

MOUNT HOLYOKE™

# Bulletin & Course Catalog 2023-2024



# BULLETIN & COURSE CATALOG 2023-24

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The Mount Holyoke "Bulletin and Course Catalog" is published each year in August. It provides a comprehensive description of the College's academic programs, summaries of key academic and administrative policies, and descriptions of some of the College's key offerings and attributes.

Information in Mount Holyoke's "Bulletin and Course Catalog" was accurate as of its compilation in early summer. The College reserves the right to change its published regulations, requirements, offerings, procedures, and charges.

For listings of classes offered in the current semester including their meeting times, booklists, and other section-specific details, consult the Search for Classes (<https://wadv1.mtholyoke.edu/wadvg/mhc/?TYPE=P&PID=ST-XWSTS12A>).

# TABLE OF CONTENTS

Academic Calendar .....	4	Critical Race and Political Economy .....	120
About Mount Holyoke College .....	5	Critical Social Thought .....	131
Undergraduate Learning Goals and Degree Requirements .....	8	Culture, Health, and Science .....	134
Other Programs and Resources .....	12	Curricular Support Courses .....	135
Other Degree and Certificate Programs .....	12	Dance .....	136
Special Programs and Resources .....	15	Data Analytics and Society .....	144
The Five College Consortium .....	20	Data Science .....	145
Academic and Career Advising .....	22	Development Studies .....	148
Academic Regulations .....	25	East Asian Studies .....	149
Admission .....	32	Economics .....	151
Tuition, Fees, Financial Aid and Fellowships .....	34	Educational Policy and Practice .....	158
Tuition and Fees .....	34	Educational Studies .....	159
Financial Aid for Undergraduate Students .....	36	Engineering .....	161
Fellowships for Mount Holyoke Alumnae and Graduating Seniors .....	43	English .....	162
Areas of Study / Programs A-Z .....	45	Entrepreneurship, Organizations, and Society .....	176
Key to Course Listings .....	48	Environmental Studies .....	180
African Studies .....	48	Ethnomusicology .....	188
Africana Studies .....	49	Film, Media, Theater .....	188
Ancient Studies .....	51	Film Studies .....	205
Anthropology .....	53	First-Year Seminars .....	205
Arabic .....	60	French .....	216
Architectural Studies .....	61	Gender Studies .....	221
Art History .....	64	Geography .....	233
Art Studio .....	70	Geology .....	237
Asian Studies .....	77	German Studies .....	241
Asian/Pacific/American Studies .....	83	Global Business .....	247
Astronomy .....	83	Greek .....	248
Biochemistry .....	86	History .....	250
Biological Sciences .....	88	International Relations .....	260
Bio-Mathematical Sciences .....	97	Italian .....	263
Buddhist Studies .....	98	Japanese .....	266
Chemistry .....	98	Jewish Studies .....	267
Chinese .....	105	Journalism, Media, and Public Discourse .....	270
Classics .....	106	Latin .....	271
Coastal and Marine Sciences .....	110	Latin American Studies .....	274
Cognitive Neuroscience .....	111	Latin American, Caribbean, and Latino Studies .....	276
College Courses .....	112	Latinx Studies .....	277
Computer Science .....	112	Law, Public Policy, and Human Rights .....	278
Conceptual Foundations of Science .....	120	Logic .....	279
		Mathematics .....	279
		Medieval Studies .....	285
		Middle Eastern Studies .....	285

Music .....	287
Native American and Indigenous Studies .....	304
Neuroscience and Behavior .....	305
Nonprofit Organizations .....	308
Philosophy .....	309
Physical Education and Athletics .....	316
Physics .....	323
Psychology .....	329
Politics .....	338
Psychology and Education .....	350
Public History, Museums, Archives and Digital Humanities .....	356
Queer, Trans, and Sexuality Studies .....	356
Religion .....	357
Reproductive Health, Rights and Justice .....	363
Romance Languages and Cultures .....	363
Russian and Eurasian Studies .....	365
Russian, East European, and Eurasian Studies .....	370
Sociology .....	371
South Asian Studies .....	376
Spanish (Hispanophone Studies) .....	377
Special Major .....	385
Statistics .....	385
Sustainability Studies .....	388
Theatre Arts .....	389
Professional and Graduate Education .....	390
About PaGE .....	391
Graduate Areas of Study .....	392
Master of Arts in Teaching .....	392
Master of Arts in Teaching Mathematics .....	407
Master of Arts in Teacher Leadership .....	411
Additional Licensure .....	420
Institutes for Educators .....	425
Mathematics Leadership Program .....	429
Graduate Programs Tuition, Billing, Financial Aid, and Refunds ...	429
Professional and Graduate Education Academic Policies .....	433
Faculty and Administration .....	438
Faculty and Emeriti .....	438
Administration .....	450
Catalog A-Z Index .....	454
Index .....	455

# ACADEMIC CALENDAR

## 2023-2024 Academic Calendar

### Fall 2023

**August 29 (Tuesday)** New international students arrive  
**August 30 (Wednesday)** New international students arrive and their pre-orientation begins  
**August 30 (Wednesday)** Online registration opens for add/drop period  
**September 1 (Friday)** New students arrive and Orientation begins  
**September 3 (Sunday)** Returning students arrive  
**September 5 at 11:30am (Tuesday)** Convocation  
**September 6 (Wednesday)** Classes begin  
**September 19 (Tuesday)** Last day to add classes  
**September 26 (Tuesday)** Last day to withdraw from a course without "W" notation recorded  
**October 7 (Saturday) - October 10 (Tuesday)** Mid-semester break  
**October 16 (Monday)** Degree conferral for summer term finishers  
**October 19 (Thursday) - October 27 (Friday)** Add/drop period for second half-semester courses  
**October 20 (Friday)** Most first half-semester classes end  
**October 23 (Monday)** Most second half-semester classes begin  
**October 20 (Friday) - October 22 (Sunday)** Family & Friends Weekend  
**October 30 (Monday) - November 3 (Friday)** Academic advising period  
**November 6 (Monday) - November 17 (Friday)** Online Spring registration period for Mount Holyoke and Five College courses  
**November 8, 1837** Founder's Day  
**November 16 (Thursday)** Last day to withdraw from a course with "W" notation recorded  
**November 16 (Thursday)** Last day to declare ungraded option  
**November 22 (Wednesday) - November 24 (Friday)** November Break  
**December 12 (Tuesday)** Last day of classes  
**December 13 (Wednesday) - December 15 at 7pm (Friday)** Reading days  
**December 15 at 7pm (Friday) - December 19 at noon (Tuesday)** Examinations  
**December 19 at noon (Tuesday) - January 1 (Monday)** December recess  
**January 3 at 11pm (Wednesday)** Fall grades due

### Intersession 2024

*For the Professional and Graduate Education January Term, see Additional Terms at the bottom of this calendar.*

**January 2 (Tuesday) - January 22 (Monday)** Intersession  
**January 15 (Monday)** Martin Luther King Jr. Day  
**January 20 (Saturday) - January 22 (Monday)** January recess

### Spring 2024

**January 17 (Wednesday)** Online registration opens for add/drop period  
**January 17 (Wednesday)** New international students arrive and their pre-orientation begins  
**January 18 (Thursday)** New students arrive and Orientation begins  
**January 23 (Tuesday)** Classes begin  
**February 5 (Monday)** Last day to add classes  
**February 12 (Monday)** Last day to withdraw from a course without "W" notation recorded  
**March 7 (Thursday) - March 22 (Friday)** Add/drop period for second half-semester courses  
**March 8 (Friday)** Most first half-semester classes end  
**March 8 (Friday)** Degree conferral for fall/winter term finishers  
**March 11 (Monday)** Most second half-semester classes begin  
**March 16 (Saturday) - March 24 (Sunday)** Mid-semester break  
**April 1 (Monday) - April 5 (Friday)** Academic advising period (tentative)

**April 8 (Monday) - April 19 (Friday)** Online registration period for Fall Five College courses (tentative)

**April 8 (Monday) - April 24 (Wednesday)** Online registration period for Fall Mount Holyoke courses (tentative)

**April 8 (Monday)** Last day to withdraw from a course with "W" notation recorded

**April 8 (Monday)** Last day to declare ungraded option

**April 9 (Tuesday)** BOOM: Community Day (no classes)

**April 30 (Tuesday)** Last day of classes

**May 1 (Wednesday) - May 3 until 2pm (Friday)** Reading Days

**May 3 at 2pm (Friday) - May 7 at noon (Tuesday)** Examinations. Seniors, however, must complete exams by Monday, May 6<sup>th</sup> at noon

**May 9 at 4 pm (Thursday)** Senior grades due

**May 17 (Friday) - May 19 (Sunday)** Reunion I

**May 18 (Saturday)** Baccalaureate Service

**May 19 (Sunday)** Commencement

**May 21 at 11pm (Tuesday)** Underclass grades due

**May 24 (Friday) - May 26 (Sunday)** Reunion II

## Additional Terms for Professional and Graduate Education

### January Term 2024

**January 2 (Tuesday)** January term classes begin

**January 9 (Tuesday)** Last day to withdraw from a course without "W" notation recorded

**January 12 (Friday)** Last day to withdraw from a course with "W" notation recorded

**January 15 (Monday)** Martin Luther King Jr. Day (no classes)

**January 19 (Friday)** Last day of January term classes

**January 29 (Monday)** January term grades due

### First Summer Session 2024

**May 2 (Thursday)** Online registration opens for Summer 1 and Summer 2 sessions

**May 27 (Monday)** Memorial Day (no classes)

**May 28 (Tuesday)** Summer 1 classes begin

**May 30 (Thursday)** Last day to add Summer 1 classes

**June 4 (Tuesday)** Last day to withdraw from a Summer 1 course without "W" notation recorded

**June 14 (Friday)** Last day to withdraw from a Summer 1 course with "W" notation recorded

**June 19 (Wednesday)** Juneteenth observed (no classes)

**June 28 (Friday)** Last day of Summer 1 classes

**July 4 (Thursday)** Independence Day (no classes)

**July 15 (Monday)** Summer 1 grades due

### Second Summer Session 2024

**May 2 (Thursday) - June 4 (Tuesday)** Online registration open for Summer 2 session

**June 10 (Monday)** Online registration re-opens for Summer 2 and Fall\* sessions (\*Professional and Graduate Education only)

**July 8 (Monday)** Summer 2 classes begin

**July 10 (Wednesday)** Last day to add Summer 2 classes

**July 15 (Monday)** Last day to withdraw from a Summer 2 course without "W" notation recorded

**July 24 (Wednesday)** Last day to withdraw from a Summer 2 course with "W" notation recorded

**August 16 (Friday)** Last day of Summer 2 classes

**August 29 (Thursday)** Summer 2 grades due

# ABOUT MOUNT HOLYOKE COLLEGE

## Overview

Chemist and educator Mary Lyon founded Mount Holyoke College (then called Mount Holyoke Female Seminary) in 1837, nearly a century before women gained the right to vote. The first of the Seven Sisters—the female equivalent of the once predominantly male Ivy League—Mount Holyoke offered a rigorous program of study at a time when higher education for women was a revolutionary idea. The school quickly became synonymous with academic excellence and brilliant teaching and became a model for many other women's colleges. In 1893, the seminary curriculum was phased out and the institution's name was changed to Mount Holyoke College.

Today, Mount Holyoke is a highly selective, nondenominational, not-for-profit, residential, independent, research liberal arts college for women that is gender-diverse and welcomes applications from female, transgender, and non-binary students. Mount Holyoke is a noted leader in liberal arts education with a mission grounded in the conviction that its graduates can—and should—make a difference in the world.

Mount Holyoke is located in the Connecticut River Valley of western Massachusetts. The College's approximately 2,200 undergraduate students hail from 50 states and 57 countries. Twenty-five percent of undergraduate students are international citizens. Thirty-two percent of domestic students identify as African American, Asian American, Latina, Native American or Alaska Native, Native Hawaiian or Pacific Islander, or multiracial. Its 273 full-time and part-time faculty employees are devoted to undergraduate teaching and cutting-edge research. Over 60 percent of the faculty are women and a quarter are individuals of color. With a student-faculty ratio of 9.27 to 1 and with the majority of classes averaging 10-19 students, faculty and students collaborate closely on academic course work and research.

The College typically operates on a semester calendar, with an optional January Intersession offering to undergraduates opportunities for research, independent study, projects of students' own choice, travel, internships, and study.

The College's Professional and Graduate Education program offers graduate degree programs and non-degree opportunities for study at the graduate level. 127 graduate students are enrolled in master's degree programs; additional non-matriculated graduate students enroll in graduate-level courses throughout the year. Graduate programs follow the semester calendar, supplemented by a January term and a summer term comprised of two primary summer session periods.

Mary Lyon's famous words—"Go where no one else will go, do what no one else will do"—continue to inspire the College's students and its 39,000+ living alumnae, living in 141 countries across the globe. By offering a distinctive combination of a rigorous liberal arts education, an unusually diverse and international community, a lifelong global network, and a legacy of educating leaders, Mount Holyoke is powerfully positioned to graduate alums who will be successful and contribute to a better world.

## Seal of Mount Holyoke College

On August 23, 1838, Mount Holyoke awarded certificates to its first three graduates. A seal attached by a ribbon to the diploma bore a design that

had been the subject of long and careful consideration by the Board of Trustees. Created by Orra White Hitchcock (wife of Edward Hitchcock, an original trustee of the College), the seal design depicted a centering cluster of palms, a palace in the background, and a block of stone in the foreground. It cited the text of Psalms 144.12: "That our daughters may be as corner stones, polished after the similitude of a palace."

## Mission of the College

Mount Holyoke's mission is to provide an intellectually adventurous education in the liberal arts and sciences through academic programs recognized internationally for their excellence and range; to draw students from all backgrounds into an exceptionally diverse and inclusive learning community with a highly accomplished, committed, and responsive faculty and staff; to continue building on the College's historic legacy of leadership in the education of women; and to prepare students, through a liberal education integrating curriculum and careers, for lives of thoughtful, effective, and purposeful engagement in the world.

## Accreditation

Mount Holyoke College is accredited by the New England Commission of Higher Education (NECHE, formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.). Mount Holyoke College was initially accredited in 1929. The College has been continuously accredited since, and is presently accredited at the Bachelor's and Master's levels. The College's last comprehensive accreditation review took place in 2017. An interim (fifth-year) report was submitted to the New England Commission of Higher Education in August 2022.

Questions and comments about Mount Holyoke's accreditation may be directed to the President of the College through the College's Accreditation Liaison Officer, Dr. Jane Couperus. Individuals may also contact: New England Commission of Higher Education, 301 Edgewater Place, Suite 210, Wakefield, MA 01880. For information requests: <https://www.neche.org/contact/> For comments/complaints: <https://www.neche.org/for-the-public/comments-complaints/>

## See Also

- SARA-Distance Learning (p. 6)

## Land Acknowledgement

Mount Holyoke College is located in Western Massachusetts on the ancestral land of the Nonotuck people. It is also important to acknowledge the neighboring Indigenous nations who continue to be connected to this land: the Nipmuc and the Wampanoag to the East, the Mohegan and Pequot to the South, the Mohican to the West and the Abenaki to the North.

## Facilities

Mount Holyoke College's 600-acre contiguous campus is widely considered to be one of the most beautiful in the nation with its neo-Gothic buildings, spacious greens, two small lakes, and a magnificent tree canopy. It is home to more than 40 academic buildings and residence halls. The main campus is an arboretum with a diverse collection of trees and shrubs, while a nature preserve spans more than 300 acres and serves as a "living lab" for the community.

Sustainability is a top priority at Mount Holyoke College. The College has set a goal of carbon neutrality by 2037, the College's 200th anniversary. Mount Holyoke is committed to training the next generation



of environmental leaders while also taking significant measures to reduce its own carbon footprint, to improve the sustainability of its campus operations and to foster a campus culture of sustainability. In the summer of 2023, the College launched a major geothermal project to be implemented in phases between 2023 and 2030. This project will replace the College's fossil-fueled steam heating system with a geothermal heat-exchange system powered by clean electricity, reducing our greenhouse gas emissions by 80%. The first phase will connect Shattuck, Cleveland, Carr, Kendade, Safford and Skinner Halls to the new distribution system. In 2018, the College celebrated the grand opening of its new Community Center, a \$50-million expansion and enhancement of the Blanchard Campus Center. The Community Center features the Dining Commons, a 34,000-square-foot one-story addition which serves as the campus' centralized dining facility. The Dining Commons enabled a major leap forward in sustainable operations by consolidating six dining halls into one and featuring innovative energy-saving technologies and menus focused on locally sourced food. Also in 2018, the College celebrated the installation of a photovoltaic array on Kendall Sports and Dance Complex, to generate an estimated 541,600 kilowatt hours of electricity each year – approximately 6% of campus electricity use annually. The campus boasts five buildings certified through the Leadership in Energy and Environmental Design (LEED) program developed by the U.S. Green Building Council; these include one of the nation's first LEED-certified science centers, the Dining Commons built to silver LEED standards, and our newest residence hall which was awarded a Gold LEED certification. An online database for faculty and staff research projects houses decades of student and faculty monitoring obtained from fifteen permanent water sampling stations, five weather stations, and additional ecological field sites across campus.

In addition to the Dining Commons, other components of the Community Center include a concert venue, a student art gallery, a student-life hub with offices for advising, residential life, student government, diversity programming, and religious life, and the Weissman Student Commons which serves as a base for Mount Holyoke's 100+ student organizations.

The Fimbel Maker & Innovation Lab supports novices and experts alike as they turn their ideas into tangible reality. The 8,000-square-foot Lab brings together people, resources, and tools to support hands-on curricular and co-curricular programming to support maker culture on campus. The Fimbel Lab features 3D printers, laser cutters, soldering stations, a vacuum former, a vinyl cutter, a wood- and metal-working shop with hand and power tools, and other tools such as sewing machines. This broad array of tools and the Lab's collaboration and work spaces are used by students and faculty from across the curriculum in academic courses, workshops, and events to explore the role of designing and making objects and other products, deepening maker culture on campus.

The Science Center includes labs dedicated to molecular biology, analytical chemistry, advanced electronics and optics, and geoprocessing. In the Science Center, students benefit from hands-on work with sophisticated instrumentation often reserved for graduate students at other institutions, such as the scanning and transmission electron microscope. The equipment inventory includes a solar greenhouse, spinning disc and laser scanning confocal microscope, nuclear magnetic resonance spectrometers, extensive genomics instruments, solar cell fabrication, and other instrumentation for characterization and fabrication of nanomaterials.

Other facilities at Mount Holyoke include a center for foreign language study, two theaters for theater performances, a 250-seat auditorium for music performance, specialized computer labs, the 900-seat Abbey

Chapel with its Interfaith Sanctuary, a meditation garden and teahouse, a facility offering child care and child study opportunities, and the Talcott Greenhouse, a 6,000-square-foot complex used for teaching, research, ornamental display, and plant propagation.

Mount Holyoke's library has a physical library collection of more than 800,000 volumes and provides access to many thousands of ebooks, articles, and video online. In addition, it shares a catalog with other members of the Five College Consortium; the combined collections provide students and faculty with direct access to more than 10 million physical volumes. The library also features several innovative multipurpose venues for collaboration, research, and technology support.

The Mount Holyoke College Art Museum is among the nation's leading collegiate art museums, with a comprehensive permanent collection encompassing more than 24,000 works of art, decorative art, and material and visual culture from around the world and through time. The museum offers students work/study and internship opportunities, functions as a "cultural laboratory" for the campus, is actively used in teaching by faculty and students, and brings to the community imaginative and diverse exhibitions that often attract significant national media attention.

Kendall Sports and Dance Complex houses a swimming pool and a diving well, a gymnasium with basketball, volleyball, and badminton courts, a weight room and cardiovascular area, as well as a one-acre field house with indoor track and tennis courts, squash courts, racquetball courts, studios for dance, aerobics, yoga, and other activities, and a dance performance theater. The College's outdoor track and field facility features a multipurpose synthetic turf field with lights, surrounded by an eight-lane track with a ten-lane straightaway. Adjacent are the outdoor soccer field and tennis courts. The College's 4,750 square foot boathouse is situated on the nearby Connecticut River. The equestrian center, one of the nation's largest collegiate facilities, features a 69-stall barn, a large outdoor all-weather footing show arena, a permanent dressage arena, two indoor arenas, all-weather turnout paddocks, hunt field and a full cross country course through 120 acres of woods, fields, and streams. The Orchards, Mount Holyoke's 18-hole championship golf course, was designed by the legendary Donald Ross and was the site of the 2004 U.S. Women's Open.

## Statement of Nondiscrimination

Mount Holyoke College is a women's college that is gender diverse. The College is committed to providing equal access and opportunity in employment and education to all employees and students. In compliance with state and federal law, Mount Holyoke College does not discriminate on the basis of race, ethnicity, color, genetic information, sex, national or ethnic origin, religion, age, physical or mental disability, marital status, sexual orientation, pregnancy, gender identity or expression, ancestry, veteran or military status, or any other legally protected status under federal, state or local law.

## State Authorization Reciprocity Agreement

### Notice for Out-of-State Distance Learning Students

Mount Holyoke College has been approved to participate in the National Council for State Authorization Reciprocity Agreements (SARA). SARA is a voluntary, regional approach to state oversight of postsecondary distance education. As a SARA-approved institution, Mount Holyoke College is authorized to offer online courses in each state that is part

of the agreement without having to get approval from each state individually.

Mount Holyoke College out-of-state distance learning students residing in a SARA state may file a complaint with the Massachusetts Department of Higher Education or with a state agency in the state in which they reside. Students must first attempt to resolve their complaint using internal administrative procedures offered by Mount Holyoke College. After all administrative remedies have been exhausted with Mount Holyoke College, the student may submit a SARA Complaint via the link below.

Learn more about the SARA complaint process (<https://nc-sara.org/student-complaints/>)

Access the Massachusetts Department of Higher Education SARA Complaint form (<https://www.mass.edu/foradmin/sara/complaints.asp>)



# UNDERGRADUATE LEARNING GOALS AND DEGREE REQUIREMENTS

## Overview

The undergraduate degree Mount Holyoke confers is the bachelor of arts (A.B.) degree. The College also offers the master of arts in teaching (M.A.T.) degree and several dual-degree and certificate options.

The undergraduate learning goals and degree requirements are detailed in this section. To receive a Mount Holyoke College bachelor of arts degree, students must fulfill all requirements described. Any request for individual variations from this curriculum must be made to the Academic Administrative Board; students initiate the request process by meeting with their academic dean.

