area of concentration: each major is expected to fashion a coherent major program focused around work in one of three designated areas of concentration:
 - Religious Traditions in Cultural Context. The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.
 - Religion, Literature, and Representation. The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.
 - Religion, Ethics, and Society. The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.

The five courses within the area of concentration must include at least one department seminar at the 300 level. Where appropriate and relevant to the major's program, up to two courses for the major may be drawn from outside the field of religion, subject to departmental approval.

- RELG H299 (Theoretical Perspectives in the Study of Religion).
- RELG H398A and RELG H399B, a two-semester senior seminar and thesis program.
- Three additional half-year courses drawn from outside the major's area of concentration.
- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Major Worksheet in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

At least six of each major's 11 courses must be taken in the Haverford Religion Department. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.

Final evaluation of the major program will consist of written

work, including a thesis, and an oral conversation completed in the context of the Senior Seminar (RELG H398A and 399B).

Advising for the major takes place in individual meetings between majors and faculty advisors and in a departmental Junior Colloquium held once each semester. At this colloquium, junior majors will present their proposed programs of study with particular attention to their work in the area of concentration. All majors should fill out and bring the Religion Major Worksheet, which can be found on the Religion Department website, to the colloquium.

Senior Project

The senior thesis research project in the Department of Religion serves as a capstone experience for our majors. The work of RELG H398A and RELG H399B, the required courses related to the senior research project in religion, consists of five stages: the formulation of a thesis proposal; presentation of the proposal; presentation of a portion of work in progress; the writing and submission of first and final drafts; oral discussion with department faculty.

Senior Project Learning Goals

The goals of the senior thesis process are to:

- further develop research skills and obtain a mastery of academic citation practices.
- provide students with an opportunity to pursue original research questions and to sharpen scholarly interests as one masters a particular field/argument.
- enhance written and verbal analysis through participation in the yearlong senior seminar with department faculty and students, weekly meetings with individual advisors, and the final oral presentation of the thesis to the department.
- nurture group cohesion as a department, through collaborative participation with fellow majors during the course of RELG H398A and RELG H399B, concretely expressed by way of critical feedback to shared writing.
- build student confidence in the ability to see to fruition a rigorous project requiring prolonged periods of thought, writing, revising, and research.

Senior Project Assessment

You will receive a regular course grade for RELG H399B, which will appear on your transcript. This overall grade is comprised of three separate grades that evaluate:

- Your participation in the seminar process outlined above.
 - Participation in the seminar means: punctual attendance at all seminar events; careful preparation, especially the reading of your colleagues' work in progress; and regular meetings with your advisor and submission of writing, according to the schedule mutually agreed upon.
- The quality of your thesis.
- Your thesis will be read by all members of the department, who will mutually agree upon a grade for the

written thesis. This grade will be factored into your final grade for the seminar.

- The effectiveness of your oral exam.
 - The effectiveness of your oral discussion will be factored into the final grade for the thesis and for the seminar as a whole. All members of the department will participate in your oral discussion, but your advisor will not participate in the process of the final evaluation and grading of your work.

Requirements for Honors

The department awards honors and high honors in religion on the basis of the quality of work in the major and on the completed thesis.

Minor Requirements

The minor in religion, like the major, is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences. The minor consists of six courses with the following requirements:

- Five courses within an area of concentration, with at least one at the 300 level:
 - Religious Traditions in Cultural Context. The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.
 - Religion, Literature, and Representation. The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.
 - Religion, Ethics, and Society. The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.
- RELG H299 (Theoretical Perspectives in the Study of Religion).
- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Minor Worksheet, available on the Religion Department website, in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

All six courses must be taken in the Haverford Religion Department. In some rare cases, students may petition the department for exceptions to the minor requirements. Such petitions must be presented to the department for approval in advance.

Study Abroad

Students planning to study abroad must construct their programs in advance with the department. Students seeking religion credit for abroad courses must write a formal petition to the department upon their return and submit all relevant course materials. We advise students to petition courses that are within the designated area of concentration.

Courses

RELG H101 INTRODUCTION TO THE STUDY OF RELIGION (1.0 Credit)

An introduction to the study of religion from multiple perspectives: overviews of several religions with classroom discussion of primary sources; cross-cultural features common to many religions; theories of religion and approaches to its study and interpretation.

Molly Farneth

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H106 INTRODUCTION TO ISLAM (1.0 Credit)

This course introduces students to the debates about the senses in Islam. What is the relationship between sound and the sacred, between the sensorium and the meanings of Islam? Course readings will include Sufi texts, works by Islamic scholars, ethnographies of Muslim musical practices, as well as philosophical works.

Guangtian Ha

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H110 SACRED TEXTS AND RELIGIOUS TRADITIONS (1.0 Credit)

An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts.

Anne McGuire

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H112 MYTH, FOLKLORE, AND LEGEND IN JAPAN (1.0 Credit)

An introduction to stories of the weird and supernatural in Japan and a reflection on genre and the scholarly enterprise of taxonomy-making. Readings from Buddhist miracle plays, early modern puppet drama, etc., supplemented by scholarly secondary sources.

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H117 RELIGION, THE BODY, AND THE SENSES (1.0 Credit)

This course explores the multi sensuous nature of religious experience and expression. Religion is not just a practice or a set of texts; it is also an embodied, felt experience that

activates sights, sounds, tastes, touch, and particular smells. These embodied senses are also gendered and raced, and we want to pay close attention to how religious traditions map particular bodies onto specific senses. Pre-requisite(s): None

Ken Koltun-Fromm

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

RELG H119 BIBLE, RACE AND SEXUALITY (1.0 Credit)

This course focuses on the interpretive history and historical contexts of a selection of biblical passages which form the core of "biblical" understandings of race, gender and sexuality. In comparative and historical textual exploration students will learn the variety of ways these texts have been understood across time and community, as well as how these same texts continue to provoke new interpretations and new understandings of race, gender and sexuality. Lottery Preference: Ten spaces reserved for first years.

Naomi Koltun-Fromm

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H122 INTRODUCTION TO THE NEW TESTAMENT (1.0 Credit)

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.

Anne McGuire

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

RELG H131 THE LURE OF IMAGES: RELIGION AND VISUAL MEDIA (1.0 Credit)

This course examines representations from figural forms to abstractions, found objects and beautiful writing to understand the power of sacred imagery. We will examine formats from medieval manuscripts and painted walls to films, panoramas and comic books to observe the dynamics that emerge among viewers and images in spatial contexts ranging from altar pieces, sculpture, stained glass and painting in neo-Gothic churches, calligraphy in mosque and shrine interiors, deity icons in Hindu temples and potent fabrics in Buddhist monastic complexes. Crosslisted: VIST.

Pika Ghosh

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H137 BLACK RELIGION AND LIBERATION THEOLOGY (1.0 Credit)

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.

Terrance Wiley

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H150 SOUTH ASIAN RELIGIOUS CULTURES (1.0 Credit)

An introductory course covering the variegated expressions of Hinduism, Buddhism, Jainism, Islam, and Sikhism in South Asia.

Pika Ghosh

Division: Humanities

Domain(s): B: Analysis of the Social World

(Offered: Spring 2025)

RELG H159 GENDER AND SEXUALITY IN ISLAMIC TEXTS AND PRACTICES (1.0 Credit)

This course introduces students to the different views of gender and sexuality in Islamic thought, and situates these views within Muslim histories and societies. We will draw on primary sources, historiographical work, ethnographies of Muslim societies, fiction, poetry, and play. One major focus will be on homosexuality in Islam and Muslim societies. In the course of this examination we will also have a chance to question what "homosexuality" is and whether this term can be applied cross-culturally and cross-religiously. To think critically about homosexuality in Islam will thus compel us to reconsider homosexuality and Islam at once. Open only to first-year students as assigned by the Director of College Writing.

Guangtian Ha

Division: First Year Writing

(Offered: Spring 2025)

RELG H186 REINVENTING QUAKERISM: HAVERFORD COLLEGE, RUFUS JONES, AND THE INVENTION OF LIBERAL QUAKERISM (1.0 Credit)

Quakerism isn't stable. It varies from place to place and from generation to generation. There is a real sense in which Orthodox Quakerism (the form of Quakerism that is most closely connected to Haverford College) was reinvented in the late nineteenth and early twentieth centuries. Students in this course will examine some of the changes that Orthodox Quakerism underwent between the 1860s and the 1940s by analyzing the life and thought of Rufus Jones (1863-1948). Jones is the most famous Quaker ever to teach at Haverford and one of most influential scholars ever produced by the Religious Society of Friends. Open only to first-year students as assigned by the Director of College Writing.

David Harrington Watt

Division: First Year Writing

RELG H201 INTRODUCTION TO BUDDHISM (1.0 Credit)

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H202 THE END OF THE WORLD AS WE KNOW IT (1.0 Credit)

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.

Naomi Koltun-Fromm

Division: Humanities

(Offered: Fall 2024)

RELG H208 SACRED MATTERS: MATERIAL DIMENSIONS OF RELIGIOUS EXPERIENCE IN SOUTH ASIA (1.0 Credit)

An examination of the bodily, sensorial and emotional experience of things, substances, architecture, sculpture, landscape, textiles, and texts, the aesthetics of epic poetry, drama, song, dance in South Asian religious cultures. Topics may include how such practices inscribe religious experience, provide parameters for social organization, and offer religious critique. Prerequisite(s): One course in Religion or Visual Studies

Pika Ghosh

Division: Humanities

Domain(s): B: Analysis of the Social World

RELG H209 CLASSICAL MYTHOLOGY (1.0 Credit)

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

Matthew Farmer

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H212 JERUSALEM: CITY, HISTORY AND REPRESENTATION (1.0 Credit)

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.

Naomi Koltun-Fromm

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

RELG H215 THE LETTERS OF PAUL (1.0 Credit)

Close reading of the 13 letters attributed to the apostle Paul and critical examination of the place of Paul in the development of early Christianity.

Anne McGuire

(Offered: Fall 2024)

RELIGION

RELG H221 WOMEN AND GENDER IN EARLY CHRISTIANITY (1.0 Credit)

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.

Anne McGuire

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H222 GNOSTICISM (1.0 Credit)

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.

Anne McGuire

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

RELG H228 BREAK EVERY YOKE: INCARCERATION, ABOLITION, AND SOCIAL JUSTICE (1.0 Credit)

Students in this course will be invited to explore the intersection of religion with issues of mass incarceration, prison abolition, and social justice in the United States. Students will read important works of abolitionist thought, will explore the religious origins of the modern penitentiary, and will produce original research that draws on the history of religious approaches to incarceration, abolition, and social justice to comment on contemporary debates over these same issues. Crosslisted: PEAC. Lottery Preference: Religion Majors, PJHR Concentrators

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H230 RELIGION AND BLACK FREEDOM STRUGGLE (1.0 Credit)

This course will examine the background for and the key events, figures, philosophies, tactics, and consequences of the modern black freedom struggle in United States. The period from 1955-1965 will receive special attention, but the roots of the freedom struggle and the effect on recent American political, social, and cultural history will also be considered.

Terrance Wiley

Division: Humanities

Domain(s): B: Analysis of the Social World

RELG H242 TOPICS IN AFRICAN AMERICAN RELIGIOUS HISTORY: THE RELIGIOUS WRITINGS OF JAMES BALDWIN (1.0 Credit)

This course will explore the intellectual thought of novelist, writer, activist, James Baldwin. The course will cover four decades of James Baldwin's fiction and non-fiction writings. Students will also be asked to read relevant biographical materials that help to contextualize Baldwin's life and literary corpus.

Terrance Wiley

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H254 RAP AND RELIGION: RHYMES ABOUT GOD AND THE GOOD (1.0 Credit)

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

Terrance Wiley

Division: Humanities

Domain(s): B: Analysis of the Social World

RELG H257 YOGA: ART, TEXT AND PRACTICE (1.0 Credit)

This course investigates the range of meanings attributed to the term yoga over two thousand years and across multiple geographical and cultural communities. These include exploring relationship between texts, images, and the practice of yoga in Hindu, Buddhist, and Jain communities, as well as modern manifestations associated with nationalist developments of the nineteenth century and global cosmopolitanisms and contemporary politics as part of ongoing transformations.

Pika Ghosh

Division: Humanities

Domain(s): B: Analysis of the Social World

RELG H268 ANARCHISM: RELIGION, ETHICS, POLITICAL OBLIGATION (1.0 Credit)

Anarchism emerged in the nineteenth century as an important transnational sociopolitical philosophy and religious movement. Course participants will analyze anarchism as a political philosophy and as a social movement, from the nineteenth century labor movement to the ongoing global justice movement.

Terrance Wiley

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H272 AMERICAN RELIGIOUS HISTORY (1.0 Credit)

This course will investigate the historically shifting roles of religion in American society and the increasing prevalence of religious diversity throughout the country. The class will consider the functions of religion within settler colonialism, slavery, and immigration, and explore how religion has shaped popular culture, the legal system, and American identity. The class will also examine the role of religion within changing notions of gender, sexuality, and race.

David Harrington Watt

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

RELG H286 RELIGION AND AMERICAN PUBLIC LIFE (1.0 Credit)

What is religious freedom? How have debates about the role of religion in public life shaped American politics? And how have anxieties about race, gender, and sexuality determined the limits and possibilities of religious freedom? Grounding contemporary political debates in their historical context, students analyze speeches, court cases, visual and popular culture, and political theory and philosophy to explore the complex relationship between religion and politics in the U.S.

Molly Farneth

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

RELG H295 QUAKERS, WAR, AND SLAVERY, 1646-1877 (1.0 Credit)

In the 1640s and 50s, many Quakers believed that Christians should fight in wars; none of them (as far as we know) believed that Christians ought not own slaves. By 1723, most Quakers had renounced war; a good many of them had begun to assert that owning slaves was contrary to the will of God. Students in this course will try to determine how—and also why—Quakers changed their minds about war and slavery. Crosslisted: Independent College Programs; Peace, Justice and Human Rights; Religion Prerequisite(s): First Year Writing

David Harrington Watt

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H299 THEORETICAL PERSPECTIVES IN THE STUDY OF RELIGION (1.0 Credit)

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.

Guangtian Ha

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H301 SEMINAR IN RELIGIOUS TRADITIONS IN CULTURAL CONTEXT: THE PARABLES OF JESUS (1.0 Credit)

This seminar offers close reading and analysis of the parables of Jesus in the New Testament gospels and the Gospel of Thomas. The class will consider various modes of interpretation, including comparative study, redaction criticism, and literary analysis of the parables as extended metaphors or allegories.

Anne McGuire

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

RELG H303 RELIGION, LITERATURE AND REPRESENTATION: IMAGES OF KRISHNA (1.0 Credit)

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the

divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums.

Pika Ghosh

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

RELG H305 SEMINAR IN RELIGION, ETHICS, AND SOCIETY: PRODUCTIVITY AND REST (1.0 Credit)

We often think of rest as recovery from, and preparation for, a life devoted to work. But religions have other ways of thinking about rest — not merely as a break from the rat race, but as a reorientation to the divine and the world. In this course, students will read 20th and 21st century Jewish and Christian texts on work, productivity, and rest, and consider them in relation to contemporary conversations about work, time management, and the attention economy.

Molly Farneth

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

RELG H312 RITUAL AND THE BODY (1.0 Credit)

An exploration of the meaning and function of ritual, and of the ways that rituals shape bodies, habits, and identities. Special attention will be given to the relationship between ritual and gender. Readings include Durkheim, Mauss, Bourdieu, Butler, and Mahmood. Prerequisite(s): at least one 200 level in the department, or instructor consent

Molly Farneth

Division: Humanities

(Offered: Spring 2025)

RELG H316 HEGEL'S SOCIAL ETHICS (1.0 Credit)

An examination of religion, ethics, and politics in Hegel's *Phenomenology of Spirit* (in translation). As we work through Hegel's monumental text, we will consider its influence over modern and contemporary discussions of gender, domination, ethical conflict and religious pluralism. Prerequisite(s): At least one 200-level course in philosophy, political theory, or religious thought, or permission of the instructor.

Molly Farneth

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

RELG H319 BLACK QUEER SAINTS: SEX, GENDER, RACE, CLASS AND THE QUEST FOR LIBERATION (1.0 Credit)

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

Terrance Wiley

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H321 BLACKNESS IN ISLAM: RACE, SLAVERY AND GENDER IN EARLY MUSLIM CULTURE (1.0 Credit)

This course uses medieval Arabic prose and poetry – most of them with English translations – as well as contemporary academic literature to introduce students to the intricate and embattled histories of Blackness in classical Islam. While our understanding of B/blackness in the Euro-American context is heavily determined by the constraining experience of the trans-Atlantic slave trade, notions of B/blackness and ideas of anti-racism also exhibit a wider and richer genealogy if we shift our attention to the wider Indian Ocean world that encompasses Africa, Arabia, Persia, and Asia. Pre-requisite(s): One course in Religion, Anthropology, Arabic or Middle Eastern Studies, or permission of the instructor

Guangtian Ha

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

(Offered: Fall 2024)

RELG H343 SEMINAR IN RELIGIONS IN LATE ANTIQUITY (1.0 Credit)

This seminar will focus on the historical origins and origin myths of Judaism, Christianity, and Islam from within the cultural matrix of late ancient Greco-Roman, Byzantine, and Persian imperial socio-politics. We will stress the interrelationships of these religions as they develop between the 1st to 8th centuries CE. Prerequisites: one course in Religion or Classics.

Naomi Koltun-Fromm

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

RELG H398A SENIOR THESIS SEMINAR PART 1 (1.0 Credit)

A practical methodology course which prepares senior Religion majors to write their senior theses.

Naomi Koltun-Fromm

Division: Humanities

(Offered: Fall 2024)

RELG H399B SENIOR SEMINAR AND THESIS (1.0 Credit)

Anne McGuire, Guangtian Ha, Molly Farneth, Naomi Koltun-Fromm, Terrance Wiley

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Senior Thesis

(Offered: Spring 2025)

RELG H460 TEACHING ASSISTANT (1.0 Credit)

Division: Humanities

Teaching Assistant

(Offered: Fall 2024)

RELG H480 INDEPENDENT STUDY (1.0 Credit)

Ken Koltun-Fromm

Division: Humanities

Independent Study

(Offered: Fall 2024)

ROMANCE LANGUAGES AT BRYN MAWR

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.

Faculty

Grace Armstrong, Eunice M. Schenck 1907 Professor of French and Francophone Studies and Director of Middle Eastern Languages (French Adviser)

Martin Gaspar, Associate Professor of Spanish and Co-Chair of Comparative Literature (Spanish Adviser)

Roberta Ricci, Professor and Chair of Italian on the Andrew W. Mellon Foundation Chair in the Humanities (Italian Adviser)

Major Requirements

The requirements for the major are a minimum of nine courses, including the Senior Conference and/or Senior Essay, described below, in the first language and literature and six courses in the second language and literature, including the Senior Conference in French, if French is selected as second. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Haverford students intending to major in Romance Languages must have their major work plan approved by a Bryn Mawr College adviser.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

Writing Requirement

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

First Language and Literature**French**

FREN 101-102 or 101-105; or 005-102 or 005-105. Three literature or language courses at the 200 level and the Junior Seminar. Two courses at the 300 level.

Italian

ITAL 101, 102. Four courses at the 200 level. Three courses at the 300 level, one of which should be in Italian.

Spanish

SPAN 102, SPAN 120. Four courses at the 200 level. Two courses at the 300 level.

Second Language and Literature

French

FREN 101-102 or 101-105; or 005-102 or 005-105. Three literature or language courses at the 200 level. One course at the 300 level.

Italian

ITAL 101, 102. Two literature courses at the 200 level. Two literature courses at the 300 level.

Spanish

SPAN 102, SPAN 120. Two courses at the 200 level. Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).^{*} When French is chosen as either the first or second language, students must take the first semester Senior Conference in French (FREN 398) in addition to the coursework described above.^{**} When Italian is chosen, students must take ITAL 398 and ITAL 399, offered in consultation with the department, in addition to the coursework described above in order to receive honors.^{***} An oral examination (following the current model in the various departments) may be given in one or both of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis. Please note that 398 does not count as one of the two required 300-level courses.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism, or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

^{*} In order to receive honors, students whose first language is Spanish should have a minimum 3.7 GPA in Spanish and are required to write a senior essay (SPAN 399).

^{**} For students whose first language is French, honors are awarded on the basis of performance in Senior Conference and on a successfully completed thesis (FREN 403) or senior essay, the latter completed in a third 300-level course in semester II of senior year.

^{***} In order to receive honors, students whose first language is Italian are required to write a senior essay (ITAL 398 and ITAL 399)

RUSSIAN

Students may complete a major or minor in Russian.

The Russian major is a multidisciplinary program designed to provide students with a broad understanding of Russian culture and the Russophone world. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics, or area studies.

Faculty

Timothy Harte, Provost and Professor of Russian

Brian Kilgour, Visiting Instructor of Russian

Marina Rojavin, Visiting Assistant Professor of Russian

José Vergara, Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian Studies (on leave semesters I & II)

Irina Walsh, Senior Lecturer in Russian

College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing RUSS 001 and 002 (or RUSS 101/102, RUSS 201/202, or RUSS 390/391) with an average grade of at least 2.0. The department conducts placement tests for first-time students with previous Russian language study in the week before classes start in the fall semester. For any student interested in being placed, please reach out to Dr. Irina Walsh (iwalsh@brynmawr.edu).

Major Requirements

A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either RUSS 398, Senior Essay, or RUSS 399, Senior Conference.

Russian majors have the option of fulfilling the College's writing requirement through Writing Attentive (WA) courses either through upper-level Russian language courses, where the focus is on writing in Russian, or through 200-level courses on Russian literature (in translation), culture or film, where the focus is on writing in English. Majors also have the option of completing one WA course in Russian and one WA course in English.

Majors are encouraged to pursue advanced language study in Russia in summer, semester, or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. As part of the requirement for RUSS 398/399, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence.

Major Requirements in the 2025-26 academic year pending approval:

A total of 10 courses is required to complete the major, which must include:

- RUSS102 (not required if the student is placed into a 200 or 300-level Russian language course, in which case one additional RUSS language course will help fulfill the ten-course minimum);
- at least three language or content courses, taught in Russian at the 200 level;
- at least three content courses taught in Russian at the 300 level, including either RUSS398, Senior Essay, or RUSS399, Senior Essay;
- at least two area studies courses that are offered in history, literature, film, culture, taught in translation;
- one additional RUSS course.

Russian majors have the option of fulfilling the College’s writing requirement through Writing Attentive (WA) courses either through upper-level Russian language courses, where the focus is on writing in Russian, or through 200-level courses on Russian literature, culture, or film (in translation), where the focus is on writing in English. Majors also have the option of completing one WA course in Russian and one WA course in English.

As part of the requirement for RUSS 398 or RUSS399, all Russian majors take senior comprehensive examinations.

A sample Russian major track:

RUSS102: Intensive Intermediate Russian

RUSS201: Intensive Advanced Russian

RUSS202: Intensive Advanced Russian

RUSS240: Russian through Art

RUSS271: Chekhov: His Short Stories and Plays in Translation (in translation)

RUSS252: Love, Death, Justice, and Russian Literature (in translation)

RUSS365: Russian and Soviet Film Culture

RUSS390: Russian for Pre-Professionals I

RUSS391: Russian for Pre-Professionals II

RUSS398/399: Senior Essay

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, work done in the major, and intellectual engagement with Russian language and culture.

The departmental faculty awards honors based on superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. The faculty requires a minimum 3.7 average in major-related coursework to consider a student for honors.

Study Abroad

The Russian Department strongly recommends that majors study abroad for a summer, semester, or academic year in countries where Russian is spoken such as Kazakhstan, Kyrgyzstan, Georgia, or Armenia to maximize their language proficiency and cultural familiarity. We require formal approval by the department major adviser and Study Abroad office prior to the student’s travel. Without this approval, credit for courses taken abroad might not be given by the department and/or College. Russian courses taken abroad can, with the approval of the Russian Department, be counted toward the Russian major.

Domestic Summer Language Study Option

If study abroad is not practical, students may consider attending the Bryn Mawr Russian Language Institute or another approved intensive summer program offered domestically.

Senior Prizes

Graduating Seniors in Russian are eligible for the Elinor Nahm Prize in Russian Language and Linguistics or Elinor Nahm Prize in Russian Literature and Culture – prizes awarded for excellence in the study of Russian language and linguistics and of Russian literature and culture. The prizes carry a small award that is announced and celebrated at the annual Senior Awards Ceremony.

Minor Requirements

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in the Russian language.

Courses

RUSS B001 Elementary Russian Intensive

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.

Requirement: Course does not meet an Approach

Units: 1.5

Instructor: Shaw,J., Rojavin,M.

(Fall 2024)

RUSS B002 Elementary Russian Intensive

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.

Requirement: Course does not meet an Approach

Units: 1.5

Instructor: Shaw,J., Walsh,I.

(Spring 2025)

RUSS B101 Intermediate Russian

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

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Kilgour,B.

(Fall 2024)

RUSS B102 Intermediate Russian

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.

Requirement: Course does not meet an Approach
Units: 1.0
(Spring 2025)

RUSS B201 Advanced Russian

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.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Walsh, I.
(Fall 2024)

RUSS B202 Advanced Russian

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.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Walsh, I.
(Spring 2025)

RUSS B216 The Soviet Thaw and Its Culture

Named by famed Soviet writer Ilya Ehrenburg, the Thaw (Ottepel) was a brief period in Soviet history spanning the late 1950s and early 1960s, when social, political and cultural changes led to more openness and freedom in Soviet society. This course focuses on this brief, yet consequential time in Soviet history. The main text for the course will be the 2013 TV series *The Thaw* (dir. Valery Todorovsky). As we watch this show, we will discuss its major conflicts and the characters' lives, and we will look into all the allusions to various Soviet texts and realia. As such, we will explore Stalin's repressions, de-Stalinization, the rehabilitation of Stalin's political prisoners, Gagarin's orbiting of the Earth, the Cold War, Khrushchev's policies during the Thaw, artistic movements, government censorship, and fashion. Through articles, literary and non-literary texts, documentaries and feature films, in addition to the TV series, participants in this course will expand their understanding of this time period in Soviet history and Russian culture in general. Participants will also compare and contrast culturally-accepted norms, behaviors, and taboos in Soviet Russia to those characteristic of contemporary Russian society. All texts and class interaction will be in Russian.

Requirement: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor: Walsh, I.
(Fall 2024)

RUSS B220 Chernobyl

This course introduces students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures and media through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Students will contribute to a digital exhibition and

physical installation. Taught in translation. No knowledge of Russian required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2024-2025)

RUSS B222 Language Policy Issues and the Russophone World

This course provides an introduction to the study of language policy and language planning in the countries where Russian is or has once been used. The course will offer a survey of current theoretical approaches to language maintenance, bilingualism and language shift, as well as language spread and language death. Having a rich history of language interaction, the Russian Empire, the Soviet Union, and post-Soviet Russia will be the major foci in this course. We will explore how Russian was often used as a tool for colonization. We will follow the development of various writing systems by Soviet linguists, mostly in the 1920s and 1930s. We will also look at the interactions between Russian and languages currently used in Central Asia, the Caucasus, the Baltic states, and in parts of the Russian Federation. All texts and class interactions will be in Russian.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

RUSS B224 The Meaning of Life and the Russian Novel

This course examines profound questions about the nature and purpose of human existence raised by preeminent 19th-century Russian authors such as Alexander Pushkin, Nikolai Gogol, Mikhail Lermontov, Karolina Pavlova, Ivan Turgenev, Fyodor Dostoevsky, Lev Tolstoy, and Mikhail Saltykov-Shchedrin. (Content varies somewhat each time the course is offered.) Topics include the definition of good and evil, the meaning of freedom, the role of rationality and the irrational in human behavior, power dynamics between individuals and in relation to the state, and the relationship of art to life. In reading and closely analyzing texts that became the foundation for the Russian novelistic tradition, we explore how these works and their contexts speak to contemporary issues, our lives, and eternal, accursed questions. No knowledge of Russian required. Open to all.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

RUSS B226 Perestroika and the Collapse of the Soviet Union

RUSS226 examines the last decade of the Soviet Union and its political, social, and cultural issues. You will learn about Brezhnev's last years in the Politburo, the Soviet invasion of Afghanistan and the summer 1980 Olympics in Moscow. Perestroika, or "rebuilding," which began with Mikhail Gorbachev's rise to power in 1985, shifted every aspect of living in the Soviet Union, including the economic situation, censorship, and ethnic tensions in the Soviet republics, and eventually led to the collapse of the Soviet Empire. Through prominent films and writing of the 1980s, you will gain an understanding of the Soviet system in its final stage. All texts

RUSSIAN

and class interaction will be in Russian. Prerequisite: RUSS B201 or permission of instructor.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

RUSS B228 Russian Narratives of Displacement and Acculturation

Russian narratives of the displaced include memoirs and essays written by those authors who had to immigrate and those who were exiled within their country. What information did these authors include in their narratives? And what did they omit? How did they show their lives within the bigger picture of their country's present? Were they focused on adapting to the new settings or on contemplating the past in their writing? Through discussions of written texts, documentaries and feature films, as well as through interviewing Russophone immigrants about their experiences, we will deepen our understanding of narratives of displacement. We will also look at the mechanisms, stressors, and strategies that authors manifest as signs of acculturation, and eventually adaptation to the new culture or setting.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

RUSS B232 Coal, Oil, Nuclear: Narrative Afterlives

Coal. Oil. Nuclear energy. These items give shape to our everyday lives in countless ways. They impact our health, our politics, and our very survival on earth.. Nevertheless, because these resources permeate nearly every aspect of our existence, the human mind can struggle to comprehend them in their totality. In this course, we'll explore texts that engage with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies tend to focus on their scale and widespread impact. Reading stories, watching

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

RUSS B234 Ecological Displacement in Russophone Literature

Our era of immense environmental upheaval is striking in its urgency and scale, but it is, of course, far from unprecedented. In this class, we'll consider the effects of ecological displacement, both real and imagined as portrayed in Russophone literature; its ties to solastalgia, nostalgia, and the condition of exile; art as a form of conservation; and historical and environmental issues in the region.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

RUSS B235 The Social Dynamics of Russian

An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television, and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisite: RUSS B201, RUSS 102 also required if taken concurrently with RUSS 201.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

RUSS B237 Crime or Punishment: Russian Narratives of Incarceration

This course explores Russian narratives of incarceration, punishment, and captivity from the 17th century to the present day and considers topics such as social justice, violence and its artistic representations, totalitarianism, witness-bearing, and the possibility of transcendence in suffering. Taught in translation.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

RUSS B240 Russian through Art

Course examines visual art in the Russian Empire of the 19th and early 20th century, in the Soviet Union, and in the Post-Soviet space. You will learn about major Russian-speaking painters and their work, as well as about important museums, collectors, and exhibits, both in and outside of Russia. You will learn about peredvizhniki, Mir iskusstva, avantgarde artists, socialist realism in art, Sots-Art, the Lianozovskaya group, and other important movements in the history of art in the last two hundred years. All texts and class interaction will be in Russian.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

RUSS B252 Love, Death, Justice, & Russian Literature

This Inside-Out course will be conducted inside a correctional institution and will bring inside (SCI Chester) and outside students (BMC) into dialogue. Can Russian novels and short stories help us understand our lives? We'll closely read and analyze works by several Russian authors and discuss how they each treat themes including life, death, family, love, the individual and society, generational conflicts, crime and punishment, and power dynamics. Finally, our broad goal will be to explore how these texts speak to contemporary issues, our lives, and eternal problems that all of humanity faces—what Russians call the “accursed questions.”

Requirement: Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

RUSS B258 Soviet and Eastern European Cinema of the 1960s

This course examines 1960s Soviet and Eastern European “New Wave” cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive
Counts towards: Film Studies

Units: 1.0
(Not Offered 2024-2025)

RUSS B271 Chekhov: His Short Stories and Plays in Translation

A study of the themes, structure and style of Chekhov’s major short stories and plays. The course will also explore the significance of Chekhov’s prose and drama in the English-speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive

Units: 1.0
(Not Offered 2024-2025)

RUSS B277 Nabokov in Translation

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.

Requirement: Critical Interpretation (CI)

Units: 1.0
(Not Offered 2024-2025)

RUSS B316 Russian and Soviet Short Story

This new Russian language course will explore the nature and evolution of the Russian short story from the beginning of the 19th century through the beginning of the 21st century. We will begin with the stories of Pushkin and Gogol and continue with Garshin who proved instrumental in developing the genre to its modern form. Students will then read stories by Chekhov, Bunin, Nabokov, Babel, Shukshin, Tolstaya, Pelevin — writers with distinguished voices who introduced a variety of groundbreaking themes, characters, and plots and whose art reveals the possibilities of the genre. All the readings and discussion will be in Russian.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2024-2025)

RUSS B317 Power and the Poet: Resistance and Otherness in Russian, Sov

In Imperial, Soviet, and post-Soviet Russia, literature and, later, cinema have served to augment voices calling for freedom and non-conformism in opposition to censorship and oppression. Vis-à-vis these calls for freedom, the concept of the Other has always occupied a prominent space in the Russian collective mindset, as well as in literature and art. Evoking the broad image of the writer, artist, philosopher, and thinker in Russian culture and embodying Otherness, the poet has often challenged Russian society to confront difficult issues. This course will examine how the so-called poet’s Otherness has been imagined and depicted in Russian prose and poetry, cinema and media, and in the culture as a whole. By questioning underlying assumptions in Russian culture, students will explore the processes of constructing and representing the Other in terms of ethnicity, social class, sexual orientation, and dissidence. Conducted in Russian

Requirement: Power, Inequity, and Justice (PIJ)

Units: 1.0
(Not Offered 2024-2025)

RUSS B319 Advanced Russian through Current Events

This course offers an exploration of contemporary social, political, ecological, and cultural issues in Russia and on the territories of former Soviet Republics. By working with authentic materials, including articles and video clips, students will solidify Advanced-level reading, listening, writing and speaking skills (ACTFL 2012). All texts and class interactions will be in Russian.

Requirement: Course does not meet an Approach

Units: 0.5
(Not Offered 2024-2025)

RUSS B365 Russian and Soviet Film Culture

This seminar explores the cultural and theoretical trends that have shaped Russian and Soviet cinema from the silent era to the present day. The focus will be on Russia’s films and film theory, with discussion of the aesthetic, ideological, and historical issues underscoring Russia’s cinematic culture. Taught in Russian. No previous study of cinema required, although RUSS 201 or the equivalent is required.

Counts towards: Film Studies

Units: 1.0
Instructor: Rojavin, M.
(Spring 2025)

RUSS B380 Seminar in Russian Studies

An examination of a focused topic in Russian literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 102 and one 200-level Russian literature course.

Units: 1.0
(Not Offered 2024-2025)

RUSS B390 Russian for Pre-Professionals I

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

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to carry out academic study or research in Russian in a professional field. Suggested Preparation: study abroad in Russia for at least one summer, preferably one semester; and/or certified proficiency levels of 'advanced-low' or 'advanced-mid' in two skills, one of which must be oral proficiency.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Rojavin, M.

(Fall 2024)

RUSS B391 Russian for Pre-Professionals II

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.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Rojavin, M.

(Spring 2025)

RUSS B398 Senior Essay

Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year.

Units: 1.0

(Not Offered 2024-2025)

RUSS B399 Senior Conference

Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations, and examinations.

Units: 1.0

Instructor: Shaw, J.

(Spring 2025)

RUSS B403 Supervised Work

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024, Spring 2025)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)

Units: 1.0

Instructor: Crucifix, E.

(Fall 2024)

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ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

ITAL B216 Body and Mind

In this course, we will explore representations of the relationship between body and mind, starting from 19th-century Russian novels that conceptualize love as a physical ailment and ending with the history of Alzheimer's disease. Talking about the relationship between body and mind will allow us to investigate how gender roles and models of womanhood and masculinity shaped the evolution of modern sciences, from psychiatry to obstetrics. Investigating how bodies have been (and continue to be) read, we will discuss systems created to police societies by cataloguing bodies, from Lombroso's phrenology to modern fingerprinting and face recognition softwares. Finally, we will consider how our understanding of the relationship between body and mind has changed over time. Many of the theories we will discuss during the semester are now considered outdated pseudo-science - but how can we conceptualize the difference between science and pseudo-science? As new categories and disease designations appear to substitute the old ones, which are the implications of creating a label for a constellation of existing symptoms? The course will be taught entirely in English. There will be an optional hour in Italian for students of Italian.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ITAL B316 Mountaineering Heroes: Masculinity and Nation-building

Narration is an intrinsic component of the practice of mountaineering: ascents are conducted in isolation and need to be documented in order to be validated. In the 20th century, with the professionalization of this practice, mountaineering narratives became widespread across a broad range of genres and platforms – from the memoirs of illustrious alpinists to novels and short stories, to propaganda material and articles in popular magazines. In this course, we will focus on Italian mountaineering heroes, exploring how their construction and evolution was shaped by models of masculinity and (less frequently) of womanhood, colonialism and nation-building ideals, and by shifting understandings of the relationship between humans and the environment. We will discuss the symbolical and political role of alpine ascents in the Italian

unification and in the first world war. We will study Fascist alpinists and the legacy of Fascist, individualist and white supremacist rhetoric in today's mountaineering narratives. At the same time, however, we will encounter groups of alpinists and climbers who challenged this rhetoric, seeking to reframe ascents as play, rather than conquest, influenced by youth movements and the novel American alpinism. All readings and class discussion will be in English. Students will have to option of attending an additional hour of class taught in Italian or in Russian

Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2024-2025)

ITAL B318 Falling Statues: myth-making in literature, politics and art

We have become accustomed to the rituals of the dismissal of the heroes of the past: we tear down statues, we rename buildings and places. But how did we get there? How, why and by whom are heroes constructed? When old heroes are questioned, what substitutes them? How are the rise and fall of heroes tied to shifting models of masculinity, womanhood, power and the state? In this course, we will explore these questions focusing on Italy and Russia, two countries that in the 19th and 20th century went through several cycles of construction and deconstruction of their political heroes. In the first part of the course, we will investigate the codification of the "type" of the freedom-fighter in the representations of the protagonists of 19th-century European revolutionary movements, focusing on the links between the Italian Risorgimento and the anti-Tsarist movement in Russia, culminating in the Bolshevik revolution of 1917. From the pamphlets that consecrated the Italian Garibaldi as the "hero of the two worlds" to the autobiographies of the Russian terrorists and the transcripts of their trials, we will investigate myth-making as a constitutive part of political movements and reflect on the models of masculinity and womanhood at the foundation of the "typical" revolutionary hero. In the second part of the semester, we will focus on Stalinism and Fascism, systems that exploited their revolutionary roots to mobilize supporters in favor of oppressive institutions. Finally, we will discuss the many ways in which 19th - and 20th-century heroes have been confronted, neutralized, dismantled – and the many ways in which their models still haunt us. We will focus on literary texts and political speeches, but we will also analyze propaganda posters, movies, paintings, photographs, monuments and even street names. For your final project, you will have the option of building on our class discussions to explore myth-making in contemporary movements or forms of deconstruction of existing heroes.

Units: 1.0
(Not Offered 2024-2025)

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Students may complete a major or minor in Sociology.

The major in Sociology aims to provide understanding of the organization and functioning of modern society by analyzing its major institutions, social groups, and values, and their connections to culture and power. To facilitate these analytical objectives, the department offers rigorous preparation in social

theory and problem-focused training in quantitative as well as qualitative methodologies.

Faculty

Wendy Cadge, President and Professor of Sociology
Amanda Cox, Assistant Professor of Sociology
David Karen, Professor of Sociology (on leave semesters I & II)
Veronica Montes, Associate Professor of Sociology and
Co-Director of Latin American, Iberian, and Latina/o
Studies
David Sorge, Visiting Assistant Professor of Sociology
Nora Taplin-Kaguru, Assistant Professor of Sociology
Jack Thornton, Visiting Assistant Professor of Sociology
Nathan Wright, Associate Professor and Chair of Sociology

Major Requirements

Requirements for the major are SOCL 102, 265, 302, 303 (Junior Seminar), which fulfills the College writing intensive requirement, 398 (Senior Seminar), five additional courses in sociology (one of which may be at the 100 level and at least one of which must be at the 300 level). In addition, the student must take two additional courses in sociology or an allied subject; the allied courses are to be chosen in consultation with the faculty adviser. The department strongly recommends that majors take a history course focused on late 19th and 20th century American history. Students with an interest in quantitative sociology are encouraged to elect as allied work further training in mathematics, statistics and computer science. Those with an interest in historical or theoretical sociology are encouraged to elect complementary courses in history, philosophy, and anthropology. In general, these allied courses should be chosen from the social sciences.

Senior Experience

The Senior Seminar is required of all senior sociology majors regardless of whether or not they wish to do a thesis. Depending on the number of students, in some years the Senior Seminar will have two sections. The content of the two sections may differ, but the structure of the seminars will be the same. Students will focus on their writing in a series of assignments, emphasizing, as the new college-wide writing requirement suggests, the process and elements of good writing.

Senior Thesis

During senior year, seniors will have the option of doing a one-semester thesis in the fall, a one-semester thesis in the spring, or a two-semester thesis (one grade for the year). To become eligible to write a senior thesis, a student must have a minimum 3.3 GPA in sociology (this will also be the minimum GPA for a student to do an independent study in sociology). Junior sociology majors will need to approach a faculty member as early as possible about the possibility of advising their thesis and will need to indicate in their thesis proposal their "preferred adviser." The department will attempt to follow these preferences but will take responsibility for assigning an adviser.

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Rising seniors who wish to write a senior thesis will need to submit by June 30 to the Chair of sociology a 1-2 page thesis proposal that includes the following information:

1. Proposed term of thesis-writing: fall semester; spring semester; both semesters
2. Timeline: brief indication of when the data will be collected, when/how it will be analyzed, when the write-up will take place, etc.
3. Preferred adviser
4. Thesis proposal (should include the research question, its sociological significance, the proposed method, plan of analysis, and anticipated value)
 - a. The thesis proposal should also state clearly whether the research will require IRB approval, if approval has already been secured, or when it will be secured
 - b. Please indicate if you have any previous preparation/work in the thesis topic area.

The chair will distribute the proposals to department members, collect their comments, and inform the student of a yes/no decision by July 15. Please note that students who are not selected to do a senior thesis may still pursue independent work with a faculty member (if their GPA in the major is 3.3 or above). If you are unsure of whether your topic is really "THESIS," you should discuss this with a faculty member. The following broad categories of work have been considered in the past to be theses: students conduct an analysis of empirical data (this can be qualitative or quantitative; collected by the student or by someone else; contemporary or historical; etc.) or students undertake to research a question using already published evidence (so the thesis could be a very focused, extensive literature review). Students would be welcome to propose developing further a research paper that they wrote in a course. This kind of proposal needs to be very specific as to what the new/additional goals are.

The Department of Sociology offers concentrations in gender and society and African American studies. In pursuing these concentrations, majors should inquire about the possibility of coursework at Haverford and Swarthmore Colleges and the University of Pennsylvania.

Minor Requirements

Requirements for the minor are SOCL 102, 265, 302, and three additional courses within the department. Students may choose electives from courses offered at Haverford College. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

Honors

Honors in Sociology are available to those students who have a grade point average in the major of 3.5 or higher and who write a senior thesis that is judged outstanding by the department. The thesis would be written under the direction of a Sociology faculty member.

Concentrations Within the Sociology Major

Gender and Society

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in sociology or an allied social science field. Students who pursue this concentration are required to take at least one of the core courses in this area offered by the department: The Study of Gender in Society (SOCL 201) or Women in Contemporary Society: The Southern Hemisphere (SOCL 225). The department encourages students in this concentration to take courses that focus on the study of gender in both the Global North and the Global South. In addition to taking courses in this field at Bryn Mawr, students may also take courses towards this concentration in their study abroad programs or at Haverford, Swarthmore, and the University of Pennsylvania. Any course taken outside of the Bryn Mawr Department of Sociology must be approved by the department for concentration credit.

African American Studies

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in either sociology or an allied field. Students who pursue this concentration are required to take the core course offered by the Bryn Mawr Department of Sociology: Black America In Sociological Perspective (SOCL 229). Students are encouraged to take courses on Black America listed under the Bryn Mawr and Haverford Africana Studies Programs. Courses taken outside the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors interested in this concentration should consult Robert Washington for further information.

Courses

SOCL B102 Society, Culture, and the Individual

Sociology is the systematic study of society and social interaction. It involves what C. Wright Mills called the "sociological imagination," a way of seeing the relationship between individuals and the larger forces of society and history. In this course, we will practice using our sociological imaginations to think about the world around us. We will examine how social norms and structures are created and maintained, and we will analyze how these structures shape people's behavior and choices, often without their realizing it. After learning to think sociologically, we will examine the centrality of inequality in society, focusing specifically on the intersecting dimensions of race and ethnicity, gender, and class, and the role of social structures and institutions (such as the family and education) in society. Overall, this course draws our attention toward our own presuppositions—the things we take for granted in our everyday lives—and provides us with a systematic framework within which we can analyze those presuppositions and identify their effects..

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Fall 2024, Spring 2025)

SOCL B110 From Conversation to Society: Microsociological Perspective

When we talk about society, we often imagine classes, networks, organizations, and interlocking systems. When we look for them, we find people talking, gesturing, smiling, frowning—in short, interacting. How do we make sense of these interactions as observers? How do the participants make sense of each other? What happens when interactions fail? Or succeed for that matter? How do some of these interactions come to constitute medical consultations, congressional hearings, job interviews, family dinners, or prayer meetings? What do the boundary-making practices of race, class, and gender look like in practice? In other words, how can an understanding of conversation help us understand what society is where and when it happens? In this course, we will explore these and other questions using readings from a range of microsociological traditions and a variety of audio and video materials.

Requirement: Course does not meet an Approach
Units: 1.0
(Not Offered 2024-2025)

SOCL B200 Urban Sociology

How do social forces shape the places we live? What makes a place urban? What is a suburb and why do we have them? What's environmental racism? Why are cities in the US still highly racially segregated? We will take on these questions and more in this introduction to urban sociology. Classic and contemporary urban social theories will inform our investigations of empirical research on pressing urban issues such as housing segregation, the environment, suburbanization, transportation and inequality. The course has a special focus on the social, economic and political forces that shape in urban space in ways that perpetuate inequality for African Americans.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

SOCL B205 Social Inequality

In this course, we will explore the extent, causes, and consequences of social and economic inequality in the U.S. We will begin by discussing key theories and the intersecting dimensions of inequality along lines of income and wealth, race and ethnicity, and gender. We will then follow a life-course perspective to trace the institutions through which inequality is structured, experienced, and reproduced through the family, neighborhoods, the educational system, labor markets and workplaces, and the criminal justice system.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor: Cox,A.
(Spring 2025)

SOCL B209 Memoir as Sociology

This course will use memoirs as a medium for learning about society. Memoirs are personal narratives based on true events, as reconstructed by memory, that portray in detail a period in the author's life or a particular series of events. Memoirs used to be written by famous people, but in the past three decades there has been an explosion of these publications, both as books and essays. Using these works in a course allows me to highlight the essential sociological principle as outlined by C. Wright Mills: the personal is situated within larger historical, social, economic, and political contexts. People's lives are shaped by history and by the particular time and place in which they live.

Requirement: Course does not meet an Approach
Units: 1.0
(Not Offered 2024-2025)

SOCL B214 The Sociology of Mental Health and Illness

The sociological perspective can make a unique contribution to our understanding of mental illness and social responses to it. Biological and genetic understandings of mental illness are ascendant, and yet there is increasing awareness that they are scientifically unsatisfying and that purely biomedical treatment has not delivered promised improvements in outcomes. On the other hand, more purely de-constructionist approaches deny the real suffering mental illnesses can cause and offer a one-sidedly critical view of pharmaceuticals and healthcare professionals. In this course, we will try to cut a middle ground, showing how mental illness is both socially and biologically determined; very real yet socially constructed and culturally specific. We will see how institutions of mental health treatment both cure and control, and how a better response to mental illness requires medical and social interventions.

Requirement: Course does not meet an Approach
Units: 1.0
(Not Offered 2024-2025)

SOCL B216 Social Dynamics of Violence

How do we make sense of violence in society? Why do people act to hurt, injure, or kill each other? How do we account for the diversity and similarity of violent acts and actors? How do we understand the role of violence in social change and social order? In this course, we will examine violence from a sociological perspective. We will consider a variety of different kinds of violence, from bullying and corporal punishment to riots and wartime massacres, using comparative analysis to probe the patterns and causes of violence, and its embeddedness in our social relationships.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Units: 1.0
Instructor: Sorge,D.
(Spring 2025)

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SOCL B217 The Family in Social Context

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B221 The Social Life of Emotions

How do our emotions reflect and affect our social relationships, roles, and structures? How do we feel, manage, express, and share our emotions with others? How do social factors like culture, power, status, and ritual shape our emotional lives? The sociology of emotions contends that emotions are not just personal and psychological experiences, but are at the heart of social life. In this course, we will explore emotions from a variety of sociological perspectives, and apply these perspectives to a variety of sociological phenomena including family formation, job interviews, religious experiences and political movements.

Requirement: Power, Inequity, and Justice (PIJ)

Units: 1.0

Instructor: Sorge, D.
(Spring 2025)

SOCL B225 Women in Society

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South – those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in

the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the "Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system" (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course's final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Montes, V.
(Fall 2024)

SOCL B231 Punishment and Social Order

An examination of the American criminal justice system and punishment in its social context. The course addresses theoretical approaches to crime control and examines the current system of mass incarceration in cross cultural comparison and relative to alternative approaches including restorative and transformative justice.

Units: 1.0

Instructor: Sorge, D.
(Fall 2024)

SOCL B232 A Sociological Journey to Immigrant Communities in Philly

This course will use the lenses of sociology to critically and comparatively examine various immigrant communities living in greater Philadelphia. It will expose students to the complex historical, economic, political, and social factors influencing (im)migration, as well as how migrants and the children of immigrants develop their sense of belonging and their homemaking practices in the new host society. In this course, we will probe questions of belonging, identity, homemaking, citizenship, transnationalism, and ethnic entrepreneurship and how individuals, families, and communities are transformed locally and across borders through the process of migration. This course also seeks to interrogate how once in a new country, immigrant communities not only develop a sense of belonging but also how they reconfigure their own identities while they transform the social, physical, and cultural milieus of their new communities of arrival. To achieve these ends, this course will engage in a multidisciplinary approach consisting of materials drawn from such disciplines as cultural studies, anthropology, history, migration studies, and sociology to examine distinct immigrant communities that have arrived in

Philadelphia over the past 100 years. Although this course will also cover the histories of migrant communities arriving in the area in the late 19th and early 20th centuries, a greater part of the course will focus on recent migrant communities, mainly from Africa, Asia, Latin America, and the Caribbean and arriving in the area of South Philadelphia. A special focus will be on the Mexican American migrant community that stands out among those newly arrived migrant communities.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B235 Mexican-American Communities

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centennial migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro-and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program

Units: 1.0

Instructor: Montes,V.