Students seeking a Mount Holyoke College A.B. pursue a rigorous, well-rounded course of study that includes work in the humanities, science and mathematics, and social sciences. The College's distribution requirements encourage students to explore new areas of interest. Students must also demonstrate fundamental skills in a foreign language, as well as awareness of multicultural perspectives. The undergraduate program is a residential, in-person program.

The College's graduation requirements for the A.B., as detailed in this section of the catalog, were revised by the faculty in 2014. They apply to all students graduating after May 2014 as long as they either entered the College after Fall 2011 or were active students in Spring 2014. Alumnae and other students who entered prior to Fall 2011 should consult the catalog applicable to their entrance year for requirement information.

This section includes:

- The undergraduate learning goals (p. 8)
- Requirements for the Bachelor of Arts degree:
  - Credit requirements (cumulative and outside the major), the Residency requirements, and minimum GPA (p. 9)
  - First-year seminar (p. 9)
  - Foreign language, ancient or modern (p. 9)
  - Multicultural perspectives (p. 9)
  - The distribution requirements (p. 10)
  - Physical education (p. 10)
  - The major (p. 10)
  - Additional options (p. 10)
- Information about graduation and graduation honors (p. 11)

The requirements for graduate degrees are detailed in the Professional and Graduate Education section of the catalog (p. 390).

Undergraduate students are also encouraged to review the regulations on double-counting courses (p. 28) to meet multiple degree requirements and the regulations governing the election of the Ungraded Option (p. 28) instead of letter grading.

## Learning Goals of the Mount Holyoke Curriculum

### College-wide Learning Goals

The faculty have articulated the following learning goals as the overall College-wide learning goals for undergraduate students.

By combining the proven strengths of a liberal arts education with the transformative power of experiential learning, the Mount Holyoke College liberal arts experience provides the best foundation for citizenship and career in a global world. Audacity, creativity, determination, excellence, leadership, and commitment to the common good are the hallmarks of a Mount Holyoke education. As the oldest continuing women's college in the world and one of the most diverse liberal arts colleges in the nation, Mount Holyoke produces analytical, confident, creative, and independent thinkers who make a difference in the world. Mount Holyoke offers its students a compelling invitation to embrace complexity, cultivate curiosity, and nourish habits of lifelong learning. Our students learn the diverse practices of social, ethical, personal, and environmental stewardship and responsibility. The Mount Holyoke curriculum is designed to encourage students to:

1. Think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments.
2. Acquire depth, methodological expertise, and historical understanding in a discipline.
3. Develop intellectual breadth through study across disciplines and different modes of inquiry.
4. Develop the ability to write and speak confidently and effectively.
5. Engage in artistic forms of expression.
6. Acquire quantitative and technological capabilities.
7. Develop skills in more than one language and engage with cultural communities other than their own.
8. Conduct independent or collaborative research incorporating diverse perspectives and skill sets.
9. Apply the liberal arts through experiential learning in work and community environments.
10. Learn practices of self-assessment and reflection for academic, personal, and career growth.

### Learning Goals for Areas of Study

- Africana Studies (p. 49)
- Ancient Studies (p. 51)
- Anthropology (p. 53)
- Architectural Studies (p. 61)
- Art History (p. 65)
- Art Studio (p. 71)
- Astronomy (p. 84)
- Biochemistry (p. 86)
- Biological Sciences (p. 89)
- Chemistry (p. 99)
- Classics (p. 107)
- Computer Science (p. 113)
- Critical Race and Political Economy (p. 120)
- Critical Social Thought (p. 132)
- Dance (p. 137)
- Data Science (p. 146)
- East Asian Studies (p. 149)
- Economics (p. 151)
- English (p. 163)

Environmental Studies (p. 180)  
 Film, Media, Theater (p. 189)  
 French (p. 217)  
 Gender Studies (p. 221)  
 Geography (p. 233)  
 Geology (p. 237)  
 German Studies (p. 242)  
 Greek (p. 249)  
 History (p. 250)  
 International Relations (p. 260)  
 Italian (p. 264)  
 Jewish Studies (p. 268)  
 Latin (p. 272)  
 Latin American Studies (p. 274)  
 Mathematics (p. 280)  
 Middle Eastern Studies (p. 285)  
 Music (p. 287)  
 Neuroscience and Behavior (p. 305)  
 Philosophy (p. 309)  
 Physics (p. 324)  
 Politics (p. 339)  
 Psychology (p. 329)  
 Psychology and Education (p. 350)  
 Religion (p. 357)  
 Romance Languages and Culture (p. 364)  
 Russian and Eurasian Studies (p. 366)  
 Sociology (p. 371)  
 South Asian Studies (p. 376)  
 Spanish (Hispanophone Studies) (p. 378)  
 Statistics (p. 385)

## Credit Requirements: Cumulative, Residency, and Outside the Major

### Cumulative Credits

Every student must complete 128 semester credits. A normal schedule is four 4-credit courses per semester, each course meeting from one to four times a week. Toward the 128 credits required for graduation, a student may apply a maximum of:

- 16 credits of independent study and honors work.
- 12 credits earned from any combination of Mount Holyoke curricular support courses (CUSP) and Mount Holyoke, Five College, or transferred non-liberal arts courses, whether taken before or after the student's matriculation at the College.

Transfer credit limits are detailed with other transfer information (p. 27) in the Academic Regulations section of the catalog.

### Residency Credits and Semesters

Sixty-four of the 128 credits must be taken while at Mount Holyoke during the sophomore, junior, and senior years. Also during those years, students must be registered at Mount Holyoke for a minimum of four semesters. No programs abroad or away from Mount Holyoke count toward the Residency requirement, including Mount Holyoke's own study abroad programs or exchange programs. Courses taken through the Five College Interchange (p. 26) during Fall and Spring semesters while at Mount Holyoke do count towards the residency requirement.

## Outside the Major Credits

At least 68 credits of the 128 required for the degree must be in courses outside the student's major field of study unless the student elects and completes a second major, a Special (interdisciplinary individually-designed) major, or a designated interdisciplinary major (p. 10).

## Minimum G.P.A.

Students must have a minimum cumulative grade point average of 2.00 to graduate. Full details on the grading system and related options (p. 28) are found in the Academic Regulations section of the catalog.

## A First-Year Seminar

All entering first-year students must complete a First-Year Seminar in their first semester at Mount Holyoke. Transfer students and Frances Perkins Scholars who enter with sophomore or junior standing are exempt from this requirement, although they may elect to take a First-Year Seminar particularly when one is offered at the 200-level in their entering semester.

The First-Year Seminar Program welcomes students to Mount Holyoke College, inviting them to join in the pleasure of an intellectually adventurous education in the liberal arts. In these small, discussion-based seminars, students work with faculty to achieve the first Learning Goal of the Mount Holyoke curriculum, which will form the foundation for their education here: the ability to think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments. All first-year seminars are writing-intensive.

First-year seminars do not meet other graduation requirements and must be approved courses at Mount Holyoke. They are all offered under the FYSEM subject designation.

## Foreign Language, Ancient or Modern

Each student must complete one course in a language other than English that has been designated to satisfy the College's Language requirement.

In the case of a student whose first language is not English, an exemption may be granted by the Dean of Studies to those with at least one of the following:

- documented attendance at a secondary school for at least one year at which instruction was conducted in a language other than English.
- documented attendance at a secondary school outside of the U.S. where the language of instruction was English, but the student elected a language or literature course taught in the student's native language.
- an O-level, A-level, or GSCE language result (for students from India, this would be a Grade X or Grade XII) or an official record of satisfactory completion of a college-level language or literature course in the student's native language.

A course used to fulfill the language requirement may not also be used to fulfill a distribution requirement (e.g. Humanities), though it may be applied to any other requirement. Further information about the regulations on double-counting courses (p. 28) is available in the Academic Regulations chapter.

## Multicultural Perspectives

Each student must complete one 4-credit course designated as meeting the Multicultural Perspectives requirement. Mount Holyoke's

Multicultural Perspectives Requirement encourages students to engage intellectually with the complexities of the world and its peoples. Multicultural Perspectives courses are devoted primarily to the study of some aspect of:

1. the peoples of Africa, Asia, Latin America, and the Middle East; or
2. peoples of color in Australia, Europe, or North America; or
3. peoples in North America whose primary language is other than English.

The course must incorporate a diversity of perspectives.

With the approval of the Dean of Studies, a course taken off-campus may be used to fulfill this requirement.

The course applied to satisfy the Multicultural Perspectives requirement may also count towards another graduation requirement. Further information about the regulations on double-counting courses (p. 28) is available in the Academic Regulations chapter.

## The Distribution Requirements

Every student must complete one designated course in each of these three curricular divisions:

- Division I: Humanities
- Division II: Science and Mathematics
- Division III: Social Sciences

These courses must carry at least 4 credits within one semester and be designated as fulfilling the distribution requirement.

A course used by a student to fulfill any distribution requirement may not also be used to fulfill the language requirement, though it may be applied to any other requirement. Further information about the regulations on double-counting courses (p. 28) is available in the Academic Regulations chapter.

Independent study (295 and 395 courses) will not satisfy any distribution requirement.

Students seeking to fulfill distribution requirements with courses taken at another institution must obtain approval from the appropriate department chair at Mount Holyoke on a permission form (<https://www.mtholyoke.edu/sites/default/files/registrar/docs/permission.pdf>).

## Physical Education

Students must earn 4 physical education units. These are expected to be completed within the student's first four semesters at the College.

Students admitted as transfer students or as Frances Perkins Scholars need only complete 2 physical education units at Mount Holyoke, as they receive a waiver of the other 2 physical education units expected of all undergraduates.

Physical education units are not academic credits and do not count toward the 128 academic credits required to graduate. Satisfactory completion of physical education units is noted on students' transcripts as an S grade followed by the number of physical education units earned, such as: S1, S2.

## The Major

Every student must complete a major. Each student must declare their major in the sophomore year no later than the end of the eighth week of

classes of the second semester. At that time, with the help of a faculty advisor, the student will create a careful academic plan for the next two years. Students declaring Special (self-designed majors) have one additional year beyond the usual deadline to finalize their written plan, as noted below. A student may file a change of major request with the Registrar at any time, provided there is time to complete the program before graduation.

The major may be of any of these three types:

- *Departmental Major.* Departmental majors require at least 32 credits in the major field, including a minimum of 8 credits in advanced work at the 300 level. Students with single departmental majors must also complete the "outside the major" requirement, so must complete at least 68 credits in course work outside their major field of study.
- *Interdisciplinary Major.* Interdisciplinary majors can be declared in the following areas of study: Africana studies, biochemistry, classics, critical social thought, data science, environmental studies, East Asian studies, international relations, Latin American studies, Middle Eastern studies, neuroscience and behavior, psychology and education, Romance languages and cultures, Russian and Eurasian studies, and South Asian studies. Interdisciplinary majors are structured enough to emphasize the central theme of a topic of study, but flexible enough to allow for a range of interest within a given topic. Their requirements include a minimum of 40 credits in the approved program. At least 12 credits must be at the 300 level, divided between two or more departments or programs. Students who declare one of these interdisciplinary majors or a special major automatically fulfill the "outside the major" requirement. Note: the majors in ancient studies, in critical race and political economy, in gender studies, and in film, media, theater are interdisciplinary in nature, but students in these majors do not automatically fulfill the "outside the major" requirement.
- *Special Major.* Students whose interests cross department lines in an area for which no interdisciplinary major exists may plan a special major incorporating work in two or more departments. Students must work closely with faculty advisors to create a plan that is academically and educationally rigorous. A written plan must be submitted to and endorsed by two members of the faculty and the academic dean for the senior class. The plan must be submitted no later than the end of the eighth week of classes of the second semester of the student's junior year. Students must earn a minimum of 40 credits in the approved program. At least 20 credits must be at the 300 level, divided between two or more departments. Students who declare a special major automatically fulfill the "outside the major" requirement.

Current majors offered by the College are included on the Areas of Study list (p. 45). Regulations governing the double-counting of courses (p. 28) towards a major and any other degree requirements are available in the Academic Regulations chapter.

## Additional Options

In addition to their major, students may also elect – but are not required – to complete any number (or none) of the following:

- a second major or a minor (but not both a second major and a minor),
- a Five College certificate, and/or
- a Nexus program.

No course used to fulfill a requirement in a student's major may also be used to fulfill a requirement of the student's minor, though a course may

be applied to both a minor and a certificate and/or a Nexus. See complete details regarding double counting (p. 28) in the Academic Regulations section of the catalog.

The specific requirements of each minor, Nexus program, and certificate are detailed in this catalog. Current minors, Nexus programs, and certificates offered by the College are included on the Areas of Study list (p. 45).

A student's minor or certificate must be approved by a designated member or members of that department or program if any of the courses to be applied to it are done elsewhere, if it differs from requirements outlined in the catalog, or if the proposed minor department or program so specifies.

## Graduation

### Awarding of Degrees

Each candidate for graduation is personally responsible for obtaining clearance for graduation from the registrar. Also, all graduating students should be sure to meet all required financial obligations to the College as prescribed by Student Financial Services, to ensure eligibility to receive their diplomas and continued access to official transcripts.

Mount Holyoke College confers degrees three times per year: on dates in October, March, and during the annual Commencement ceremony in May. Students completing all degree requirements and having their degrees conferred in May, as well as those whose degrees were conferred the preceding October or March, are invited to participate in the May Commencement ceremony -- unless they had participated, through exception criteria, in the previous May's ceremony.

The exception criteria allow undergraduate seniors to apply to participate fully in Commencement exercises before their actual degree conferral if they have completed at least 120 credits towards the Mount Holyoke degree (108 if they had been a spring admit) and have a solid plan, approved by the Registrar, for completing their remaining requirements. There is a formal application process to apply for early participation in Commencement. Students interested in participating through this exception route in lieu of participating after they have completed all degree requirements should contact the Registrar's Office in the winter of their senior year for application procedures. If approved, these early participants will robe, process into the Commencement ceremonies and sit with the graduating students, have their names called and cross the stage individually like the graduating students, though they will neither actually graduate on that date nor receive their diplomas. These students are then ineligible to participate at all in the following year's Commencement and Commencement weekend activities, since they participated the year before.

No student can participate in the Commencement ceremony or any degree conferral if they are currently suspended or withdrawn from the College. The only students eligible to participate in the May Commencement ceremony are those who have completed the degree requirements in May and are having their degrees conferred that day, those whose degrees were conferred the preceding October or March, and those officially approved for early participation.

### Honors

The degree is awarded *cum laude* on the basis of a 3.50 cumulative average, *magna cum laude* on the basis of a 3.75 cumulative average, and *summa cum laude* on the basis of a 3.75 cumulative average and the completion of an exceptional honors thesis or project. Students

who complete a satisfactory honors thesis or project will receive the degree with honor in the department in which the thesis was completed. Students who complete an excellent honors thesis or project will receive their degree with high honor in the department in which the thesis was completed. Those who graduate *summa cum laude* or with high honor in their major department are called Mary Lyon Scholars. Students in approximately the top 15 percent of the class at the end of sophomore year (with two years of work at Mount Holyoke) are designated Sarah Williston Scholars.

Recognition of academic excellence may include election to the following honorary societies: Phi Beta Kappa for excellence in the liberal arts and sciences (the Mount Holyoke chapter was established in 1905); Sigma Iota Rho for scholarship and service in international relations; Sigma Pi Sigma for outstanding scholarship in Physics; Mu Sigma Rho, the national honor society for statistics, and Delta Phi Alpha for excellence in the study of German.

### Graduation Rate

As per Public Law 101-542, The Student Right to Know and Campus Security Act, graduation rate information is available from the Mount Holyoke College Factbook (<https://www.mtholyoke.edu/why-mount-holyoke/glance/factbook/>) published by the Office of Institutional Research.

# OTHER PROGRAMS AND RESOURCES

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Other Degree and Certificate Programs (p. 12)

Special Programs and Resources (p. 15)

The Five College Consortium (p. 20)

Academic and Career Advising (p. 22)

## Other Degree and Certificate Programs

Other Undergraduate Degree Programs (p. 12)

Graduate Degree Programs (p. 12)

Certificate and Licensure Programs (p. 13)

Bachelor's/Master's Accelerated Programs (p. 13)

Nonmatriculated Students and Auditors (p. 14)

## Other Undergraduate Degree Programs Dual-Degree Programs

Mount Holyoke offers several undergraduate dual-degree opportunities described below. (If instead, you are seeking information about credit received at other institutions, see the transfer credit information (p. 27) in the Academic Regulations chapter.)

### Engineering

Mount Holyoke participates in the following dual-degree engineering programs, allowing students to earn two bachelors degrees in five years. For each of them, it is important to begin planning in the first year. For more information about the dual-degree engineering programs, visit the programs' website (<https://www.mtholyoke.edu/academics/find-your-program/dual-degree-engineering-programs/>).

The Nexus in Engineering (p. 161) program is also offered, preparing science or math majors for future graduate work in engineering or employment in engineering-related fields.

### Thayer School of Engineering at Dartmouth College

Students who choose the Dartmouth dual-degree engineering program spend their junior year at Dartmouth College taking engineering courses. They return to Mount Holyoke for their senior year and earn their A.B. from Mount Holyoke. Following graduation, students spend an additional year at the Thayer School to be eligible to earn a bachelor's of engineering (B.E.). Admission to the program is through both an internal Mount Holyoke application for the dual degree and a direct application to Thayer.

### California Institute of Technology (Caltech)

Admission to Caltech is through its admission committee. Accepted students will spend their fourth and fifth years at Caltech and, after successful completion of that program, will receive both a bachelor of science degree from Caltech and the bachelor of arts from Mount Holyoke.

### School of Engineering at UMass Amherst

This program allows a Mount Holyoke student to earn a second bachelor's degree, in engineering, to be awarded by the University of

Massachusetts, in the year following graduation from Mount Holyoke. Students may major in chemical, civil and environmental, electrical, industrial, mechanical, or computer systems engineering.

Ordinarily, the student will spend the junior year at UMass, registered in the appropriate engineering courses through Five College cross-registration. After the fourth year at Mount Holyoke, the student will attend UMass for the fifth year. The programs in computer and electrical engineering require three years at Mount Holyoke followed by two years at UMass. The program is administered by an advisory committee consisting of one member from each participating MHC science department, including mathematics/statistics, as well as a similar committee at UMass, consisting of one member from each participating engineering department.

A student pursuing the dual-degree program must have an MHC advisor from the committee and a UMass advisor no later than the fall of the sophomore year. In consultation with these advisors, the student maps out a plan of study for the sophomore, junior, senior, and postsenior years. The plan must satisfy all graduation requirements at both schools and be approved by both advisors.

## The Second Bachelor's Degree

Mount Holyoke welcomes students interested in earning a second bachelor's degree. Candidates must submit an official college transcript with conferred degree verification, an autobiographical essay, a proposed plan of study, and two letters of recommendation.

Candidates for a second bachelor's degree are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans.

Candidates seeking to earn a second bachelor's degree must spend a minimum of four semesters at Mount Holyoke. They must earn a minimum of 64 Mount Holyoke academic credits (beyond their first undergraduate degree), and complete College and distribution requirements, as well as the requirements of their declared major.

Applicants should contact the Office of Admission for details about the application process.

Applications are accepted throughout the academic year. Two entrance dates are available: September and late January, with a preferred application deadline of March 1 for fall entrance and November 15 for spring.

## Graduate Degree Programs Master of Arts in Teaching

Mount Holyoke, through its Professional and Graduate Education division, offers three different programs issuing a Master of Arts in Teaching degree: the Master of Arts in Teaching (p. 392) program referred to as the "M.A.T. program", the Master of Arts in Mathematics Teaching (p. 407) program referred to as the "M.A.M.T program", and the Master of Arts in Teacher Leadership (p. 411) program referred to as the "M.A.T.L program".

The Committee on Graduate Work — consisting of the dean of studies and representatives from each program offering graduate work — approves thesis proposals and theses, adjudicates petitions for exceptions and waivers to the requirements, and reviews graduate requirements and procedures, forms, fees, and stipends. Each program has a graduate advisor, appointed by the department.



## Certificate and Licensure Programs

### Teacher Licensure Programs

Students completing Mount Holyoke teacher licensure programs are eligible to apply for a Massachusetts (and NASDTEC Interstate Contract) "initial" license. Undergraduate students may pursue licensure in the areas listed in Psychology and Education (p. 350). For additional information about undergraduate Mount Holyoke College Teacher Licensure Programs, please see the Teacher Licensure Programs page (p. 352) within Psychology and Education.

The Master of Arts in Teaching (p. 392) (M.A.T.) allows graduate students to pursue initial teacher licensure as part of the program. Graduate students who wish to independently pursue additional license types can gain preparation through add-on licensure (p. 420) coursework. More information on the M.A.T. and special education are found in the Professional and Graduate Education chapter (p. 390).

### International Visiting Student Program

International students who wish to study in the United States for a period of one semester or one year may apply as an International Visiting Student. Attending Mount Holyoke as a non-degree-seeking student provides an excellent opportunity to explore a particular field of study in depth, to explore a wide range of disciplines, and to become familiar with the United States and its educational system.

For more information, visit the Admission website (<http://www.mtholyoke.edu/admission/>).

### Certificate for International Students

Exchange students and international guest students who are enrolled in nondegree programs may select courses that will enable them to qualify for the Certificate for International Students. The program requires a minimum of one year in residence and a cumulative grade point average of 2.0 for 20 credits of work.

Students may earn a certificate in general studies or in a particular field, such as international relations or English. Students may choose a field from any of the majors or minors offered at the College and may want to consult with their academic advisor about their course selections.

Students choosing to earn a certificate in a specific field must complete at least 12 of 20 credits of graded course work in that field with satisfactory academic standing. Students who complete their program of study with a cumulative average of 3.5 or better receive the certificate with distinction. For more information about international student programs, contact the McCulloch Center for Global Initiatives at 413-538-2072.

## Bachelor's/Master's Accelerated Programs

Mount Holyoke collaborates with several institutions offering our undergraduate students accelerated paths towards Master's degrees.

### Accelerated Master's Degrees at University of Massachusetts Amherst

The accelerated master's degree option is designed to enable students as early as the junior year of study at Mount Holyoke to seek an "early" (conditional) offer of admission into a broad array of specific master's degree programs at the University of Massachusetts Amherst. The requirements for the bachelor's and master's degrees remain unchanged.

The standard application procedures for admission to graduate programs at the University apply to the Accelerated Master's Degree Option as well. Qualifying Mount Holyoke students are encouraged to apply by November 30 of their junior year and receive a conditional admission to the Accelerated Master's Degree Option in either the fall or spring. At their discretion, these University programs may also consider applications at any point during the student's junior or senior year. The admission to the graduate program remains conditional until the applicant completes the baccalaureate degree and fulfills both the University's Graduate School and the graduate program's requirements for admission.