(Spring 2025)

SOCL B239 Sociology of Social Media

This course will introduce students to a range of debates on the nature and effects of online social networks. How are virtual communities like in-person communities and how are they different? How do people's online and offline social worlds relate? What are the consequences of social media for politics and social relations? Students will learn the theories and methods that sociologists use to approach these questions.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Taplin-Kaguru,N.

(Spring 2025)

SOCL B246 Sociology of Migration: A Cross-Cultural Overview of Contemporary Challenges

The twenty-first century began much as the twentieth century did for the United States with high levels of immigration. This has affected not only the nation, but the discipline of sociology. Just as early twentieth century Chicago School sociology focused on immigration and settlement issues, so too the first decade of the twenty-first century shows a flurry of sociological imagination devoted to immigration scholarship. This course will center on the key texts, issues, and approaches coming out of this renovated sociology of immigration, but we will also include approaches to the study of immigration from history, anthropology, and ethnic studies. While we will consider comparative and historical approaches, our focus will be on the late twentieth century through the present, and we will spend a good deal of time focusing on the longest running labor migration in the world, Mexican immigration to the U.S., as well as on Central American migrant communities in the U.S. Students with an interest in contemporary U.S. immigration will be exposed to a survey of key theoretical approaches and relevant issues in immigration studies in the social sciences. Current themes, such as globalization, transnationalism, gendered migration, immigrant labor markets, militarization of the U.S.-Mexican border, U.S. migration policy, the new second generation and segmented assimilation, and citizenship will be included.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B251 Queering Utopia

What if? This question is at the heart of both social theory and speculative fiction. Theory and fiction both serve as ways through which to make sense of social life and to imagine alternatives. Within the traditions of feminist and queer thought, utopian and dystopian fiction have been utilized as a means by which to imagine the outcomes of various social processes and alternative gender/sexuality systems. This medium is also useful for exploring the ways in which gender and sexuality are not only integral to individual identity but also to the structure of social life itself. In this course we will analyze the challenges to the status quo asserted by feminist theorists and queer theorists alongside a comparison with indigenous systems of gender. We will also consider the various implications for everyday life of these theories as presented through the lens of speculative fiction. We will compare works of fiction with works of social theory to think through the ways in which gender and sexuality structure social life as well as the ways in which we do, undo, and resist gender in everyday life. Over the course of the semester, we will contemplate work by Samuel R. Delany; Michael Warner; Margaret Atwood; Ursula Le Guin; Nikki Sullivan; Sara Ahmed, José Esteban Muñoz, Laura Mamo, and more.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

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SOCL B258 Sociology of Education

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

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

SOCL B260 A City of Homes: Housing Issues in Philadelphia

In the late 19th century, Philadelphia's boosters described the city as the "City of Homes" to celebrate its success compared to other major cities in the US in providing housing and opportunities for homeownership for its growing population of workers. This class investigates the unique history of housing in Philadelphia. We will cover the problems the city has faced and still faces in providing affordable housing, fair access to housing and creating diverse and vibrant neighborhoods and its great legacy of innovation in this area. We will use Philadelphia as a case for investigating the relationship between housing, the economy, locational resources, and neighborhood development. We will see how racial capitalism shapes what housing is built, where it is built and who has access to it. Through the Tri-Co Philly program students will engage with this literature as part of an immersive experience in the city and gain a deeper understanding of the practice of engaging with housing issues for professionals and political actors.

Units: 1.0

Instructor: Taplin-Kaguru,N.

(Spring 2025)

SOCL B262 Public Opinion

This course will assess public opinion in American politics: what it is, how it is measured, how it is shaped, how it relates to public policy, and how it changes over time. It includes both questions central to political scientists (what is the public, how do they exercise their voice, does the government listen and how do they respond?) and to sociologists (where do ideas come from, how do they gain societal influence, and how do they change over time?). It will pay close attention to the role of electoral politics throughout, both historically and in the current election. It is focused primarily on the United States, but seeks to place the US in global context. If this course is taken to fulfill an elective in the Data Science minor, students will conduct hands-on analyses with real data as a key component to both their Midterm and Final Essays.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B264 Sociology of Childhood

In this course, we will examine childhood from a sociological perspective focusing on how children shape and are shaped by their social worlds. We will begin by considering childhood as an historically constructed category that has changed over time and place. We will next focus on three institutions that are key agents of childhood socialization: the family, the school, and peers. Finally, we will study topics that may be considered problems of childhood: commercialization, the medicalization of aspects of children's life experiences, and school discipline. Throughout the course, we will consider how children's lives are shaped by broader systems of inequality based on race, class, and gender.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

SOCL B265 Quantitative Methods

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, ANOVA, and multiple regression. Required of Bryn Mawr Sociology majors and minors. Non-sociology majors and minors with permission of instructor.

Requirement: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Data Science

Units: 1.0

Instructor: Wright,N.

(Fall 2024)

SOCL B276 Making Sense of Race

What is the meaning of race in contemporary US and global society? How are these meanings (re)produced, resisted, and refused? What meanings might we desire or imagine as alternatives? In this course, we will approach these questions through an array of sources while tracking our own thinking about and experiences of raced-ness. Course material will survey sociological notions of the social construction of race, empirical studies of lived experiences of race, and creative fiction and non-fiction material intended to catalyze thinking about alternative possibilities.

Requirement: Course does not meet an Approach

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor: Taplin-Kaguru,N.

(Spring 2025)

SOCL B291 Jews and Racialization

This course focuses on the racialization of the immigrant groups who arrived in the U.S, beginning in the early days of New Amsterdam and moving through the early twenty first century. Our particular focus will be on Jews; although we will examine Jewish inclusion and exclusion in the context of the marginalization of other ethnic groups. The WhiteThe dominant group assigned district physical, moral and personality

characteristics to the various immigrant communities; but each of these stereotypes nevertheless was the basis for marginalizing all members of these groups. A racial approach to understanding the various characterizations given to these distinct groups shows how these outsiders were discriminated against. U.S. history is often defined in the categories of "black" and "white," but the racial and ethnic status of "other" immigrants was problematic from the point of view of the dominant group, the White Anglo Saxon Protestant. Immigrants from different backgrounds interrogate how their perspective came to be socially constructed as "natural" and thereby hegemonic and how this dominant, privileged group defined and controlled social institutions, policies and even individual consciousness.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Units: 1.0

(Not Offered 2024-2025)

SOCL B302 Social Theory

This course focuses primarily on the works of classical social theorists. The theorists include: George Herbert Meade, Emile Durkheim, Karl Marx, and Max Weber; and secondarily their influences on the works of more contemporary theorists: C. Wright Mills, Shulamith Firestone, Antonio Gramsci, Erving Goffman, Randall Collins, Robert Bellah, Howard Becker, and Pierre Bourdieu. Among the theoretical conceptions examined: culture, religion, the sacred, power, authority, modernization, deviance, bureaucracy, social stratification, social class, status groups, social conflict, and social conceptions of the self.

Units: 1.0

Instructor: Sorge, D.

(Fall 2024, Spring 2025)

SOCL B303 Junior Conference: Discipline-Based Intensive Writing

This course will introduce students to a range of qualitative methods in the discipline and will require students to engage, through reading and writing, a wide range of sociological issues. The emphasis of the course will be to develop a clear, concise writing style, while maintaining a sociological focus. Substantive areas of the course will vary depending on the instructor. Prerequisite: Required of and limited to Bryn Mawr Sociology Major, Junior Standing

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor: Montes, V.

(Fall 2024, Spring 2025)

SOCL B309 Sociology of Religion

This course will investigate what sociology offers to an historical and contemporary understanding of religion. Most broadly, the course explores how religion has fared under the conditions of modernity given widespread predictions of secularization yet remarkably resilient and resurgent religious movements the world over. The course is structured to alternate theoretical approaches to religion with specific empirical cases that illustrate, test, or contradict the particular theories at hand. It focuses primarily on the West, but situated within a global context.

Units: 1.0

Instructor: Wright, N.

(Spring 2025)

SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Health Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B323 Communes, Co-ops, and Collectives: Alternative Organizations

From schools to hospitals to grocery stores, most of the organizations we encounter and participate in throughout our lives are based on a hierarchical, bureaucratic form of organization. How did this form of organization come to be so common in U.S. society? And what are the alternatives? In this course, we will begin by exploring the origins, form, and proliferation of what Max Weber famously referred to as the "iron cage" of bureaucracy. Then we will focus on alternative forms of organization, such as communes, cooperatives, and collectives. How do these types of collectivist-democratic organizations differ from the rational-bureaucratic organizations with which we are most familiar? How are these alternative organizations structured? What makes them work—or not? From the Burning Man (anti)organization to mutual aid societies, democratic schools, farmer cooperatives, and feminist collectives, we will explore the ways in which alternative organizations can enforce the status quo or serve as catalysts for social change. Prerequisite: At least one social science course or permission of instructor.

Requirement: Course does not meet an Approach

Units: 1.0

(Not Offered 2024-2025)

SOCL B324 Du Bois and Sociology: The Racialized Self in Modernity

W.E.B. Du Bois pioneered a liberatory sociology of emancipation grounded in rigorous empirical investigation of social problems and a theory of the racialized self in modernity. In this course, we will examine the Du Boisian roots of American sociology, studying some of his most influential texts for insights into how sociology can address important current public conversations about dismantling racist and exploitative structures of oppression.

Requirement: Course does not meet an Approach

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B326 Feminist Perspectives on Health

Increasingly, an individual's sense of self and worth as a citizen turns on their health identity. In this course we will draw on theories of gender, race, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures

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and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts towards: Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2024-2025)

SOCL B327 Capital & Connections: A Network Approach to Social Structure

Is it better to have a tightly knit circle of friends or several compartmentalized groups? And better for what--social support, academic achievement, finding a job, coming up with a new idea, sparking a social movement? How might we study questions like these? In this course, we will explore the various ways of understanding social connections as a resource--as a form of capital--and we will learn how to collect and analyze data about networks to investigate the structure of social networks. In particular, we will learn how to think about advantages and disadvantages as resulting from the structure and composition of our social networks. Prerequisite: At least one social science course or permission of instructor.

Requirement: Course does not meet an Approach
Counts towards: Data Science
Units: 1.0
Instructor: Cox, A.
(Spring 2025)

SOCL B328 The Black Middle Class

The Black Middle Class has often been used rhetorically and empirically to make claims about the intersection of race and class in the US. We will examine the evolving debate about significance of race and class with the Black Middle class at its center.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Units: 1.0
(Not Offered 2024-2025)

SOCL B329 Race, Class & Gender: Intersectionality & the Social World

This course takes an in-depth look into how racism, classism, and sexism perpetuate inequality as well as scholarly debates and engagements with intersectionality theory. We will critically engage with intersectionality theory and explore scholarship that applies intersectionality theory to a variety of social arenas including families, activism, education, sexuality, politics, health, work, and more. By the end of the course, you should be able to identify contemporary scholarly debates surrounding intersectionality theory and evaluate its applications across sociological works. Throughout the semester we will practice synthesizing readings, crafting original arguments, and critical writing skills.

Requirement: Course does not meet an Approach
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2024-2025)

SOCL B331 Global Sociology: Capital, Power, and Protest in World-Historical Perspective

The last decades of the 20th century brought about a series of social, political, economic, and cultural changes that have

reshaped our ways of understanding and thereby relating to the world. Globalization as a conceptual paradigm has assisted us in comprehending those changes and most importantly the impacts that those changes have brought to our lives individually and collectively. In this sense, globalization has not only stirred up a series of debates within the social sciences about its novelty, but has also become one of the most contested concepts, meaning that there are different and competing understandings of what the term means and how to assess the process. With this in mind, the objective of this course is to explore the distinct themes that make up what is referred to as the sociology of globalization. These include: globalization studies and theories of globalization; the global economy; political globalization; globalization and culture; transnational civil society/transnational social movements; globalization and gender/race/ethnicity; transnational migration; new global division of labor; and human consequences of globalization in the form of the so-called wasted lives (Bauman), to mention just a few. Linkages between social, political, and economic forces that play a role in shaping trends and problems will be analyzed through lectures, readings, discussions, case studies, and films shown in class. An intersectional perspective of race, class, nationality, and gender (among other social axes of oppression) will be used to demonstrate how various historically marginalized groups experience the impact of globalization. Finally, this course adopts a social justice framework with the intent to cultivate students as active agents of change. Prerequisite: Previous course in social science; permission of instructor.

Units: 1.0
(Not Offered 2024-2025)

SOCL B332 Sociology of Popular Culture

"Culture" is one of those words that is used constantly by nearly everyone, but rarely is it made clear what exactly is meant by the term or what precisely it is contributing as either cause or effect. This course seeks to provide clarity and precision in what is meant by the term "culture" and how it can be a useful analytical concept, focusing explicitly on those cultural objects deemed "popular." It will explore how popular culture is produced, reproduced, received, challenged, disseminated, resisted, and transformed. Special attention will be given to how popular culture interacts with other social institutions, social movements, power relationships, and intersectional identities.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Wright, N.
(Fall 2024)

SOCL B333 Varieties of Sociological Imagination: Voices from the Major

In this course, we will explore works of sociological theory and imagination from thinkers outside the US and Europe, classic and contemporary. We will read and discuss texts from Africa, Asia, Latin America, and the Middle East addressing a variety of sociological themes, including race, gender, caste, and colonialism. We will also discuss how these works can inform and inspire our own sociological research and practice.

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)
Units: 1.0
Instructor: Sorge, D.

(Fall 2024)

SOCL B338 The Black Diaspora in the US: African and Caribbean Communities.

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 towards: Africana Studies

Units: 1.0

(Not Offered 2024-2025)

SOCL B350 Movements for Social Justice

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th and 21st-century social movements to answer these questions. Prerequisite: At least one prior social science course or permission of the instructor.

Requirement: Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2024-2025)

SOCL B398 Senior Conference

This capstone course for the sociology major focuses on major concepts or areas in sociology and requires students to develop their analytical and synthetic skills as they confront both theoretical and empirical materials. The Key emphasis in the course will be on students' writing. Through a variety of assignments (of different lengths and purposes), students will practice the process (drafts) and elements (clarity and concision) of good writing. Specific topical content will vary by semester according to the expertise of the instructor and the interests of students. Writing Attentive.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Cox,A.

(Fall 2024, Spring 2025)

SOCL B403 Supervised Work

Students have the opportunity to do individual research projects under the supervision of a faculty member.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Fall 2024, Spring 2025)

EDUC B266 Geographies of School and Learning: Urban Education Reconsidered

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical

lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. Weekly fieldwork in a school required.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor: Zuckerman,K.

(Spring 2025)

HLTH B302 Survey Methods for Health Research

Surveys are widely used to measure the population prevalence of various health conditions; to better understand the scope and impact of exposure to social and economic stressors on population health; to monitor health-related knowledge, attitudes and practices; and to inform health systems strengthening efforts. Through course material and hands-on experience, students will master the basic elements of survey design, including, operationalizing constructs and formulating research questions, choosing a mode of survey implementation, pretesting the survey instrument, designing a sampling plan, managing field operations, and analyzing and interpreting survey data. Prerequisites: Completion of a 200-level course in the social sciences or permission of the instructor.

Requirement: Course does not meet an Approach

Counts towards: Data Science

Units: 1.0

(Not Offered 2024-2025)

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The major in Spanish offers a program of study in the language, literature, and culture of Spain, Latin America, and U.S. Latino communities. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

Our graduates have gone on to pursue successful careers in law, business, medicine, and translation, among others. This major program prepares students appropriately for graduate study in Spanish.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary contextualized by cultural readings and activities. SPAN 120 prepares students for advanced work in literature and cultural studies while improving competence in the language. Courses at the 200 level courses deal with a variety of topics including a consideration of major manifestations of Spanish and Spanish-American, and U.S. Latino literature and culture, in various periods and genres, within a socio-historical context. Advanced 300-level courses engage intensively with individual authors, topics, or periods of special significance.

All students who have taken Spanish at other institutions and

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plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is offered online by the department and is available on our website.

Students in all courses are encouraged to supplement their coursework with study in Spain or Spanish America either in the summer or during their junior year.

The Department of Spanish works in cooperation with the Departments of French and Italian in the Romance Languages major. It also collaborates with the Latin American, Iberian, and Latina/o Studies (LAILS).

Faculty

Inés Arribas, Senior Lecturer in Spanish

Kaylea Berard, Senior Lecturer in Spanish

Martín Gaspar, Associate Professor and Chair of Spanish and Co-Director of Comparative Literature

Lenin Lozano-Guzmán, Visiting Assistant Professor of Spanish

Neus Penalba Suarez, Assistant Professor of Spanish

Kathryn Phipps, Visiting Instructor

María Cristina Quintero, Fairbank Professor in the Humanities (on leave semester I)

Juan Suárez Ontaneda, Assistant Professor of Spanish

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient.

Major Requirements

Requirements for the Spanish major are:

- SPAN 120 (Introducción al análisis literario),
- four 200-level courses,
- three 300-level courses,
- and SPAN 398 (Senior Seminar).

The prerequisite for 200-level Spanish courses is the completion of SPAN 120, which is offered every semester. The prerequisite for 300-level courses is the completion of a 200-level course in Spanish. At least two courses for the major must be in Peninsular literature (Spain) and at least two in Latin American literature; one of the major courses should focus on pre-1700 literature. Students can satisfy the writing requirement by taking two writing intensive (WI) courses (SPAN 120, SPAN 243, and 200-level courses designated as such) or three courses designated as writing attentive (WA). Students whose training includes advanced work may, with the permission of the department, be exempted from taking SPAN 120. SPAN 400 Senior Essay is optional for majors with a grade point

average of 3.7 who seek to graduate with honors. It may not be counted as one of the 300-level requirements. Students wishing to enroll in SPAN 400 Senior Essay must submit a proposal to the department and identify a faculty member who will direct the project.

Please note: the department offers some courses taught in English and, with permission from major advisor, we occasionally accept courses related to the Hispanic world offered in other departments. We recommend that at least some of the work (readings or written assignments) be done in Spanish. No more than two courses taught in English may be applied toward a major, and only one toward a minor.

Independent research (SPAN 403) is offered to students recommended by the department. The work consists of independent reading, conferences, and a long paper.

Honors

Departmental honors are awarded on the basis of a minimum grade point average of 3.7 in the major, SPAN 400 Senior Essay, and the recommendation of the department.

Minor Requirements

Requirements for a minor in Spanish are six courses in Spanish beyond SPAN 101, at least one of which must be at the 300 level. At least one course should be in Peninsular literature (Spain).

Minor in Latin American, Iberian, and Latina/o Studies (LAILS)

The Department of Spanish participates with other departments in offering a minor in Latin American, Iberian, and Latina/o Studies (LAILS).

Teacher Certification

The department also participates in a teacher-certification program. For more information see the description of the Education Program.

Courses

SPAN B100 Basic Intermediate Spanish

A review of grammar with emphasis on all language skills: speaking, listening, reading, and writing, with group activities and individual presentations. A variety of readings from the Hispanic world will be included. The course meets for five 50-minute sessions per week: three with the instructor, one with a TA on Monday evenings, and one mandatory study group session. Prerequisite: SPAN 002 or placement or instructor's permission.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Berard, K.
(Fall 2024)

SPAN B101 Intermediate Spanish

This course focuses on developing vocabulary and grammatical structures in all language skills in Spanish. A variety of readings from the Hispanic world will be included. The class meets three times a week with the instructor and there is one additional

required 50-minute practice session with a teaching assistant on Monday evenings.

Requirement: Course does not meet an Approach
Units: 1.0

Instructor: Arribas,I., Berard,K., Lozano-Guzmán,L.
(Fall 2024, Spring 2025)

SPAN B120 Introducción al análisis literario

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. This course is a requisite for the Spanish major. Prerequisite: SPAN 102, or placement. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0

Instructor: Suárez Ontaneda,J., Penalba,N., Gaspar,M.
(Fall 2024, Spring 2025)

SPAN B208 Drama y sociedad en España

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: SPAN B120; or another SPAN 200-level course. Critical Interpretation (CI). Inquiry into the Past (IP). Counts toward Latin American, Iberian and Latina/o Studies.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B212 Representing Mexico: History, Politics, and Culture through Humor

This course will examine Mexican society through the lens of humor. Humorous production has a long history in Mexico, from the first Latin American novel, *El Periquillo Sarniento* by José Fernández de Lizardi, to the current representation of the “War on drugs”. Hence, humor has served as a critical tool through which we can understand the country’s reality—as it is perceived, imagined, and projected—, as well as its historical, social, and political implications. Through our readings and discussions, we will explore how humor has predominantly been used to question and delegitimize dominant discourses, but, at the same time, it has served to uphold the status quo in some of its representations. Likewise, our course materials will highlight how humor has served as a medium to advocate for greater democratizing practices, such as women’s integration into the sociopolitical sphere. We will approach humor and

its representation of Mexican society in a variety of formats such as: narrative, chronicle, essay, theater, film, political cartoon, and performance. Prerequisites: SPAN B120; or SPAN 200-level course or placement

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B216 Introducción a la lingüística hispánica

A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B120 or permission of the instructor. Critical Interpretation (CI)

Requirement: Critical Interpretation (CI)
Units: 1.0
Instructor: Berard,K.
(Spring 2025)

SPAN B220 Escritoras, brujas y otros herejes

This course examines the evolution of gendered “otherness” through the diverse stories of women tried by the Inquisition in Spain, New Spain, Peru, and the Spanish Pacific. Throughout the Early Modern world, the Spanish Inquisition tried women of every social class and racial background for myriad charges of heresy, sexual misconduct, and witchcraft. In this course, students will gain a familiarity with major historical, cultural, and philosophical currents that shaped the Early Modern world while gaining critical skills required to engage the intricate primary sources that contain the stories of women who as believers, practitioners, writers, and artists, challenged ecclesiastical and colonial order throughout the transition to modernity. Students will engage women’s writings that address themes of spirituality, religion, and doctrine from enclosure— from convents or imprisonment within the Inquisition’s chambers. These writings include canonical authors and lesser-known authors such as Sor Juana and Santa Teresa of Ávila, Ursula de Jesús, María de Cazalla, and María de Jesús de Ágreda. Taught in Spanish. Prerequisite: panish 120 or SPAN 200-level course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Phipps,K.
(Spring 2025)

SPAN B231 El cuento y novela corta en España

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, Zayas, and a number of contemporary writers such as Mayoral and Montero. Our approach will include formal and thematic considerations, and attention will be given to

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sociopolitical and historical contexts. Prerequisite: SPAN B120; or another SPAN 200-level course.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B232 Encuentros culturales en América Latina

This course introduces canonical Latin American texts through translation scenes represented in them. Arranged chronologically since the first encounters during the conquest until contemporary times, the readings trace different modulations of a constant linguistic and cultural preoccupation with translation in Latin America. Translation scenes are analyzed through close reading, and then considered as barometers for understanding the broader cultural climate. Special emphasis is placed on key notions for literary analysis and translation studies, as well as for linking the literary text with cultural, social, political, and historical processes. Prerequisite: SPAN B120 or another SPAN 200-level course.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: International Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B238 El giro visual en España(1960-2020): de la censura a Netflix

In 50 years, Spain went from living under the last dictatorship in Europe to becoming one of the late cultural capitalism benchmarks. This course explores the tensions between tradition and modernity or between authoritarianism and rupture in contemporary Spain's media and cultural consumption. We will pay special attention to the impact of technological changes in film, television, and new media—from Berlanga and Saura's movies in the 60s to the expansion of Spanish series on online platforms such as Netflix and HBO. Course will be taught in Spanish.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B239 Escribir la naturaleza: Animales y plantas en la literatura latinoamericana

What role does literature play in this age of ecological crisis and natural disasters? How has literature often mediated the relationships between the human and the non-human? How does nature writings in Latin America reflect, problematize and criticize the intense "geological fault" of anthropocentrism? From the earliest days of the exploration and conquest of the American continent, the texts of the Europeans set a repertoire of obsessions in which looking at or imagining nature became a constant. Plants and animals, since then, became a recurring topic. Described first as wonders or horrors, with time they will be scientifically and politically loaded. By the 20th century, the fictionalization of plants and animals has been one of the central concerns of Latin American literature, opening, thus, a fertile ground for textual explorations from the perspective of ecocriticism. This course will analyze the place of plants and animals in Latin American literature: how they reveal the

relationships between the human and the environment (the landscape and other non-human life forms). We will explore, then, the place of the zoological and botanical at the heart of some of the literary proposals of many different authors who invite us to think about the multiple tensions between human and non-human, nature and culture, ecology and aesthetics, science and literature. This course will be taught in Spanish.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B241 Poetics of Social Justice: Minorities in Spain

This course, conducted in Spanish, is organized around political, cultural and social issues that concern ethnic minorities in Spain, particularly the Roma (gitanos) and the immigrants from Latin America and Africa. We will start by placing in its historical context the question of race and racism in Spain as a sociopolitical construct and a system of oppression. When studying the Roma people, we will discuss how flamenco art is a direct response to issues of discrimination and persecution, a means of resistance and a form of activism. At the same time that we will learn the basics of flamenco dance, we will consider the role of this art in areas such as religion, politics, and studies of race and gender. Our approach to immigration issues will consider topics of power relations, race, gender and class under new lenses such as decolonization, human rights and social justice. The readings in this course will include a diversity of original materials (plays, narrations, poetry, testimonies, newspaper articles, documentaries or films). Students will write reflections, analysis and responses on these texts, which will then be transformed into creative writing pieces such as dialogues, poems, short stories, blogs and other creative expressions, which will be shared with the class through presentations and performance.