Students begin their master's coursework by taking courses through the Five College interchange after admission to the program. Graduate level tuition and fees will be charged by the University each semester after completion of the bachelor's degree and matriculation as a graduate student.

Further information is available on the University's website: general information (<https://www.umass.edu/graduate/policies/accelerated-masters-degree-option/>) and search for particular programs ([https://www.umass.edu/graduate/programs/?program\\_id=113](https://www.umass.edu/graduate/programs/?program_id=113)) by the "Accelerated" degree type.

### Latin American Studies Program, Five-Year Cooperative Degree Program, Edmund A. Walsh School of Foreign Service at Georgetown University

This five-year cooperative degree program offers exceptional undergraduate students at selected institutions the opportunity to complete the requirements of both the bachelor's degree and the master of arts degree in Latin American Studies at Georgetown within a five-year period. Qualified Mount Holyoke students should declare their interest in the cooperative degree program during their junior year and apply by May 1 of their senior year. Applicants should have demonstrated academic strength in Latin American content. For more information, contact the Chair of Mount Holyoke's Spanish, Latina/o, and Latin American Studies department. The contact person at Georgetown University is Julie Walsh, [walshje@georgetown.edu](mailto:walshje@georgetown.edu).

### Graduate Institute of International and Development Studies in Geneva

Mount Holyoke College offers a program with the Graduate Institute of International and Development Studies (<http://graduateinstitute.ch/home.html>) to allow a small number of students to earn a Bachelor of Arts degree from Mount Holyoke and a Master of Arts degree from the Graduate Institute of International and Development Studies in Geneva Switzerland in five years, instead of the usual six years.

Participating Mount Holyoke students will spend the fall semester of their senior year at the Graduate Institute in Geneva participating there in the first semester of the M.A. program. They will return to Mount Holyoke for the spring semester of their senior year and for graduation and then return to the Graduate Institute in Geneva for a fifth year of study to complete their Master's degree.

The Graduate Institute offers interdisciplinary master's programs in international affairs and development studies; these are the programs most suitable for Mount Holyoke students. The Institute also offers disciplinary master's programs in anthropology and sociology, international history, international economics, political science/ international relations, and international law.



The Graduate Institute offers an interdisciplinary master's program in international and development studies (MINT); this is the program most suitable for Mount Holyoke students, due to their liberal arts/interdisciplinary preparation. The MINT program focuses on global challenges and their systemic dynamics. Through a combination of scientific excellence, transdisciplinarity, and critical thinking, the program prepares future professionals and decision makers open to the world and able to understand and embrace complexity. Students choose a specialization from:

- Conflict, Peace and Security
- Environment and Sustainability
- Gender, Race and Diversity
- Global Health
- Human Rights and Humanitarianism
- Mobilities, Migrations and Boundaries
- Sustainable Trade and Finance

The Institute also offers disciplinary Master's programs in anthropology and sociology, international history, international economics, political science/international relations, and international law.

The vast majority of classes at the Institute are taught in English. Students with limited or no French have to study French as part of their program. To be eligible for this program, Mount Holyoke students must have a GPA of at least 3.5, must have completed 96 credits of course work by the end of their junior year, and should ordinarily be at Mount Holyoke during their junior year. Students applying for one of the Master's programs must submit the College's Request to Study Abroad in my.mtholyoke and the separate application for Geneva (<https://www.mtholyoke.edu/academics/find-your-program/joint-bama-program-geneva/>) to Mount Holyoke by November 30. Mount Holyoke will select the students to be recommended to the Graduate Institute, and students will need to apply to the Institute by January 15.

The fall semester of the senior year is treated like a study abroad program. For fall 2022, Mount Holyoke students pay a program fee of \$11,400 which covers tuition at the Graduate Institute. In addition, students are responsible for living expenses, airfare, books, etc. Room and board are estimated at CHF 1,800/month. Students are eligible for Laurel Fellowships depending on their financial need. Students who have already received Laurel funding for a semester abroad are generally not eligible to apply for Laurel funding again. During the fifth year of study, students are responsible for covering tuition to the Graduate Institute as well as room and board and other incidental costs. The total cost for the fifth year is estimated at CHF 26,000. This includes tuition, room, and board and other expenses.

More information (<https://www.mtholyoke.edu/academics/find-your-program/joint-bama-program-geneva/>) is available from the McCulloch Center for Global Initiatives.

## Nonmatriculated Students

Graduate courses for nonmatriculated students are offered through Professional and Graduate Education (p. 390) and include workshops, seminars, institutes (p. 428), and other programming.

Mount Holyoke also usually admits a small number of students each semester to enroll in undergraduate courses for credit as nonmatriculated (non-degree) undergraduate students. All admitted nonmatriculated undergraduate students register for undergraduate courses on a space-available basis with the approval of

the registrar and the instructors of those courses. All undergraduate nonmatriculated students are subject to the academic regulations governing undergraduate students. An official transcript of their course work is maintained. They participate fully in the courses they were approved to take and qualify for student privileges related to their course enrollment. However, they do not share all campus privileges. For example, they are not eligible for on-campus housing nor for advising services.

Non-matriculated undergraduates may be admitted from the following groups:

- *Mount Holyoke College Employees, Spouses, and Dependents:* Mount Holyoke College employees, spouses, same-sex domestic partners, and dependent children may enroll in up to one course per semester at the College without tuition charge. Other course fees (e.g. laboratory, etc.) are paid by the employee. Tuition waivers are not available for courses offered by the Mount Holyoke Professional and Graduate Education (PaGE) program. Credit-bearing PaGE courses taken by employees may be eligible for the tuition reimbursement benefit; eligibility for this benefit is determined by Human Resources. Interested employees should review the Tuition Benefits ([https://my.mtholyoke.edu/HumanResources/Documents/Forms/Tuition%20Benefits.aspx?\\_ga=2.174092770.1115798967.1659984764-1556106209.1601496778](https://my.mtholyoke.edu/HumanResources/Documents/Forms/Tuition%20Benefits.aspx?_ga=2.174092770.1115798967.1659984764-1556106209.1601496778)) section of the staff handbook and contact Human Resources at 413-538-2503 to apply.
- *High School Students:*
  - Students from South Hadley High School are frequently admitted to take up to one undergraduate course per semester at the recommendation of the school's guidance counselor. Tuition is waived for eligible students. Interested students must contact their guidance counselor and submit a letter of reference from South Hadley High School, their most recent high school transcript, and an application form.
  - Pioneer Valley Performing Arts (PVPA) High School typically selects up to two students per semester to take one undergraduate course each with tuition waived. Interested students must contact their guidance counselor and submit a letter of reference from PVPA, their most recent high school transcript, and an application form. Additional PVPA students, beyond the two selected by their school, are eligible to take one course per semester at 50% of the per-credit tuition for the course.
  - High school students other than those from South Hadley High School and PVPA are not typically eligible to take courses at Mount Holyoke College, but they may apply and would be required to pay full per-credit tuition prior to registration. Interested students should contact the Office of the Registrar ([registrar@mtholyoke.edu](mailto:registrar@mtholyoke.edu) or 413-538-2025).
- *Twelve College Exchange Students:* Students from participating Twelve College institutions may attend Mount Holyoke for a semester or a year. Interested students should first seek information from their home campus, then contact Kat Eldred in the Office of Academic Deans at 413-538-2855.
- *Undergraduate students from other Colleges and Universities:* Students on leave from other colleges may be approved to take coursework at Mount Holyoke College. Tuition must be paid in full prior to registration. Interested students should contact the Office of the Registrar ([registrar@mtholyoke.edu](mailto:registrar@mtholyoke.edu) or 413-538-2025) for an application form. Students must provide the completed application,

an official transcript from their home institution, and a letter of good standing from their dean at their home institution indicating that the student may take classes at Mount Holyoke.

- *Education Teacher Waiver*: Local teachers who have mentored Mount Holyoke licensure students' student teaching in their classrooms within the past year are eligible to take up to four credits of coursework (undergraduate or graduate courses) in the next academic year. Interested teachers should contact the Office of the Registrar (registrar@mtholyoke.edu or 413-538-2025) to apply.

## Auditors

A degree student at Mount Holyoke or at one of our partner institutions in the Five College Consortium may audit a Mount Holyoke undergraduate course (outside of Mount Holyoke's PaGE program), if space is available and the student has the instructor's verbal permission to audit. The student and faculty member should agree on what level of participation is expected and allowed. In any case, no record will be kept of the audit and it will not appear on the student's transcript. Because no record will be kept, degree students don't need to complete any registration procedures for audits at Mount Holyoke. Students may not switch between audit and for-credit participation in a class after the usual deadline for Adding courses.

Qualifying employees of the College, their qualifying dependents, and Mount Holyoke retirees and emeriti are eligible to audit one course per semester. They must qualify by submitting an employee course registration form to the Human Resources Office. The form is available from the Human Resources Office and requires the signature of the course instructor to confirm his/her approval of the audit and that space is available.

Mount Holyoke alums and residents of South Hadley who have earned a high school diploma may be approved by the registrar to audit one or more undergraduate courses at the College. They must submit a completed Application for Auditing to the Registrar's Office by the end of the second week of classes. Any course(s), other than those offered by Mount Holyoke Professional and Graduate Education, may be approved for audit but only if there is space available and the auditor has the instructor's signed permission.

Auditors may be assessed fees for beginning language courses, dance courses, physical education courses, and studio art courses. These fees are due at the time of registration. (See also the Tuition and Fees (p. 34) chapter.)

## Auditing Privileges

- There is no record kept of audited courses at Mount Holyoke, no grade given, and no credits earned. Auditors will not be counted in the official enrollment of the course.
- Attendance is restricted to the meetings of the approved course. Auditors do not participate in other aspects of College life and do not qualify for other student privileges.
- Permission to audit authorizes class observance only. Beyond that, the character of an auditor's participation in a course rest with the instructor(s) of the course. Instructors are not required to review or grade any work completed by auditors.

Auditing privileges may be denied or revoked at any time. The College reserves the right to limit the number of courses audited by any one

person, to limit the total number of auditors on campus in a particular term, and to change this policy.

## Special Programs and Resources

Academic Centers, including: (p. 15)

- The Harriet L. and Paul M. Weissman Center for Leadership
- The Dorothy R. and Norman E. McCulloch Center for Global Initiatives
- The Leslie Miller and Richard Worley Center for the Environment

Library, Information, and Technology Services (LITS) (p. 18)

Internships and The Lynk (p. 18)

Other Programs and Resources, including: (p. 19)

- Foreign Languages at Mount Holyoke College
- Domestic Study Away
- Intersession
- Independent Study
- Honors Thesis
- Teaching and Learning Initiative

## Academic Centers

### The Harriet L. and Paul M. Weissman Center for Leadership

The Weissman Center for Leadership, established in 1999, supports student, faculty and staff in the development of leadership skills inside and outside the classroom. The Center's work is guided by four overarching themes: Inspiration, sparked by public events with renowned speakers; Capacity-building, to develop skills and confidence through leadership courses, experiential learning, conferences, and trainings; Mentoring and Networking on campus and across nonprofit, public service, and business realms to promote opportunities for professional success; and Reflection and Discovery, the foundation for perpetual leadership growth. The Center is home to four affiliated programs which enrich both the academic and co-curricular aspects of college life and prepare students for leadership:

- Community-Based Learning,
- Leadership and Public Service,
- Speaking, Arguing, and Writing, which includes English Speakers of Other Languages, and
- Teaching and Learning Initiatives.

The Passport to Leadership is an initiative that is coordinated by the Weissman Center. Any student, regardless of background or experience, can participate in challenging and transformative activities and experiences. Students with a Passport to Leadership are equipped to be effective communicators, wise decision makers, and reflective, flexible, and creative leaders. See the Center's website (<https://www.mtholyoke.edu/academics/centers-and-facilities/weissman-center-leadership/>) for more information.

### Community-Based Learning

The Community-Based Learning Program (CBL) enables Mount Holyoke students to engage with and learn from local communities in courses, fellowships, and independent study projects that combine analysis and

action. CBL enhances understanding of public concerns and fosters leadership, citizenship, organizing, and advocacy skills while advancing positive social change. CBL courses and independent studies bring together students, faculty, and area community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits for community partners. Working as interns with area organizations, CBL fellows work 8-10 hours/week to apply academic knowledge to concrete community challenges and offer creative solutions. CBL mentors support faculty teaching CBL courses by facilitating their community partnerships, monitoring field sites and providing in-class support to students. Students also pursue CBL research projects as independent studies for credit, in partnership with organizations and individuals in area communities. CBL fellows, mentors, and independent study/volunteer students enroll in concurrent CUSP-202 and CUSP-203 courses that facilitate reflective practice, collaboration, and networking, and build skills for community impact.

The CBL Program also manages the College's "Off-Campus Work-Study" program, in which students may choose to work in a community service position in one of the College's partner organizations in Holyoke, South Hadley, and the region. Eligible students must receive federal work-study funds as part of their financial aid packages, and must have completed a semester of work-study in an on-campus position.

See the CBL website (<https://www.mtholyoke.edu/academics/enhance-your-learning/community-based-learning/>) for more.

### **Leadership and Public Service**

The Weissman Center sponsors the Leadership and Public Service (LAPS) program for students interested in being part of the solution to problems in the world, their countries, or their communities, by running for public office, working for government at any level, or advocating for public policy. Inspired by the Women in Public Service Project, a collaboration of the U.S. State Department and the Sister Colleges, LAPS offers students experiential learning opportunities including internships in government offices and at national and state-based advocacy organizations; professional networking, site visits, and seminars on public policy in Washington, D.C. and other cities; and an opportunity for non-partisan training to run for public office or work on political campaigns.

See the LAPS website (<https://www.mtholyoke.edu/academics/enhance-your-learning/leadership-and-public-service/>) for more.

### **Speaking, Arguing, and Writing**

The Speaking, Arguing, and Writing Program (SAW) strives to empower students to be leaders who can think critically and creatively as well as to speak and write persuasively and effectively. SAW peer mentors partner with faculty in designated courses. SAW peer mentors also staff the SAW Center where they are available to students from across the disciplines for individual sessions. The SAW program offers campus-wide workshops; collaborates with other college offices to support writing, speaking, and leadership-related activities; offers a library of print resources and materials for students and faculty; and provides pedagogy resources for faculty.

In cooperation with the Department of English and embedded within SAW, the English Speakers of Other Languages program offers courses to support students who are multilingual or whose native language is not English, as well as individual or group-level support opportunities, and consultation for faculty. The SAW and ESOL program administrative offices are in the Weissman Center for Leadership in Dwight Hall. The SAW Center is also located in Dwight Hall. For more information, call 413-538-3428 or visit the SAW

website (<https://www.mtholyoke.edu/academics/academic-support/speaking-arguing-and-writing-program/>). To schedule an appointment at the SAW Center, visit [www.mtholyoke.mywconline.com](http://www.mtholyoke.mywconline.com) (<http://www.mtholyoke.mywconline.com>).

## **The Dorothy R. and Norman E. McCulloch Center for Global Initiatives**

We live in a world where capital and information cross national borders at growing speed, where unprecedented human development and technological achievements exist hand-in-hand with abject poverty, deprivation, and inequality within and among countries, where unchecked economic growth is posing a growing threat to the environmental balance sustaining human livelihood, and where homogenizing global forces draw into sharper relief cross-national and cultural differences in understanding the world and its challenges.

A liberal arts education has to prepare students for these challenges of the twenty-first century. Building on Mount Holyoke College's long tradition of international engagement, the McCulloch Center for Global Initiatives was founded in 2004 to unite Mount Holyoke's wealth of international programs and people and advance a coherent vision for education for global competence and citizenship. Through its far reaching initiatives, the center aims to weave engagement with a global world into the very fabric of a Mount Holyoke education. Some of the main initiatives are described below; more information is available at the Center's website (<https://www.mtholyoke.edu/academics/centers-and-facilities/mcculloch-center-global-initiatives/>).

### **Engagement with Global Issues on Campus**

Many departments and programs are already offering courses which investigate — from their own disciplinary vantage points — different dimensions of globalization and ask questions whose scope reaches beyond national boundaries. The center complements these offerings with initiatives that explore global issues, their origins, and their legacies from cross-disciplinary, cross-cultural, and cross-national perspectives.

### **Global Scholar-in-Residence Program**

The Carol Hoffmann Collins '63 Global Scholar-in-Residence program brings to campus renowned international experts who engage the community in dialogue on important issues through public lectures, classes, and informal gatherings. Daniela Schwarzer was the 2018 Carol Hoffmann Collins Global Scholar-in-Residence. A former member of the executive team of the German Marshall Fund of the United States and opinion page editor for the financial times, Dr. Schwarzer is the Otto Wolff Director of the Research Institute of the German Council on Foreign Relations in Berlin. Her focus was on the future of the European project, the end of the West, and global power shifts.

### **Learning Experiences Abroad**

Learning abroad proves to be a transformative experience for many students. Immersion in another country and culture encourages students to understand the world through a different lens and to question their own assumptions and beliefs. The McCulloch Center aggressively expands learning opportunities abroad for all Mount Holyoke students, through traditional study abroad as well as summer internships and research and mentored independent projects.

### **Study Abroad**

Each year about 200 Mount Holyoke students study for a semester or academic year at universities and programs around the world. Students may choose to study with a Mount Holyoke-sponsored or affiliated program or exchange, or with one of the 150 other programs that we approve in more than 50 countries. MHC currently offers programs and

exchanges for full year or semester study in China, France, Japan, Korea, Germany, and the UK, along with a summer program in China.

We expect each student to work closely with their faculty advisor in choosing the country and program that best fit into their plan of study. The McCulloch Center for Global Initiatives facilitates the application and approval process so that students are assured of receiving credit upon the successful completion of their program of study abroad. Though most students study abroad as juniors, study abroad in the sophomore year, or even the fall of senior year, is possible and sometimes fits better into a student's overall program.

Mount Holyoke does not charge home school fees for study abroad. Except for Mount Holyoke's own programs and exchanges, students pay program costs directly to their abroad university or program sponsor. Mount Holyoke charges an administrative fee of \$900 per semester of study abroad. Eligible students may use federal and state loans and grants toward the cost of study abroad. Because the majority of programs abroad cost less than a semester or year at Mount Holyoke, many students find that those resources, in addition to their family contribution, will be sufficient to cover their costs. For students whose family contribution and federal/state aid are not sufficient to cover the cost of study abroad, Mount Holyoke offers need-based Laurel Fellowships for for study on Mount Holyoke programs and exchanges as well as for approved programs and universities designated as "Laurel Preferred." Eligible students who are selected for most of Mount Holyoke's own programs and exchanges are guaranteed Laurel Fellowships, provided they apply by the deadline and meet all financial and academic criteria. Mount Holyoke typically approves more than 95 percent of qualified applicants for Laurel Fellowship funding. For more information about study abroad programs, Laurel Fellowships, the application process, and deadlines, visit the study abroad website (<https://www.mtholyoke.edu/academics/international-learning/study-abroad/>).

### International Internships

The McCulloch Center for Global Initiatives promotes opportunities for students to participate in international internships. The center maintains resources on experiential learning opportunities abroad and advises students on strategies for designing their own international internship. Additionally, the center sponsors the Mount Holyoke Connect-Global Internship Program (MHConnect Global), a network of funded internship opportunities available exclusively for Mount Holyoke College sophomores and juniors. Established through contacts of the Mount Holyoke community (alumnae, faculty, parents and friends of the College), these competitive internships provide students with unique connections and the opportunity to apply their analytical skills in a cross-cultural context. In the summer of 2019, 35 students were placed in MHC-IIP internships in 11 countries, including through internship "hubs" in Costa Rica and Ghana, while the McCulloch Center supported numerous other students for international self-designed internships, faculty-mentored research, and creative projects.

### Global Competence Award

The McCulloch Center offers a Global Competence Award to graduating seniors who have demonstrated significant achievements in learning another language, cultural immersion, global perspective taking and cross-cultural learning.

### International Diversity on Campus

Mount Holyoke College boasts a uniquely diverse international faculty and student body, which provides a powerful setting for education for global citizenship, in and out of the classroom, on a personal and

intellectual level. For more than 175 years, Mount Holyoke College has attracted students from many backgrounds and cultures. Currently, over 600 international students from over 70 countries attend Mount Holyoke. Most are studying toward a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as international exchange students or international guest students.

## The Leslie Miller and Richard Worley Center for the Environment

The Miller Worley Center for the Environment (formerly the Center for Environmental Literacy) was established in 1998 with the goal of making environmental literacy a central part of Mount Holyoke students' education through the use of the campus as a natural laboratory. In recognition of a generous gift from Leslie Miller and Richard Worley, the Center was renamed in 2010 the Leslie Miller and Richard Worley Center for the Environment.

The Center for the Environment prepares students to think critically, creatively, and globally — to tackle the worlds' most complex issues as environmental leaders. It advances a culture of sustainability and justice on campus and beyond through community building, programming that encourages environmental literacy, and opportunities for sustainable action and leadership in service of all generations. Situated within a world-class liberal arts college on an exceptional landscape in the heart of western Massachusetts, the Center promotes an inclusive, just, equitable, and anti-racist campus and society in all its programs.

### Sustainability

The Miller Worley Center encourages students to understand and study the connection between sustainability on campus and local and global communities — both in terms of the people moving through the institution and the resources it consumes. Mount Holyoke aims to foster a healthy environment with equitable distribution of resources by reducing the impact of human activity, implementing ethical economic development and promoting social justice. Recognizing that climate change is threatening people and ecosystems around the globe, and that without intervention, that impact will continue to escalate, the College has set a goal of Carbon Neutrality by 2037, the College's 200th anniversary. As an educational institution, Mount Holyoke is in a position to lead by educating students and the broader community on the science of climate change, as well as on the political, economic and social factors influencing it. The Miller Worley Center works across the College to advance sustainability as a core value in all aspects of the campus, including academic programs and research, campus planning and operations, co-curricular student opportunities, and engagement with the local community.

### The Campus as Living Laboratory

The Miller Worley Center manages Mount Holyoke's Campus Living Laboratory. Inspired by a diversity of ecosystems and a culture of sustainability, the living laboratory transforms Mount Holyoke's natural and built landscape into an exciting destination for hands-on, multidisciplinary undergraduate research and teaching. More than 300 acres of Mount Holyoke's 800-acre campus are an undeveloped nature preserve — of reservoirs, streams, forests, marshes, shrub wetlands, forested wetlands, pastures, meadows and vernal pools. This remarkable diversity of environments exists in close proximity to areas of rapid development, providing Mount Holyoke students with opportunities to



study a variety of ecological processes and their responses to human activities.

For decades, the Center has maintained several long-term water, climate and forest monitoring systems and routinely collects data on the rich array of environmental phenomena that occur in the College's undeveloped and built environments. These datasets are stored online in the College's Institutional Data Archive and are made publicly available. Various science courses use the datasets to study subjects ranging from weather and water quality to forest succession, biodiversity and community structure. Students can also use the Center's data for their own independent research projects.

### Internships and Grant Funding for Environmental Study

The Miller Worley Center offers curated internships and grant funding that provide students opportunities to explore environmental issues across disciplines, communities, cultures and landscapes while developing career skills and professional contacts. Miller Worley internships focus on topics from biodiversity conservation and ecological restoration to energy efficiency and sustainable agriculture, and the Center partners with a diverse group of local and national organizations to provide students both local and global opportunities. Grant funding enables students to travel to conferences, embark on environmental research projects, and promote campus sustainability initiatives. (Faculty curriculum development grants are also available through the Miller Worley Center.) Students are encouraged to integrate their Miller Worley curated internships and grant-funded opportunities with their academic coursework. Frequent collaboration with Mount Holyoke academic departments, programs, and centers, including the Nexus (<https://www.mtholyoke.edu/academics/enhance-your-learning/nexus-program/>) program, the Weissman Center's Community-based Learning (<https://www.mtholyoke.edu/academics/enhance-your-learning/community-based-learning/>) program and the McCulloch Center (<https://www.mtholyoke.edu/academics/centers-and-facilities/mcculloch-center-global-initiatives/>)'s Global/Local Fellowship program, provides students well-rounded and interdisciplinary co-curricular experiences.

### Environmental Awareness within the Community

Outside the classroom, the Miller Worley Center works to increase environmental awareness within the community at large. Each semester, the center presents lectures on important environmental issues. Recent guest speakers have included Robert Musil, President and CEO of the Rachel Carson Council; Shaughnessy Naughton, chemist, science advocate, and former Congressional aide; and Sarah duPont, founder of the Amazon Aid Foundation. The Center also organizes alumnae career panels and environmental film festivals.

The Miller Worley Center for the Environment is located in Dwight Hall, 2nd Floor. For more information, visit the Center's website (<https://www.mtholyoke.edu/academics/centers-and-facilities/miller-worley-center-environment/>) or [www.facebook.com/MWCCEMtholyoke/](https://www.facebook.com/MWCCEMtholyoke/) (<https://www.facebook.com/MWCCEMtholyoke/>) or telephone 413-538-3091.

## Library, Information, and Technology Services (LITS)

Library, Information, and Technology Services (LITS) offers the Mount Holyoke community a premier library, teaching, and learning facility with a dedicated team to assist students, faculty, and staff in their academic and administrative pursuits. LITS endeavors to support students of all backgrounds, to help them thrive in their academic and co-curricular goals.

LITS represents both a physical place and virtual gateway to information and technology resources critical for student success, providing access to the physical library collection of more than 700,000 volumes, direct access to the eight million volumes in the Five College library system, as well as a global library network at their fingertips. Complementing the physical library collection is a rich selection of digital information sources, such as art images, electronic books and journals, streaming video, and music. Students also have access to archival records, manuscripts, and rare books housed in our Archives and Special Collections, encouraging active engagement with primary sources.

Teaching and learning happen in classrooms, enhanced through connections with the Five Colleges, community practitioners, and experts around the world. Faculty use Moodle (MHC's learning management system) to facilitate sharing of course materials and to foster discussions outside of the classroom. Student research and technology support is offered through course-integrated instruction, consultations, and personalized assistance.

Computer labs across campus offer students high-end technology. Students may also borrow a wide range of equipment, such as laptops, video/DSLR cameras, and projectors. To protect student computers and the campus network, the College provides antivirus software to all students. LITS staff assist faculty, staff, and students with computer and technology issues that may arise.

The LITS complex includes many places to study and work, outfitted with comfortable furniture, quiet nooks, places to meet, and the library's coffee shop, the Frances Perk.

Please visit the LITS website for more information: [lits.mtholyoke.edu](http://lits.mtholyoke.edu) (<http://lits.mtholyoke.edu/>).

## Internships and The Lynk

A central goal of Mount Holyoke's The Lynk initiative is to ensure that each MHC student has the opportunity to explore her career interests, gain practical experience and begin to develop a professional network through a summer internship.

Students can find internships through Mount Holyoke College internship programs, existing job postings with external employers, or develop their own internship opportunity by contacting an organization and offering to work as an intern.

The Career Development Center and other Academic Centers like the Miller Worley Center for the Environment and the McCulloch Center for Global Initiatives supports preparation for internships in the United States and abroad through individual advising, workshops, networking and other opportunities.

Mount Holyoke supports qualified, substantive, supervised opportunities and emphasizes the connection between the liberal arts and career and personal development.

Credit for internships is granted if a student enrolls in independent study as a practicum associated with the internship (295P or 395P. See Independent Study (p. 19) later in this chapter). A student can also receive credit in a department capstone or in the post-internship class COLL-211. Many students also present publicly on their internship at Mount Holyoke's LEAP (Learning through Application) Symposium or present research done in their internship in department poster sessions, at Five College conferences, or at the Senior Symposium.

Mount Holyoke provides funding for sophomores and juniors to pursue unpaid or low paid internship and research opportunities through The Lynk Universal Application Funding (UAF) program. More information about The Lynk is available in the advising chapter (p. 22) and The Lynk website (<https://www.mtholyoke.edu/academics/enhance-your-learning/career-focused-curriculum-lynk/>).

## Other Special Programs and Resources

### Foreign Languages at Mount Holyoke College

Encouraging Mount Holyoke students to become proficient in languages other than English is an essential part of the College's goal of fostering engaged, global citizenship, both abroad and in the U.S. At Mount Holyoke, language learners become educated speakers of languages other than English with deep translingual and transcultural competence, so that they can understand and participate in our interconnected world and compete in the ever-changing global job market. As part of its Living Learning Communities initiative, the College offers students the opportunity to live in a community of students that promotes a supportive and congenial environment of language immersion for its residents. The languages for the 2023-24 academic year Living Learning Communities are Chinese (Mandarin), Italian, German, and French.

### Domestic Study Away

Mount Holyoke offers its own Mount Holyoke Semester in D.C. program for eligible students who wish to spend a semester in Washington D.C.

Further information about this program is available below or from the Weissman Center for Leadership.

Other students may apply for academic leave from Mount Holyoke College to pursue up to two semesters (full-time equivalency) of study at any of the College's other approved domestic study away programs listed below or at another accredited U.S. institution as a visiting student. Although federal financial aid may travel with those on approved academic leaves, institutional aid does not. Occasionally programs at other institutions have program-specific aid, but this is not typical and students applying to these programs should plan accordingly. For more information see the Leaves of Absence page in my.mtholyoke ([https://my.mtholyoke.edu/ossa/academic\\_deans/Pages/Leaves-of-Absence.aspx](https://my.mtholyoke.edu/ossa/academic_deans/Pages/Leaves-of-Absence.aspx)) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

### Twelve College Exchange Program

Mount Holyoke College maintains a residential exchange program with Amherst, Bowdoin, Connecticut, Dartmouth, Smith, Trinity, Vassar, Wellesley, Wheaton College, and Wesleyan University. The exchange also includes the Williams/Mystic Program in Maritime Studies and the O'Neill National Theater Institute Program (NTI). For more information, see the 12 College Exchange Program page in my.mtholyoke ([https://my.mtholyoke.edu/ossa/academic\\_deans/Pages/Twelve-College-Exchange-Program.aspx](https://my.mtholyoke.edu/ossa/academic_deans/Pages/Twelve-College-Exchange-Program.aspx)) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

### Bard Globalization and International Affairs Program (BGIA) in New York City

BGIA provides a unique opportunity for college students and recent college graduates from around the world to take advanced courses in international affairs while working in carefully selected internships based on individual interest – all while experiencing life in Manhattan, the island at the center of the world. BGIA students engage in the study and practice of international law; international relations theory; global public

health; political economy; international reporting' and other aspects of international affairs.

### American University Washington Semester Program

American University's Washington Semester Program offers more than a dozen distinct programs that cover such topics as American politics, justice, journalism, public law, and peace and conflict studies. Students participate in an intensive internship and seminar related to the program focus while living in Washington, D.C. Students apply directly to American University for admission to the program. For more information, see the program's page in my.mtholyoke ([https://my.mtholyoke.edu/ossa/academic\\_deans/Pages/AU-Washington-Semester-Program.aspx](https://my.mtholyoke.edu/ossa/academic_deans/Pages/AU-Washington-Semester-Program.aspx)) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

### Semester in Environmental Science Program

The Semester in Environmental Science (SES) is an intensive, 15-week program that immerses students in rigorous field and laboratory work, lectures, and independent research in environmental and ecosystems sciences at one of the world's leading marine laboratories. SES is primarily for juniors, and is offered only in the fall semester. For more information about the program contact Thomas Millette, professor of geography.

### SEA Semester

Boston University's accredited study abroad program, SEA Semester® provides an experiential opportunity to gather firsthand knowledge that will influence students' lifelong relationships with the ocean. Moving beyond the textbook toward practical application, hands-on research, and personal experience, SEA Semester® prepares students to take a more active role in solving today's environmental problems. Several semester-long options in different regions around the globe are offered. While the academic focus varies, each program offers an interconnected suite of courses designed to explore a specific ocean-related theme using a cross-disciplinary approach.

### MHC Semester in D.C.

The MHC Semester in D.C. program combines an intensive internship with rigorous coursework in government, policy, advocacy, and related fields. This program is available to both juniors and seniors to spend the Fall semester in the nation's capital at top-ranked American University in its Washington Semester Program (<https://www.american.edu/spexs/washingtonsemester/>), studying alongside ambitious and diverse students from the United States and beyond. Much of each students' work will center around an internship they arrange requiring three to four days of internship work per week. In addition to that intensive work experience, students enroll in a total of 13 credits, completing: two multidisciplinary seminars (8 credits total) taught by American University faculty and Washington area experts, a 4-credit independent study taught by the Mount Holyoke faculty director for MHC Semester in D.C., and a 1-credit internship course. For details of the application process and deadline, see the program's website (<https://www.mtholyoke.edu/academics/find-your-program/mhc-semester-dc/>).

The per-student cost for a semester in this program for fall 2021 will be the same as if attending Mount Holyoke College.

MHC Semester in D.C. program participants will be able to use most outside aid, including federal direct student loans, parent loans, Pell grants, some state aid, and outside scholarships. Please note: federal work-study and Mount Holyoke aid will not be applicable. This includes need-based aid, leadership awards, other merit awards, town grants, tuition assistance grants and employment-based aid such as tuition exchange. For those selected to participate in the program, MHC



Semester in D.C. consults with the Student Financial Services offices to develop a financial package appropriate to each student based on need and the financial offer they receive.

## Interession

Interession, sometimes referred to as January Term, is an optional period for undergraduates in January during which they may pursue independent research with a faculty member, apply to take a graduate-level credit-bearing course through Mount Holyoke's Professional and Graduate Education (PaGE) program, or explore new interests through nonacademic courses and workshops. Many students use this period as an opportunity to travel, participate in an extensive two- to three-week internship off campus, work, take a short-term course for transfer credits, or relax at home.

Housing and meals for Interession are only available to eligible students who apply in advance to the Office of Residential Life and are approved. Qualification criteria include participating in an approved activity such as undertaking a PaGE course, a Five College course, an independent study with a faculty member, a required athletic commitment, off-campus or on-campus employment, or being an international student. Applications due to hardship are also considered.

Students who completed their degrees at Mount Holyoke at the end of the fall semester, students going on a spring semester leave, or students returning from a fall semester leave are not eligible for Interession housing or meals.

## Independent Study

Mount Holyoke values independent-minded students who seek to develop and pursue a course of study that satisfies a particular intellectual curiosity. Projects may range from independent research in areas as diverse as protein folding, copyright law, rural development, literary analysis, and second language acquisition to original compositions in music, sculpture, and fiction.

All requests to undertake independent study are rigorously assessed and must be approved by the student's independent study faculty advisor.

A maximum of 16 credits of independent study and honors work may be used toward the 128 credits required for graduation. A maximum total of 8 credits of independent study may be elected in the sophomore and junior years.

Independent work with a practicum component in a professional or volunteer setting, and a substantial academic component supervised by a Mount Holyoke faculty member, may be designated 295P (Practicum) or 395P (Practicum). When the practicum takes place during the summer or January, the bulk of the credit-bearing work will normally take place during the following semester. Practicum designation ordinarily requires consultation with a faculty member prior to commencement of the practicum. Independent work with a practicum component is governed by the same policies as all other independent work.

Courses with practicum components bearing the word Practicum in their title may qualify international students with an F-1 visa for Curricular Practical Training (CPT). Students seeking CPT should contact the McCulloch Center for Global Initiatives.

## Honors Thesis

During the senior year, qualified students can elect to write an honors thesis based on research and in-depth study of a particular subject. Ordinarily, students write an honors thesis in their major department. A

student may write an honors thesis in another field with the approval of that department and the dean of the College. To qualify to write an honors thesis, a student must have maintained a cumulative average of 3.00 in College work or a 3.00 average in the major field prior to the senior year. The thesis must be approved by the department concerned. Students who write an honors thesis must earn at least 8 credits in independent study (or an alternative course sequence pre-approved by both the department and the Academic Administrative Board) over two semesters.

An honors thesis or project that does not culminate in a recommendation for a degree with honor is recorded on the transcript as independent study.

## Teaching and Learning Initiatives

The Teaching and Learning Initiative at Mount Holyoke College is the campus hub for the study and development of learning-centered teaching and curricular innovation at the College. We are committed to academic excellence, creative collaboration, and the cultivation of an inclusive, 21st century student and faculty community. A faculty mentoring program is also supported in collaboration with the Office of the Provost.

The TLI program administrative office is located in Dwight Hall. See the TLI website (<https://www.mtholyoke.edu/directory/departments-offices-centers/teaching-and-learning-initiative/>) for more.

# The Five College Consortium

## About the Consortium

The Five College consortium recently celebrated its 50th anniversary of collaboration, one of the country's most successful academic consortia. Through Mount Holyoke's participation in the consortium, Mount Holyoke students can take advantage of opportunities at three other outstanding colleges (Amherst, Smith, and Hampshire) and a major research university (the University of Massachusetts at Amherst).

## The Five College Interchange

Students in good academic standing may take eligible courses for credit at any of the other four institutions during the fall and spring semesters at no additional tuition cost, through the Five College Interchange. Normally, students may start taking courses at the other campuses after the first semester of their first year. Courses need to be beneficial to an overall academic plan and must be approved by an advisor. Explore the courses offered through the other campuses (<https://www.fivecolleges.edu/courses/>). To enroll in a course at one of the other campuses, students complete registration procedures through the Mount Holyoke College registrar. Some courses, such as some music lessons and/or labs, may charge all students – including Five College enrollees – additional course fees. Additional fees should be noted in the schedule of classes. More information about policies governing Five College Interchange enrollments (p. 26) is included in the Academic Regulations chapter.

Typically, regular bus service (<https://www.fivecolleges.edu/bus/>) that is fare-free during the academic year links the five campuses. Students enrolled in the Mount Holyoke meal plan and taking a course through the Interchange can also apply to have a meal at the other campus (<https://lits.mtholyoke.edu/about-lits/five-college-meal-plan/>) before or after their class meeting if the class meeting time interferes with their ability to eat breakfast, lunch, or dinner at Mount Holyoke.

## Other Five College Opportunities

- Mount Holyoke students may borrow books from all of the libraries of the five campuses. A user-friendly, online catalog, discovery, and interlibrary loan system enables book requests from just about any computer.
- Distinguished guest artists, filmmakers, and scholars regularly visit the Five Colleges to lecture and meet with students, give performances, or read from their work.
- Dance and astronomy—the two Five College departments—both rank among the largest and most distinguished undergraduate programs in their respective fields nationally. (See the dance (p. 136) and astronomy (p. 83) chapters for more information.)
- The music departments jointly host in alternate years an outstanding composer and musicologist-in-residence for a week. In alternate years, a Five College choral festival brings together all the choral groups for a roof-raising concert. A Five College opera is produced every third year.
- The theater departments hold open auditions for all productions and sponsor a Five College Multicultural Theater program.
- Undergraduates interested in geology or coastal and marine sciences can gain research experience through Five College field trips to areas in the Bahamas, Death Valley, California, and coastal regions of the Northeast United States.
- The Five College Architectural Studies (p. 61) program takes a cross-disciplinary approach to its subject area and encourages students to explore a broad cross-section of courses—both in and beyond the architecture discipline of architecture across the Five Colleges. The program introduces students to a diverse collection of faculty members, methodologies and design approaches
- Five College programs include the Five College Early Music Program (hosted at Mount Holyoke) and the Five College Women’s Studies Research Center (also hosted at Mount Holyoke), which brings together faculty members from many disciplines, as well as professionals from local communities who are working on issues of women’s health and welfare.

## Five College Certificate Programs

A rich array of interdisciplinary certificate programs allows students to draw on the combined faculty, resources, and courses at the five campuses. Each Five College Certificate open to Mount Holyoke students is listed among the academic offerings in this catalog. They include:

- African Studies (p. 48)
- Asian/Pacific/American Studies (p. 83)
- Bio-mathematical Sciences (p. 97)
- Buddhist Studies (p. 98)
- Coastal and Marine Sciences (p. 110)
- Cognitive Neuroscience (p. 111)
- Culture, Health, and Science (p. 134)
- Ethnomusicology (p. 188)
- International Relations (p. 260)
- Latin American, Caribbean, and Latino Studies (p. 276)
- Logic (p. 279)
- Middle Eastern Studies (p. 285)
- Native American and Indigenous Studies (p. 304)
- Queer, Trans and Sexuality Studies (p. 356)
- Reproductive Health, Rights, and Justice (p. 363)

- Russian, East European, and Eurasian Studies (p. 370)
- Sustainability Studies (p. 388)

Each Mount Holyoke student may complete one Five College certificate in addition to the major elected and any second major or minor and/or a Nexus elected. For information about whether courses can be applied both to a Five College certificate and another Mount Holyoke degree requirement, please consult the double-counting information (p. 28) in the Academic Regulations chapter of this catalog.

## Languages through the Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages offers courses in less-commonly-taught languages not available through regular Five College classroom courses. The Center also offers courses in Spoken Arabic dialects for students who have learned Modern Standard Arabic in the classroom. The Center encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field.

Language courses available through the Center are offered in one of two course formats depending upon the resources available for that language. Mentored courses provide the highest level of structured support for learning and cover all four primary language skills (speaking, listening, reading, and writing). Supervised Independent Language Program (SILP) courses focus on speaking and listening skills, plus the development of basic literacy in the language. SILP courses rely on more independently organized learning.

All courses emphasize development of oral proficiency through weekly conversation practice sessions. Conversation sessions focus on using the language in the types of situations one might encounter in everyday life. Students commonly engage in role plays, question and answer activities, description, narration, and problem-solving exercises. More advanced students practice expressing opinions, giving reasons in arguments, and discussing current events and cultural issues.

A standard course through the Center is a half course. Half courses require one hour a day (seven hours per week) of individual study plus weekly conversation and/or tutorial sessions. It takes four half courses (levels I, II, III, and IV) to complete the equivalent of one year of study in a traditional elementary-level classroom course. Some languages offered in the Mentored format are also available as full courses allowing students to progress at the same rate as in traditional classroom courses. Full courses require two hours per day (14 hours per week) of individual study plus conversation and tutorial sessions.

Students interested in studying a language through the Center should read the informational websites thoroughly and follow the application instructions. While the application process is handled by the Five College Center for the Study of World Languages, the tutorial and conversation sessions are held on all five campuses.

For program information and application forms, go to <http://fivecolleges.edu/fclang> (<http://fivecolleges.edu/fclang/>). For language resources produced by the Center, see <http://langmedia.fivecolleges.edu> (<http://langmedia.fivecolleges.edu/>).

Language offerings change depending upon available resources. Not all languages are available every semester. Please see the Center’s website (<http://fivecolleges.edu/fclang/>) for current information or contact the Center to find out about a language not listed here.

## Mentored Courses

Students in Mentored courses also have one-on-one tutorials with a professional language mentor trained in language pedagogy. The individual sessions allow each student to get help with his/her particular questions and concerns. The language mentor goes over written homework, explains grammatical concepts, and engages the student in skill-building activities. Language mentors also work with students who are already fluent speakers of a language but who need to learn to read and write in the language.

Currently offered in Mentored format: Hindi-Urdu, Persian, Swahili, and Turkish.

## Supervised Independent Courses

Supervised Independent courses offer students with excellent language skills an opportunity to study a variety of less commonly taught languages independently. Students approved for Supervised Independent language study are highly motivated, have a record of past success in language learning, and demonstrate readiness to undertake independent work. Courses emphasize development of oral (speaking) and listening skills.

Recently offered in Supervised Independent format:

- African Languages: Afrikaans, Amharic, Igbo, Twi, Wolof, Yoruba
- European Languages: Albanian, Armenian, Bosnian-Croatian-Serbian, Bulgarian, Czech, Danish, Dutch, Finnish, Georgian, Modern Greek, Hungarian, Macedonian, Modern Irish, Norwegian, Romanian, Slovak, Ukrainian
- Asian Languages: Bangla/Bengali, Burmese, Cantonese for Mandarin Speakers, Dari, Filipino (Tagalog), Indonesian, Lao, Malay, Mongolian, Nepali, Pashto, Sinhala, Thai, Modern Tibetan, Vietnamese
- Languages of the Americas: Haitian Creole
- Spoken Arabic courses (Mentored or Supervised Independent format): Egyptian Arabic, Levantine Arabic, Moroccan Arabic, and other dialects

# Academic and Career Advising

The Lynk (p. 22)

Academic Advising (p. 23)

Career Advising (p. 23)

Pre-Medical and Pre-Health Advising (p. 23)

Engineering Advising (p. 23)

Graduate School Advising (p. 24)

Competitive Fellowships and Scholarships Advising (p. 24)

## The Lynk

At Mount Holyoke, academic and career advising go hand-in-hand. Starting from their first year, students are encouraged to connect their academic interests with cocurricular learning opportunities. The Lynk is Mount Holyoke's signature approach to connecting curriculum to career. The Lynk connects each Mount Holyoke student's academic work with practical applications of the liberal arts and sciences. Each student's

Lynk experience is unique, reflecting the student's values and aspirations. Through rigorous coursework, advising, alum mentoring, professional development, and experiential learning on and off campus, students are empowered to achieve their immediate goals while being equipped to navigate a lifetime of career opportunities and challenges.