Requirement: Cross-Cultural Analysis (CC)
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B243 Temas de la literatura hispana

This is a topic course. Topics vary. Prerequisite: SPAN B120; or another 200-level. Current topic description: The early writings of the New World straddle between history and fantasy, fact and legend. This period is rich in chronicles that made no distinction between real and imaginary places and creatures, at a time when ambitious colonial enterprises were guided by myths (finding El Dorado, the Fountain of Youth, Paradise.) This course examines fantasies of imperial imagination that have persisted to this day by looking at both early chronicles and recent films. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Requirement: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Lozano-Guzmán, L.
(Fall 2024)

SPAN B244 Latinoamérica en shuffle: desde el Popol Vuh hasta la cumbia

The sacred book of the Quiché nation (present-day Guatemala), the Popol Vuh (circa 1544), begins as follows: "This is the account of how all was in suspense, all calm, in silence; all motionless, still, and the expanse of the sky was empty" (Recinos 81). The soundtrack of the beginning of the world, for the Quiché people, was silence. Almost five centuries after the Popol Vuh was written, the soundtrack of the world for Ulises, the protagonist of the Mexican film *Ya no estoy aquí* (Frias 2020), is made up of the slowed-down cumbias he listens to in his MP3 as he crosses the U.S.-Mexico border. Beginning with Popol Vuh, and ending with "Ya no estoy aquí," this class will examine the uses of sound, silence, noise, and music in Latin American literature, film, paintings, and performance. During class, we will spend time examining the creative uses of sound, and the following questions will guide our readings: What is the sound of social interactions such as protests, insults, speeches, jokes, and mockery? Is silence a tool for policing, or a tool for escaping? What is the relationship between sound and the representation of gender, race, and ethnicity? How does technology shape the way we listen? Is noise a frontier between the human and the non-human? At the end of the semester, students will choose between curating a thematic playlist in Spanish using Spotify, producing a podcast about a work of literature/film/performance not studied in the course, or adapting a work examined during the semester using the radionovela format. Prerequisites: SPAN B120.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B245 Los años del hambre en la España franquista

It has been estimated that in the period 1939-1944 alone, 200,000 people died in Spain directly or indirectly from starvation. Given such horrors, the 1940s were etched into people's memories as the "Hunger Years". Combining a historical approach with a theoretical framework of food studies, this course will explore opposing discourses on food and famine produced under Franco's regime and beyond, into democratic times. While presiding over great famine, the dictatorship's official propaganda crafted triumphalist rhetoric through gastronomic maps and essays, aiming to create a unified national identity and a sense of Spanishness while using 'autarky' as an effective political tool to secure the consensus of the victors and exclude the defeated from political life. However, memories of a starving society served as a weapon to counterbalance the dictatorship's-imposed truth and were widely represented in myriad fictional works from the 1940s until the 2000s in Iberian literatures. Through literature, historical narratives, films, paintings, popular cultures and social practices we will examine how memories of famine have been pivotal in Spanish fiction up to the years of democracy, and how in many of these 20th-century works, there are explicit or implicit intertextual references to the picaresque genre in both literature and painting from the Siglo de Oro. Prerequisite: SPAN B120 and another 200-level course, or permission of instructor.

Requirement: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor: Penalba,N.

(Fall 2024)

SPAN B247 Gastropoéticas de la cultura latinoamericana

From Casta paintings to the current boom of social media foodies, the cultural representation of food and eating has historically served to create discourses about race, gender, class, and status. Theoretically grounded in food studies, in this class, we will study how food and foodways have structured cultural productions across Latin America. We will begin analyzing how indigenous communities assigned political and religious value to staples like corn or potatoes, followed by the uses of food—abundant and scarce—in colonial narratives like *Naufragios* by Alvar Nuñez Cabeza de Vaca. As a consequence of colonial enclaves, we will also study how Afro-descendant communities used food to negotiate their status in slaving societies and how forced migration ecologically affected Latin America. We will continue our analysis through the production of cookbooks during the height of conventual life (16th-18th centuries), as evidenced in the work of Sor Juana Inés de la Cruz. We will shift our attention to the 19th century, the rise of manuals about food placement and etiquette, and the construction of gender expectations through food consumption. We will end our examination of food cultures during the 20th and 21st centuries by examining the branding of Latin American cuisines as countries compete as sites for tourist consumption. Students will complete reflective journals, a personal cookbook zine, a field visit report to a local Latin American restaurant, and a final essay written in steps during the semester. As a Praxis course, students will be expected to complete 7-10 hours of community-engaged work with a local partner (TBD), ranging from a local food bank to organizations that work towards food security for Latinx communities.

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0

Instructor: Suárez Ontaneda,J.

(Spring 2025)

SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film

Stereotypically, Latin Americans are viewed as "emotional people"—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.) Course is taught in Spanish

Requirement: Cross-Cultural Analysis (CC)

Counts towards: Film Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B307 Cervantes

A study of themes, structure, and style of Cervantes' masterpiece *Don Quijote* and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of *Don Quijote* on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B309 La mujer en la literatura española del Siglo de Oro

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement. Counts toward Gender and Sexuality Studies. Counts toward Latin American, Iberian and Latina/o Studies.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B312 Latin American and Latino Art and the Question of the Masses

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 120 and at least one other Spanish course at a 200-level, or received permission from instructor. Course does not meet an Approach. Counts toward Latin American, Iberian and Latina/o Studies. Counts toward Museum Studies.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies; Museum Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B315 El futuro ya llegó: relatos del presente en América Latina

Taught in Spanish. In the 21st Century, "Here and now" is not what it used to be. There is no single "here" but instead multiple, coexisting realities (that of the cellphone, the street, the 'world'.) There's no clear present when the "now" is multiple. In this course we will explore 21st century Latin American shorts-stories, films, works of art, and novellas that synchronize with our contemporary circumstances--fictions and representations where realities alternate, identities flow, and the world appears oddly out of scale. As contemporaries, you will also be asked to write fictions about life "here and now." Throughout, we will keep two fundamental questions in mind: What is reality (here)? What is the contemporary (now)? Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B317 Poéticas de poder y deseo en el Siglo de Oro español

The poetry cultivated during the Renaissance and Baroque Spain was not an idle aesthetic practice. We discover in the rich poetic practice of the era preoccupations with historical, social and political themes, including discourses of power and empire, racial difference, and the representation of women as objects of desire. In addition, we will consider the self-fashioning and subjectivity of the lyric voice, theories of parody and imitation, and the feminine appropriation of the male poetic tradition. Although the course will deal primarily with the poetry of Spain, readings will include texts from Italy, France, England, and Mexico. Taught in Spanish. Prerequisites: at least one 200-level course.

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B324 Ideologías del Franquismo: arte, cultura, educación

This course offers a panoramic view of the building of Francoism as an ideology over the longest authoritarian regime in Western society during the 20th century (1939-1975). Through the study of its cultural, artistic, and mediatic expressions, as well as other national institutions such as education and religion, this course addresses the connections between cultural representations and the social, political, and economic experiences lived in Spain during that period. These representations will consist mainly of those produced during the Franco regime with comparisons to the contemporary era. Some of the issues we will focus on are the Spanish Civil War, international isolation and autarky, repression and exile, and censorship as a strategy of Francoist ideology, among many others. Prerequisite: At least one SPAN 200-level course

Requirement: Course does not meet an Approach

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

SPAN B326 Voces trasplantadas: teoría y práctica de la traducción

Taught in Spanish. Translation has been argued to be both impossible and inevitable. Theoretically impossible, because no two languages are perfectly equivalent; practically inevitable, because cultures, and human beings, are constantly interpreting one another--and understanding themselves in the process. This course is an introduction to translation as a practice with linguistic, literary, and cultural implications. It is organized in three steps. We will begin by exploring the linguistic aspect of translation: the theories (and myths) about language difference and equivalence, and how they can be put into practice. Then we will focus on translating literary texts of different genres (from canonical epics to film, from poems to short stories and proverbs), and we will simultaneously examine how the various types of texts have spurred very different opinions about what is a good or bad translation, what is desirable, and what is not. Finally, we will trace the role of translation in cultural exchanges, as well as its defining presence in contemporary debates on "world literature."
Prerequisite: At least one 200 level Spanish course.

Counts towards: Latin American, Iberian, and Latinx Studies; International Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

SPAN B330 La novela de formación femenina en América Latina

Perhaps the most successful novelistic genre is the Bildungsroman or "coming-of-age": novels that follow the development of a person from youth to adulthood, from inexperienced to mature. But what happens when these protagonists are women, often facing the hurdles of societies that impede or limit growth and choice? Since the 19th Century, Latin American female authors have explored the struggles of "growth" and the various models of womanhood available in their societies. In this course, we will read a total of six Latin American Bildungsromane of the 19th, 20th, and 21st century written by women authors from various countries. We will look at normative definitions and expectations of coming-of-age novels and how these authors created new options for themselves, for their characters, and for their readers.

Major Writing Requirement: Writing Intensive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
Instructor: Gaspar, M.
(Spring 2025)

SPAN B333 La invención de América: Escrituras europeas del Nuevo Mundo

Beginning in 1492, Spanish explorers, soldiers, and friars visited, noted, and imagined what they initially would call the New World. According to Alfonso Reyes, America was for Europe, rather than a sudden and new reality, a complete poetic invention. The astonished -pleased, marveled, horrified- writings of newly arrived Spaniards drew not only the real components of a vast and very different world from the European one, but also the fictional components: everything obscure, remote, or misunderstood that experience or the senses could not grasp, and the powers of imagination would. This course seeks to explore some of the key texts of the "invention of America" (Reyes) in the first centuries of the

Conquest and Colonization. Our goal is to analyze how "the imperial eye" (Pratt) looked at and noted the American lands -its men and women, its cultures and wealth- projecting on them its oldest fears, fantasies, ambitions, and hopes: America was also "a new Europe", says Ángel Rosenblat, with all the political, literary and epistemic weight that such an idea implies. We will work with fragments of stories, chronicles, and poems on the following thematic axes: the first contacts, a rich and abundant nature (pearls, gold, silver, fish, fruits, spices, wood), the great Mesoamerican cultures, the Andean "empire", the extreme south and the eternal horizon, the interior lands and their immense rivers and mountains, the "bestiary of the Indies", the American myths (El Dorado, the Amazons) and some of the great and tragic historical native American figures as they were perceived and written by the Spaniards.
Prerequisite: At least one SPAN 200 level course

Requirement: Course does not meet an Approach
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B336 Afro-Diasporic Networks in Latin America

This interdisciplinary seminar will center the artistic and intellectual production of Afro-Latin American and Afro-Latinx thinkers across the Americas from 1492 to the present day. The class will be divided into four thematic units: Time, Space, Memory, and the Body. In each thematic unit, we will first read about how Black thinkers have theorized those concepts, and then we will analyze primary texts that dialogue directly with said theme. For example, during the Space unit, we will read the work of Afro-Brazilian geographer Milton Santos. Then we will read the novel by Afro-Colombian writer Manuel Zapata Olivella *Chambacú corral de negros* (1963), paying particular attention to issues of space. Course is taught in Spanish.

Requirement: Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Attentive
Counts towards: Latin American, Iberian, and Latinx Studies
Units: 1.0
(Not Offered 2024-2025)

SPAN B338 El derecho a vivir en paz: activismos en español

This advanced Spanish course is designed to help students reach advanced proficiency levels by engaging with case studies from law, social work, activism, and literature from Latin American and Latinx communities. Through community partners, students will engage with the multi-tasking requirement inherent to law and social work organizations that advocate for social justice. Our class will be divided into six different units, centering and problematizing the possibilities of advocacy: human rights, Latinx communities, Indigenous communities, Afro-descendant communities, women/femme/ feminisms, and LGTBQI communities. We will read and listen to advocates from each of those communities and analyze how advocacy intersects with various forms of identity, political power, and artistic expression. This class has a service-learning component in addition to the work in the classroom, so you will need to complete at least 10 hours of work with a local partner. Your work with the local organization will be essential for you to

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start theorizing about advocacy through your own experiences.

Prerequisite: SPAN B120 or SPAN 200-level course

Requirement: Course does not meet an Approach; Power, Inequity, and Justice (PIJ)

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Suárez Ontaneda, J.

(Fall 2024)

SPAN B348 Ficciones de la confesión en la literatura española

Viewing the form of confession as a vehicle for both truth and fiction, this course engages the embedded politics of Early Modern confessional production to examine notions of agency, exploitation, and representation in a diverse selection of confessional works. As a textual conceit, confession ties together a broad array of narrative forms: autobiography, eye-witness accounts, medieval narrative poetry, hagiography, colonial chronicles, picaresque novels, mystical writings, theological treatises, testimonials, novels, and Inquisitorial archives. In this course students will hear the stories of pirates, non-gender-conforming surgeons, nuns, Inca kings, enslaved women and more. Through these testimonies, students will gain familiarity with the foundational history, literature, and theory related to the study of early modernity. Prerequisite: SPAN 120 or one 200-level course.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Phipps, K.

(Fall 2024)

SPAN B349 La imaginación rural y medioambiental en España

How do contemporary writers, artists, and filmmakers engage aesthetically with a damaged national landscape? What are the ongoing effects, within a climate change scenario, of the Franco regime's fascist policies, such as intensive eucalyptus plantations and the construction of hydraulic structures that dammed half of the river flows, making Spain the first country in Europe in terms of reservoirs? Why doesn't the 1978 democratic Constitution include the word "landscape"? What metaphors have been used to both represent, reshape, and caricaturize, from an urban perspective, the rural communities in Spain including both the national rural bumpkin and the migrant laborers? These are some of the questions that will be explored in this course, which focuses on rural migrations, class and race conflicts, fascist and capitalistic extractivism, historical memory, and our current socio-ecological crisis. Throughout films, novels, and land art (by Spanish, Galician, Catalan and Basque authors) we will examine the historical continuities and discontinuities of environmental cultures in Spain from the end of the 19th century, when the rural exodus began, to the present day when the transformation of rural areas into renewable energy hubs exacerbates Spain's urban-rural divide. Prerequisite: one SPAN 200-level course.

Requirement: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latinx Studies

Units: 1.0

Instructor: Penalba, N.

(Spring 2025)

SPAN B398 Senior Seminar

The study of special topics, critical theory and approaches with primary emphasis on Hispanic literatures. A requirement for all Spanish Majors. Some topics and readings will be prepared in consultation with the students.

Units: 1.0

Instructor: Suárez Ontaneda, J.

(Fall 2024)

SPAN B403 Supervised Work

Independent reading, conferences, and a long paper; offered to senior students recommended by the department.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Spring 2025)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies; Praxis Program

Units: 1.0

(Not Offered 2024-2025)

ENGL B237 Cultural Memory and State-Sanctioned Violence in Latinx Literature

This course examines how Latinx literature grapples with state-sanctioned violence, cultural memory, and struggles for justice in the Americas. Attending to the histories of dictatorship and civil war in Central and South America, we will focus on a range of genres—including novels, memoir, poetry, film, and murals—to explore how memory and the imagination can contest state-sanctioned violence, how torture and disappearances haunt the present, how heteropatriarchal and white supremacist discourses are embedded in authoritarian regimes, and how U.S. imperialism has impacted undocumented migration. Throughout the course we will analyze the various creative techniques Latinx cultural producers use to resist violence and imagine justice.

Requirement: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latinx Studies

Units: 1.0

(Not Offered 2024-2025)

GNST B145 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class

introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

GNST B245 Introduction to Latin American, Iberian and Latina/o Studies

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Requirement: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ)
Counts towards: Latin American, Iberian, and Latinx Studies; International Studies
Units: 1.0
(Not Offered 2024-2025)

TRANSNATIONAL ITALIAN STUDIES

Students may complete a major or minor in Transnational Italian Studies. In voting unanimously to embrace this new name in 2021, we are joining other programs in the humanities across the world who are seizing the current moment to make curricular changes for the explicit decolonization of our field(s). By de-centering peninsular Italian culture, questioning concepts of “standard Italian” and “Italian civilization”, and evading ethnocentric, national, and nationalistic rhetoric, we wish to manifest our commitment to an anti-racist, transcultural, and post-colonial approach to Italian Studies.

The aim of our major/minor is to explore the social, linguistic, literary, artistic, ethnic, and political communities that have identified themselves as Italian throughout history. In order to do so across disciplinary boundaries, the Department actively cooperates with numerous institutions, primarily by offering cross-listed and co-taught courses in the Bi-Co.

In particular, we participate in the Romance Languages major with the Departments of French and Francophone Studies and Spanish, as well as with the many departments and programs that inform the Bi-Co major in Comparative Literature. Many of our courses, taught in English and in Italian, count towards History of Art, Growth and Structure of Cities, Russian, Classics, International Studies, Health Studies, Africana Studies, Film Studies, and Gender and Sexuality Studies.

Faculty

Giulio Genovese, Visiting Assistant Professor of Transnational Italian Studies

Tommaso Ghezzi, Visiting Instructor of Transnational Italian Studies

Roberta Ricci, Professor and Chair of Transnational Italian Studies on the Andrew W. Mellon Foundation Chair in the Humanities

Luca Zipoli, Assistant Professor of Transnational Italian Studies (on leave semester II)

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy all or part of this requirement by coursework in English literature.

Major Requirements

The Department of Transnational Italian Studies offers a Major in Letters in Italian (track A) and a Major in Intercultural Italian Studies (track B).

Both majors consist of ten courses starting at the ITAL 101/102 level.

For both majors we recommend a senior thesis offered with ITAL 398 and ITAL 399 (required for honors). See below.

Both majors are required to complete one Writing Intensive (WI) course in the major. The goal of the WI course will be re-thinking the argument, logical connection, focus, transition, evidence, quotes, organization, and sources. In responding to the feedback, students will experience writing as a process of discovery (re-visioning) and meaning.

Letters in Italian/ Track A

Major requirements in Letters in Italian are 10 courses. Track A may be appropriate for students with an interest in literary and language studies. Required: ITAL 101/102, plus five courses (or more) conducted in Italian based in our department (ITAL) and three courses in English within the department (ITAL) or two in English within the department (ITAL) and one among the list of electives (courses must be approved in advance by the chair of our department). Of the courses taken in Italian, students are expected to enroll in at least three 300-level capstone seminars covering both Early-Modernity (ITAL 301, ITAL 304, ITAL 303) and Modern Studies (ITAL 380, ITAL 320, ITAL 313, ITAL 325).

Intercultural Italian Studies/Track B

Major requirements in Intercultural Italian Studies are 10 courses. Track B may be appropriate for students with an interest in arts, culture, and translation. The concentration consists of both interdisciplinary and single-discipline courses. Required: ITAL 101/102, plus three 300 level courses conducted in Italian (based in our department, ITAL 320, ITAL 303, ITAL 304, ITAL 303, ITAL 380, ITAL 325) and four related courses in English within our department at the 200 or 300 level.

Major with Honors

The honors component requires the completion of a year-long thesis advised by a faculty member in the department (ITAL 398 and ITAL 399). Application to it requires a GPA in the major of 3.7 or higher, as well as a written statement, to be submitted by the fall of senior year, outlining the proposed project (see further below) and indicating the faculty member who has agreed to serve as advisor. The full departmental faculty vets the proposals and at the end of senior year will decide if honors will be given.

Thesis

Students will write a 30 page thesis that aims to engage with primary texts and relevant secondary literature. By the end of the fall semester, students must have completed a formal proposal and a Table of Content in draft. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. Students must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. It is expected that before submitting their proposals students will have conferred with a faculty member who has agreed to serve as advisor. In December students will formally present the proposal to the department. In April students will give an oral presentation of their work of approximately one hour to faculty members and interested students. The final draft is due on April 28th of the senior year, and will be graded by faculty members. Faculty will retain the option to assign final honors to the research project.

Pre-approved Study Abroad Programs in Italy

Studying abroad is both an enriching intellectual experience and an opportunity for personal growth: immersion in a foreign culture offers an unmatched means to improve your language skills, and daily life within a foreign community provides cultural breadth essential for the increasingly connected global community. Students, specialists as well as non-specialists, are strongly encouraged to spend at least one semester or a summer studying outside the United States.

Students who are studying abroad for the major for one year can earn two credits in Italian and one credit in allied fields (total of three credits), but to receive more than one credit the student must take one course in our department at Bryn Mawr College immediately upon return. Those who are studying abroad for one semester can earn no more than a total of two credits in Italian, but to receive more than one credit the student must take one course in our department at Bryn Mawr College immediately upon return.

Pre-approved Semester Programs Abroad NOT in Italy

We will grant a maximum of one credit for a course taken abroad, upon completion of a one credit course in the Italian section (ITAL) at Bryn Mawr College, taken immediately upon return. This credit will not count towards major or minor requirements.

Pre-approved 6-Week Summer Programs in Italy

We will grant all students a maximum of one credit for a course taken abroad, upon completion of a one credit course in Italian

(ITAL), taken at Bryn Mawr College immediately upon return. Only course minors may count this credit toward completion of the course requirements.

University of Pennsylvania

Students majoring at BMC cannot earn more than two credits at the University of Pennsylvania in Italian. Students who receive two credits from abroad cannot receive further credits from the University of Pennsylvania.

Minor Requirements

Requirements for the minor are ITAL 101/102 and four additional units including one 200 level courses (preferably in Italian) and three 300 level courses (one of which in Italian). With departmental approval, students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102 and will fulfill the requirement with courses at the 200 and 300 level. For courses in translation, the same conditions for majors apply.

Courses

ITAL B101 Intermediate Italian through Culture I

This course is the first half of a two-semester sequence and provides students with a broader basis for learning to communicate effectively, accurately, and comfortably in an Italian-speaking environment. This course builds on the students' existing skills in Italian, increases their confidence and their ability to read, write, speak, understand the language, and introduces them to more refined lexical terms, more complex grammatical structures, and more challenging cultural material. 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 be exposed to newspaper and magazine articles, literary and cinematic texts, Italian songs and internet materials which will facilitate a transition towards content courses. By the end of the first semester, students will have gained an appreciation for many aspects of Italian culture in its broad spectrum and will be able to communicate orally and in writing about a wide variety of topics.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Zipoli, L.

(Fall 2024)

ITAL B102 Intermediate Italian through Culture II

This course is the second half of a two-semester sequence designed to help students attain a level of proficiency to communicate effectively and accurately in Italian. This course builds on the students' existing skills in Italian, increases their confidence and their ability to read, write, speak, and understand the language, and introduces them to more refined lexical terms, more complex grammatical structures, and more challenging cultural material. 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. Practice is given in all four skills (listening, speaking, reading, and writing), and students will conduct a collaborative reading of an Italian novel in order to analyze aspects of the Italian culture. By the end of the second

semester, students will have reached full command of all the most advanced and sophisticated structures of the language, will have gained an appreciation for Italian culture and will be able to communicate orally and in writing about a wide variety of topics. Prerequisite: ITAL B101 or placement.

Requirement: Course does not meet an Approach

Units: 1.0

Instructor: Genovese, G.

(Spring 2025)

ITAL B200 Pathways to Proficiency

This is a language and culture course designed to offer advanced students of Italian the opportunity to strengthen their writing skills and conversational fluency. Throughout the semester, students will explore Italy's literature, cinema, history, and contemporary culture. Problems relating to syntax, morphology, and vocabulary will be addressed as they arise from compositions and selected reading passages. Grammar review will be contextualized to support the principal focus of the course, which is vocabulary building, written and oral skills straightening, and intercultural competency. This course is arranged thematically with units focused on issues such as LGBTQIA+ rights, changing standards of femininity and masculinity, race, migration, and disability. Each week students will explore the theme of the unit through different media: films, newspaper and magazine articles, novels, poems, songs, YouTube videos, blogs, etc. Prerequisite: ITAL 102 or placement.

Requirement: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2024-2025)

ITAL B201 Problematiche di oggi: conversare insieme/Italy Today

Do patriarchal societies still exist today? Who are the neo-fascists? What does it mean to be a woman, an immigrant, or a queer person in the land of ultra-traditionalism, of the Pope, and the Camorra? Which Italian are we speaking in Italy? This course will explore these questions through a variety of materials in Italian: stories, TV shows, poems, newspaper articles, public art, essays, videos, and songs. We will deal with issues of identity, gender violence, historical memory, politics, and patriarchy. We will immerse ourselves in the culture of patriarchal contemporary Italy through key-themes: conversando insieme. Prerequisite: ITAL 102, or equivalent.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 0.5

Instructor: Ricci, R.