At the Lynk's core are intentional reflection and assessment, tools for discerning students' interests and developing long-term goals. From their first semester to their last, students are challenged to think critically about ideas and events while reflecting upon them intellectually and personally. They work closely with faculty, staff, and peer advisors on honing their ability to assess and translate knowledge.

The Lynk facilitates shared experiences such as industry site visits and a wide range of pre-professional and job skills workshops – while also connecting students to thousands of accomplished alums who open doors for each other. See internships (p. 22) and The Lynk website (<https://offices.mtholyoke.edu/lynk/>) for further information.

## Lynk Resources

Rather than follow a prescribed program, students shape their own Lynk experience with a number of resources the College makes available:

- Integrated advising with faculty, staff, and peer mentors from the first semester to graduation.
- First-year seminar program introducing students to the academic and intellectual life of the College.
- The Academic Centers at Mount Holyoke which empower students to become agents of change.
- Living-learning communities fostering higher levels of academic self-confidence and increased involvement.
- Study abroad offering a powerful experience to advance a student's academics and build global competence.
- Career Development Center where students learn to map their unique paths to success.
- Sophomore Institute, a conference introducing and building professional career skills.
- Lynk Summer Funding is guaranteed for all students planning an unpaid domestic or international summer internship or research experience.
- COLL-211 course connecting learning in the world, learning on campus, and taking action.
- Learning from Application (LEAP) symposium, for students completing summer internships.
- Nexus, offering nine tracks that enable students to link their liberal arts education with their career goals.
- Alum networking events connecting the global Mount Holyoke community on campus and off.
- Community-Based Learning linking students with communities and combining learning and analysis with action and social change.
- Industry and field site visits through Lynk on the Road and Career Development Center trips.
- Senior Symposium presentations showcasing intellectual passions, independent projects, and scholarly research.

For more information, consult The Lynk website (<https://offices.mtholyoke.edu/lynk/>).

## Academic Advising

All first-year students and sophomores are assigned a faculty advisor who offers guidance about everything from course selection to meeting requirements and planning a major. The College's Orientation program and the Academic Dean for New Students offer supplementary programming to introduce all first-year students to the academic life of the College.

Midway through the second semester of their sophomore year, students declare their major. From that point on, they work with a faculty advisor in their major or interdisciplinary department. Students who pursue a special major work with a faculty committee of advisors. In addition to offering advice about the major, advisors offer valuable counsel about Five College study, other off-campus study options, and preparation for graduate and professional school. Each academic department or program also identifies one or more student departmental liaisons who are helpful peer academic resources to students interested or already majoring in that field.

## Career Advising

The Career Development Center (CDC) offers a variety of career exploration, networking, internship, and job search services as well as prelaw advising. These programs and services are designed to assist students in connecting their education in the liberal arts with long-term success in the professional world, preparing students to navigate future career transitions as well as the internship and job searches they conduct while at the College.

The CDC provides individual career advising to all students throughout each stage of the career development process, from self-assessment and information gathering to exploration and decision making. The CDC maintains a helpful career resource library and a variety of online information sources.

Students are encouraged to explore career options and gain experience in areas of interest through internship and research opportunities. Funding is available to students for unpaid summer internships and research experiences through the Lynk Summer Funding Program. To be eligible for Lynk funding, students must follow the published policies and deadlines.

Beginning in October 2023, the Career Development Center and Student Financial Services will partner to deliver the MHC Student Employment Program. Within Student Financial Services, students will find the Student Employment Office, which serves as a clearinghouse for all on-campus jobs for students. The Career Development Center serves as a resource to students and supervisors in making on-campus employment a valuable learning experience. Student employees are encouraged to familiarize themselves with the College's Code of Ethical Conduct (<https://www.mtholyoke.edu/policies/code-ethical-conduct/>) which identifies principles, policies, and laws that govern the activities of the college and identifies expectations for every member of the community who conducts business on behalf of the College regarding proper professional and ethical conduct that reflects the College's values.

In addition, the CDC fosters connections with professionals in a wide variety of fields in order to provide opportunities and to support students in developing professional networks. The CDC's recruiting program facilitates access to hundreds of employers through its on-line job search and on-campus recruiting programs. Recruiting programs include interviews, information sessions, and job fairs on-campus and with Five College institutions as well as other consortia. Students also have

opportunities to connect with alums and professionals in a variety of fields through on-campus programming and off-campus site visits.

## Pre-Medical and Pre-Health Advising

Pre-health advising is available to all interested students, primarily through the Office of Pre-Health Programs.

The Pre-Health Programs Office and the faculty Chair of the Committee on the Health Professions cosponsor information sessions early every fall semester for students interested in learning about careers in the health professions and the advising system that is available. A robust schedule of programming offered throughout the year includes workshops, information sessions and alum panels, and visits by admission staff from health professions programs throughout the country.

Pre-Health advising is available beginning in the first semester, primarily through the Office of Pre-Health Programs. Faculty members from the Committee on the Health Professions are also available to assist with aspects of identifying and preparing for a career in the health professions. Often, Committee members are the professors teaching the science courses which are prerequisites to health careers. As students enter the application process, typically in the spring of the junior or senior year, each student should plan to ask a member of the Committee, or any other faculty member who knows the student's work well enough, to serve as the author of the Committee's letter of Recommendation. The Committee's letter is a composite letter of recommendation, a comprehensive summary of all aspects of the student's preparation, including coursework, internships, research, entrance exam scores, and comments contained in the student's individual recommendation letters. The Committee also conducts a practice interview of the student.

All students who are applying to post-graduate programs in the health professions should formally declare their intentions to the Committee no later than March 31 of the year in which they are planning to begin their application. Students declare their intent by completing a pre-application packet, available at the Pre-Health Programs office. This packet is intended to help optimize the student's efforts in completing an application that will be successful, and to aid the committee in supporting the student's application. Students who fail to submit a pre-application packet by the deadline may not receive the full support of the committee.

## Engineering Advising

Students interested in pursuing a career in engineering should contact a member of the Committee on Engineering as soon as possible after arriving on campus. The College offers three dual-degree programs (see Other Degree and Certificate Programs (p. 12) for details) for students interested in earning an undergraduate degree in engineering as well as their Bachelor of Arts from Mount Holyoke. These programs all have a large number of required courses, so it is in a student's best interest to take both a math and a physics course in each of the first three semesters.

The Nexus in Engineering program offers an alternative route to prepare for future graduate work in engineering or employment in engineering-related fields. Students should consult with a Nexus advisor in planning their courses and the summer internship in the field of engineering which the Nexus requires.

## Graduate School Advising

Throughout the academic year, faculty advise students about graduate study in specific fields and about ways to meet graduate admission requirements. Students can also receive guidance about researching graduate programs, preparing application materials, financing graduate study, and readying themselves for entrance examinations by consulting with an advisor in the Career Development Center.

## Prestigious Fellowships and Scholarships Advising

Fellowships at Mount Holyoke (FMH), a part of the Career Development Center, offers developmental and progressive advising to students intent on furthering their educational and aspirational goals by competing for prestigious merit-based awards. Advising should begin early in a student's college career with a broad-ranging and focused intake conversation, encouraging introspection and self-reflection and leading to intention- and goal-setting. Fellowship candidates explore opportunities aligned with their minds and hearts, prioritize their unique attributes to develop a competitive edge, and work through a talking-and-writing program to refine and polish their self-expression.

For a school of its size, Mount Holyoke competes for a significant number of top national and international fellowships and scholarships every year, having in the past decade won Rhodes, Fulbright, Goldwater, Boren, Beinecke, Gates Cambridge, National Science Foundation Graduate Research, and Truman awards. While demonstrating MHC's talented student corps, the large number of awards also reflects the college's exceptional success network for students who apply. Eligible students receive extensive support and guidance from the Fellowships Advisor, the Committee on Fellowships, and mentoring staff and faculty.



# ACADEMIC REGULATIONS

Mount Holyoke students are expected to be fully acquainted with the policies affecting their academic and nonacademic lives on campus. Policies are published in this Bulletin, the Student Handbook, and in Faculty Legislation. New policies are published on the College's website.

## Academic Responsibility

The decision to join this academic community requires acceptance of special rights and responsibilities that are essential for its effective functioning and the realization of its mission (p. 5).

All members of the community share the responsibility to uphold the highest standards of academic and personal integrity, community engagement, and commitment to principles of equity and inclusion that are central to the mission of the College. Failure to accept and act on this responsibility threatens the rights of the rest of the community by undermining the trust upon which the community is built.

Students, faculty, staff, and administrators assume a commitment to the academic community that supports teaching and learning in an open environment based on mutual trust, respect, and concern. All members of the community have the right to careful and constructive analysis of their work, and they have the responsibility to provide a serious response to the work of others.

Each member of the academic community has the right to benefit from its collective knowledge and resources as well as the responsibility to contribute to them.

## Honor Code

Mount Holyoke students take great pride in and responsibility for upholding the College's honor code, which has been articulated by the Mount Holyoke College Student Government Association.

*I will honor myself, my fellow students, and Mount Holyoke College by acting responsibly, honestly, and respectfully in both my words and my deeds.*

The honor code plays a role in both academic and social life at the College. While allowing for a significant degree of individual freedom, it relies on students to conduct themselves with maturity and concern for the welfare of other members of the College community.

The commitment students and faculty have made to teaching and learning in an open environment based on mutual trust, respect, and concern is the foundation for Mount Holyoke's unusual system of self-scheduled examinations.

Plagiarism or other forms of scholarly misconduct can have no purpose or place in the academic life of the College. Each student is responsible for observing established procedures in the preparation of assignments and the writing of papers and examinations, and for submitting as one's own, only that work that she or he has originated. Each instructor is responsible for making clear what procedures are acceptable in the work of a course and for guiding students toward appropriate methods and standards of research for production of student work.

Additional information on the honor code, examples of violations, the process for reporting suspected violations, the procedures through which the Academic Honor Board adjudicates suspected violations, and potential penalties for its violation are available at this site (<https://www.mtholyoke.edu/directory/departments-offices-centers/academic-honor-board/>).

honor-board/). All members of the Mount Holyoke community are encouraged to utilize the How to Use Sources Properly guide (<https://guides.mtholyoke.edu/c.php?g=879988&p=6321509>), which provides information on the different forms of plagiarism, proper scholarly procedure, and links to helpful websites for further information.

## Audio/Visual Recordings in the Classroom

To encourage active engagement and academic inquiry in the classroom, as well as to safeguard the privacy of students and faculty, no form of audio or visual recording in the classroom is permitted without explicit permission from the professor/instructor or without a letter from Disability Services, signed by the faculty member, authorizing the recording as an accommodation. Authorized recordings may only be used by a student who has obtained permission and may not be shared or distributed for any reason. Violation of this policy is an infraction of the Mount Holyoke Honor Code and academic regulations and will result in disciplinary action.

## Registration and Class Attendance

Students register for the next semester following academic advising periods. Courses may be added only during the first ten days of classes.

Students may withdraw from courses through the first ten weeks of classes. Through the fifteenth day of classes, courses from which the student has withdrawn will not appear on the student's academic record. After the fifteenth day of classes, withdrawals from courses require the approval of the instructor and will appear on the student's record, with the notation "W." After the fiftieth day of classes, students may withdraw from courses only with the approval of the instructor and authorization from the director of health services, the director of the counseling service, or Disability Services when granted as an accommodation. Courses recorded with the notation "W" will not affect a student's grade average.

Deadlines for adding and withdrawing from courses that begin midsemester, such as half-semester physical education courses, fall midway through the term and are listed on the academic calendar (p. 4) available in the catalog or on the registrar's website.

The undergraduate program is a residential, in-person program. Regular class attendance is expected of all students unless an individual instructor suspends this expectation.

## Religious Observance

Although the College is a secular institution, we value students who sincerely claim their religious and spiritual identities and seek to observe and practice their religious and spiritual traditions during their years at Mount Holyoke. We acknowledge and embrace our many religious identities as part of our commitment to diversity, equity, and inclusion. It is our goal to not only comply with the religious accommodation statute, Title XXI Chapter 151C Section 2B of the General Laws of Massachusetts (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter151C/Section2B/>) but to assure that our students who uphold a sincerely held religious and/or spiritual belief feel a sense of belonging within our community.

Section 2B of Chapter 151C of the General Laws of Massachusetts reads: "Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his [sic] religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make



up such examination, study, or work requirement which he [sic] may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his [sic] availing himself [sic] of the provisions of this section."

Students seeking a religious accommodation in a course or courses because their religious observance are expected to submit a request for a religious accommodation each semester to the course instructor by the last day to add a course for that semester. Such requests are submitted through my.mtholyoke on the self-service Religious Accommodation Request form. Faculty receive these requests and then approve or disapprove the request in my.mtholyoke, also adding comments if they wish. It is also expected that a student will be in conversation with the faculty member if there are questions or concerns. Students denied accommodation may also contact a College chaplain and the Office of Academic Deans.

## Course Load and Credits

The normal program for undergraduates is 16 academic credits per semester. Undergraduate students carrying fewer than 12 credits are considered part-time. (Undergraduate students carrying 9 credits will be certified as having three-quarter time enrollment status for the term. Those with 8 credits will be certified as having half-time enrollment status for the term. Those with fewer than 8 credits will be certified as less than half-time.) Students are expected to earn 128 credits in eight semesters of work. Physical education units are not counted towards this total, nor towards enrollment status. Credit is not awarded for a course in which students are not formally registered or in which they are an auditor, even if they have completed the full work of the course.

Undergraduate students wishing to carry more than 20 credits in a semester must obtain approval from an academic dean. A reduced course load may be authorized by the director of Disability Services when that is determined to be an appropriate accommodation for a student with a disability. Non-resident Frances Perkins Scholars may elect a part-time course load of no fewer than 8 credits in a semester. Other undergraduate students who wish to carry fewer than 12 credits must obtain advance approval from the dean of studies; eligibility in these cases is restricted to those who have exceeded the College's eight-semester funding limitation, who will take no fewer than 8 credits (or 1–2 physical education units, if required) and who receive the dean's approval.

All courses completed satisfactorily before the student declares a major/program count towards the College's degree requirements – the 128 semester credits required for the degree.

Graduate students should refer to specific Professional and Graduate Education programs (p. 392) for details about the expected plan of study in their program. Graduate students carrying 8 or more credits will be certified as having full-time enrollment status for the term. Graduate students carrying 5 to 7 credits for the term are certified as three-quarter time. Those carrying 4 are half-time and those with fewer than 4 are less than half-time. Enrollments in summer sessions will be added to determine the total summer term enrollment for certification purposes.

## Credit Hour Definition

Mount Holyoke College complies with federal regulations defining a credit hour. For Mount Holyoke, a four-credit course involves 12 hours per week of academic engaged time over the course of the semester. Academic

engaged time is generally three class or contact hours per week plus 9 additional hours of academic work for the course. For courses carrying more or fewer than four credits, the federal requirement and Mount Holyoke expectation is one contact hour and two hours of outside work for each credit.

## Five College Interchange Enrollment

Only students in good academic standing may enroll in a course at Amherst College, Hampshire College, Smith College, or the University of Massachusetts at Amherst through the Five College Interchange. The Interchange operates during the fall and spring semesters. Students in the first semester of their first year need authorization from the academic dean for new students to enroll. Normally, students may not register for more than two courses, per term, at any one institution; this limit is strictly enforced at Amherst College and the University of Massachusetts Amherst. All students are limited to requesting a total of two interchange courses in advance of the semester.

Students taking a course through the Five College Interchange are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution offering the course. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options, and deadlines for completing course work and taking examinations. The exception is that students follow their home institution's deadlines for adding and dropping courses.

Courses offered through the UMass University Without Walls (continuing education) division are not available through the Five College Interchange. Students may not register for these courses through the interchange system. Students apply for credit transfer of appropriate University Without Walls courses offered during January and summer by submitting a University of Massachusetts transcript directly to the Mount Holyoke College Registrar's office. Coursework will be treated as transfer work and subject to the Mount Holyoke College transfer policy (<https://www.mtholyoke.edu/registrar/transferap/>). Their dates must not overlap with the Mount Holyoke semester. Students should carefully read the Course Credits information below in addition to the transfer policy.

## Course Credits

During the fall and spring semesters for courses taken through the Five College Interchange, course credit is generally awarded by the Registrar according to the value awarded by the institution offering the course. Credits may vary for courses of unusual format or duration and, for some Five College courses, no academic credit is granted at Mount Holyoke so these may be taken only on an audit basis.

Individual departments at Mount Holyoke determine if and how Five College courses may be applied to satisfy a requirement of their major, minor, and/or Nexus. Students should contact the Chair of their major/minor department to seek advice and/or official permission before registering for a Five College course, to determine whether it may apply to the major/minor. The department then signs a Permission form which the student then submits to the Registrar's Office, to record the permission officially.

For Intersession January courses, the maximum credit awarded for a class is two credits, with the exception of some approved intensive language courses.

Courses taken at University of Massachusetts through University Without Walls (continuing education) division during the Summer or at other points are generally transferred at face value – e.g. a 3-credit Summer or January University of Massachusetts course is generally awarded 3 transfer credits at Mount Holyoke. Courses of unusual format or offered on compressed schedules may be awarded fewer credits.

## Transfer Credit and Other Advance Placement Credit

Students are advised to consult the registrar's website (<https://www.mtholyoke.edu/registrar/transferap/>) for further information and specifics on earning credit through transfer work or other advance placement study.

Credit is awarded only when official documentation (official transcript, official test score report) is submitted to the Registrar from the external institution and only for students with active or readmitted status.

During their post-matriculation fall and spring semesters, students:

- may not earn transfer credit unless they are on an approved Leave of Absence.
- may not simultaneously enroll for credit at another institution while registered at Mount Holyoke.

Once posted, transfer course work will not be removed from the student's academic record.

### Credit Limits

- No more than 64 credits will be awarded to students for external work, whether taken pre- or post-matriculation, from eligible college-level courses, from Advance Placement work, from study abroad, summer or January study, study while on leaves, and/or work transferred from Mount Holyoke's Professional and Graduate Education courses.
- Within the 64 limit, no more than 32 credits will be granted for all advance placement work such as A-levels, the International Baccalaureate, the AP program of the College Board, etc. No more than 16 credits may be transferred from each semester of study abroad, academic leave, or non-academic leave including medical leave.
- No more than 12 credits may be transferred from all of the summers and January intersessions between the student's matriculation at the College and graduation.
  - Within this 12-credit allowance, the limit is a maximum of 8 credits per summer and 3 credits per January.
  - Students admitted as first-year Spring entrants may transfer as many as 8 additional summer school credits during their years at Mount Holyoke, provided the total of these additional credits and any transferred credits earned elsewhere in the Fall semester before their matriculation does not exceed 16.

### Advance Placement Work

Within the maximum allowance of 32 credits for all advance placement work and as long as the student does not earn credit in the corresponding courses at Mount Holyoke, credit will be granted as follows:

- *Advanced Placement program of the College Board*: 4 credits per exam graded 4 or 5.

- *Caribbean Advanced Examinations*: 8 credits per CAPE exam for liberal arts subject units with a score 1, 2, or 3. One non-liberal arts subject may be awarded 4 credits.
- *French Baccalaureate*: 4 credits per eligible exam (score of 10 or above and coefficient of 4 or higher), up to a maximum of 16 credits total.
- *General Certificate of Education (A-Levels)*: A maximum of 32 credits will be granted if a student completes four or more exams with grades of C or better in liberal arts subjects. Credit is not awarded for O-Levels, AS-Levels, nor for the General Paper, nor for "Project Work", nor for "Knowledge and Inquiry".
- *German Abitur*: A maximum of 16 credits for receipt of this degree.
- *International Baccalaureate*: Credit may be granted only for higher level exams awarded a grade of 6 or 7. If the points total is below 36 or any grades are below a 6, the College may grant 8 credits per higher-level exam graded 6 or 7. If three higher levels and grades in all exams taken (including subsidiary) are 6 or 7, and 36 or more total points were earned, 32 credits may be granted.

Advance placement credit cannot be applied to fulfill College requirements, such as distribution requirements, the foreign language requirement, the first-year seminar requirement nor the multicultural perspectives requirement.

### Transfer Work

Transfer credit, unless the student was granted an academic leave of absence from the College to study elsewhere, is generally granted on a semester credit-for-credit basis. That is, a 3-credit course taken on a typical semester schedule will usually be awarded 3 credits at Mount Holyoke College. Credits earned at schools not on the semester calendar will be converted to semester credits (e.g., a quarter credit will be awarded .66 semester credits at Mount Holyoke). Credits earned in courses taught in condensed, intensive, or alternative formats often transfer to Mount Holyoke at less than full credit-for-credit value.

Academic credit is generally granted for liberal arts courses completed with letter grades of C- or better. Students who entered the College in fall 2008 or later may be granted up to 12 credits total of non-liberal arts and Mount Holyoke curricular support course work. Students who entered earlier are limited to one non-liberal arts course.

Academic credit is never granted for: physical education courses; internships; courses with a pass/fail grade; courses taken at U.S. schools without regional accreditation or international institutions without comparable Ministry of Education recognition; CLEP or placement exams given by other institutions; courses that are not of college level (such as college skills); math courses below Calculus 1 (such as pre-calculus, algebra, etc.), and courses not granted academic credit by the institution or which do not appear on their official transcript.

Academic credit is not usually granted for: independent study coursework, computer science courses (without written permission of the Mount Holyoke computer science department chair), nor for music performance courses without written permission of the Mount Holyoke music department chair. No credits are awarded for music performance studies, including individual instrument study, choir, orchestra or other ensemble study.

In general, transferability of credit is determined by the registrar, while the applicability of transfer work to degree requirements of all kinds falls in the purview of the applicable Mount Holyoke department.

Online courses are eligible to transfer, as long as they meet all other conditions for transfer and the following eligibility restrictions:

- Students whose first term at the College was Fall 2013 or later are eligible to transfer online courses taken before or after their matriculation at the College.
- Students who entered the College before Fall 2013 are eligible to transfer online courses taken post-matriculation, but not any pre-matriculation coursework.

Please note that, while online language courses may qualify for transfer credit, they almost never qualify to satisfy Mount Holyoke's language requirement.

Students who are granted an academic leave of absence to study at another accredited college or university in the U.S., or with an approved program abroad, may earn a full year (32 credit hours) or semester (16 credit hours) if they satisfactorily complete (grades of C- or better) a standard full-time degree course load of liberal arts courses. Students should note that the minimum required to meet that standard varies from institution to institution. Normally, a full year's credits equal one-quarter of the total needed to graduate from an institution with a four-year undergraduate degree program. For institutions on the quarter system (quarter credits transfer as two-thirds of a semester credit), a student may have to complete three quarters to earn a full year of Mount Holyoke College credit. The semester limit for Mount Holyoke's program in Shanghai through the Alliance for Global Education is 18 credits.

If planning summer study at another institution, a student should, in advance, review the particulars of the plan with the registrar's office and seek preapproval for specific nonelective courses from the departments concerned.

Grades for transferred courses will not appear on the Mount Holyoke College transcript, nor will they affect the Mount Holyoke GPA. Work exceeding transfer limits will not be evaluated nor posted to a student's record. Per-course credit values are assigned to the internal record but do not appear on the official transcript. The official transcript displays only the name of the originating institution, the total credits transferred to Mount Holyoke for a given period and, in the case of study abroad only, the titles of courses transferred.

## Applying a Single Course to Multiple Requirements

A frequently asked question is whether a student may use a particular course to satisfy more than one degree requirement – that is, to “double-count” a course towards two or more requirements. The answers below address the many variations of the question: “Can a single course be used to fulfill the requirements of both...”

- Any major and any second major: No
- Any major and any minor: No
- Any major or minor and any Nexus or Five College certificate: Yes
- The Multicultural Perspectives requirement and any other requirement: Yes
- Any distribution requirement (Humanities, Science & Mathematics, Social Sciences) and any requirement other than the language or first-year seminar requirement: Yes
- The language requirement and a distribution requirement (e.g. the Humanities requirement): No

- The language requirement and any major, minor, certificate, or Nexus requirement: Yes
- The First-Year Seminar requirement and any other requirement: Generally, no. However, may be allowed in specific majors or minors if clearly specified in their requirements.

## Prescheduled and Self-Scheduled Examinations

End-of-semester assignments take many forms in Mount Holyoke courses including but not limited to papers, presentations, group exercises, take-home exams (with durations open-ended or limited), or final examinations administered as prescheduled (with set dates and times) exams or as self-scheduled exams to be taken during any approved final exam period.

Self-scheduled exams give students the flexibility to decide during which of the term's official final exam sessions they want to take each exam. Students report to the exam center at the beginning of an official exam session, pick up the self-scheduled examination of their choice, take the exam in an appropriate approved exam room, and turn in their completed exam by the end of the same exam session.

A few other courses, particularly those requiring audiovisual materials, require prescheduled exams. In a course offering a prescheduled exam, all students in the course report to the scheduled place at the scheduled time to take the exam, following a schedule determined by the Registrar's Office by the middle of the term. All prescheduled exams are held during the first nine examination sessions.

All final exams must be taken during the official examination period, which is published in the College's academic calendar (p. 4). In general, there are no exceptions to the exam schedule and students should make their travel arrangements accordingly. Those with truly exceptional situations may consult the dean of studies, well in advance of the official exam period, if seeking approval to take a final exam before the exam period. Late exams require the student to seek approval for an official Incomplete grade in advance, by the deadline and procedures described in Incomplete Work (p. ).

## Course Evaluation

As the semester draws to a close, students are required to submit an online course evaluation for each of their courses. This requirement is a reflection of the importance the College places on students and faculty supplying each other with timely, thoughtful feedback. Students who do not submit their evaluations on time will be blocked from access to their degree audit, unofficial transcript, and grades until they have submitted the overdue evaluations or, at minimum, until they record a “decline to evaluate” response.

## Grading System

A cumulative grade point average of 2.00 is required for graduation. The grading system and conversion equivalents used at Mount Holyoke are as follows:

Grade	=	Points
A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67

C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F	=	0

Other notations appearing on student records are:

- IP (in progress) for a course sequence continuing for more than one semester
- I (incomplete) for courses in which an incomplete extension has been granted
- W (withdrawal from a course)
- CR (credit)
- NC (no credit)

To receive credit for a course, the course grade must be either a CR or a grade of D- or higher. Prior to fall 2007, DR (dropped) was noted for courses dropped after 15 days of classes; and W (withdrawn) was noted for withdrawals approved by the College.

Recognizing that any system of grading is a cryptic form of evaluation, the faculty (for the work within courses) interprets a grade on individual pieces of work with detailed commentary aimed at assisting the student in evaluating that work.

Physical education courses do not earn academic credit; satisfactory completion is noted on the official record by S followed by the number of physical education units earned, such as: S1, S2.

## Ungraded Option

Each undergraduate student may elect to take a total of four courses (or 16 credits) on an ungraded basis under the following conditions:

- The election for MHC courses must be recorded in the Registrar's Office no later than the fiftieth academic day of classes. No changes in the option may be made after that date.
- Students taking Five College courses must follow the procedures and deadline of the school offering the course to elect the equivalent of the Ungraded Option at those schools. These deadlines are usually much earlier than Mount Holyoke's, and the option may not be available in some courses. Also the standards for qualifying for a passing grade may be different.
- The Ungraded Option cannot be elected in any course applying to the student's declared major or within the student's major department (even if the course is not actually needed to fulfill a requirement of the major).
- Any course for which the Ungraded Option is elected (or equivalent pass/fail etc. at one of the other Five College Institutions) may not be used for distribution credit, to fulfill the language requirement, to fulfill the Multicultural Perspectives requirement, or to fulfill the requirements of a student's minor.
- If passed, a first-year seminar in which the Ungraded Option was elected may be used to satisfy the First-Year Seminar requirement.
- No more than one course may be elected on an ungraded basis per semester.
- The instructor's class list will not indicate who has elected the ungraded option.

- An ungraded course shall not be counted in the cumulative average, whether or not the student receives credit. CR (Credit) shall be recorded for a course taken under the ungraded option in which a student receives a grade of A through D-. If a student does not receive credit for an ungraded course, NC (No Credit) will appear on her transcript.
- Exception: Courses graded on a pass/fail basis only (i.e. MHC or Five College courses graded on a mandatory pass/fail or Credit/No Credit basis only with no option of letter grading) shall not be counted in the quota.

## Grading System for Five College Courses

Through the Interchange, Mount Holyoke students may register for courses at any of the institutions in the Five College Consortium. Students are graded according to the system in effect at the host institution.

Courses given by Five College faculty appointees will be graded A through F including pluses and minuses. This policy permits Five College faculty to use a single grading system at all institutions.

## Incomplete Work

The work of all courses is expected to be completed within the course's dates, following the schedule articulated by the instructor. College policy requires that all course work be completed and turned in for evaluation no later than the last day of the exam period unless an earlier due date is set by the instructor, with two exceptions: students with approved accommodations for additional time on the final assignment(s) may exercise that authorized extended time, and, in May, all seniors (candidates for May degrees or certificates) are expected to complete all assignments by a deadline no later than 24 hours before the end of the term's final exam period.

"Incomplete" indicates that a student did not complete the final assignments in a course by the end of the semester for reasons of a health or other emergency that occurs at the end of the semester and could not have been anticipated. No later than the last day of the exam period, students must request the incomplete from, as appropriate, their academic dean, or, if related to a documented disability, from Disability Services.

If the incomplete is authorized and is then approved by the instructor, the student will be given a date by which to complete the course work. This date should be as early as possible and should only rarely extend beyond the first day of classes of the following semester. The instructor may provide the student with a "guaranteed" grade that is a letter grade based only on the work the student has already completed in the course.

If a student does not complete the course work by the assigned date (unless the student has applied to and been granted an additional extension by the dean of studies), the registrar will record the guaranteed grade if one was provided, a failure for the course, or, if the extension was authorized due to a medical emergency and was, therefore, endorsed by the director of Health Services or the Counseling Service, a "W."

## Course Repeats

A student who has received credit for a course may not elect the course for a second time, unless the course is fundamentally different in subject matter or method.



## Class Standing and Academic Deficiencies

To enter the sophomore class, students must pass at least 24 credits within two semesters; to enter the junior class, at least 56 credits within four semesters; and to enter the senior class, at least 92 credits within six semesters. Students with fewer than the required credits will ordinarily receive a warning on credits and be reclassified.

At the end of each semester, the Academic Administrative Board reviews the records of all undergraduate students who do not meet these credit standards, those who complete substantially fewer than normal credits in one or more semesters, those whose cumulative or semester grade averages fall below 2.00, and those who are already on academic probation. The records of postbaccalaureate and certificate students are included in the review. Students found to have academic deficiencies may be issued a warning, be placed on academic probation, be suspended for a semester or year, or be required to withdraw. Students will not be placed on probation or warned for insufficient semester credits when credit standards are not met solely on the basis of a reduced courseload approved by Disability Services.

*Probation.* Students placed on academic probation must meet with their academic dean for an evaluation conference in order to plan a program of support to bring the quality of their work up to graduation level. Probation is not recorded on the transcript.

*Suspension.* Students who have been suspended for academic deficiencies for a semester or a year shall be on academic probation for one semester after their return. During the suspension, their transcripts shall bear the notation "Suspended for (period) for academic deficiencies." This notation will be removed when the student returns or after one year, whichever is sooner. However, the notation will be retained on the internal record.

*Required Withdrawal.* Students who have been required to withdraw may apply for readmission to the Academic Administrative Board, but they may not return before one academic year has passed. Their transcripts shall bear the notation "Required to withdraw for academic deficiencies on (date). Eligible to apply for readmission after one academic year." This notation will be removed when the student returns or after one year, whichever is sooner. However, the notation will be retained on the internal record. Any questions about applying for readmission after a withdrawal should be directed to the dean of studies.

Students on financial aid should refer to this information about Satisfactory Academic Progress (p. 40), as well.

## Academic Progress

To enter the sophomore class, a student must pass at least 24 credits within two semesters; to enter the junior class, at least 56 credits within four semesters; and to enter the senior class, at least 92 credits within six semesters. Students with fewer than the required credits will ordinarily receive a warning on credits and may be reclassified.

At the end of each semester, the Academic Administrative Board reviews the records of all undergraduate degree-seeking, postbaccalaureate, or certificate students who do not meet these standards: those who complete substantially fewer than normal credits in one or more semesters, those whose cumulative or semester grade averages fall below 2.00, or those who are already on academic probation. The board may warn students about their academic standing, place them on academic probation, suspend them for a semester or year, or require them to withdraw.

## Leave of Absence

Students may apply for a leave of absence for a variety of reasons, such as to work, travel, deal with a family situation, or study at another institution of higher education.

Students wishing to take an academic leave must receive approval from the dean of international studies who coordinates study abroad or the Office of Academic Deans for study in the U.S. Academic leaves are ordinarily granted to students in good academic standing, with a cumulative average of at least 2.70, who present a plan of full-time study suitable for credit transfer, and who will meet the residence requirements of the College before graduation. Students who plan to be on leave during their junior or senior year must have the approval of their major department concerning completion of major requirements. See "Special Programs and Resources" for information about Mount Holyoke programs and exchanges abroad and in the U.S.

Sophomores, juniors, and seniors in good academic standing may apply for leaves of absence to work away from campus on independent projects related to the degree provided that the projects are fundamentally academic in character; that is, they require disciplined work in recognized fields of study such as those listed in the catalog. For more information, consult the dean of studies.

A student may earn a limited number of credits toward a Mount Holyoke degree by studying at another institution of higher education in the United States or abroad, or by studying independently. A maximum of 32 credits for an academic year's study at another institution may be counted toward the total required for the degree. Sixteen credits is the usual limit for a single-semester leave, but upon pre-approval of the Academic Priorities Committee, a Mount Holyoke Program may have an alternate credit limit.

Students wishing to take a nonacademic leave for personal reasons or to work or travel should apply to the Office of the Academic Deans. Students wishing to take a nonacademic leave for reasons of health should apply to the director of health services or the director of the counseling service. Students on nonacademic leave who wish to earn credits while abroad must receive advance approval from the Academic Administrative Board; approval will be limited to part-time study only. During a non-academic leave, a student may earn a limited number of credits to transfer toward a Mount Holyoke degree by studying at another institution of higher education in the United States. Sixteen credits per semester is the maximum number of credits which may be transferred for approved course work.

For full information on credit limitations, consult the transfer/external credit regulations (p. 27).

When a leave is effective the first day of classes or later, withdrawn courses will remain on the transcript with a "W" notation, effectively withdrawing from the program for the term.

## Withdrawal and Readmission

A student wishing to withdraw from the College must, if on campus, meet with one of the academic deans. The academic dean will assist the student in completing the required online withdrawal form available in my.mtholyoke. If off campus, the student should contact the Office of Academic Deans before submitting the withdrawal form. Any refund for the semester's tuition and board charges will be based on the date when the withdrawal request is approved by the Office of Academic Deans. (For information on refunds (p. 36), see the Tuition and Fees chapter.)



When a withdrawal is effective the first day of classes or later, withdrawn courses will remain on the transcript with a "W" notation.

The College reserves the right to require a student to withdraw for academic deficiency, nonpayment, nonattendance, failure to register, illness, or disciplinary infraction.

A student who has withdrawn from the College and who wishes to apply to return to the College should consult the readmission information (<https://www.mtholyoke.edu/academicdeans/withdrawals-readmission/>) and then complete the readmission application (<https://www.mtholyoke.edu/sites/default/files/academicdeans/docs/application.pdf>) available on the academic deans' website. Deadlines are March 15 for fall admission and October 15 for spring admission. A nonrefundable \$75 application fee is required.

## Privacy of Student Records

Mount Holyoke College policy with respect to confidentiality of student records complies with the Family Educational Rights and Privacy Act of 1974 as amended (PL 93-380, Section 438, the General Education Provisions Act), which gives students certain rights, consistent with the privacy of others, to review their own official records, files, and data, and to challenge the accuracy of the contents of such records. The act also generally prohibits the release of personally identifiable information (other than "directory information" defined below) about students without their written consent other than to teachers and other College officials who have legitimate educational interests; to officials of other institutions in which the student intends to enroll; to certain authorized state and federal officials; to appropriate parties in connection with financial aid to the student; to organizations conducting certain studies for or on behalf of the College; to accrediting organizations; to comply with a judicial order or lawfully ordered subpoena; and to appropriate officials in the case of health and safety emergency.

A school official is a person employed by the College in an administrative, supervisory, academic or research or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, IT specialist, or collection agent); a person serving on the Board of Trustees; or a student or appointed volunteer serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

The regulations of the act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to parents without the student's prior consent. The College may notify the student's parents in writing of academic probation, required withdrawal, and suspension. In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from educational records without the student's prior consent.

Requests for review of specific records must be made in writing. A student who seeks to review only health or career records should file a written request to do so with the director of health services, the director of the counseling service, or the Career Development Center. All other requests should be made at the Office of Academic Deans.

The Privacy Act gives Mount Holyoke College the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable directory information: name; class year; home/permanent, off-campus/local, and College addresses; home, local, and residence hall telephone numbers; College electronic mail address; identification photograph; dates of attendance at Mount Holyoke College; enrollment status (e.g., undergraduate or graduate; full- or part-time; on leave); date and place of birth; major(s); degrees, honors, and awards received; participation in officially recognized sports and activities; status as student employee; and previous educational institution most recently attended. An individual student may limit release of the above information for any given year by filing such a request with the registrar by July 1 of that year; requests received after this date will be put into effect as quickly as possible, but directory information already released cannot be recalled.

## Access and Inclusion

Mount Holyoke College is a women's college that is gender diverse. The College is committed to providing equal access and opportunity in employment and education to all employees and students. In compliance with state and federal law, Mount Holyoke College does not discriminate on the basis of race, ethnicity, color, genetic information, sex, national or ethnic origin, religion, age, physical or mental disability, marital status, sexual orientation, pregnancy, gender identity or expression, ancestry, veteran or military status, or any other legally protected status under federal, state or local law.

The College complies with Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and amendments.

Compliance with Mount Holyoke policies and local and federal laws is the responsibility of all members of the Mount Holyoke community. The College has named the following compliance coordinators as indicated:

- Equal Opportunity in Employment: Director of Human Resources and Lisa Sullivan, Provost
- Section 504: Madeline Peters, Director of Accessible Education and 504 Coordinator
- Title IX Coordinator: Kijua Sanders-McMurtry, Vice President for Equity and Inclusion

For more information, please consult [www.mtholyoke.edu/risk/title-ix-compliance-mount-holyoke-college](http://www.mtholyoke.edu/risk/title-ix-compliance-mount-holyoke-college) (<https://www.mtholyoke.edu/risk/title-ix-compliance-mount-holyoke-college/>), [www.mtholyoke.edu/directory/departments-offices-centers/office-diversity-equity-and-inclusion](http://www.mtholyoke.edu/directory/departments-offices-centers/office-diversity-equity-and-inclusion) (<https://www.mtholyoke.edu/directory/departments-offices-centers/office-diversity-equity-and-inclusion/>), and [www.mtholyoke.edu/student-handbook/discrimination-and-harassment-policies](http://www.mtholyoke.edu/student-handbook/discrimination-and-harassment-policies) (<http://www.mtholyoke.edu/student-handbook/discrimination-and-harassment-policies/>).

# ADMISSION

Most Mount Holyoke students seek admission for the bachelor of arts degree. The College also offers graduate degrees, dual degree, second bachelor's, and other certificate programs.

## Undergraduate Admission

Mount Holyoke College is looking for intellectually curious, motivated students who understand the value of a liberal arts education. The College believes in the educational, social, and ethical value of diversity and actively recruits students who have different interests and talents and who come from a wide spectrum of ethnic, geographic, and economic backgrounds.

### The Admission Process

Admission is determined by a student's overall record of achievement. Successful candidates demonstrate a strong academic foundation. The College seeks students who have consistently challenged themselves by taking courses of increasing rigor throughout their high school career. A typical academic program includes a minimum of three years in core classes (English, mathematics, foreign language, laboratory science, history). Please note that while this profile is typical, variations are common and expected.

While the greatest weight is attributed to the high school transcript and academic evaluations, all other aspects of the student's entire portfolio, which includes special talents, particular goals, and unique experiences are considered. The College greatly values how students express themselves in writing, and the admission committee looks closely at all student essay submissions. Finally, the College seeks students whose interests and aspirations match the opportunities offered by Mount Holyoke.

### Standardized Testing: Optional

Since fall 2001, Mount Holyoke has made it optional for applicants to submit standardized tests for admission purposes. Students are welcome to submit Scholastic Aptitude Test (SAT) and ACT scores.

### Application Requirements

- Common Application or Coalition Application
- Mount Holyoke College Writing Supplement
- High school transcript
- Two teacher evaluations
- College counselor evaluation
- Standardized tests: submission of SAT and ACT scores is optional; TOEFL or IELTS is required if English is neither the applicant's first language nor the primary language of instruction the applicant used throughout secondary school

### Interviews

Mount Holyoke College strongly recommends personal interviews for all candidates. Candidates must make appointments in advance.

Candidates who are unable to visit campus may be interviewed by an admission representative via Zoom. To sign up for an interview, please complete an Interview Request Form on the Mount Holyoke College website.

## Home Schooling

Mount Holyoke welcomes applications from students whose secondary education and curriculum have been primarily at home, online, and/or does not conform to the established curriculum in an accredited school district. To facilitate the application process, the College advises home-schooled candidates to contact the admission office early in the process. In addition to completing the Mount Holyoke application forms, candidates must submit two letters of recommendation that speak to the candidate's academic and personal qualifications. Students who feel that their application may be enhanced by including additional measures like standardized test scores may choose to submit either the SAT or ACT. While not definitive in the review process, scores, like grades achieved in college level courses, may add information and context in the evaluation of a student's file for admission.

### Application Plans

- Early Decision I: deadline November 15; notification January 1
- Early Decision II: deadline January 3; notification February 1
- Regular Decision: deadline January 17; notification April 1

Every year, a number of regular decision applicants are admitted for entrance in the spring semester. The College also reviews applications from and admits a cohort of first-year and transfer students for the spring semester.

### Early Decision

The Early Decision Plan is designed for students who have made Mount Holyoke their first choice. Students who choose to apply Early Decision may apply to other colleges, but not through another Early Decision program. If admitted, students are required to withdraw all other applications and notify those colleges of their intent to enroll at Mount Holyoke.

### Transfer Applicants

We welcome transfer applications from those with strong academic records who have completed high school and earned 16 or more transferable credits at an accredited post-secondary institution. Transfer students are admitted in both the fall and spring. Please consult the Office of Admission website (<https://www.mtholyoke.edu/admission/>) for application deadlines. Transfer application requirements include:

- Transfer Common Application
- Mount Holyoke College Writing Supplement
- Transfer College Report
- Transfer Mid-Term Report (if currently enrolled)
- Two academic evaluations
- High school transcript(s)
- College transcript(s)
- TOEFL score (if applicable)

For more information regarding transfer credit policies, please refer to the Academic Regulations chapter (p. 27) of the catalog.

### International Applicants

International students are welcome and vital members of the Mount Holyoke community, and the College actively recruits international applicants. International applicants may apply for the full four-year bachelor of arts degree program. Additionally, international students may

apply for the International Guest Student Program (see the Other Degree and Certificate Programs chapter (p. 13)).

In addition to completing the Mount Holyoke application forms, international applicants are also required to submit the International School Supplement to the Secondary School Report.

## The Frances Perkins Program

The Frances Perkins Program – so named for renowned 1902 alumna and former Secretary of Labor Frances Perkins – is open to women over 25 years of age who have experienced an interruption in their undergraduate study and wish to complete their first bachelor of arts degree. Younger students who have dependents or are veterans may also apply to the Frances Perkins Program.

A full-time program for Frances Perkins scholars is defined as either 16 credits (four courses) per semester for residential students or 12 credits (three courses) per semester for non-resident, commuting students. Frances Perkins scholars who live on-campus must carry a full-time program while non-resident Frances Perkins scholars have the option to carry a part-time program of 8 credits (two courses) per semester.

As students, Frances Perkins scholars are held to the same degree requirements as our traditional-age students and have full access to the resources and facilities of the College.

### Applying to the Frances Perkins Program

Admission to the Frances Perkins program is highly competitive, and enrollment is limited. Applicants are reviewed in a manner similar to traditional-age students, with appropriate allowance for the special circumstances of the nontraditional student. To be considered for admission, candidates must present a minimum of 40 transferable college credits, preferably in a broad-based, liberal arts program of study. The admission application deadline is March 1 for September enrollment and November 1 for January entrance. An interview, either in person, via Zoom, or by phone, is a requirement for all Frances Perkins candidates.