(Fall 2024)

ITAL B202 Racconti transnazionali a confronto: patriarcato, migrazione e transculturalità

This course focusses on the development of the short story, and particularly on its changing form through the 19th, 20th and 21st centuries. Students will analyze Italian novellas through in-class discussions and take-home assignment. They will start by reading some short stories by Boccaccio's Decameron

and will then focus closely on 19th century Rosso malpelo and L'amante di Gramigna by Giovanni Verga and on Terno secco by Matilde Serao. Moving towards 20th and 21st centuries, we will examine racism, immigration, and patriarchy in context with the reading of women writers such as Sibilla Aleramo, Elsa Morante, Natalia Ginzburg, Elena Ferrante, Jhumpa Lahiri, Anna Maria Ortese, Dacia Maraini, Donatella Di Pietrantonio. Our 21st-century examples will also include Roberto Saviano's *Il contrario della morte* and Valeria Parrella's *Il premio*. To stimulate classroom discussion and provide useful insight into the wide variety of Italy's socio-cultural specificities, the texts will be supplemented with selected background information including scholarly criticism, visual media, and media reception. The course is highly interactive and, at times, adopts the mode of a creative writing workshop. Students will thus be asked to comment their and other colleagues' work by discussing points of strength and weakness. This process will facilitate the preparation for and successful drafting of the papers. It will also encourage students to learn how to analyze and self-assess their own essays. The stories will be read in Italian. Prerequisite: ITAL 102 or permission of instructor.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Power, Inequity, and Justice (PIJ)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor: Ricci, R.

(Spring 2025)

ITAL B207 From Hell to Heaven: Dante's Divine Comedy

This course offers the opportunity to read in its entirety Dante's Divine Comedy, one of the greatest masterpieces of world literatures, as well as some other Dantean works like *La Vita Nuova* and *Il Convivio*. We will follow Dante on his journey through the three realms of his vision of the afterlife: the descent into Hell, the climb up the mountain of Purgatory, and the final ascent to Paradise. Dante's masterpiece lends itself to study from various perspectives: literary, allegorical, cultural, historical, political, philosophical, and theological. Some of the themes that will frame our discussions are personal journey and civic responsibilities, human passions and gender, governmental accountability and church-state relations. The course is taught in English and is accessible also to students without a background in Medieval literature and with no knowledge of Italian. Students who are interested to take this course towards a minor or a major in Italian will complete their assignments in the target language, having this class count as a 200-level course in Italian.

Requirement: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2024-2025)

ITAL B209 Love, Magic, and Women Warriors: Renaissance Italian Epic

This course offers an overview of one of the great literary traditions of Renaissance Italy: that of chivalric poems narrating tales of war, love, and magic. Our readings will center on the two established masterpieces of the tradition, Ludovico Ariosto's romance *Orlando furioso* (The Madness of Orlando; 1532) and Torquato Tasso's epic *Gerusalemme liberata* (Jerusalem Delivered; 1581), but we will also look at a series

of much lesser-known works by a queer and “irregular” author (Luigi Pulci), who inaugurated this genre in Florence, and by female poets of the later sixteenth and early seventeenth centuries (Moderata Fonte and Margherita Sarrocchi), who draw on Ariosto’s and Tasso’s texts for inspiration. Thematically, the course will focus on questions of diversity in political and religious ideologies, differing treatments of love and conceptions of the heroic, and the representation of sexuality and gender, which is exceptionally fluid and interesting in these works. The course is taught in English and is accessible also to students without a background in Renaissance literature and with no knowledge of Italian. Students who are interested to take this course towards a major in Italian will complete their assignments in Italian and will participate in an extra hour in Italian

Requirement: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B213 Theory in Practice: Critical Discourses in the Humanities

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on raceðnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Requirement: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B216 Body and Mind

In this course, we will explore representations of the relationship between body and mind, starting from 19th-century Russian novels that conceptualize love as a physical ailment and ending with the history of Alzheimer’s disease. Talking about the relationship between body and mind will allow us to investigate how gender roles and models of womanhood and masculinity shaped the evolution of modern sciences, from psychiatry to obstetrics. Investigating how bodies have been (and continue to be) read, we will discuss systems created to police societies by cataloguing bodies, from Lombroso’s phrenology to modern fingerprinting and face recognition softwares. Finally, we will consider how our understanding of the relationship between body and mind has changed over time. Many of the theories we will discuss during the semester are now considered outdated pseudo-science - but how can we conceptualize the difference between science and pseudo-science? As new categories and disease designations appear

to substitute the old ones, which are the implications of creating a label for a constellation of existing symptoms? The course will be taught entirely in English. There will be an optional hour in Italian for students of Italian.

Requirement: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2024-2025)

ITAL B218 Early-Modern Intersections: a New Italian Renaissance

The period or movement commonly referred to as the Renaissance remains one of the great iconic moments of global history: a time of remarkable innovation within artistic and intellectual culture, and a period still widely regarded as the crucible of modernity. Although lacking a political unity and being constantly colonized by European Empires, Italy was the original heartland of the Renaissance, and home to some of its most powerful and enduring figures, such as Leonardo and Michelangelo in art, Petrarch and Ariosto in literature, Machiavelli in political thought. This course provides an overview of transnational Italian culture from the fourteenth to the sixteenth century by adopting a cross-cultural, intersectional, and inter-disciplinary approach. The course places otherness at the center of the picture rather than at its margins, with the main aim to look at pivotal events and phenomena (the rise of Humanism, courtly culture, the canonization of the language), not only from the point of view of its protagonists but also through the eyes of its non-male, non-white, non-Christian, and non-heterosexual witnesses. The course ultimately challenges traditional accounts of the Italian Renaissance by crossing also disciplinary boundaries, since it examines not only literary, artistic, and intellectual history, but also material culture, cartography, science, technology, and history of food and fashion. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP); Power, Inequity, and Justice (PIJ)
Counts towards: Africana Studies; Middle Eastern/Central Asian/North African Studies
Units: 1.0
Instructor: Zipoli, L.
(Fall 2024)

ITAL B221 What is Aesthetics? Theories on Art, Imagination, and Poetry

This course investigates how global thinkers, poets, and artists reflected in their works on the roles and powers of art, poetry, and human creativity. The course approaches this theme through a cross-cultural and trans-historical approach, which encompasses the Italian Humanism, which argued for the first time for the importance of aesthetic knowledge, as well as the Age of Enlightenment, which founded ‘aesthetics’ as a specific scientific discipline. Readings from these writers will show how artistic products, human imagination, and poetry are not just light-hearted activities but powerful cognitive tools which can reveal aspects of human history. If the human being is deemed to be a combination of reason and feeling – soul and body – art and poetry, which border both the rational and irrational realms,

appear the most appropriate scientific tool to reveal the human essence and its destiny. The discussion will focus on pivotal global writers and philosophers such as Giambattista Vico and Giacomo Leopardi, who pioneered aesthetic, historical, literary, and anthropological ideas which are still crucial in the current theoretical debate on arts and poetry. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor: Ghezzani, T.
(Fall 2024)

ITAL B233 Translating Italian: A Workshop

This course fosters students' translating skills on a variety of literary, scientific, journalist, and cinematic texts, which focus on issues of gender and sexuality, race, migration, and disability. In addition, it offers a review and a comparative study of Italian and English grammars, syntaxes, and styles. During the semester students will acquire technical skills and understand the difficulties and complexities of translation. They will question the role culture plays in translation, how authors and their translators negotiate the meaning, and the limits and consequences of inaccurate translations. In addition to refining their vocabulary, students will strengthen their reading and writing skills in Italian. This course is taught in Italian. Prerequisite: ITAL 102 or permission of the instructor. Prerequisite: ITAL 102 or permission of instructor.

Requirement: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ITAL B238 Italy on Screen: A Journey through Italian Cinema

This course will introduce students to contemporary Italian history and culture by viewing and discussing those films produced in Italy that most reflect the diversity of its nation and society, from the Unification to today. Group work, in-class discussions, and academic readings will foster students' visual analysis, cross-cultural reflection, and critical thinking skills on topics such as organized crime, gender inequality, masculinity, racial and ethnic discrimination, migration, mental disability, and queer identities. Students will familiarize themselves with renowned directors such as Roberto Rossellini, Federico Fellini, and Marco Tullio Giordana, in addition to acquiring an interdisciplinary understanding of Italian cinema. Taught in English, with an additional hour in Italian for students seeking Italian credit. Cross-listed with Film Studies.

Requirement: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2024-2025)

ITAL B302 Italo Calvino Transnational Writer

Italo Calvino is one of the best-known Italian writers in the world - but in addition to being the author of numerous novels and short stories, Calvino was a translator, and editor and - perhaps most importantly - a reader. His activity provides

us with a window into the Italian editorial landscape and its connection with foreign literary markets and traditions. Analyzing Calvino's letters to his colleagues at the publishing house Einaudi, his famous risvolti, introductions, and book reviews, we will reflect on the journey of texts from their selection and translation, to their publication, to their promotion and reception. We will discuss books as complex and stratified objects, reflecting on how editorial choices shape the reception and interpretation of a text. In exploring Calvino's engagement with other people's books, we will focus on the international dimension of his work, his personal and professional connections with France - where he lived for several years - with South America, Russia, and the United States. Such an emphasis on Calvino as a transnational reader and writer reflects and illuminates the peculiarity of the Italian editorial and literary ecosystem, in which translation has a central role.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2024-2025)

ITAL B303 Boccaccio, the Plague, and Epidemic illness: Literature and Medicine

What are the responses to human suffering during outbreaks of epidemic illness? How can literature be a valuable tool for plague prevention in time of pestilence? This class explores crucial questions on how narrative works in medical contexts, with a focus on the Decameron and the black plague of 1348. Giovanni Boccaccio is the first writer to unite the literary topos of narration during a life-threatening situation with an historical epidemic context in Medieval Italy. How does he tell his stories in time of illness and death? How do writers and other storytellers respond to dominant versions of health and medicine? Taught in Italian.

Counts towards: Health Studies

Units: 1.0

Instructor: Ricci, R.

(Spring 2025)

ITAL B313 Primo Levi, the Writer

Today Primo Levi is one of the most widely read Italian writers of post-World War II in Italy and abroad. Even though still known primarily for his contributions to Holocaust testimony and theory, paradoxical as it may seem, the experience of Auschwitz and his need to tell proved to be the initial impulse that drove Levi to continue to write until his death as a critical engagement of the Western classical canon and civilization that in the end created Auschwitz. In addition to being a memoirist, he was a columnist, novelist, writer of short stories and fantasy tales, many of which touch on science fiction, a literary critic, poet, essayist, and he also tried his hand as translator (of Kafka's *The Trial*) and playwright. He has also been the subject of countless illuminating interviews, many of which have been translated into English. Levi is one of most prolific writers of our time, earning the right to be regarded simply as a well-respected writer, as he himself wished, with no other qualifications added. This course will be taught in Italian. Prerequisite: ITAL B102 or permission of instructor.

Units: 1.0

(Not Offered 2024-2025)

ITAL B316 Mountaineering Heroes: Masculinity and Nation-building

Narration is an intrinsic component of the practice of mountaineering: ascents are conducted in isolation and need to be documented in order to be validated. In the 20th century, with the professionalization of this practice, mountaineering narratives became widespread across a broad range of genres and platforms – from the memoirs of illustrious alpinists to novels and short stories, to propaganda material and articles in popular magazines. In this course, we will focus on Italian mountaineering heroes, exploring how their construction and evolution was shaped by models of masculinity and (less frequently) of womanhood, colonialism and nation-building ideals, and by shifting understandings of the relationship between humans and the environment. We will discuss the symbolical and political role of alpine ascents in the Italian unification and in the first world war. We will study Fascist alpinists and the legacy of Fascist, individualist and white supremacist rhetoric in today's mountaineering narratives. At the same time, however, we will encounter groups of alpinists and climbers who challenged this rhetoric, seeking to reframe ascents as play, rather than conquest, influenced by youth movements and the novel American alpinism. All readings and class discussion will be in English. Students will have the option of attending an additional hour of class taught in Italian or in Russian

Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2024-2025)

ITAL B318 Falling Statues: myth-making in literature, politics and art

We have become accustomed to the rituals of the dismissal of the heroes of the past: we tear down statues, we rename buildings and places. But how did we get there? How, why and by whom are heroes constructed? When old heroes are questioned, what substitutes them? How are the rise and fall of heroes tied to shifting models of masculinity, womanhood, power and the state? In this course, we will explore these questions focusing on Italy and Russia, two countries that in the 19th and 20th century went through several cycles of construction and deconstruction of their political heroes. In the first part of the course, we will investigate the codification of the “type” of the freedom-fighter in the representations of the protagonists of 19th-century European revolutionary movements, focusing on the links between the Italian Risorgimento and the anti-Tsarist movement in Russia, culminating in the Bolshevik revolution of 1917. From the pamphlets that consecrated the Italian Garibaldi as the “hero of the two worlds” to the autobiographies of the Russian terrorists and the transcripts of their trials, we will investigate myth-making as a constitutive part of political movements and reflect on the models of masculinity and womanhood at the foundation of the “typical” revolutionary hero. In the second part of the semester, we will focus on Stalinism and Fascism, systems that exploited their revolutionary roots to mobilize supporters in favor of oppressive institutions. Finally, we will discuss the many ways in which 19th - and 20th-century heroes have been confronted, neutralized, dismantled – and the many ways in which their models still haunt us. We will focus on literary texts and political speeches, but we will also analyze propaganda posters, movies, paintings, photographs, monuments and even

street names. For your final project, you will have the option of building on our class discussions to explore myth-making in contemporary movements or forms of deconstruction of existing heroes.

Units: 1.0
(Not Offered 2024-2025)

ITAL B320 Novel, History, and the Making of Italy: Alessandro Manzoni and the Romantic Movement

This course deals with 19th century Italian poetry and literary movement for Italian unification inspired by the realities of the new economic and political forces at work after 1815. As a manifestation of the nationalism sweeping over Europe during the nineteenth century, the Risorgimento aimed to unite Italy under one flag and one government. For many Italians, however, Risorgimento meant more than political unity. It described a movement for the renewal of Italian society and people beyond purely political aims. Among Italian patriots the common denominator was a desire for freedom from foreign control, liberalism, and constitutionalism. The course will discuss issues such as Enlightenment, Romanticism, Nationalism, and the complex relationship between history and literature in Alessandro's Manzoni classic novel *The Betrothed*. This course is taught in Italian. Prerequisite: one 200 level Italian course.

Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2024-2025)

ITAL B324 Diversity, Gender, and Queerness in Modern Italian Poetry

This course offers an overview of one of the great literary traditions of post-unification Italy: that of modern and contemporary poetry. Our readings will center mostly on some major protagonists of this genre, like the Nobel prize-winning Eugenio Montale, Umberto Saba, and Pier Paolo Pasolini, but we will also look at a series of much lesser-known works by female, queer and transgender poets, like Sandro Penna, Amelia Rosselli, and Giovanna Cristina Vivinetto, who negotiated their own voices within this tradition. While thinking, discussing and writing in Italian, we will examine poetic texts in the original and with a specific focus on the representation of religious and racial “otherness”, the language of expression, and gender perspectives. Our authors and texts will be contextualized in their historical and social background, in order to have an in-depth interdisciplinary exploration of Italy's 20th-21st century cultural life and gain insight on Italian Modernity as a whole. Elements of metrics and rhetoric will be used and explained in order to analyze poetry in its own essence.

Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2024-2025)

ITAL B325 Literature and Film, Literature into Films and Back

This course is a critical analysis of Modern Italian society through cinematic production and literature, from the Risorgimento to the present. According to Alfred Hitchcock's little stories, two goats were eating the reel of a movie taken from a famous novel. “I liked the book better,” says one to the other. While at times we too chew on movies taken from

books, our main objective will not be to compare books and films, but rather to explore the more complex relation between literature and cinema: how text is put into film, how cultural references operate with respect to issues of style, technique, and perspective. We 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". Students will become acquainted with literary sources through careful readings; on viewing the corresponding film, students will consider how narrative and descriptive textual elements are transposed into cinematic audio/visual elements. An important concern of this course will be to analyze the particularity of each film/book in relation to a set of themes -gender, death, class, discrimination, history, migration- through close textual analysis. We shall use contemporary Film theory and critical methodology to access these themes.

Counts towards: Film Studies
(Not Offered 2024-2025)

ITAL B326 Love, Magic, and Medicine: Poetical-Philosophical Bonds

The course investigates how the concepts of love, magic, and medicine emerged and developed throughout early modernity and beyond. In exploring the fields of Philosophy, Medicine, and Magic, global thinkers, poets, and artists drew not only from classical sources, but were also deeply influenced by a wide range of models, such as fictional ancient sources, Islamic philosophy, and the Jewish Kabbalah. In this interesting syncretism, love was considered as an inspiration experienced by the entire universe, and magical practice was understood as a philosophy in action, which had the power to establish a bond of a loving nature between the different realms of reality. Magicians were therefore conceived as wise philosophers capable of joining this network of correspondences and controlling them (art)ificially. As a result, the figures of poets and artists interestingly merged into those of magicians of physicians, and poetry was conceived both as a magic able to arouse mental images stronger than real visions, and as a medicine able to exert a mental and physiological agency on the body. The course will approach these themes through a multi-disciplinary and trans-historical approach, which will include in the discussion a wide variety of figures, such as global early modern and modern philosophers, physicians, poets, artists, and composers. All readings and class discussion will be in English. Students will have an additional hour of class for Italian credit.

Requirement: Course does not meet an Approach
Units: 1.0
Instructor: Ghezzani, T.
(Spring 2025)

ITAL B335 The Italian Margins: Places and Identities

Thompson Fullilove's scholarship will be the theoretical foundation of this survey of 20th century topics—from literary representations of mental health to the displacement of marginalized communities, from historical persecution in Europe to contemporary domestic violence in Italy. The main goal of the seminar will be to challenge the rhetoric of 'otherness', 'encounters', 'marginalization', 'anti-canon', and 'exoticism' that is typical of broader readings of Italy's modern traditions, adopting Thompson Fullilove's inter-sectional and trans-historical paradigms to re-imagine Italian Studies, to center the gender gap, and overcome the stigma of mental

illness and madness. Rooted in the perspectives of trans-codification, trans-historical tradition, and cultural translation, this course attempts to address such questions both in theory and practice using Freudian literary criticism (The Interpretation of Dreams, 1899; The Uncanny, 1919; Beyond the Pleasure Principle, 1920; The Ego and the Id, 1923; Civilization and its Discontents, 1930). We will start with a seminar, devoted to the analysis and discussion of primary sources and then follow with a scholarly (and creative) workshop. Tailored activities related to social activism (Praxis) will also fulfill the course requirements. Prerequisite: 200 level course or permission of instructor.

Requirement: Power, Inequity, and Justice (PIJ)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
(Not Offered 2024-2025)

ITAL B380 Modernity and Psychoanalysis: Crossing National Boundaries in 20th c. Italy and Europe

Designed as an in-depth interdisciplinary exploration of Italy's 20th century cultural life, the course is organized around major artistic and intellectual trends, viewed in their historical and global perspective in connection with Avant-garde literary movements and philosophical ideas: i.e. surrealism, metaphysics, Dadaism, psychoanalysis, futurism, decadence, modernism. While thinking and writing in Italian, we will examine films, novels, and poetry to gain insight on Modernity with attention also to gender perspectives. Elements of metrics and rhetoric will be used to analyze poetry in its own essence. Prerequisite: One 200-Level course in Italian.

Units: 1.0
Instructor: Ricci, R., Zipoli, L.
(Fall 2024)

ITAL B398 Senior Seminar

This course is open only to seniors in Italian and in Romance Languages. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. By the end of the fall semester, students must have completed an abstract and a critical annotated bibliography to be presented to the department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages with a GPA of 3.7.

Units: 1.0
Instructor: Ricci, R.
(Fall 2024)

ITAL B399 Senior Conference

Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. In April there will be an oral defense with members and majors of the Italian Department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages.

Units: 1.0
Instructor: Ricci, R.
(Spring 2025)

ITAL B403 Supervised Work

Offered with approval of the Department.
 Major Writing Requirement: Writing Intensive
 Units: 1.0
 (Fall 2024)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Requirement: Critical Interpretation (CI)
 Units: 1.0
 Instructor: Crucifix, E.
 (Fall 2024)

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed—from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the “New Woman”; abortion and contraception; the “sexual revolution” of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.

Requirement: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
 Counts towards: Gender and Sexuality Studies; International Studies
 Units: 1.0
 (Not Offered 2024-2025)

VISUAL STUDIES

The Interdisciplinary Visual Studies Minor invites students both to investigate their place in a global system of images and to make media of all kinds, from images and films to objects and performances. Additionally, the program trains students in interdisciplinary rigor and shows them how to examine the relationship between the visual and various structures of power.

Located in the Visual Culture, Arts and Media building (VCAM), Visual Studies links elements of the curriculum, campus, and broader community, highlighting the intersections between courses, faculty, students, departments, and programs engaging the visual.

Faculty

Below are the core Visual Studies faculty. Many other faculty contribute courses to the program; see the Courses section for a full listing.

Core Faculty

Emily Hong, Assistant Professor of Anthropology and Visual Studies

John Muse, Assistant Professor and Director of Visual Studies; Director of VCAM

Matthew O'Hare, Visiting Assistant Professor of Visual Studies and Digital Media, Fellow

Erin Schoneveld, Associate Professor of East Asian Languages and Cultures; Associate Professor of Visual Studies

Learning Goals

- *To teach students visual literacy*
 Students of Visual Studies will investigate their place in the global system of images. Through a Visual Studies framework students have the ability to describe, analyze, and negotiate an increasingly complex world of information technologies; the impact of these technologies on art, culture, science, commerce, policy, society, and the environment; and the interrelationship of these technologies with historical and material forms.
- *To engage students in critical making*
 Visual Studies creates curricular opportunities for students to make images, objects, and digital artifacts with critical awareness of their powers and limitations. Critical making, or thinking with process, encourages students to develop production skills which, when coupled with theoretical training and analytical rigor, will broaden their ability to improvise and problem-solve in a variety of disciplinary contexts.
- *To train students in interdisciplinary rigor*
 Visual Studies encourages conversation between scholars working on the relationship between text and the visual, the nature of perception, cognition and attention, and the historical construction of looking. Visual Studies can help students perceive when

disciplines are essential to understanding a subject, and when they can be combined for a more expansive or more precise critical engagement.

- *To guide students in an ethics of the visual*
Visual Studies invites a return to the liberal arts as processes of creativity, critique, and reflection. It links creative expression to cultural analysis and social engagement, training a generation of theoretically informed makers, artists, innovators, teachers, and civic leaders. We invite students to examine the relationship between the visual and structures of power, to analyze the role of images in making and swaying consumers, and to attend to the role that images play in constructing “others” through race, gender, or disability.

Haverford’s Institutional Learning Goals are available on the President’s website, at <http://hav.to/learninggoals>.

Curriculum

The Visual Studies curriculum is organized to help students develop critical and creative engagement with visual experience across media, time, and cultures.

All students are required to take an introductory gateway course and a senior-level capstone course. The introductory course covers a variety of disciplinary approaches to the field of Visual Studies, and will often include guest lectures, field trips, and an introduction to some form of making. The capstone course consolidates the student experience of the interdisciplinary minor that integrates visual scholarship, making, and public engagement. Students will select their four elective courses from three of the Learning Goals: Visual Literacy, Critical Making, and Ethics of the Visual.

Students interested in the Interdisciplinary Visual Studies Minor should plan their course schedule in consultation with the Director of Visual Studies and with their major advisor. Please note: currently no more than one of the six minor credits may count towards the student’s major

Minor Requirements

The minor will include six courses:

- The Introduction to Visual Studies (VIST H142), the gateway course offered each fall
- Four elective courses that meet the following three learning goals (please find here a list of current courses approved for the minor):
 - *Visual Literacy*
Courses that teach students how to describe and analyze the visual and the impact of digital and/or analogue technologies on art, culture, science, commerce, policy, society, and the environment.
 - *Critical Making*
Labs/Studio Courses that create curricular opportunities for students to make media of all kinds, from images and films to objects and performances, and to develop a critical awareness of the relationship between process, product, and reception.
 - *Ethics of the Visual*
Courses that invite students to examine the relationship between the visual and structures of power, analyzing the role of images in making and

swaying consumers and attending to the role that images play in constructing “others” through such categories as race, gender, or disability.

- A Senior Capstone Seminar (VIST H399) where students will work in small groups to research and propose projects that engage the larger campus community.

Both the Introduction and the Capstone courses must be taken at Haverford College. Additionally, at least two of the four elective courses must be taken at Haverford, Bryn Mawr, or Swarthmore in order to be counted for the Visual Studies Minor.

Courses

- Africana Studies Courses
- Anthropology Courses
- Fine Arts Courses
- Theater - Arts Program Courses
- Astronomy Courses
- Comparative Literature Courses
- Classical Studies Courses
- East Asian Languages and Cultures Courses
- English Courses
- French and French Studies Courses
- Gender and Sexuality Studies Courses
- History of Art Courses
- History Courses
- Health Studies Courses
- Independent College Programs Courses
- Mathematics Courses
- Middle Eastern Studies Courses
- Music Courses
- Philosophy Courses
- Religion Courses
- Sociology Courses
- Spanish Courses
- Visual Studies Courses
- Writing Program Courses

NB: In addition to the following list, all courses in cognate departments (Fine Arts at Haverford, History of Art, Museum Studies, and Film Studies at Bryn Mawr) will count as electives in the Visual Studies Minor.

Africana Studies Courses

AFST H264 THE OPPOSITIONAL GAZE: ART TRAVERSING THE BINARY (1.0 Credit)

Through a survey of visual, literary, and performance arts primarily by Black and Latina women (e.g., Lorraine O’Grady, Adrian Piper, Christina Sharpe, Ana Victoria Jiménez) this course seeks to theorize the many dimensions of the oppositional gaze, with a focus on the ways these thinker-artists challenge, critique and disrupt various binaries that they identify with the history of western philosophy. Crosslisted: AFST, VIST.

VISUAL STUDIES

Qrescent Mali Mason
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024)

AFST H361 TOPICS IN AFRICAN-AMERICAN LIT: REPRESENTATIONS OF AMERICAN SLAVERY (1.0 Credit)

For the past three centuries African American writers have mined the experience of chattel slavery in the cause of literal and artistic emancipation. Slave narratives, as well as poetry, essays and novels depicting slavery, constitute a literary universe so robust that the term subgenre does it injustice. In this work spanning the 18th-21st centuries, the reader will find pulse-quickenning plots, gruesome horror, tender sentiment, heroism, degradation, sexual violation and redemption, as well as resonant meditations on language and literacy, racial identity, power, psychology, democracy, freedom and the human character. This course is focused primarily on prose representations of slavery in the Americas. Our discussions will incorporate history, but will foreground literary and cultural analysis.

Asali Solomon
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Spring 2025)

Anthropology Courses

ANTH H233 DECOLONIZING VISUAL ANTHROPOLOGY (1.0 Credit)

This is a hybrid video production and theory course which grapples with the entanglements between ethnographic film/documentary and colonial structures of power. We will bring a decolonizing lens to explore—through texts, screenings, and making films—major modalities in the field including sensory ethnography, indigenous media, and feminist experimental film. Crosslisted: Visual Studies, Anthropology Prerequisite(s): at least one course in Anthropology or Visual Studies

Emily Hong
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World (Offered: Spring 2025)

ANTH H239 VISIONS OF JUSTICE: INTERSECTIONALITY AND LEGAL CONSCIOUSNESS IN ASIAN CINEMA (1.0 Credit)

This course aims to deepen our understanding of Asian law and society through independent films by Asian directors. We will analyze films that offer a window into individual and collective struggles for gender justice, freedom of expression, and environmental justice. Crosslisted: Visual Studies; Anthropology; East Asian Languages & Cultures; Peace, Justice and Human Rights

Emily Hong
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

ANTH H266 SENSORY ETHNOGRAPHIC METHODS (1.0 Credit)

Through this course, students will develop ethnographic research and writing skills using sensory detail (taste, touch, sight, sound, smell and feeling) to evoke people, places, and things. Assignments are primarily writing-intensive with additional fieldwork and multimodal (e.g. photography, film) exercises. Crosslisted: Anthropology, Visual Studies Prerequisite(s): Any Anthropology course

Emily Hong
Division: Social Science
Domain(s): B: Analysis of the Social World
(Offered: Fall 2024)

ANTH H275 RACE AND REPRESENTATION IN DOCUMENTARY FILMMAKING (1.0 Credit)

This is an introductory cross-listed (Visual Studies/ Anthropology) production course on the theory and practice of documentary filmmaking through an exploration of race onscreen. The objective of the course is to enable students to build a critical awareness of the ways in which film and media in general perpetuate racist discourses and representations and explore how students can challenge such representations through their own filmmaking practices. As inspiration, we will watch and study a wide variety of innovative documentary films that bring alternative voices and histories to screen and read/watch filmmaker interviews. Classes will combine elements of a studio (sharing and critiquing filmmaking work in progress) and seminar (discussing weekly themes). Crosslisted: VIST. Lottery Preference: Visual Studies minors, then Anthropology majors/minors, then Film Studies minors

Zeynep Sertbulut
Division: Social Science
Domain(s): A: Creative Expression; B: Analysis of the Social World
(Offered: Fall 2024)

ANTH H277 MEDIA AND THE MIDDLE EAST (1.0 Credit)

What can we learn about the Middle East by examining media? What can we about media by studying institutions of production and practices of consumption in the Middle East region? In this course, we will read ethnographies of media from the Middle East and look at and listen to media. We will explore cases from different countries, from Egypt to Syria, Turkey to Afghanistan, from Lebanon to Palestine/Israel. Crosslisted: VIST. Pre-requisite(s): 100-level course in social sciences, or humanities. Lottery Preference: Senior anthropology students have a priority to take the class.

Zeynep Sertbulut
Division: Social Science
Domain(s): B: Analysis of the Social World
(Offered: Spring 2025)

Fine Arts Courses

ARTS H101 ARTS FOUNDATION-DRAWING (2-D) (0.5 Credit)

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter's eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork.

Jonathan Goodrich
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H103 ARTS FOUNDATION-PHOTOGRAPHY (0.5 Credit)

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the first quarter.

William Williams
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024, Spring 2025)

ARTS H104 ARTS FOUNDATION - SCULPTURE,ARTS FOUNDATION: SCULPTURE,ARTS FOUNDATION-SCULPTURE (0.5 Credit)

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. Enrollment Limit: 15 Lottery Preference: Fine Arts majors and minors,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

Markus Baenziger
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024, Spring 2025)

ARTS H106 ARTS FOUNDATION - DRAWING (0.5 Credit)

This is a seven-week introductory level course designed to provide an overview of basic drawing techniques addressing line, form, perspective, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and architecture. Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.

Zachary Hill
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H107 ARTS FOUNDATION-PAINTING (0.5 Credit)

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, and surface quality. We will work from live model, still life, landscape, imagination and masterwork. Enrollment Limit: 15 Lottery Preference: Fine Arts majors and minors,A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, and surface quality. We will work from live model, still life, landscape, imagination and masterwork. Enrollment Limit: 15 Lottery Preference: Fine Arts majors and minors,A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study the color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, surface quality. We will work from live model, still life, landscape, imagination and masterwork.

Ying Li
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025, Spring 2025)

ARTS H108 ARTS FOUNDATION-PHOTOGRAPHY (0.5 Credit)

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the second quarter. Enrollment Limit: 15 Lottery Preference: Fine Arts majors and minors,This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the second quarter.

VISUAL STUDIES

William Williams, Staff
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024, Spring 2025)

ARTS H121 FOUNDATION PRINTMAKING-RELIEF, FOUNDATION PRINTMAKING: RELIEF PRINTING (0.5 Credit)

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. Enrollment limit -15

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024, Spring 2025)

ARTS H124 FOUNDATION PRINTMAKING: MONOTYPE (0.5 Credit)

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, and brayer techniques for beginners in printmaking will be taught. Color, form, shape, and composition in 2-D format will be explored. Individual and group critiques will be employed. Enrollment Limit: 15. 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.

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024, Spring 2025)

ARTS H142 INTRODUCTION TO VISUAL STUDIES (1.0 Credit)

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

Emily Hong
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024)

ARTS H224 COMPUTER AND PRINTMAKING (1.0 Credit)

Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed. enrollment limit: 12 Lottery Preference: Fine Arts Major and Minors

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
Computer-generated images and printmaking techniques.
(Offered: Spring 2025)

ARTS H225 LITHOGRAPHY: MATERIALS AND TECHNIQUES (1.0 Credit)

An intermediate course covering B/W and Color Lithography in plates. Combined methods with other printmaking techniques such as Paper lithography and Monotype are explored during the course along with photographic approaches. Editioning of images is required along with experimental ones. Development of technical skills in traditional Lithography and personal visual study are necessary with successful creative solutions. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested.

Hee Sook Kim
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

ARTS H231 DRAWING (2-D): ALL MEDIA (1.0 Credit)

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.

Jonathan Goodrich
Division: Humanities
Domain(s): A: Creative Expression

ARTS H233 PAINTING: MATERIALS AND TECHNIQUES (1.0 Credit)

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.

Ying Li
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H243 SCULPTURE: MATERIALS AND TECHNIQUES (1.0 Credit)

Markus Baenziger
This course is designed to give students an in-depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting procedures for a range of synthetic materials and working with digital tools including a laser cutter and CNC equipment will

be introduced in class. Course may be repeated for credit.
Prerequisite: ARTSH104 or permission from the instructor.

Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024, Spring 2025)

ARTS H250 THEORY AND PRACTICE OF EXHIBITION: OBJECTS, IMAGES, TEXTS, EVENTS (1.0 Credit)

An introduction to the theory and practice of exhibition and display. This course will supply students with the analytic tools necessary to understand how exhibitions work and give them practical experience making arguments with objects, images, texts, and events.

John Muse
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Spring 2025)

ARTS H251 PHOTOGRAPHY: MATERIALS AND TECHNIQUES (1.0 Credit)

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. 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.

William Williams, Staff
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024, Spring 2025)

ARTS H333 EXPERIMENTAL STUDIO: PAINTING (1.0 Credit)

Students will build on the work done in 200 level courses to develop further their individual approach to painting. Students are expected to create projects that demonstrate the unique character of their chosen media in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide

talk and discussion of either their own work or the work of artists who influenced them.

Ying Li
Division: Humanities
Domain(s): A: Creative Expression (Offered: Fall 2024)

ARTS H343 EXPERIMENTAL STUDIO: SCULPTURE (1.0 Credit)

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: Fine Arts 243A or B, or consent of instructor

Markus Baenziger
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Spring 2025)

ARTS H351 EXPERIMENTAL STUDIO PHOTOGRAPHY (1.0 Credit)

Students produce an extended sequence of their work in either book or exhibition format using black and white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their course work. This two semester course consists of the book project first semester and the exhibition project second semester. At the end of each semester the student may exhibit his/her project.

Staff
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

Theater - Arts Program Courses

ARTT B332 THE ACTOR CREATES: PERFORMANCE STUDIO IN GENERATING ORIGINAL WORK (1.0 Credit)

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent their own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting)

Emmanuelle Delpech

Astronomy Courses

ASTR H341 ADVANCED TOPICS: OBSERVATIONAL ASTRONOMY (1.0 Credit)

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Observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H-alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite(s): ASTR H204

Karen Masters

Division: Natural Science

Domain(s): C: Physical and Natural Processes (Offered: Fall 2024)

Comparative Literature Courses

COML H142 INTRODUCTION TO VISUAL STUDIES (1.0 Credit)

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

Emily Hong

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) (Offered: Fall 2024)

COML H210 SPANISH AND SPANISH AMERICAN FILM STUDIES (1.0 Credit)

Exploration of Latin American film. The course will discuss approximately one movie per week. The class will focus on the analysis of cinematic discourses as well as the films' cultural and historic background. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, or placement, or instructor consent.

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

COML H223 VISUALIZING NATIONS: AFRICA AND EUROPE (1.0 Credit)

This course will explore ideas of nation-building in regard to the transnational relations between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary texts from Nigeria, South Africa, and Algeria.

Imke Brust

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World (Offered: Fall 2024)

COML H245 PERFORMANCE, LITERATURE AND THE ARCHIVE (1.0 Credit)

The 'archive,' as both an institutional and performance practice and a theoretical concept, has been one of the most studied sites in performance and literary studies. The hegemonic, patriarchal institution of the archive that constructs and perpetuates the canon and the master narratives of history while, marginalizing, silencing, and erasing the subaltern and the subcultural has been contested by the poststructuralist philosophers and critical theorists of the late 20th and early 21st century. A new concept of the archive transpired in the interdisciplinary fields of postcolonial, gender, cultural, and performance studies, one that is more utopian and more inclusive and is not limited by dominant repressive power structures and ideologies. This archive does not merely revisit the past to excavate the eradicated traces and silenced voices, but also, perhaps more importantly, opens the potential for a formerly unimaginable, and yet-to-be-imagined future.

Lindsay Reckson

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

COML H270 THE ART OF SPORTS: ANCIENT AND MODERN (1.0 Credit)

This course explores the visual and poetic life of sports, ancient and modern. It brings together cultural criticism, visual analysis, and historical study to theorize the beauty of athletics. Concepts of the body, gender, race and performance, and tropes such as "for the love of the game," "feel for the game" and "poetry in motion" will organize our work on the sensory and aesthetic dimensions of sports. No prior expertise in classics, art or sports necessary. Crosslisted: COML, VIST.

Ava Shirazi

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World (Offered: Fall 2024)

Classical Studies Courses

CSTS H209 CLASSICAL MYTHOLOGY (1.0 Credit)

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

Matthew Farmer

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) (Offered: Fall 2024)

CSTS H231 QUEER ROAD-TRIP FILMS, ANCIENT AND MODERN (1.0 Credit)

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

The queer road-trip film has been gaining popularity as an outlet for exploring non-normative sexuality further marginalized on the road. We will examine the phenomenon of the queer road-trip narrative, approaching it from an unlikely starting

point: the Ancient Mediterranean novels *Satyrice* and *Leucippe and Clitophon*. Both of these ancient novels dramatize road trips and travel narratives involving different combinations of queer characters; we'll pair them with a curated selection of contemporary queer road-trip films. Crosslisted: GSST, VIST.

CSTS H270 THE ART OF SPORTS: ANCIENT AND MODERN (1.0 Credit)

This course explores the visual and poetic life of sports, ancient and modern. It brings together cultural criticism, visual analysis, and historical study to theorize the beauty of athletics. Concepts of the body, gender, race and performance, and tropes such as "for the love of the game," "feel for the game" and "poetry in motion" will organize our work on the sensory and aesthetic dimensions of sports. No prior expertise in classics, art or sports necessary. Crosslisted: COML, VIST.

Ava Shirazi

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

(Offered: Fall 2024)

East Asian Languages and Cultures Courses

EALC B355 ANIMALS, VEGETABLES, MINERALS IN EAST ASIAN LITERATURE & FILM (1.0 Credit)

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Shiamin Kwa

Division: Humanities

EALC H112 MYTH, FOLKLORE, AND LEGEND IN JAPAN (1.0 Credit)

An introduction to stories of the weird and supernatural in Japan and a reflection on genre and the scholarly enterprise of taxonomy-making. Readings from Buddhist miracle plays, early modern puppet drama, etc., supplemented by scholarly secondary sources.

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

EALC H132 JAPANESE CIVILIZATION (1.0 Credit)

A broad chronological survey of Japanese culture and society from the earliest times to the present, with special reference to such topics as belief, family, language, the arts, and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World (Offered: Fall 2024)

EALC H201 INTRODUCTION TO BUDDHISM (1.0 Credit)

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

EALC H204 JAPANESE POETRY AND POETICS (1.0 Credit)

In this course, we investigate texts central to the traditions of classical Japanese poetry before the nineteenth-century. While most of the time we will engage directly with poetry anthologies and treatises, we will also analyze narrative fiction that feature poems, looking at social and performative contexts. Through assignments and hands-on activities, students will gain familiarity with key critical and aesthetic concepts, using these analytical tools to more fully experience art and literature. Lottery Preference: EALC, Majors, Minors, Senior, Junior in that order

Honglan Huang

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

EALC H205 EAST ASIAN PUPPETRY AND PERFORMANCE (1.0 Credit)

In this course, we investigate the history and practice of traditional puppetry forms in East Asia and bring them into conversation with contemporary performance genres. While puppets are often considered as subject to total control by their manipulators, we will question this perceived assumption. In each unit, critical discussion of a text or performance is paired with a practical component that invites students to think about puppets by performing with them. Lottery Preference: EALC Major, EALC Minor, VIST Junior, VIST Senior

Honglan Huang

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

VISUAL STUDIES

EALC H219 EAST ASIAN ART AND VISUAL CULTURE (1.0 Credit)

This course examines the development of modern and contemporary art and visual culture in China, Japan and Korea from the early twentieth century to the present day, with a focus on photography, sculpture, painting, film, propaganda, and performance art. Enrollment limit 25

Erin Schoneveld

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

EALC H231 PRE-MODERN JAPANESE LITERATURE (1.0 Credit)

This is a course introducing classical and medieval Japanese literature, and also related performance traditions. No background in either East Asian culture or in the study of literature is required; all works will be read in English translation. (Advanced Japanese language students are invited to speak with the instructor about arranging to read some of the works in the original or in translation into modern Japanese.) The course is a chronological survey of Japanese literature from the tenth century to the fifteenth. It will focus on well-known texts like the Tale of Genji and the Pillow Book, both written by women, and the ballad-form Tale of the Heike.

Honglan Huang

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

(Offered: Fall 2024)

EALC H239 VISIONS OF JUSTICE: INTERSECTIONALITY AND LEGAL CONSCIOUSNESS IN ASIAN CINEMA (1.0 Credit)

This course aims to deepen our understanding of Asian law and society through independent films by Asian directors. We will analyze films that offer a window into individual and collective struggles for gender justice, freedom of expression, and environmental justice. Crosslisted: Visual Studies; Anthropology; East Asian Languages & Cultures; Peace, Justice and Human Rights

Emily Hong

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

EALC H247 DEATH AND THE AFTERLIFE IN EAST ASIAN RELIGIONS (1.0 Credit)

This course engages the rich textual and visual traditions of China, Korea, and Japan to illuminate funerary and memorial practices and explore the terrain of the next world. Students will learn about the culturally constructed nature of religious belief and come to see the complexity and diversity of the influences on understandings of life and death. The course is not a chronological survey, but rather alternates between modern and ancient narratives and practices to draw a picture of the relationship between the living and the dead as conceived in East Asian religions.

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

EALC H306 JAPANESE BOOK ART AND PRINTING (1.0 Credit)

We will focus on Japanese book art from early illustrated scrolls to contemporary artists' books and explore a range of printmaking processes. Each unit is paired with a hands-on exercise that introduces a printmaking or bookmaking technique. Through readings, discussions, and hands-on activities, students will gain vocabulary to describe the materiality of printed books and contemplate their social and conceptual implications, discovering how books and printing can challenge perceived assumptions about art and reading. Lottery Preference: EALC and VIST students

Honglan Huang

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

EALC H335 JAPANESE MODERNISM ACROSS MEDIA (1.0 Credit)

This curatorial seminar examines the technological shifts and cultural transformations that have shaped Japanese artistic production and practice from the early 20th-century through the present day. Readings from pre-modern through contemporary sources, film screenings, and museum field trips, will be included. Prerequisite: Sophomore standing or higher. Enrollment limited to 15 students.

Erin Schoneveld

Division: Humanities

(Offered: Spring 2025)

EALC H370 ADVANCED TOPICS IN BUDDHIST STUDIES (1.0 Credit)

Advanced course on a topic chosen annually by instructor. The purpose of this course is to give students with a basic background in Buddhist Studies deeper conversancy with a particular textual, thematic, or practice tradition in the history of Buddhism. Prerequisite(s): EALC 201 or instructor consent

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

English Courses

ENGL B205 INTRODUCTION TO FILM (1.0 Credit)

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.

Pardis Dabashi

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

ENGL H225 SHAKESPEARE: THE TRAGIC AND BEYOND (1.0 Credit)

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. Prerequisite(s): First Year Writing

(Kimberly Benston
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
Offered: Fall 2024)

ENGL H232 THE GRAPHIC NOVEL: NARRATIVES IN LONG-FORM COMICS (1.0 Credit)

This course will explore narrative representation in the comics medium, particularly the way graphic narratives accommodate multiple literary genres such as fiction, fantasy, memoir, biography, and history. By examining the interplay between image and text in graphic novels, it will consider the aesthetics and politics of visual literacy and multi-modality in relation to representations of history, memory, cultural difference, mental illness, gender, sexuality, political struggle, and trauma.

Joshua Kopin
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024)

ENGL H245 PERFORMANCE, LITERATURE AND THE ARCHIVE (1.0 Credit)

The 'archive,' as both an institutional and performance practice and a theoretical concept, has been one of the most studied sites in performance and literary studies. The hegemonic, patriarchal institution of the archive that constructs and perpetuates the canon and the master narratives of history while, marginalizing, silencing, and erasing the subaltern and the subcultural has been contested by the poststructuralist philosophers and critical theorists of the late 20th and early 21st century. A new concept of the archive transpired in the interdisciplinary fields of postcolonial, gender, cultural, and performance studies, one that is more utopian and more inclusive and is not limited by dominant repressive power structures and ideologies. This archive does not merely revisit the past to excavate the eradicated traces and silenced voices, but also, perhaps more importantly, opens the potential for a formerly unimaginable, and yet-to-be-imagined future.

Lindsay Reckson
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)

ENGL H282 AN ENERGY OF PROFUSION; AN ENERGY OF LINE : THE MODERNIST MOVEMENT, 1900-1920 (1.0 Credit)

This course considers modernism as a collective enterprise in the earlier part of the 20th century that took various forms in art, literature, music, architecture, philosophy, psychology, photography, and film, an undertaking that perhaps reorganized

the fundamental experience of time and space, or at least as these are experienced through the critical apertures of diverse arts. The purpose of the course is thus to establish an interdisciplinary narrative of modernism. The intention of the course, however, is not only to pursue what seems to be an historical modernism as an essentially European movement both cosmopolitan and international, but to identify what might be at stake aesthetically in diverse forms in diverse disciplines. To that end, we focus upon the idea of abstraction as a semiotic coding for the alienation of the aesthetic object from historical circumstance or the aestheticizing of diverse experience in the specialized experience of the aesthetic object. But we will also look at the historical sources for modernity at the turn of the century or what seems to anticipate modernity in the work of Ruskin, Pater and—critically—Wilde. We will want, as well, to look at the cultural crisis of the first World War that seemed to precipitate such a turn to abstraction. Thus the course continually interrogates and contests meaning construed as both abstract, ahistorical, and transtemporal—as modernism seemed to present itself—and meaning as always and ever historically embedded. Works studied in the course will be diverse: in addition to various literary works—notably Mallarmé and Joyce—we will also look at the work of Cezanne and the Cubists; architecture from Art Nouveau to the Bauhaus; the Futurist movement and the idea of the avant garde; Duchamp and Surrealism.

Debora Sherman
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024)

ENGL H295 NEW MEDIA PERFORMANCE PROJECT (1.0 Credit)

New Media Performance Project (NMPP) incorporates processes of devised and experimental theatre with the creative use of digital media technologies for the realization of an evening-length performance. In response to topical cultural issues, students will engage with a variety of audio-visual media and interactive systems through sessions of improvisation, theatre games, and other creative research. Acting experience is not required, but students should be comfortable with public speaking at a minimum.

Division: Humanities
Domain(s): A: Creative Expression

ENGL H346 NEW(S) MEDIA, PRINT CULTURE: TECHNOLOGIES OF PRINT (1.0 Credit)

This course explores a century of critical response and creative media innovation (1670-1770) in relation to questions about form, materiality, circulation, authority, and embodiment across genres. What structures control systems of knowledge and creative production in eighteenth-century Britain and how do these help us think about current incarnations of readership and form today? Our most ambitious texts will be Laurence Sterne's novel *Tristram Shandy*—a meditation on experimental fiction, mortality, history, and digression; and Anne Carson's experimental poem *Nox*. The course is part of the Philadelphia Area Creative Collaboratives initiative and will work closely with poet Anne Carson and Philadelphia theater group Lightning Rod Special. Some performance workshops and travel off campus will be required. Interdisciplinary students welcome.

VISUAL STUDIES

Crosslisted: English, Visual Studies Prerequisite(s): At least one 200-level ENGL course or instructor consent

Laura McGrane

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

ENGL H361 TOPICS IN AFRICAN-AMERICAN LIT: REPRESENTATIONS OF AMERICAN SLAVERY (1.0 Credit)

For the past three centuries African American writers have mined the experience of chattel slavery in the cause of literal and artistic emancipation. Slave narratives, as well as poetry, essays and novels depicting slavery, constitute a literary universe so robust that the term subgenre does it injustice. In this work spanning the 18th-21st centuries, the reader will find pulse-quickening plots, gruesome horror, tender sentiment, heroism, degradation, sexual violation and redemption, as well as resonant meditations on language and literacy, racial identity, power, psychology, democracy, freedom and the human character. This course is focused primarily on prose representations of slavery in the Americas. Our discussions will incorporate history, but will foreground literary and cultural analysis.

Asali Solomon

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

French and French Studies Courses

FREN B105 DIRECTIONS DE LA FRANCE CONTEMPORAINE (1.0 Credit)

Ce cours a pour objet les dynamiques et les tensions qui structurent ou déstructurent la France contemporaine. Dans quelle mesure la France a-t-elle profité de la colonisation et de l'esclavage pour devenir la France ? Le modèle républicain est-il mis à mal par ce qu'on appelle les "communautarismes", ou n'est-il lui même qu'un déguisement du communautarisme de la majorité ? Quel est ce "séparatisme" qui menacerait la cohésion nationale et les valeurs universalistes de la France ? Pourquoi la laïcité est-elle en crise aujourd'hui ? L'État de droit peut-il demeurer un État de droit face au djihadisme ? L'arbitrage impossible entre priorité sanitaire et priorité économique montre-t-il que le pouvoir politique est devenu impuissant ? Les travaux à rendre vous permettront de vous exprimer dans des formats innovants (podcast, présentation vidéo, réalisation de pages Internet) et de perfectionner vos compétences à l'oral aussi bien qu'à l'écrit. Prerequisite: FREN 005 or 101.

Camille Leclère-Gregory, Rudy Le Menthéour

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

FREN H105 DIRECTIONS DE LA FRANCE CONTEMPORAINE (1.0 Credit)

An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role

of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and les loisirs. In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts, magazines, and they are complemented by video materials. Offered in the second semester. Prerequisite(s): FREN 005 or 101

Kathryne Corbin

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

German Courses

GERM H223 VISUALIZING NATIONS: AFRICA AND EUROPE (1.0 Credit)

This course will explore ideas of nation-building in regard to the transnational relations between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary texts from Nigeria, South Africa, and Algeria.