For more information about pursuing undergraduate study through the Frances Perkins program, please complete the inquiry form on the Admission website (<https://admission.mtholyoke.edu/register/inforequest/>), or contact the Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts 01075, 413-538-2077.

## Graduate Admission

### Master of Arts in Teaching

Those interested in applying to the M.A.T. program should submit a completed application, have an undergraduate major (or demonstrate equivalent subject area knowledge) in their desired teaching discipline, and be prepared to submit a passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Applicants who have not yet taken the MTEL are still able to apply.

The preferred application deadline is January 15. For details and procedures, see the online application ([https://gradadmission.mtholyoke.edu/apply?\\_ga=2.17896825.1115798967.1659984764-1556106209.1601496778](https://gradadmission.mtholyoke.edu/apply?_ga=2.17896825.1115798967.1659984764-1556106209.1601496778)) or the Master of Arts in Teaching information (p. 392) in the catalog. Applications received after the preferred date will be reviewed on a case-by-case basis through May.

### Master of Arts in Teaching Mathematics

Those interested in applying to the M.A.M.T. program (p. 407) must have a teaching license (initial or professional) and at least a bachelor's degree. Prospective students should consult the program's website (<http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching/>) for details and to access the online application.

### Master of Arts in Teacher Leadership

Those interested in applying to the M.A.T.L. program (p. 411) must have a teaching license, a bachelor's degree, and a history of effective classroom practice and strong passion for student learning. GRE scores are not required. Interested applicants should consult the program's website (<https://www.mtholyoke.edu/academics/find-your-program/master-arts-teaching-teacher-leadership-matl/>) for details and to access the online application.

### Non-degree Study at the Graduate Level

Professional and Graduate Education offers courses, institutes, and workshops open to enrollment by qualified community members, professionals, and undergraduate students equipped to undertake work at the graduate level. More information about these programs is available in the Professional and Graduate Education (p. 392) chapter and its Institutes' admission (p. 426) page.

### Cooperative Ph.D.

A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst in astronomy, biological sciences, chemistry, geology, and physics. The degree is awarded by the University of Massachusetts but in exceptional cases much of the work leading to the degree may be taken at one of the participating institutions. Information about specific areas of research can be obtained from the chair of the appropriate department at Mount Holyoke College. General information and application materials are available from the graduate school at the University of Massachusetts. All applications must be made directly to the University of Massachusetts.

## Other Undergraduate Degree and Certificate Programs

See Other Degree and Certificate Programs (p. 12) for information about the following: the second Bachelor's degree, dual-degree programs in engineering and Latin American studies, teacher licensure programs, the International Guest student program, and the Certificate for International Students.

# TUITION, FEES, FINANCIAL AID AND FELLOWSHIPS

Tuition and Fees (p. 34)

Financial Aid for Undergraduate Students (p. 36)

Fellowships for Mount Holyoke Alumnae and Graduating Seniors (p. 43)

## Tuition and Fees

### Fixed charges for 2023-24

Fee	Amount
Undergraduate Tuition (full academic year)	\$63,904
Degree and non-degree non-resident, per credit hour	\$1,997
Room	\$9,452
Board	\$9,386
Student Activities Fee	\$238
Study Abroad Administrative Fee	\$900
Student Health Insurance (full year)	\$2,721
Student Health Insurance (spring only)	\$1,567
Transcript Fee for Current Students, \$4 per copy	
Transcript Fee for Former Students, \$10.40 per copy	
Auditing Fees (alumnae and local residents may apply to audit courses, if space is available, with permission from the instructor):	
Lecture Courses	no charge
Studio Art Courses	\$1,760
Physical Education, Dance, Beginning Language	\$100

Undergraduate students are expected to live in residence halls unless they reside with family members or are approved to live off-campus as a disability accommodation. Room and board charges include an unlimited meal plan, except during vacations. No optional meal plans are available except for students approved for accommodations through Disability Services. All resident undergraduates are expected to pay full room and board.

Undergraduate students are billed the full semester tuition rate regardless of the number of credits taken, except for students approved to live off-campus because they are Frances Perkins scholars or because they have been approved, as a disability accommodation, for part-time off-campus status with family. In these cases, students will be billed per credit hour enrolled. Students who have exceeded the funding limitation standards of the College (see "Funding Limitations") and who need only eight or fewer credits to complete their final degree requirements may petition the dean of studies for approval to live off-campus and be billed for eight or fewer credits at the per-credit rate for their final semester.

Work supervised by Mount Holyoke faculty, but taken while a student is not in residence, will be charged by the credit.

The Student Government Association (SGA) fee supports student organizations and Five College buses. The SGA establishes the fee and determines the distribution of the funds.

Massachusetts law requires that all students have adequate health insurance coverage. Mount Holyoke recommends the Student Health Insurance Plan offered through the College. In July, students are billed for health insurance for one calendar year with coverage beginning August 15. Domestic students may waive coverage with proof of comparable coverage in another plan prior to the start of fall classes (or spring classes for spring matriculants). Students waiving coverage must do so annually by the waiver deadline. All international students are required to carry the Mount Holyoke College Student Health Insurance Plan unless 1) a parent is employed by a U.S. employer or an embassy and has employer-sponsored health insurance that is comparable to the student medical insurance offered at Mount Holyoke, and 2) the health insurance will cover the student for all routine care while the student is at college.

Current students may order official transcripts through my.mtholyoke. The transcript fee will be charged to an active student's account. A student must pay all past due balances on the account before transcripts will be issued. Former students must prepay the transcript fee.

For Professional and Graduate Education Program fees, please see the Professional and Graduate Education section (p. 390) of the catalog.

## Other Fees

### Enrollment Deposit

An enrollment deposit of \$500 is required from all new students entering the College. The enrollment deposit is nonrefundable and will be credited to the first semester bill.

### Music Performance Studies Fees (per semester)

Weekly individual lessons for non-majors:

- 12 lessons, 50 minutes or 10 lessons, 60 minutes: \$680
- 12 lessons, 30 minutes: \$408

Weekly individual lessons for declared majors and minors (must declare by the 10th day of classes): no fee.

Payment for lessons is due at the beginning of the semester. Lessons and fees are nonrefundable after the 10th day of classes.

### Riding Fees

Fee	Amount
Standard group riding (all types/levels), 60 min., twice/week, 17 lessons:	\$850
Private lessons 45 min., twice/week, 17 lessons:	\$1360
Semiprivate lessons 45-60 min., twice/week, 17 lessons:	\$1020
NONCREDIT:	
Noncredit instruction, private, by arrangement, 45 minutes:	\$80



Noncredit instruction, semiprivate, \$60 by arrangement, 45-60 minutes:

Arrangements for both private and semiprivate noncredit instruction are to be made with the instructor.

Riding lesson fees will not be refunded after the riding program drop date. Should a rider drop the course after receiving instruction but before the drop date, a fee of \$55 will be charged per lesson. PE riding classes are generally taught aboard Mount Holyoke's school horses. A student may ride her own horse in a PE class with the permission of the instructor.

Mount Holyoke has the option to cancel or combine classes to maintain an enrollment of three or more in each class.

The cost of boarding a horse at the Equestrian Center is \$975 per month, payable monthly. Charges will be applied to the student account. For an application form and further boarding information, contact Paula Pierce, director, at [ppierce@mtholyoke.edu](mailto:ppierce@mtholyoke.edu). (ppierce@mtholyoke.edu) Space is limited.

### **Golf Fees (per semester)**

Two lessons per week, all equipment provided. There are green fees and special student rates on weekdays.

### **Other Physical Education Fees**

Lifeguard training fees to be determined annually by the American Red Cross.

### **Theater Design Courses in the Film, Media, Theater Department**

Costume Design, Set Design, Costume Construction, and Technical Theater, per course, \$50 materials fee.

## **Timetable for Payments**

Fall semester fees are due July 31.

Spring semester fees are due January 5.

The due date for the enrollment deposit required of all new students is specified in their acceptance letters.

Payment instructions may be found on the SFS website (<https://www.mtholyoke.edu/sfs/cost/>).

## **Terms of Payment**

Bills are prepared monthly and are available online to students and other users authorized by the student. Students must authorize parents and other sponsors to view the bill and to receive notification when the monthly bill is prepared. Per federal regulation, student account information will not be shared with anyone who is not authorized by the student. Students may view charges and credits on their student account by logging in to my.mtholyoke and choosing "Course Registration and Bill Payment" then "Student Account and Payment" from the Self-Service Menu. Students may authorize parents, guardians, or others for bill viewing and payment by creating an authorized user account in the student account billing system.

Past due balances will incur a late fee of 1% each month on balances over \$100. Protested checks will incur a fee of \$25.

In specific cases, students may not be able to register for classes, participate in housing lottery, or receive a degree, diploma, or transcript until the student's bill is paid.

Students with a significant past-due balance may be withdrawn from the College for financial reasons. Warning will be sent with that information prior to withdrawal.

## **Payment Plans**

### **Semester Payment Plan**

Tuition, room, and board costs, less scholarship and loan aid, may be contracted to be paid in five installments per semester, starting in July for the fall and December for the spring. There is no interest charge. Students must enroll in a new plan each semester. A nonrefundable \$35 enrollment fee is required to enroll in the payment plan. Late payments and protested payments will incur fees of \$25 for each occurrence.

### **Financing Options**

Mount Holyoke has several financing options to help manage Mount Holyoke expenses. For more information, please contact Student Financial Services or visit the website (<https://www.mtholyoke.edu/sfs/>).

### **Parent PLUS Loan**

The Federal Parent PLUS loan is a non-need-based, fixed-interest, federally guaranteed education loan for families of all income levels. The origination fee and interest rate are available on the Student Financial Services website once it is set for that academic year. Eligibility is limited to parents without an adverse credit history. Any parent may borrow up to the total cost of education less financial aid. Repayment begins 60 days after full disbursement and can extend up to 30 years. Deferment of loan principal is also an option. A current year FAFSA must be completed for any student whose parent wishes to apply for the Parent PLUS. Either parent may apply for the PLUS loan beginning June 1 at [studentloans.gov](https://www.studentloans.gov) (<https://www.studentloans.gov/myDirectLoan/index.action/>). Parents and students must be U.S. citizens or permanent residents. Student Financial Services processes the approved PLUS loans starting July 1.

### **MEFA Loan**

Funded by the Massachusetts Educational Financing Authority (MEFA), the fixed or variable interest rate Undergraduate MEFA loan allows students and their families to borrow from a minimum of \$2,000 up to the full cost of education less financial aid at more than 70 Massachusetts colleges and universities. Residents of all states are eligible to apply at the MEFA website (<https://www.mefa.org/undergraduate-student-loans/>). Students and co-borrowers must be U.S. citizens or permanent residents.

### **Alternative Student Loans**

Students also have the option of applying for an alternative student loan. Various commercial lenders offer these non-need-based loans. Interest rates are generally variable and may be higher over the long term than the rates of federal need-based student loans and parent loans. These loans are not subsidized and unpaid interest will be capitalized into the principal earlier and more frequently than with federal loans. Some lenders of alternative student loans may charge an origination or disbursement fee. Repayment terms vary, often depending on the amount borrowed and the credit score of the student and/or cosigner. Alternative student loans are available to domestic and international students and usually require a creditworthy cosigner who is a permanent resident or citizen of the U.S. Alternative parent loans may also be available for parents who are U.S. citizens or permanent residents. The maximum amount of loan the College will certify is the cost of education



minus any financial aid. For more information visit our website (<https://www.mtholyoke.edu/admission/apply-undergraduate-first-year/affording-mount-holyoke/financial-aid/types-financial-aid/>). These loans should be considered only after lower cost federal student or parent loan options have been exhausted.

## Refund Policy

Students who withdraw or take a leave of absence during the semester will be refunded per the schedule outlined below. The official withdrawal date for a student is determined by the Office of Academic Deans. The Office of Academic Deans must receive written notice of the student's intent to withdraw. Please see "Withdrawal from the College" in the Academic Regulations chapter (p. 25) for more information.

Students will be refunded 100 percent of their previously paid tuition, room, and board, less the enrollment deposit for new students, if the Office of Academic Deans receives written notice of an official withdrawal or leave of absence before the first day of classes. If a student officially withdraws or takes a leave of absence on or after the first day of classes, refunds occur on the following schedule:

### Refund Schedule

Tuition, room, and board refunds:

Weeks	Percentage
Week 1	90%
Weeks 2-3	75%
Weeks 4-5	50%
Weeks 6-7	25%

There is no refund of the Student Government Association fee if a student withdraws on or after the first day of classes.

Tuition charges for approved off-campus Frances Perkins students will be increased or decreased accordingly based on the number of credits during the add/drop period of each semester (until the end of the fifteenth day of classes). No per-credit tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student takes a leave of absence or withdraws from the College at which point the above refund schedule will apply. State and/or federal aid will be adjusted for students at part-time status as of the last day to drop classes. Any credits dropped after the fifteenth day of classes each semester will be counted, for financial aid eligibility purposes, toward the 128 attempted credit maximum for students charged by the credit. For more information, please see the Financial Aid chapter (p. 36).

### Title IV Financial Aid Refund (Federal Funds only)

Per federal regulation, 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 earned and may retain as of the withdrawal date. According to the federal refund policy, federal aid the student has not earned must be returned to the federal government. Note: College grants will not be increased to cover reduced federal or state aid due to a withdrawal or leave of absence.

Up through the first 60 percent of the semester, the amount of federal funds students may retain is based on the number of days they were enrolled in the semester. After 60 percent of the semester is over, students are eligible to retain all of their federal aid for that semester.

The responsibility to repay any federal aid is shared by the College and the student. The College's share to repay is the lesser of the total amount of federal aid to be returned or the College charges multiplied by the percentage of aid that must be returned. The student's share is the difference between the aid that must be returned and the College's share.

The College's share of federal aid must be returned to the Title IV programs in the following order:

- Federal Direct Unsubsidized Student Loan
- Federal Direct Student Loan
- Federal Perkins Loan
- Federal Direct PLUS
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal TEACH Grant
- Other Title IV loan or grant assistance

The College must return its share of federal aid within 30 days after the withdrawal date. Any federal aid that the student must return resulting from a loan is subject to the conditions and terms of the promissory note. If a student must repay a share of federal grant aid, the College may allow the student to make payment arrangements with the College, in compliance with federal regulations. Sample Title IV refund worksheets are available from Student Financial Services upon request.

### State Grant Refund Policy

State grants will be refunded according to the rules of the individual state programs.

### Institutional Refund Policy

After the federal and state refund calculations have been determined, any remaining reductions in aid will be distributed in the following order:

- Mount Holyoke College grants
- Mount Holyoke College loans
- Parent/Student Alternative loans

Mount Holyoke non-need based grants and scholarships will be adjusted based on the tuition refund schedule.

## Tuition Refund Insurance

The College has partnered with GradGuard, a service of Next Generation Insurance Group, to offer a tuition refund insurance plan. The plan complements and extends Mount Holyoke's current refund policy by providing plan participants with a refund of the College's comprehensive fee less financial aid if an insured student is forced to withdraw from the College during the semester as a result of personal injury or other medical reasons. Tuition insurance reimburses students for up to 100 percent of tuition, room, and board costs. This policy must be purchased before the first day of classes and covers the academic year. For more information, contact Student Financial Services.

## Financial Aid for Undergraduate Students

Student Financial Services is an important resource for families, whether or not they apply for financial aid. The College participates in a number

of parent financing plans and offers a semester payment plan (see the Tuition and Fees (p. 34) chapter).

Mount Holyoke need-based financial aid is only available for degree-seeking undergraduate students. Federal loans and the TEACH grant are available for graduate students. More information may also be found in the Professional and Graduate Education (p. 429) section of the catalog.

## Billed Costs and Total Cost of Attendance

The total cost of attendance (also called "student budget") includes the billed costs of tuition, room and board, the Student Government Association (SGA) fee, and estimated costs for personal and book expenses. Domestic students who travel from a distance may also see estimated costs for travel.

2023-2024 Budget:

Expense	Amount
Tuition	\$63,904
Room and board	\$18,838
SGA	\$238
Books/personal expenses	\$2,400
Total	\$85,380

A student's financial aid eligibility is the difference between the cost of attendance and the calculated family contribution. A student is eligible for need-based financial aid if the family contribution is less than the cost of attendance.

## The Family Contribution

The College uses a combination of institutional and federal methodologies to calculate a family contribution. The family contribution consists of a parent and a student contribution.

Factors that play a role in the parent contribution include parent taxable income and untaxed income, parent assets, the number of dependents in the household, and the number of dependent children enrolled in undergraduate degree programs.

The student contribution is determined after a review of student income and assets, including trusts. A minimum contribution from summer earnings of \$2,750 for dependent students and \$3,600 for independent students is expected.

## The Family Contribution from Year to Year

The calculated family contribution will be consistent from year to year unless changes occur such as a significant change in family income or assets, a change in the number of dependents supported, or a change in the number of dependent children attending undergraduate institutions.

## Applying for Financial Aid

### New First-Year Students Who Are U.S. Citizens or Permanent Residents

Admission applicants must indicate their intent to apply for need-based financial aid from Mount Holyoke on the admission application. Those who do not identify as aid applicants will not be considered for need-based aid from the College until they complete two semesters of enrollment at Mount Holyoke. This limit does not apply to federal financial aid. Federal aid may be applied for at any time during the

application cycle or the academic year by completing the Free Federal Application for Financial Aid (FAFSA). Admission applicants do not need to apply for financial aid to be considered for merit scholarships.

*Applicants for financial aid should plan to meet the deadline that applies to their specific admission application plan (see below). We accept late applications; however, students with incomplete applications may not receive financial aid eligibility information when admission decisions are released.*

*Priority filing dates apply to applications for financial aid in 2023-24.*

## Required Documents and Due Dates

### Regular Decision

- February 1: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- February 1: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2021 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Financial aid notification occurs in mid-March.

### Early Decision I

- November 16: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- November 16: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2021 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Financial aid notification occurs in mid-December.

### Early Decision II

- January 4: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- January 4: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2021 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Financial aid notification occurs in late January.

### Transfer Applicants

- March 5 for fall transfers, November 5 for spring transfers: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- March 5 for fall transfers and November 5 for spring transfers: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2021 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Notification of eligibility: Late March for fall admission, late December for spring admission.

### Frances Perkins Program Applicants

- All required documents should be filed by March 5 for fall admission and November 5 for spring admission. Financial aid notification occurs in late March for fall enrollment and late December for spring enrollment.
- U.S. citizens and permanent residents file the FAFSA to be considered for federal and state grants, loans, and student employment.
- International and undocumented/DACA applicants file the CSS Profile to be considered for need-based student loans and student employment.

- All non-resident Frances Perkins students complete the Enrollment Questions found on the admission portal.

## International Students

International applicants must indicate their intent to apply for need-based financial aid from Mount Holyoke on the admission application. Those who do not cannot be considered for need-based aid while enrolled at Mount Holyoke regardless of changes in family financial circumstances. International students' family contributions are determined when they first apply to the College. The family contribution is calculated based on an assessment of a family's income and asset information and verified with additional documentation such as certified letters from parents' employers or income tax documents. Per College policy, the same family contribution initially calculated will be required each year until graduation. International students are responsible for the cost of the student health insurance premium, visa, and travel expenses, as well as the calculated family contribution.

## Required Documents and Due Dates

- File the CSS Profile by: November 16 for ED I, January 4 for ED II, January 15 for Regular Decision, March 1 for fall transfer, November 1 for spring transfer.
- Email the 2019 parent tax return or other verification of income directly to [sfs@mtholyoke.edu](mailto:sfs@mtholyoke.edu). (The same due dates apply as for the CSS Profile above.)
- File the a second CSS Profile if student's biological or adoptive parents are divorced or separated. (The same due dates apply as for the CSS Profile.)
- Financial aid notification with admission decision if aid application is complete.

## Deferred Action (DACA) or Undocumented Students

Undocumented or DACA students should complete the CSS Profile and upload parent and student U.S. federal taxes (on non-filer statement if not required to file) to the College Board's Institutional Documentation Service (IDOC). Students should follow the domestic student deadlines of the program for which they are applying. Undocumented and DACA students reapply for financial aid each year.

## Renewal Applications

U.S. Citizens and permanent residents must reapply each year to be considered for federal and need based institutional financial aid. Note: The FAFSA is required of all students applying for federal aid. The CSS Profile is required of all students applying for institutional need-based aid. All applicable parent and student tax documents must be submitted for review. A student can review Financial Aid Online for a listing of required documents

## Required Documents and Due Dates

- February 15: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA. (Frances Perkins students do not file the CSS Profile in most cases.)
- February 15: Upload parent and student federal tax returns, W-2s, and any required supplemental information such as corporate/business tax returns to the Image Documentation (IDOC) service of the College Board, as required. Some forms may be uploaded through Financial Aid Online.

Notification of eligibility: By mid-May, if file is complete by February 15.

## Divorced or Separated Parents

While Mount Holyoke will consider special circumstances, a student's biological or adoptive parents are expected to financially support their child's education as much as possible regardless of separation, divorce, or willingness to contribute. When determining eligibility for Mount Holyoke assistance, the College considers financial information from both parents and spouses or partners of parents, regardless of marital status.

## Requests for Additional Aid (Appeals)

Student Financial Services accepts requests for reconsideration of a family contribution under certain circumstances. These circumstances include significant changes in income, financial support of an elderly grandparent, unreimbursed medical expenses, loss of employment, additional dependents who will be attending college full-time at a U.S. institution, or long-term loss of employment. Cash flow problems or business or consumer debt cannot be considered.

Requests for reconsideration must be accompanied by documentation. The Request for Reconsideration Form (<https://www.mtholyoke.edu/directory/departments-offices-centers/student-financial-services/financial-aid-forms/>) is available on the Student Financial Services website. While an increase in aid is not always possible, each request is assessed thoroughly and equitably. Students are expected to maximize all federal and institutional need-based loan eligibility before additional grant aid can be considered.

## The Financial Aid Package

Need-based financial aid packages typically consist of a combination of grant, loan, and campus employment.

## Grant Aid

Grant aid does not need to be repaid. Grant funding comes from institutional, federal, and state sources.

## Mount Holyoke College Need-based Grants

Need-based College grants are awarded based on demonstrated financial aid eligibility as determined by the College. Funding is provided by endowment earnings, the annual operating budget, and gifts from alumnae, parents, and friends. Need-based grants funded by the College include Mary Lyon Grant, Mount Holyoke Grant and the Health Insurance Grant.