Imke Brust

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

(Offered: Fall 2024)

Gender and Sexuality Studies Courses

GSST H202 QUEER OF COLOR VISUAL CULTURE (1.0 Credit)

This course explores the representation of race, ethnicity, gender, and sexuality within multiple forms of visual culture, including film, video, and mass media. In particular, we will examine the politics of representation in visual culture produced by and about queer communities of color. Drawing on queer studies, feminist studies, ethnic studies, visual culture studies, and film studies, this course will introduce students to the burgeoning interdisciplinary field of queer of color studies. Throughout the course, students will develop their skills of visual analysis, which they will integrate with their analysis of written texts. Lottery Preference: Gender and Sexuality concentrators

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

GSST H223 PERFORMATIVE BODY (1.0 Credit)

Performative Body provides an in-depth exploration of creative practice. Drawing on performance art, visual praxis, and dance, Professor Truax leads students in exercises that connect them with their own creative resources and energies. Part laboratory, part playground, part archeological dig; the course is intended to help students experiment, connect, and honor difference as they cultivate habits that will support creativity throughout their lives. Texts include artist's writing, poetry, and theory on embodiment, disability, and performativity. Crosslisted: GSST.

Division: Humanities

Domain(s): A: Creative Expression

GSST H231 QUEER ROAD-TRIP FILMS, ANCIENT AND MODERN (1.0 Credit)

The queer road-trip film has been gaining popularity as an outlet for exploring non-normative sexuality further marginalized on the road. We will examine the phenomenon of the queer road-trip narrative, approaching it from an unlikely starting point: the Ancient Mediterranean novels *Satyrice* and *Leucippe and Clitophon*. Both of these ancient novels dramatize road trips and travel narratives involving different combinations of queer characters; we'll pair them with a curated selection of contemporary queer road-trip films. Crosslisted: GSST, VIST.

Staff

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

History of Art Courses**HART B235 CRITICAL APPROACHES TO VISUAL REPRESENTATION: IDENTIFICATION IN THE CINEMA (1.0 Credit)**

This course is writing intensive. An introduction to the analysis of film and other lensed, time-based media through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform their viewers? Students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed by the camera in still photography, film, television, video games, and other media. Prerequisite: one course in History of Art at the 100-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art and Film Studies. Fulfills Film Studies Introductory or Theory course requirement. This course was formerly numbered HART B110; students who previously completed HART B110 may not repeat this course.

Matthew Feliz

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

HART B275 INTRODUCTION TO MUSEUM STUDIES (1.0 Credit)

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the "new museology." Not open to first-year

students. Enrollment preference given to minors in Museum Studies. This course was formerly numbered HART B281; students who previously completed HART B281 may not repeat this course.

Monique Scott

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World (Offered: Fall 2024)

HART B380 TOPICS IN FILM STUDIES (1.0 Credit)

This is a topics course. Course content varies. Prerequisite: one course in History of Art at the 100- or 200-level or permission of the instructor. Enrollment preference given to majors and minors in History of Art and Film Studies. This course was formerly numbered HART B334.

Homay King

Division: Humanities

(Offered: Spring 2025)

History Courses**HIST B284 MOVIES AND AMERICA: THE PAST LIVES FOREVER (1.0 Credit)**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Division: Social Science

Domain(s): B: Analysis of the Social World

HIST H256 ZEN THOUGHT, ZEN CULTURE, ZEN HISTORY (1.0 Credit)

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam. Crosslisted: East Asian Languages & Cultures, History, Religion

Hank Glassman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

HIST H317 TOPICS IN LATIN AMERICAN HISTORY (1.0 Credit)

James Krippner

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

(Offered: Spring 2025)

Health Studies Courses

HLTH H304 CRITICAL DISABILITY STUDIES: THEORY AND PRACTICE (1.0 Credit)

An examination of work in critical disability studies across a range of humanistic disciplines and an exploration of how disability theory and engaged community practice inform and shape one another. The course includes a weekly praxis partnership with the Center for Creative Works, a community artspace for artists with intellectual disabilities. Enrollment Limit: 15 Lottery Preference: Health Studies seniors

Kristin Lindgren

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) (Offered: Spring 2025)

Independent College Programs Courses

ICPR H250 THEORY AND PRACTICE OF EXHIBITION: OBJECTS, IMAGES, TEXTS, EVENTS (1.0 Credit)

An introduction to the theory and practice of exhibition and display. This course will supply students with the analytic tools necessary to understand how exhibitions work and give them practical experience making arguments with objects, images, texts, and events.

John Muse

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) (Offered: Spring 2025)

ICPR H258 AMERICAN QUEEN: DRAG IN CONTEMPORARY ART AND PERFORMANCE (1.0 Credit)

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources. Prerequisite(s): an intro course in Gen/Sex

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Middle Eastern Studies Courses

MEST B201 SOCIETY AND CULTURE OF THE MIDDLE EAST THROUGH FILM (1.0 Credit)

This course is designed so that students begin to acquire a knowledge and understanding of the contemporary Arab world through film. A main focus would be society and the representation of family life with all its intricacies. Because the region is extremely diverse and the life of its people and their experiences are, especially in the present, complex, it is necessary to select only a few of the countries in the region and their cinemas to focus on. This should allow for deeper study and meaningful conclusions. The cinemas of several Arab countries will be examined. Egypt has always been and to a large extent remains the center of Arabic-language

cinema; three quarters of all Arabic-language feature films having been produced there. Films by famous directors such as Youssef Chahine and Shadi Abdel Salam, among others, will be appropriate to consider. But films from other Arab countries, e.g., from North Africa and the Middle East, will also be included for comparison and a more comprehensive picture.

Manar Darwish

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Music Courses

MUSC H251 STRANGE MUSIC: MONSTERS, GHOSTS, AND ALIENS ON STAGE AND SCREEN (1.0 Credit)

Scholars of film often speak of the camera as an “all-seeing eye.” But what role does the ear play in cinematic experience? This course will explore the history, character, and function of music (and sound) in the first half of the twentieth century (and beyond): how they worked with (and against) the camera’s gaze to complicate narratives, to articulate time, and more generally to represent feeling and identity. This term will put special focus on the non-human: monsters, ghosts, aliens, and more generally the idea of the magical or supernatural. What does such radical Otherness sound like? How has it been represented musically? And how have composers and sound designers put such conventions to work in films of the last 100 years, from Metropolis and Nosferatu to Dune and Arrival? To answer these questions we’ll explore the silents, the early sound film and (especially) the long arc of composers (from Eric Korngold to Bernard Herrmann and from John Williams to Hans Zimmer. We’ll consider the legacy of Romanticism, the possibilities of Modernism, and even the Avant Garde, and learn about orchestration, harmony and thematic process as they contribute to cinematic narrative. We will also consider various theories of sound, music, and film staked out by film and operatic composers themselves, as well as critical and scholarly essays by leading writers on the monstrous, the alien, and the supernatural. Crosslisted: VIST Prerequisite(s): No formal prerequisite, but some previous study of either music or visual media would be helpful

Richard Freedman

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Philosophy Courses

PHIL H117 REPRESENTING DIFFERENCE (1.0 Credit)

What is the self? The other? How have concepts of the self and the other been central to the history of philosophy? Through a survey of the history of Western philosophy, students in this course will think critically about difference.

Qrescent Mali Mason

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

PHIL H119 WHAT DOES PHILOSOPHY HAVE TO DO WITH SOCIAL MEDIA? (1.0 Credit)

What relationship does philosophy have to issues arising in the contemporary world? What relationship does philosophy have to our experiences with and usages of digital social media? What sorts of digital humanities projects might be born of the intersection of philosophy and digital social media? Through a survey of answers to these questions in the history of Western philosophy from the Ancient Greeks to contemporary thinkers, students in this course will be asked to think critically about the significance of difference to their relationship with others and their experience of their horizons.

Qrescent Mali Mason
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts) (Offered: Spring 2025)

PHIL H264 THE OPPOSITIONAL GAZE: ART TRAVERSING THE BINARY (1.0 Credit)

Through a survey of visual, literary, and performance arts primarily by Black and Latina women (e.g., Lorraine O'Grady, Adrian Piper, Christina Sharpe, Ana Victoria Jiménez) this course seeks to theorize the many dimensions of the oppositional gaze, with a focus on the ways these thinker-artists challenge, critique and disrupt various binaries that they identify with the history of western philosophy. Crosslisted: AFST,VIST.

Qrescent Mali Mason
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024)

Religion Courses**RELG H106 INTRODUCTION TO ISLAM (1.0 Credit)**

This course introduces students to the debates about the senses in Islam. What is the relationship between sound and the sacred, between the sensorium and the meanings of Islam? Course readings will include Sufi texts, works by Islamic scholars, ethnographies of Muslim musical practices, as well as philosophical works.

Guangtian Ha
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H112 MYTH, FOLKLORE, AND LEGEND IN JAPAN (1.0 Credit)

An introduction to stories of the weird and supernatural in Japan and a reflection on genre and the scholarly enterprise of taxonomy-making. Readings from Buddhist miracle plays, early modern puppet drama, etc., supplemented by scholarly secondary sources.

Hank Glassman
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H131 THE LURE OF IMAGES: RELIGION AND VISUAL MEDIA (1.0 Credit)

This course examines representations from figural forms to abstractions, found objects and beautiful writing to understand the power of sacred imagery. We will examine formats from medieval manuscripts and painted walls to films, panoramas and comic books to observe the dynamics that emerge among viewers and images in spatial contexts ranging from altar pieces, sculpture, stained glass and painting in neo-Gothic churches, calligraphy in mosque and shrine interiors, deity icons in Hindu temples and potent fabrics in Buddhist monastic complexes. Crosslisted: VIST.

Pika Ghosh
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024)

RELG H201 INTRODUCTION TO BUDDHISM (1.0 Credit)

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

Hank Glassman
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

RELG H208 SACRED MATTERS: MATERIAL DIMENSIONS OF RELIGIOUS EXPERIENCE IN SOUTH ASIA (1.0 Credit)

An examination of the bodily, sensorial and emotional experience of things, substances, architecture, sculpture, landscape, textiles, and texts, the aesthetics of epic poetry, drama, song, dance in South Asian religious cultures. Topics may include how such practices inscribe religious experience, provide parameters for social organization, and offer religious critique. Prerequisite(s): One course in Religion or Visual Studies

Pika Ghosh
Division: Humanities
Domain(s): B: Analysis of the Social World

RELG H209 CLASSICAL MYTHOLOGY (1.0 Credit)

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

Matthew Farmer
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Fall 2024, Fall 2024)

RELG H303 RELIGION, LITERATURE AND REPRESENTATION: IMAGES OF KRISHNA (1.0 Credit)

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We

VISUAL STUDIES

will ask how these practices were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums.

Pika Ghosh

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Sociology Courses

SOCL H221 SOCIOLOGY OF ART (1.0 Credit)

The aim of the course is to introduce the relationship between art, culture, and society. Prerequisite(s): SOCL 155A, or SOCL 155B, or permission of instructor

Elise Herrala

Division: Social Science

Domain(s): B: Analysis of the Social World

(Offered: Spring 2025)

Spanish Courses

SPAN H210 SPANISH AND SPANISH AMERICAN FILM STUDIES (1.0 Credit)

Exploration of Latin American film. The course will discuss approximately one movie per week. The class will focus on the analysis of cinematic discourses as well as the films' cultural and historic background. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, or placement, or instructor consent.

Staff

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Visual Studies Courses

VIST H108 REAL WORK & DREAM JOBS: VISUAL REPRESENTATIONS AND THEORIES OF WORK (1.0 Credit)

An entry into theories of work, thinking critically and historically about the role of work in society, the promise of art as an ideal form of work, and the structural persistence of gendered, classed, and racial divisions of labor. Open only to first-year students as assigned by the Director of College Writing.

Shannan Hayes

Division: First Year Writing

VIST H110 FOUNDATIONS IN FILM PRODUCTION (1.0 Credit)

The fundamentals of digital film production. Students will learn the grammar of key film genres and basic filmmaking craft, including cameras, lighting, sound techniques, and nonlinear editing, creating four short films in the genres of animation, experimental, documentary, and fiction.

John Muse

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

VIST H113 BLACK VISUAL CULTURE: AN INADEQUATE SURVEY OF THE LATE 19TH TO 20TH CENTURIES (1.0 Credit)

This course seeks to ask the question: How do we see blackness? How have we learned to see the thing we're always surrounded by and have so many questions of? How do we know blackness through the visual and/as the racial? What if blackness uses the racial-visual to be known but refuses to be seen and represented so easily? What do we do then? Lottery Preference: 5 slots for first year students; preferences for VIST Minors

troizel xx Carr

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

VIST H115 NOW/THEN: ART AND ABOLITION 1966-2022 (1.0 Credit)

How have artists developed and sustained abolitionist practices over time? What critical and creative frameworks inform abolitionism as a way of life? In this introductory course, students learn about the significance of art in abolitionist movements from the founding of the Black Panther Party in 1966 to the watershed reversal of Roe v. Wade in 2022. The course highlights key artists and thinkers, and offers creative workshops for collectively re-imagining relationships, communities, and our world.

Staff

Domain(s): A: Creative Expression

VIST H131 THE LURE OF IMAGES: RELIGION AND VISUAL MEDIA (1.0 Credit)

This course examines representations from figural forms to abstractions, found objects and beautiful writing to understand the power of sacred imagery. We will examine formats from medieval manuscripts and painted walls to films, panoramas and comic books to observe the dynamics that emerge among viewers and images in spatial contexts ranging from altar pieces, sculpture, stained glass and painting in neo-Gothic churches, calligraphy in mosque and shrine interiors, deity icons in Hindu temples and potent fabrics in Buddhist monastic complexes. Crosslisted: VIST.

Pika Ghosh

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) (Offered: Fall

2024)

VIST H141 DIGITAL MEDIA PRE-PRODUCTION (0.5 Credit)

This course will teach students the fundamentals of putting together a pre-production package for a digital media production project. This includes: screenwriting; storyboarding; budgets; shot lists; prop lists; and all necessary components for planning a major video project.

Charles Woodard

Division: Humanities

Domain(s): A: Creative Expression

VIST H142 INTRODUCTION TO VISUAL STUDIES (1.0 Credit)

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems

of transmission, their points of consumption, and the very limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

Emily Hong

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

VIST H145 SOME ASSEMBLY REQUIRED: DESIGNING OBJECTS OF PLAY (0.5 Credit)

Emphasizing digital design and remote digital fabrication, this course invites students to think critically about objects of play. What materials are used in toy design? What are the environmental implications of mass production? How can thinking about communities of play help us imagine solutions to problems of isolation? Crosslisted: Independent College Programs, Visual Studies

Kent Watson

Domain(s): A: Creative Expression

(Offered: Fall 2024)

VIST H203 UKIYO-E: THE ART OF JAPANESE PRINTS (1.0 Credit)

This course explores the evolution of Japanese woodblock prints, artists, collectors, and exhibition practices from the 17th century through the present day. Crosslisted: East Asian Languages & Cultures, Visual Studies

Erin Schoneveld

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H209 FILM ON PHOTOGRAPHY: THEORY AND PRACTICE (1.0 Credit)

An introduction to media production. Students will study the relationship between film and photography by viewing, reading about, and making films that feature photographs as either evidence, icons, memento mori, or as the atom of cinematic form, that is to say, the single film frame, stilled. Crosslisted: Independent College Programs, Film Studies Limited Enrollment 12

John Muse

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H216 BLACK SPECULATIVE FUTURES (1.0 Credit)

The course will explore how black artists, theorists, and activists imagine different futures to critique power asymmetries and create radical transformation. We will investigate how the speculative works differently across genres and we will craft our own embodied speculative art.

Staff

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H218 REALTIME INTERFACES FOR CREATIVE EXPRESSION (1.0 Credit)

Realtime Interfaces for Creative Expression is a 200-level course for artists, performers, and computer science students with an interest in developing novel interactive software applications for the creation of digital art, responsive

environments, and new media performance. Students will use the graphical programming environment Max to dynamically control, process, and generate digital audio and video content. Assignments will touch upon a number of related disciplines including interactive computer music, algorithmic and generative art, and video synthesis. Prior experience with coding and/or digital art-making is recommended. Pre-requisite(s): None Lottery Preference: VIST Minors

Staff

Division: Humanities

Domain(s): A: Creative Expression; C: Physical and Natural Processes

VIST H219 EAST ASIAN ART AND VISUAL CULTURE (1.0 Credit)

This course examines the development of modern and contemporary art and visual culture in China, Japan and Korea from the early twentieth century to the present day, with a focus on photography, sculpture, painting, film, propaganda, and performance art. Enrollment limit 25

Erin Schoneveld

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H221 BLACK OTHERWISE WORLDS: THE ART OF CONTEMPORARY BLACKNESS (1.0 Credit)

This course considers the relationship between recent black art and art writing and what scholar of religion Ashon Crawley calls an "aesthetic of possibility." Specifically, we will examine work that imagines "otherwise" through a number of strategies: rethinking the relationship between the present and the past, crafting alternative worlds, critically examining life at the end of the Anthropocene, rethinking the Enlightenment subject, and exploring black sacred practices.

Staff

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H222 THE (BLACK) ARTIST AS HISTORIAN (1.0 Credit)

This course seeks to investigate what has been called a historical or archival turn in contemporary art production through the lens of black visual art. We will explore the varied ways that black artists have continuously probed the meaning and production of history throughout the twentieth century, but also how these explorations have changed over time and in relationship to particular subject material (e.g., the history of slavery or more local or personal histories). Lottery Preference: Visual Studies minors

Staff

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H223 PERFORMATIVE BODY (1.0 Credit)

Performative Body provides an in-depth exploration of creative practice. Drawing on performance art, visual praxis, and dance, Professor Truax leads students in exercises that connect them with their own creative resources and energies. Part laboratory, part playground, part archeological dig; the course is intended to help students experiment, connect, and honor difference as they cultivate habits that will support creativity throughout

VISUAL STUDIES

their lives. Texts include artist's writing, poetry, and theory on embodiment, disability, and performativity. Crosslisted: GSST.

Staff

Division: Humanities

Domain(s): A: Creative Expression

VIST H225 MODULAR SOUND: AUDIO SYNTHESIS AND WAYS OF LISTENING (1.0 Credit)

The field of sound studies offers a rich variety of approaches for deepening an understanding of listening, its relationship to technology, and creative expression. In Modular Sound, students will learn the basics of modular synthesis and gain inspiration from some of the foremost thinkers on the subject of the auditory. No prior experience with music-making is necessary, but students should be prepared to perform and show work on a regular basis.

Staff

Division: Humanities

Domain(s): A: Creative Expression

VIST H226 IMAGING PUBLIC SEX UTOPIAS: A PRODUCTION WORKSHOP (1.0 Credit)

This praxis course examines the tension between art and that which is considered obscene: queer porn, public shamelessness, and deviant sexualities such as kink and sex work. We will develop projects that explore the powerful potential of the utopian imagination using techniques of GIF animation, self portraiture, and video. Lottery Preference: Visual Studies Minors

Division: Humanities

Domain(s): A: Creative Expression

VIST H227 GAME DESIGN FOR EDUCATION & RESEARCH (1.0 Credit)

This course provides students with the tools needed to understand, analyze and build games. During the semester we will take a close look at games and how our understanding of human psychology influences the design of games for education and research. We will consider ways that games teach, and how we learn using games. We will also consider how the current and future technologies that support gaming can improve and maximize learning and performance. Lottery Preference: Visual Studies Minors have preference; reserve 4 slots for first year students.

Ronah Harris

Division: Humanities

Domain(s): A: Creative Expression

VIST H228 EXPERIMENTS WITH 60S PERFORMANCE: A FLUXUS ARTS WORKSHOP (1.0 Credit)

In this workshop course, we will reenact event scores from performance artists of the 1960s, including primary sources from Yoko Ono, Adrian Piper, Alison Knowles, and George Brecht. Akin to a theatrical script or a musical score, an event score, a poetic script for performance, questions whether the performance is its documentation, the textual-visual component, or its restaging and activation with the body. Lottery Preference: Visual Studies minors

troizel xx Carr

Division: Humanities

Domain(s): A: Creative Expression

(Offered: Fall 2024)

VIST H230 POSTWAR JAPANESE CINEMA (1.0 Credit)

This course provides an introduction to Japanese cinema from the immediate Postwar period of 1945 to the present day. Focusing on films by influential directors including Ozu Yasujiro, Kurosawa Akira, and Mizoguchi Kenji among others we will consider how Japanese filmmakers use cinema to investigate issues of truth, beauty, identity, and nationhood in an attempt to answer fundamental questions regarding life and death in Japan's Postwar period. Crosslisted: East Asian Languages & Cultures, Visual Studies, Environmental Studies

Erin Schoneveld

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

(Offered: Spring 2025)

VIST H231 QUEER ROAD-TRIP FILMS, ANCIENT AND MODERN (1.0 Credit)

The queer road-trip film has been gaining popularity as an outlet for exploring non-normative sexuality further marginalized on the road. We will examine the phenomenon of the queer road-trip narrative, approaching it from an unlikely starting point: the Ancient Mediterranean novels Satyrca and Leucippe and Clitophon. Both of these ancient novels dramatize road trips and travel narratives involving different combinations of queer characters; we'll pair them with a curated selection of contemporary queer road-trip films. Crosslisted: GSST, VIST.

Staff

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H232 BLAQUEER EYE: THE LOOK AND FEEL OF REAL (1.0 Credit)

Beginning with behind-the-scenes documentary of a female illusionist pageant The Queen (1968) and ending with the cancellation of HBO's ballroom reality television competition show Legendary (2021), this course finds interest in the textured lives of gender and sexually creative African descendants in the U.S. and how their lives have been translated into the terms black, queer, and trans in public imagination. Lottery Preference: Visual Studies minors, then Film Studies minors

troizel xx Carr

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

VIST H233 DECOLONIZING VISUAL ANTHROPOLOGY (1.0 Credit)

This is a hybrid video production and theory course which grapples with the entanglements between ethnographic film/documentary and colonial structures of power. We will bring a decolonizing lens to explore—through texts, screenings, and making films—major modalities in the field including sensory ethnography, indigenous media, and feminist experimental film. Crosslisted: Visual Studies, Anthropology Prerequisite(s): at least one course in Anthropology or Visual Studies

Emily Hong

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
(Offered: Spring 2025)

VIST H234 DOCUMENTING PERFORMANCE, PERFORMING DOCUMENTS (1.0 Credit)

Performance documentation, performing documents, and documentary performance is the name of our game. How does one document live performance and maintain its active presence or is it something else entirely? How do we perform toward documentation? How do we make performances of documents—historical, cultural, theoretical, personal? In attempting to answer these questions, we will focus on film/cinema studies and a strain of performance studies pertaining to performance's capacity for reproduction. Lottery Preference: Visual Studies minors

troizel xx Carr
Division: Humanities
Domain(s): A: Creative Expression

VIST H235 NARRATIVE DIGITAL PRODUCTION - FROM SCREENPLAY TO FINISHED VIDEO (1.0 Credit)

In this course will learn the technical fundamentals of planning and creating narrative videos, from concept to finished product. We will focus on creating screenplays and storyboards; planning around bringing the pre-production materials to life, and editing footage into a finished video to share. We will be utilizing screenplay applications and editing software found in VCAM while discussing how to streamline video production logistics surrounding fictional or narrative work. Lottery Preference: VIST minors first, second year students second.

Charles Woodard
Division: Humanities
Domain(s): A: Creative Expression
(Offered: Fall 2024)

VIST H239 VISIONS OF JUSTICE: INTERSECTIONALITY AND LEGAL CONSCIOUSNESS IN ASIAN CINEMA (1.0 Credit)

This course aims to deepen our understanding of Asian law and society through independent films by Asian directors. We will analyze films that offer a window into individual and collective struggles for gender justice, freedom of expression, and environmental justice. Crosslisted: Visual Studies; Anthropology; East Asian Languages & Cultures; Peace, Justice and Human Rights

Emily Hong
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Spring 2025)

VIST H241 FILM AND DIGITAL MEDIA EDITING (0.5 Credit)

In this course students will learn the technical fundamentals of film and video editing, as well as theoretical modes of montage. This course will train students in Adobe Premiere Pro which is the primary editing software and platform for video and digital media production in VCAM.

Charles Woodard
Division: Humanities
Domain(s): A: Creative Expression

VIST H250 THEORY AND PRACTICE OF EXHIBITION: OBJECTS, IMAGES, TEXTS, EVENTS (1.0 Credit)

An introduction to the theory and practice of exhibition and display. This course will supply students with the analytic tools necessary to understand how exhibitions work and give them practical experience making arguments with objects, images, texts, and events.

(John Muse
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
Offered: Spring 2025)

VIST H251 STRANGE MUSIC: MONSTERS, GHOSTS, AND ALIENS ON STAGE AND SCREEN (1.0 Credit)

Scholars of film often speak of the camera as an "all-seeing eye." But what role does the ear play in cinematic experience? This course will explore the history, character, and function of music (and sound) in the first half of the twentieth century (and beyond): how they worked with (and against) the camera's gaze to complicate narratives, to articulate time, and more generally to represent feeling and identity. This term will put special focus on the non-human: monsters, ghosts, aliens, and more generally the idea of the magical or supernatural. What does such radical Otherness sound like? How has it been represented musically? And how have composers and sound designers put such conventions to work in films of the last 100 years, from Metropolis and Nosferatu to Dune and Arrival? To answer these questions we'll explore the silents, the early sound film and (especially) the long arc of composers (from Eric Korngold to Bernard Herrmann and from John Williams to Hans Zimmer. We'll consider the legacy of Romanticism, the possibilities of Modernism, and even the Avant Garde, and learn about orchestration, harmony and thematic process as they contribute to cinematic narrative. We will also consider various theories of sound, music, and film staked out by film and operatic composers themselves, as well as critical and scholarly essays by leading writers on the monstrous, the alien, and the supernatural. Crosslisted: VIST Prerequisite(s): No formal prerequisite, but some previous study of either music or visual media would be helpful

Richard Freedman
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)

VIST H253 THE THEORY AND PRACTICE OF CONCEPTUAL ART (1.0 Credit)

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.

John Muse
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts)
(Offered: Spring 2025)

VISUAL STUDIES

VIST H258 AMERICAN QUEEN: DRAG IN CONTEMPORARY ART AND PERFORMANCE (1.0 Credit)

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources. Prerequisite(s): an intro course in Gen/Sex

Staff

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H264 THE OPPOSITIONAL GAZE: ART TRAVERSING THE BINARY (1.0 Credit)

Through a survey of visual, literary, and performance arts primarily by Black and Latina women (e.g., Lorraine O'Grady, Adrian Piper, Christina Sharpe, Ana Victoria Jiménez) this course seeks to theorize the many dimensions of the oppositional gaze, with a focus on the ways these thinker-artists challenge, critique and disrupt various binaries that they identify with the history of western philosophy. Crosslisted: AFST,VIST.

Qrescent Mali Mason

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Fall 2024)

VIST H266 SENSORY ETHNOGRAPHIC METHODS (1.0 Credit)

Through this course, students will develop ethnographic research and writing skills using sensory detail (taste, touch, sight, sound, smell and feeling) to evoke people, places, and things. Assignments are primarily writing-intensive with additional fieldwork and multimodal (e.g. photography, film) exercises. Crosslisted: Anthropology, Visual Studies Prerequisite(s): Any Anthropology course

Emily Hong

Division: Social Science

Domain(s): B: Analysis of the Social World

(Offered: Fall 2024)

VIST H267 BEAUTY PROBLEMS: RHETORIC, AESTHETICS, PHILOSOPHY (1.0 Credit)

This course will examine a series of problems that beauty and other sensuous pleasures make for philosophy, film, and contemporary art. Works will include those of Plato, Immanuel Kant, Friedrich Nietzsche, Tanizaki Jun'ichiro, Isaac Julien, Elaine Scarry, Rosemarie Garland-Thomson, Fred Moten and others.

John Muse

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

VIST H270 THE ART OF SPORTS: ANCIENT AND MODERN (1.0 Credit)

This course explores the visual and poetic life of sports, ancient and modern. It brings together cultural criticism, visual analysis, and historical study to theorize the beauty of athletics. Concepts of the body, gender, race and performance, and tropes such as "for the love of the game," "feel for the game" and "poetry in motion" will organize our work on the sensory and aesthetic dimensions of sports. No prior expertise in classics, art or sports necessary. Crosslisted: COML,VIST.

Ava Shirazi

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

(Offered: Fall 2024)

VIST H275 RACE AND REPRESENTATION IN DOCUMENTARY FILMMAKING (1.0 Credit)

This is an introductory cross-listed (Visual Studies/ Anthropology) production course on the theory and practice of documentary filmmaking through an exploration of race onscreen. The objective of the course is to enable students to build a critical awareness of the ways in which film and media in general perpetuate racist discourses and representations and explore how students can challenge such representations through their own filmmaking practices. As inspiration, we will watch and study a wide variety of innovative documentary films that bring alternative voices and histories to screen and read/watch filmmaker interviews. Classes will combine elements of a studio (sharing and critiquing filmmaking work in progress) and seminar (discussing weekly themes). Crosslisted: VIST. Lottery Preference: Visual Studies minors, then Anthropology majors/minors, then Film Studies minors

Zeynep Sertbulut

Division: Social Science

Domain(s): A: Creative Expression; B: Analysis of the Social World

(Offered: Fall 2024)

VIST H277 MEDIA AND THE MIDDLE EAST (1.0 Credit)

What can we learn about the Middle East by examining media? What can we about media by studying institutions of production and practices of consumption in the Middle East region? In this course, we will read ethnographies of media from the Middle East and look at and listen to media. We will explore cases from different countries, from Egypt to Syria, Turkey to Afghanistan, from Lebanon to Palestine/Israel. Crosslisted: VIST. Pre-requisite(s): 100-level course in social sciences, or humanities. Lottery Preference: Senior anthropology students have a priority to take the class.

Zeynep Sertbulut

Division: Social Science

Domain(s): B: Analysis of the Social World

(Offered: Spring 2025)

VIST H305 ART AND THE ENVIRONMENT IN EAST ASIA (1.0 Credit)

This course examines the relationship between environment and the arts in China and Japan. In particular, how artists engage with and respond to nature through varied modes of artistic production and exhibition. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies

Erin Schoneveld

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

VIST H308 HOW TO READ BLACK FEMME AVATARS (1.0 Credit)

This course is an in-depth and engaged study of Uri McMillian's book *Embodied Avatars: Genealogies of Black Feminist Art and Performance* (NYU Press, 2015). In it, McMillian presents

a history of visual and performance artists like Ellen Craft, Lorraine O'Grady, Adrian Piper, Nicki Minaj, whose oeuvres can be understood through the lens of black feminist study and theory. Lottery Preference: Visual Studies minors

troizel xx Carr

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

(Offered: Spring 2025)

**VIST H399 CAPSTONE FOR VISUAL STUDIES MINORS
(1.0 Credit)**

Examines art, writing and exhibition practices centering in particular cultural contexts. Explores artists and curators who link art, identity, and politics, and the environment in their practice. Focuses on developing practical skills related to archival research, analysis of visual material and critical making. To be taken in fall semester of senior year. Prerequisite(s): Visual Studies minor

Erin Schoneveld

Division: Humanities

(Offered: Fall 2024)

Writing Program Courses

WRPR H108 REAL WORK & DREAM JOBS: VISUAL REPRESENTATIONS AND THEORIES OF WORK (1.0 Credit)

An entry into theories of work, thinking critically and historically about the role of work in society, the promise of art as an ideal form of work, and the structural persistence of gendered, classed, and racial divisions of labor. Open only to first-year students as assigned by the Director of College Writing.

Shannan Hayes

Division: First Year Writing

WRPR H11 POWER, PLACE, AND FILM (1.0 Credit)

This writing seminar introduces students to film analysis through the themes of power and place and covers topics such as colonialism and imperialism, immigration, inequality, etc. Open only to first-year students as assigned by the Director of College Writing.

Nimisha Ladva

Division: First Year Writing

(Offered: Spring 2025)

WRPR H138 RACE AND GENDER IN AMERICAN HORROR FILM AND FICTION (1.0 Credit)

This course unravels various tropes that haunt the horror genre, exploring how horror film and fiction reflect the values, mores and fears of a collective unconscious, with special emphasis on the ways in which racial stereotyping and gender violence are often deployed as horror tropes. We look closely at portrayals of violence, shock, resistance and power, asking how race and gender play central roles in the production of fear, terror, monstrosity and its subversion. Pre-requisite(s): Open only to first-year students as assigned by the Director of College Writing. Lottery Preference: Only first year students are eligible for these seminars.

(Connie McNair

Division: First Year Writing

Offered: Spring 2025)

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- Sara Bressi, PHD (University of Pennsylvania) Professor of Social Work and Social Research
- Sharon Burgmayer, PHD (University of North Carolina at Chapel Hill) W. Alton Jones Professor of Chemistry
- Wendy Cadge, PHD, (Princeton University) President and Professor of Sociology
- Kimberly Cassidy, PHD (University of Pennsylvania) Professor of Psychology
- David Cast, PHD (Columbia University) Professor of History of Art
- Janet Ceglowski, PHD (University of California, Berkeley) Harvey Wexler Professor of Economics
- Xuemei Cheng, PHD (Johns Hopkins University) Dean of Graduate Studies, Professor of Physics and the Rachel C. Hale Professor in the Sciences and Mathematics
- Leslie Cheng, PHD (University of Pittsburgh) Associate Provost for Assessment and Faculty Development and Professor of Mathematics
- Catherine Conybeare, PHD (University of Toronto) Professor of Greek, Latin and Classical Studies on the Leslie Clark Professor in the Humanities
- Alison Cook-Sather, PHD (University of Pennsylvania) Mary Katharine Woodworth Professor and Chair of Education; Director of Peace, Conflict and Social Justice; and Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges
- Tamara Davis, PHD (University of California, Berkeley) Eleanor A. Bliss Professor of Biology and Director of Biochemistry and Molecular Biology
- Victor Donnay, PHD (New York University) Professor of Mathematics on the William R. Kenan Jr., Chair
- Radcliffe Edmonds, PHD (University of Chicago) Paul Shorey Professor of Greek and Professor and Chair of Greek, Latin, and Classical Studies
- Michelle Francl, PHD (University of California, Irvine) Frank B. Mallory Professor of Chemistry
- Ignacio Gallup-Diaz, PHD (Princeton University) Marjorie Walter Goodhart Professor of European History and Chair of History
- Carol Hager, PHD (University of California, San Diego) Professor of Environmental Studies and Political Science
- Timothy Harte, PHD (Harvard University) Provost and Professor of Russian
- Yonglin Jiang, PHD (University of Minnesota, Twin Cities) Professor and Chair of East Asian Languages and Cultures
- Madhavi Kale, PHD (University of Pennsylvania) Professor of History and Chair of International Studies
- David Karen, PHD (Harvard University) Professor of Sociology
- Homay King, PHD (University of California, Berkeley) Professor and Chair of History of Art on the Marie Neuberger Fund of the Study of the Arts and on The Catherine Fales Fellowship
- Deepak Kumar, PHD (University at Buffalo, State University of New York) Professor of Computer Science
- Shiamin Kwa, PHD (Harvard University) Professor of East Asian Languages and Cultures on the Eugenia Chase Guild Chair in the Humanities
- Rudy Le Menthéour, PHD (Université de Grenoble) Professor and Chair of French and Francophone Studies and Co-Director of Health Studies
- Mark Lord, MFA (Yale University) Professor of Theater on the Theresa Helburn Chair of Drama
- Bill Malachowski, PHD (University of Michigan) Barbara Ramsay 1965 and Robert Ramsay Professor of Chemistry
- Gary Wray McDonogh, PHD (Johns Hopkins University) Helen Herrmann Chair and Professor of Growth and Structure of Cities
- Paul Melvin, PHD (University of California, Berkeley) Professor of Mathematics
- Djordje Milićević, PHD (Princeton University) Professor of Mathematics
- Thomas Mozdzer, PHD (University of Virginia) Professor and Chair of Biology
- Kalala Ngalamulume, PHD (Michigan State University) Professor of Africana Studies and History and Co-Director of Health Studies
- Michael Noel, PHD (University of Rochester) Marion Reilly Professor of Physics
- María Cristina Quintero, PHD (Stanford University) Professor of Spanish on the Fairbank Professor in the Humanities
- Roberta Ricci, PHD (Johns Hopkins University) Professor and Chair of Transnational Italian Studies on the Andrew W. Mellon Foundation Chair in the Humanities
- Lisa Saltzman, PHD (Harvard University) Professor of History of Art on the Emily Rauh Pulitzer '55 Professorship
- Joel Schlosser, PHD (Duke University) Professor of Political Science
- Marc Schulz, PHD (University of California, Berkeley) Professor of Psychology on the Sue Kardas PhD 1971 Professorship and Director of Data Science

FACULTY OF THE COLLEGE

Janet Shapiro, PHD (University of Michigan) Dean of the Graduate School of Social Work and Social Research, Mary Hale Chase Professor in the Social Sciences, Social Work and Social Research, and Director of the Center for Child and Family Well-being

Cindy Sousa, PHD (University of Washington)
Professor of Social Work and Social Research

Jamie Taylor, PHD (University of Pennsylvania) Mary E. Garret Alumnae Professor of Literatures in English

Anjali Thapar, PHD (Case Western Reserve University)
Professor of Psychology

Kate Thomas, DPHIL (Oxford University, Magdalen College)
K. Laurence Stapleton Professor of Literatures in English

Daniel Torday, MFA (Syracuse University) Professor and Co-Chair of Creative Writing

Lisa Traynor, PHD (State University of New York at Stony Brook) Professor of Mathematics and the Class of 1897 Professor of Science

Thomas Vartanian, PHD (University of Notre Dame)
Professor of Social Work and Social Research

Alicia Walker, PHD (Harvard University) Professor of History of Art and Director of Graduate Group in Classics, Archaeology and History of Art

Amanda Weidman, PHD (Columbia University) Professor of Anthropology

Arlo Weil, PHD (University of Michigan) Marion Bridgman Slusser Professor in the Sciences and Professor and Chair of Geology

Dianna Xu, PHD (University of Pennsylvania) Professor and Chair of Computer Science

Associate Professors

Dustin Albert, PHD (Temple University) Associate Professor and Chair of Psychology

Don Barber, PHD (University of Colorado Boulder) Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies and Chair of Bi-Co Environmental Studies

Casey Barrier, PHD (University of Michigan) Associate Professor of Anthropology

Macalester Bell, PHD (University of North Carolina at Chapel Hill) Associate Professor of Philosophy

David Byers, PHD (Smith College) Associate Professor of Social Work and Social Research

Monica Chander, PHD (University of Connecticut) Associate Professor of Biology

Gregory Davis, PHD (University of Chicago) Associate Professor of Biology

Jeremy Elkins, PHD (University of California, Berkeley)
Associate Professor of Political Science

Susanna Fioratta, PHD (Yale University) Associate Professor and Chair of Anthropology and Director of the Center for Social Sciences

Martin Gaspar, PHD (Harvard University) Associate Professor and Chair of Spanish and Co-Director of Comparative Literature

Marissa Martino Golden, PHD (University of California, Berkeley) Associate Professor of Political Science on the Joan Coward Chair in Political Economics

Jonas Goldsmith, PHD (Cornell University) Associate Professor and Chair of Chemistry

Colby Gordon, PHD (University of California, Irvine) Associate Professor of Literatures in English

Laura Grafe, PHD (University of Pennsylvania) Associate Professor of Psychology

Erica Graham, PHD (University of Utah) Associate Professor and Chair of Mathematics

Sara Grossman, PHD (Rutgers, The State University of New Jersey) Associate Professor of Environmental Studies on the Johanna Alderfer Harris and William H. Harris Professorship in Environmental Studies

Jennifer Harford Vargas, PHD (Stanford University)
Associate Professor of Literatures in English on the Dorothy Nepper Marshall Professorship of Hispanic and Hispanic-American Studies

Selby Hearth, PHD (Washington University) Associate Professor of Geology

Sylvia Houghteling, PHD (Yale University) Associate Professor of History of Art

Jiyoon (June) Kim, PHD (University of Michigan) Associate Professor of Economics

Yan Kung, PHD (Massachusetts Institute of Technology)
Associate Professor of Chemistry

Anita Kurimay, PHD (Rutgers, The State University of New Jersey) Associate Professor of History and Director of Gender and Sexuality Studies and Co-Director of Gender and Sexuality Studies

Min Kyung Lee, PHD (Northwestern University) Associate Professor and Chair of Growth and Structure of Cities

Astrid Lindenlauf, PHD (University College London) Associate Professor and Co-Chair of Classical and Near Eastern Archaeology

Pedro Marengo, PHD (University of Southern California)
Associate Professor of Geology

Dee Matthews, MFA (University of Michigan) Associate Professor and Co-Chair of Creative Writing

Veronica Montes, PHD (University of California, Santa Barbara)
Associate Professor of Sociology and Co-Director of Latin American, Iberian, and Latina/o Studies

Tamarah Moss, PHD (Howard University) Assistant Professor of Social Work and Social Research on the Alexandra Grange Hawkins Lectureship in Social Work

Andrew Nutting, PHD (Cornell University) Associate Professor and Chair of Economics

Seung-Youn Oh, PHD (University of California, Berkeley)
Associate Professor and Chair of Political Science on the Jye Chu Lectureship in Chinese Studies

Melissa Pashigian, PHD (University of California, Los Angeles)
Associate Professor of Anthropology

Laurel Peterson, PSYD (George Washington University)
Associate Professor of Psychology

Adrienne Prettyman, PHD (University of Toronto) Associate
Professor and Chair of Philosophy

David Schaffner, PHD (University of California, Los Angeles)
Associate Professor and Chair of Physics

Bethany Schneider, PHD (Cornell University) Associate
Professor and Chair of Literatures in English

Michael Schulz, PHD (Stanford University) Associate Professor
of Physics

Monique Scott, PHD (Yale University) Associate Professor of
History of Art and Director of Museum Studies

Maja Šešelj, PHD (New York University) Associate Professor of
Anthropology on the Clowes Professorship in Science and
Public Policy

Qinna Shen, PHD (Yale University) Associate Professor and
Chair of German and German Studies

Jie Shi, PHD (University of Chicago) Associate Professor of
History of Art

Asya Sigelman, PHD (Brown University) Associate Professor of
Greek, Latin and Classical Studies

Catharine Slusar, MFA (Goddard College) Associate Professor
and Director of Theater

José Vergara, PHD (University of Wisconsin) Associate
Professor of Russian on the Myra T. Cooley Lectureship
in Russian Studies

Stephen Vider, PHD (Harvard University) Associate Professor
of History and Gender and Sexuality Studies and
Co-Director of Gender and Sexuality Studies

Nathan Wright, PHD (Northwestern University)
Associate Professor and Chair of Sociology

Assistant Professors

Alex Alston, PhD (Columbia University) Assistant Professor of
Literatures in English

Sebastian Anti, PHD (University of Minnesota, Twin Cities)
Assistant Professor of Economics

Barbara Bitarello, PHD (University of Sao Paulo) Assistant
Professor of Biology

Jennie Bradbury, PHD (Durham University) Assistant Professor
and Co-Chair of Classical and Near Eastern Archaeology

Nicholas Carby Denning, PHD (University of Chicago)
Assistant Professor in International Studies on the Isabel
Hamilton Benham Professorship in International Affairs

Olivia Chu, PHD (Princeton University) Assistant Professor
of Mathematics

Amanda Cox, PHD (University of Pennsylvania) Assistant
Professor of Sociology

Edwige Crucifix, PHD (Brown University) Assistant Professor
of French and Francophone Studies

Pardis Dabashi, PHD (Boston University) Assistant Professor
of Literatures in English

Lawrence Dallman, PHD (University of Chicago) Assistant
Professor of Philosophy

Hayden Dawes, PHD (North Carolina State University)
Assistant Professor of Social Work and Social Research

Elizabeth Dinella, PHD (University of Pennsylvania) Assistant
Professor of Computer Science

Chloe Flower, PHD (New York University) Assistant Professor
of Literatures in English

Joshua Fox, PHD (University of Chicago) Assistant Professor
of Philosophy

Lela Aisha Jones, PHD (Texas Woman's University) Assistant
Professor and Director of Dance

Selvi Kara, PHD (Tulane University) Assistant Professor of
Mathematics

Minuk Kim, PHD (University of Minnesota, Twin Cities)
Assistant Professor of Economics

Thomas Le, PHD (University of Maryland) Assistant Professor
of Psychology

Camille Leclère-Gregory, PHD (University of Iowa) Assistant
Professor of French and Francophone Studies and Director of
the Institut d'Avignon

Kerry Lee, PHD (University of Maryland) Assistant Professor
of Social Work and Social Research

Paul Joseph López Oro, PHD (University of Texas at Austin)
Assistant Professor and Director of Africana Studies

C.C. McKee, PHD (Northwestern University) Assistant
Professor of History of Art and Director of the Center for
Visual Culture

Patrick Melvin, PHD (Yale University) Assistant Professor
of Chemistry

Cora Mukerji, PHD (Harvard University) Assistant Professor of
Psychology

Aline Normoyle, PHD (University of Pennsylvania) Assistant
Professor of Computer Science

Ariana Orvell, PHD (University of Michigan) Assistant Professor
of Psychology

Rocco Palermo, PHD (University of Naples) Assistant
Professor of Classical and Near Eastern Archaeology

Neus Penalba Suárez, PHD (Universitat de Girona) Assistant
Professor of Spanish

Ashlee Plummer-Medeiros, PHD (Johns Hopkins University)
Assistant Professor of Chemistry

Adam Poliak, PHD (Johns Hopkins University) Assistant
Professor of Computer Science

Asja Radja, PHD (University of Pennsylvania) Assistant
Professor of Physics

Lauren Restrepo, PHD (Cornell University) Assistant Professor
of Growth and Structure of Cities

Rubina Salikuddin, PHD (Harvard University) Assistant
Professor and Director of the Middle Eastern, Central Asian,
and North African Studies Program on the Isabel Hamilton
Benham Professorship in International Affairs

Aytug Sasmaz, PHD (Harvard University) Assistant Professor
of Political Science

Hannah Shoenhard, PHD (University of Pennsylvania)
Assistant Professor of Biology

FACULTY OF THE COLLEGE

Yeon Soon Shin, PHD, Assistant Professor of Psychology

Rachel Speer, PHD (University of Denver) Assistant Professor of Social Work and Social Research on the AlexandraGrange Hawkins Lectureship in Social Work

Juan Suárez Ontaneda, PHD (University of Illinois) Assistant Professor of Spanish and Co-Director of Latin American, Iberian, and Latina/o Studies

Nora Taplin-Kaguru, PHD (University of Chicago) Assistant Professor of Sociology

Zhenlan Wang, PHD (New School for Social Research) Assistant Professor of Psychology

Alison Weber, PHD (University of Washington) Assistant Professor of Biology

Adam Williamson, PHD (University of California, Berkeley) Assistant Professor of Biology

Chanelle Wilson, PHD (University of Delaware) Assistant Professor of Education

Wu Xin, PHD (University of Pennsylvania) Assistant Professor of Classical and Near Eastern Archaeology

Lisa Young Larance, PHD (University of Michigan) Assistant Professor of Social Work

Luca Zipoli, PHD (Scuola Normale Superiore) Assistant Professor of Transnational Italian Studies

Other Faculty on Continuing Appointment

Shannon Algeo, MA (John F. Kennedy University) Lecturer and Head Lacrosse Coach

Evan Arena, PHD (Drexel University) Lecturer in Physics

Inés Arribas, PHD (University of Wisconsin) Senior Lecturer in Spanish

Kaylea Berard, PHD (Georgetown University) Senior Lecturer in Spanish

Victor Brady, MS (Smith College) Senior Lecturer and Head Field Hockey Coach

Jeffrey Cohen, PHD (University of Pennsylvania) Term Professor in Growth and Structure of Cities

Carla Coleman, PHD (Capella University) Lecturer and Head Basketball Coach

Manar Darwish, MA (University of Washington) Senior Lecturer and Coordinator of Bi-Co Arabic Program

Catherine Ely, BS (Ithaca College) Instructor and Head Rowing Coach

Ariana Hall, PHD (University of Michigan) Lecturer in Chemistry

Jason Hewitt, MS (Springfield College) Senior Lecturer and Head Coach of Cross Country and Indoor and Outdoor Track and Field

Olga Karagiari, PHD (Northwestern University) Senior Lecturer in Chemistry

Peter Kasius, MA (Princeton University) Senior Lecturer in Mathematics

Laura Marzano Kemper, MS (University of Delaware) Senior Lecturer and Assistant Athletic Trainer

Hayley Kirby, BS (West Virginia State College) Instructor and Head Volleyball Coach

Alice Lesnick, PHD (University of Pennsylvania) Term Professor in the Bryn Mawr/Haverford Education Department and Associate Dean for Global Engagement

Katherine Marenco, PHD (University of Southern California) Senior Lecturer in Geology

Mark Matlin, PHD (University of Maryland) Senior Lecturer in Physics

Terry McLaughlin, MS (Hofstra University) Senior Lecturer and Head Athletic Trainer

Amy Myers, PHD (Dartmouth College) Senior Lecturer in Mathematics and Math Program Coordinator

Agnès Peysson-Zeiss, PHD (Michigan State University) Senior Lecturer in French and Francophone Studies

Jennifer Skirkanich, PHD (University of Pennsylvania) Senior Lecturer in Biology and Director of STEMLA program

Margaret Strair, PHD, Lecturer in German and German Studies

Julien Suaudeau, MA (Institut D'Etudes Politiques de Paris) Senior Lecturer in French and Francophone Studies and Director of Film Studies

Daniela Voith, MARCH (Yale University) Senior Lecturer in the Growth and Structure of Cities Program

Irina Walsh, PHD (Bryn Mawr College) Senior Lecturer in Russian

Arthur Wang, BS (Ithaca College) Lecturer and Head Swim Coach, and Aquatics Director

Doanh Wang, MS (University of Wisconsin) Senior Lecturer and Head Tennis Coach

Lisa Watkins, PHD (Drexel University) Senior Lecturer in Chemistry

Michelle Wien, PHD (Harvard University) Senior Lecturer in Biology

Changchun Zhang, MA (Villanova University) Senior Lecturer of Chinese