## Federal Grants

Pell Grant: Students with high demonstrated financial need, as determined by federal guidelines, are eligible for the Pell Grant. On average, students with a family adjusted gross income of \$60,000 or less are eligible for the grant. Grants range from \$670 to \$7,395 in 2023-24

Supplemental Educational Opportunity Grant (FSEOG): SEOG grants range from \$500 to \$1,500 and are included in the financial aid package of students who are also eligible for the Pell Grant depending on availability of SEOG funds.

## State Grants

Massachusetts, Pennsylvania, and Vermont offer scholarship and grant programs for students who reside in those states and attend school in Massachusetts.

Applicants for the Massachusetts State Grant must reside in Massachusetts for at least one year prior to receiving the grant. High school counselors or state scholarship offices can provide eligibility and

deadline information. For the telephone number and address of a state's scholarship office, contact the Federal Student Aid Information Center at 800-433-3243.

**Note: If a student receives a federal or state grant that was not included in the original financial aid package, the Mount Holyoke grant is reduced by the amount of the federal, state, or provincial funding. This additional grant does not reduce the family contribution. College funding will not cover state funds if eligibility is lost due to missed deadlines as determined by the state.**

## Student Loans

A federal, state or Mount Holyoke College student loan, or combination of student loans, is included in most financial aid packages. The packaged loan amount increases approximately \$1,000 each year. Total estimated student loan debt over four years will range from approximately \$20,000 to \$30,000 depending on institutional packaging policies and whether or not the student borrows the maximum loan amount per federal guidelines.

Links to entrance counseling and other required loan documents can be found at the Student Financial Services website (<https://www.mtholyoke.edu/directory/departments-offices-centers/student-financial-services/>). Students may decline a student loan included in the financial aid package by emailing Student Financial Services ([sfs@mtholyoke.edu](mailto:sfs@mtholyoke.edu)).

### ***Federal Direct Student Loan (FDSL) - Subsidized***

A subsidized FDSL is need-based. Eligibility is determined by filing the FAFSA, and the annual amount of the FDSL is based on the year in school. The federal government does not charge interest before repayment begins or during authorized periods of deferment (postponement of repayment). Repayment of principal and interest begins six months after a student graduates or ceases being enrolled at least half time.

### ***Federal Direct Student Loan (FDSL) - Unsubsidized***

All U.S. Citizens and permanent residents students are eligible for an unsubsidized FDSL regardless of need. The total amount of eligibility depends on the year in school. A FAFSA must be filed in order to receive an unsubsidized FDSL. The federal government charges interest on the unsubsidized FDSL from the time the loan is disbursed until the loan is paid in full. There is an option to defer payment of interest during school; that interest is capitalized (added to the principal) at repayment. Repayment begins six months after a student graduates or ceases being enrolled at least half time.

All FDSLs have an origination fee which reduces the total amount borrowed. The fee amount is set by the government in October and is applied at the time the loan is disbursed to the student's account. The student borrowing the loan is required to sign a master promissory note and complete entrance counseling online. The master promissory note is signed once but covers additional FDSL borrowed in future years.

### ***Mount Holyoke College and Global Loan***

These College funded loans are awarded to students demonstrating financial need. The interest rate is 8% and accrues once repayment begins. Repayment of principal and interest begins six months after the student graduates, withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time. A promissory note and federally mandated disclosures must be completed by the student prior to accepting the loan. A promissory note and disclosure notice must be completed each year a student receives a Mount Holyoke College loan.

## Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds student earnings for on-campus jobs as well as a number of off-campus positions with nonprofit agencies. The College also funds student employment for on-campus jobs. Annual student earnings depend on job position and hours worked. Students earn approximately \$2,400 for six to seven hours of work per week while classes are in session. Students are paid every two weeks. Earnings from student jobs are paid directly to the student and may be used for books and personal expenses.

Student Financial Services coordinates the posting of on-campus jobs. Off-campus community service positions are coordinated through the Community-Based Learning office. The College hires students in residence halls, administrative offices, academic departments, the library, and facilities management. In general, first-year students seeking Level 1 jobs should seek employment in the summer or early fall of their first semester. Students secure jobs using JobX, a student job board, and a Virtual Spring Job Fair (online), designed to help students with work study find jobs for the following fall. Students with work study are eligible to apply for jobs of any level. Students without work study may apply for jobs in levels 2 through 5. While the College makes every effort to post all available jobs, students are not guaranteed employment, even if work study is included in the financial aid package.

## Merit-Based Scholarships and Grants (Non-need based)

Merit-based scholarships and grants (non-need based) include: Trustee, 21st Century, J. Chin Scholarships, Posse, Mount Holyoke College Leadership and Global Perspective Awards, Frances Perkins Tuition Scholarships, Tuition Exchange, MHC Microscholarships (RaiseMe), and Tuition Assistance.

The Office of Admission determines eligibility for merit-based awards. Students do not need to apply for need-based financial aid to be considered for merit-based scholarships. Merit-based scholarships are not transferable for study at another institution; however, students who are eligible to study abroad and who need financial assistance may apply for a Laurel Fellowship. Please see "Financial Aid for Study Abroad and Other Off-Campus Study" for additional information.

Non-need based funding, including merit-based scholarships, is renewed annually for up to eight semesters for first year students provided the student is enrolled full-time and remains in good academic standing.

The Frances Perkins Tuition Scholarship for resident (on campus) Frances Perkins students has term limits based on the total number of credits accepted for transfer at any point. Credits transferred to the College due to a semester or year of study abroad or academic leave count toward the semester limit, whether or not financial aid from the College was provided for these credits. The Frances Perkins Tuition Scholarship for commuting (non-resident) Frances Perkins students is limited to a cumulative total of 128 credits. Commuting Frances Perkins students must be enrolled at least half-time to retain eligibility. The 128-credit total includes transfer credits applied toward the Mount Holyoke degree. Frances Perkins students should plan their course of study with this in mind.

Students continuing on academic probation for more than one semester or suspended for academic reasons or behavioral reasons are ineligible to retain the non-need-based scholarship or grant. Students may also lose eligibility for honor code violations.



Non-need-based aid is refunded based on the refund schedule for tuition. (See the Tuition and Fees (p. 34) chapter.) For example, if 25% of tuition is refunded for the semester, the scholarship will be reduced by 25% for the semester. A student who takes a medical leave during a semester may appeal for the remaining portion of that semester's scholarship to be applied to an additional semester needed to complete course requirements. Students who need an additional semester of aid due to a medical leave may also appeal for additional need-based aid for the additional semester.

## Outside Scholarships

Mount Holyoke encourages students to apply for outside scholarships. Outside scholarships can reduce the student's debt or help manage the family contribution.

Any outside scholarships received, per College and federal policy, must be considered part of the student's financial aid package. Students receiving outside scholarships should notify Student Financial Services (sfs@mtholyoke.edu) as soon as possible.

If a student receives an outside scholarship(s), the scholarship amount will be added to the financial aid offer. If the amount of the scholarship(s) exceeds the cost of attendance (budget), the student loan will be reduced, followed by work study and institutional grant, if applicable.

Note: If the student's determined need is met solely by College need-based grant, such as the Mount Holyoke Grant or the Mary Lyon Legacy Grant, any outside scholarship(s) reduces College grant dollar for dollar.

International students who secure sponsorship funding prior to admission or enrolling at Mount Holyoke must notify Student Financial Services to discuss the impact on need-based financial assistance.

Information about outside scholarships can be obtained from high school counselors and local libraries or by using scholarship search engines. More information on scholarships is available here (<https://www.mtholyoke.edu/admission/apply-undergraduate-first-year/affording-mount-holyoke/financial-aid/how-aid-works/scholarship-policies/>). Current students may also research direct apply scholarship information at the Fellowships Office.

## Employer Benefit

When a parent receives a tuition benefit through an employer, this funding is treated as an outside scholarship, first reducing need-based loans and student employment (federal and institutional) and then any College grant. Tuition grants may only cover tuition. If a combination of tuition grants or scholarships from the College and employers/scholarship agencies exceeds tuition costs, the non-need-based grants from the College will be adjusted accordingly. If a parent receives a tuition benefit for student educational expenses and this benefit is not listed in the financial aid package, please notify Student Financial Services.

## Veterans' Benefits (Including Yellow Ribbon)

Veterans' benefits will be treated as other outside scholarships and will be packaged in addition to any need based or non-need based aid the student is eligible for. These benefits include housing allowances and book stipends sent directly to the student. Mount Holyoke participates in the Yellow Ribbon program with a matching grant of up to \$10,000 per student per year for undergraduates.

Those eligible for Veterans' benefits may note that all eligible resident instruction is provided at the College's main campus: Mount Holyoke College, 50 College Street, South Hadley, Massachusetts 01075. The

01075 zip code therefore is used by the Veterans Administration in calculating the Monthly Housing Allowance for those who qualify for this allowance.

## Financial Aid for Study Abroad and Other Off-Campus Study

To support study abroad, Mount Holyoke offers the Laurel Fellowship which is need-based grant aid. Other Mount Holyoke scholarships and grants, including Tuition Assistance Grants or MHC Microscholarships, cannot be used for study abroad. Students studying abroad who are U.S. Citizens and permanent residents are eligible for federal financial aid. In order to determine eligibility for the Laurel Fellowship, students must be approved by the McCullough Center for Global Initiatives, submit a consortium agreement from the study abroad program, and complete a financial aid application. For those receiving only federal financial aid, a consortium agreement is also required. Mount Holyoke does not charge the student MHC tuition or room and board for study abroad in most cases. Typically, students pay the program fees directly to the program. Any financial aid (including educational financing) will be credited to the student account and applied toward Mount Holyoke charges (e.g. Study Abroad Administrative Fee, currently \$900 per semester). Any excess credit balance will be sent to the student to assist with program expenses. To receive the credit balance a student must complete a Disbursement Form, available on the Student Financial Services website.

For more information about available funds and application procedures, visit the McCulloch Center for Global Initiatives website (<http://www.mtholyoke.edu/global/>). In addition, please see the information about study abroad in the Special Programs and Resources (p. 15) chapter under The Dorothy R. and Norman E. McCulloch Center for Global Initiatives.

## Financial Aid Policies

### Disbursing Funds

Financial aid funds are disbursed on a per-semester basis and are disbursed at the beginning of each semester provided a student has completed all financial aid application requirements including loan requirements. Students should sign in to Financial Aid Online (<https://login.mtholyoke.edu/idp/profile/SAML2/Redirect/SSO/?execution=e2s1>) for information regarding missing information.

*For both initial and returning applicants, a student cannot start classes or move into a residence hall until the appropriate semester fees have been paid in full or provisions for payment plans and/or loans have been approved by Student Financial Services. To order transcripts, current and former students' loans and student accounts must be in good standing with no past due balances.*

### Satisfactory Academic Progress

The Office of Student Financial Services knows students are working toward an important milestone: a degree from Mount Holyoke College. The Office of Student Financial Services wants to help students achieve this goal and understands that receiving financial aid is part of a student's success. In accordance with federal policy, to remain eligible for financial aid, students must continue making Satisfactory Academic Progress (SAP) toward their degree.

Federal regulations require that schools monitor the academic progress of every student who is eligible for federal Title IV financial aid, which includes the Pell Grant, TEACH Grant, SEOG, Direct loan (subsidized and unsubsidized), Parent PLUS loan, and Work Study. Federal standards



of satisfactory academic progress (SAP) include a qualitative (GPA) measurement, a quantitative (Pace) measurement (credits completed vs. credits attempted), and a maximum time frame measurement. If one or more of the measures is not being met, the student is not making SAP. SAP is measured and reviewed at the end of each payment period, specifically at the end of fall semester and the end of spring semester.

Mount Holyoke College scholarships and grants are subject to the same SAP standards and monitoring as federal financial aid, with one exception: the Maximum Time Frame for these institutional awards is 8 semesters.

Students who fail to meet either the GPA or Pace satisfactory academic progress requirements will be placed on financial aid warning; no action is required by the student for financial aid purposes. Students who have been placed on financial aid warning are often on academic probation as well. These students are strongly advised to work closely with their academic advising team including their academic dean and faculty advisor in order to address their academic progress difficulties. Financial aid warning lasts for one payment period/semester only, during which the student may continue to receive federal and institutional funded financial aid. Students who fail to meet the GPA and/or Pace satisfactory progress after the warning period will lose their federal and institutional aid eligibility unless they successfully appeal and are placed on financial aid probation, with an academic plan (see details below). Students who have reached the applicable maximum time frame are no longer eligible for federal or institutional aid; they are not eligible for financial aid warning nor financial aid probation.

Students will be notified, via email, by the Office of Student Financial Services if they are not meeting SAP standards and have been placed on financial aid warning or financial aid probation.

### **Qualitative Standard (GPA)**

Students (full or part-time) are required to maintain a cumulative 2.0 GPA.

### **Quantitative (Pace) Standard**

Undergraduate students must complete a minimum percentage of cumulative attempted credits, or pace. Pace is calculated by dividing the cumulative credit hours earned by the cumulative credit hours attempted.

Students must maintain a minimum pace of 67% (no rounding is allowed).

For example, a student who completes 12 of their 16 credits attempted in their first semester is at 75% pace. A student who completes 10 of 16 credits in their first semester is at 62% pace.

Another example may be a student who through their first three semesters has earned 28 and attempted 48 for an overall pace of 58.3% pace.

### **Maximum Time Frame**

Undergraduate students are limited to a total of 192 attempted credits for federal financial aid eligibility and 8 semesters of institutional aid eligibility. Students will not be eligible for financial aid warning or financial aid probation once they have reached their maximum time frame.

### **Other Key Elements Program Completion**

Once the student completes all the academic requirements for their program, the student is considered to have completed the degree program and is no longer eligible for further federal or institutional aid for that program.

### **Transfer Coursework**

Transfer credits accepted toward the student's current program (whether pre-matric, summer/January term, completed during an academic leave, study abroad leave or non-academic leave or completed as a finishing-away senior – including consortium agreements) are counted in both cumulative credits attempted and cumulative credits earned. Grades earned in transfer credits are not included in cumulative GPA.

### **Five College Interchange Coursework**

Courses taken through the Five College Interchange in fall or spring semesters while enrolled at Mount Holyoke College are counted in both cumulative credits attempted and cumulative credits earned. Letter grades earned in these courses are included in the cumulative GPA, with the exception of CR, NC, and P grades.

### **Incomplete Coursework (I)**

Incomplete coursework at the time of SAP evaluation, whether in Five-College Interchange or MHC courses, is counted in the cumulative credits attempted but zero credits earned. The (I) grade will not be counted in the cumulative GPA. When an incomplete grade is finalized, it is factored into the cumulative GPA and reviewed as part of the SAP calculation at the time of the next formal evaluation. Incomplete coursework that is not resolved by its approved due date will result in an "F" grade (or "W" if the extension was approved as medical), unless the professor supplied a guaranteed grade or the student has been approved by the Dean of the College for a further extension. The credits will be counted in the cumulative credits attempted but zero credits earned. The (F) grade will be counted in the cumulative GPA.

### **Withdrawn Coursework (W)**

Courses that were dropped during Add/Drop period (that is, before the applicable "Last day to withdraw without "W" notation recorded") will neither be counted as credits attempted nor earned and will not be counted in the cumulative GPA. Withdrawn coursework that results in a (W) grade will be counted in the cumulative credits attempted but zero credits earned. (W) Grades are not included in the cumulative GPA calculation. A Leave of Absence or Withdraw taken after the first day of classes for the semester (up through the end of the semester) will result in (W) grades.

### **Credit/No Credit (CR/NC)**

Courses with a Credit (CR) grade are counted as credits attempted and credits earned; no grade will be counted in the cumulative GPA. Courses taken under the Ungraded option or mandatory Credit/No Credit (Pass/Fail) with a No Credit (NC) grade are counted as credits attempted and zero credits earned; no grade will be counted in the cumulative GPA.

### **Failed (F) Coursework**

Courses with a Failed (F) grade are counted as credits attempted and zero credits earned; grade will be counted in the cumulative GPA.

### **Repeated Coursework**

Unlimited repeated courses can be funded with federal/institutional aid if the student has not passed the course previously while attending Mount Holyoke College.

Mount Holyoke's academic policies prohibit students from repeating courses previously passed. However, a student may attempt elsewhere a course passed at Mount Holyoke and remain eligible for federal aid for it, under the usual restrictions for consortium arrangements. Under these conditions, both attempts would be counted towards attempted credits in computing SAP, but only one passed course would be counted towards total credits earned.

## Definitions

### Financial Aid Warning

As stated earlier, a student failing to meet SAP standards, at the time of SAP review, will be placed on financial aid warning for one payment period (i.e., semester). The student will be eligible for federal and institutional aid during the financial aid warning period and no further action is required by the student. A student that meets SAP standards at the end of the financial aid warning term is eligible for continued federal and institutional aid. A student that does not meet SAP standards at the end of the financial aid warning term will not be eligible for federal or institutional aid in subsequent semesters until SAP standards are met or the student successfully appeals and is placed on financial aid probation with an academic plan.

### Financial Aid Appeal Process/Financial Aid Probation

If, at the end of the financial aid warning term, a student is still not meeting SAP requirements, the student may submit an appeal based on extenuating circumstances only. Extenuating circumstances would be considered personal illness or injury, a death of a close relative, or other special circumstances. Students who believe their extenuating circumstances may qualify for an appeal should meet with a Financial Aid Counselor to review their situation and the appeal process.

The completed SAP Appeal Form must be sent to the Student Financial Services office by August 15th for the fall term and January 15th for the Spring term and it must explain why satisfactory progress was not met and what has changed that will allow the minimum standards to be met and include an academic plan approved by an Academic Dean. Academic plans should include a list of courses to be completed as well as specific information concerning academic and college resources that will be utilized. Late appeals might not be considered. Appeals will be reviewed by the Executive Director of Student Financial Services. Appeals containing significant excessive coursework outside the major, minor and other College requirements, extenuating circumstances which lack significant merit, and personal plans which fail to address the original cause of the SAP problem are subject to denial. Appeals are not approved for the sole purpose of pursuing an additional major or a minor, Nexus, or Five College certificate.

If the appeal is denied, the student will not be eligible for federal or institutional financial aid in subsequent semesters until SAP standards are met. If the appeal is approved, the student will be placed on Financial Aid Probation, with an academic plan, and will be eligible for federal and institutional financial aid during the probationary period.

While it is possible to remain on Financial Aid Probation for consecutive semesters, a student may not be on this status for more than three consecutive semesters. Additionally, understand that a student who has been on Financial Aid Probation, regained SAP, who then later fails to meet SAP may only be granted one additional Financial Aid Probation while attending Mount Holyoke College as an undergraduate. This also applies to a student who while on Financial Aid Probation, fails to meet the SAP academic plan outlined, appeals and is granted an additional Financial Aid Probation status. In other words, a student may be granted Financial Aid Probation twice, with each Financial Aid Probation lasting a maximum of three semesters.

### Regaining Eligibility

Students whose federal and institutional aid has been suspended due to not meeting SAP requirements will regain federal and institutional aid eligibility for future semesters upon meeting SAP requirements.

## Notice

The procedures and policies listed above are subject to change without advance notice based on changes to federal laws, federal regulations, or school policies. If changes are made, students will be notified via e-mail and must abide by the most current policy.

## Funding Limitations

Resident students who enter as first-time, first-year students are eligible for a maximum of eight semesters of financial aid, need-based or non-need-based, from Mount Holyoke. College funding for transfer students and on-campus (resident) Frances Perkins students is limited based on the total number of credits accepted for transfer at any point (e.g. a student who transfers in 64 credits is eligible for a maximum of four semesters of College funding). Off-campus (commuting) Frances Perkins students receive funding for up to 128 attempted credits including any credits transferred to Mount Holyoke. Credits transferred to the College due to a semester or year of study abroad or academic leave will count toward the semester limit, whether or not financial aid from the College was provided for these credits. Students should plan their course of study with these maximums in mind. All resident students are expected to take 16 credits per semester unless approved for a reduced course load due to a medical accommodation. Regardless of the numbers of credits attempted in a semester, a semester of residence will count as 16 credits toward the 128 credit limit. Commuting Frances Perkins students must take a minimum of eight credits a semester to be considered for financial aid. Students may appeal the loss of funding eligibility based on transferring in credits if the credits are needed to replace courses attempted at Mount Holyoke College but not earned. Students should submit appeals with supporting documentation to Student Financial Services. Please refer to the Student Financial Services website for additional information on funding limitations including a conversion table for transfer credits to equivalent semesters of funding eligibility. Students who must take a nonacademic leave for medical reasons after a semester has begun may request an additional semester of need-based funding at a later date, if needed, by writing to Student Financial Services with the request and authorizing Health or Counseling Services to verify the leave was for medical reasons. Student Financial Services may also request confirmation from the Office of Academic Deans that the additional semester is required to complete the degree. Students living off campus who have medical withdrawals from courses during a semester may also request consideration for additional funding.

## Adding/Dropping Courses

For students who pay tuition by the credit hour, any credits dropped after the fifteenth day of classes in the fall and spring semesters will be counted, for financial aid eligibility purposes, toward the 128-credit maximum.

## Independent Status

In determining eligibility for need-based financial aid from Mount Holyoke, the College follows the federal definition of an independent student (as listed below), with the following important exception: If a student enrolls as a dependent student at Mount Holyoke, the student will always be considered a dependent student, regardless of changes in family situation, marital status, time away from the College due to nonacademic leave, or withdrawal status. To be considered an independent student according to the federal definition, a student must be one of the following:

- At least twenty-four years old by December 31 of the award year
- Married

- A person with legal dependents other than a spouse
- An orphan or a ward of the court after age 13
- The ward of a court-appointed legal guardian after age 13
- An unaccompanied youth who is homeless or at risk of being homeless after age 13
- A veteran of U.S. military service or currently serving on active duty for purposes other than training

In some cases a student will be asked to supply parental or guardian information even if the student meets the above federal requirements. Please contact Student Financial Services ([sfs@mtholyoke.edu](mailto:sfs@mtholyoke.edu)) with any questions regarding independent student status.

## Financial Aid for Summer Study

The College does not process or provide financial aid for undergraduate summer study at Mount Holyoke or other institutions.

## Penalties During Delayed Disbursement of Chapter 33 Veterans' Benefits

In compliance with the Veterans Benefits and Transition Act of 2018, an individual who is entitled to educational assistance under Post-9/11 GI Bill® benefits (Chapter 33) may attend and participate in education at Mount Holyoke College without penalty during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 33 and ending on the earlier of the following dates: the date on which payment from the Veterans Administration is made to Mount Holyoke or 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. The certificate of eligibility may be a "Statement of Benefits" obtained from the Department of Veterans Affairs' website, eBenefits. During this period, no penalty will be imposed upon the covered individual because of the individual's inability to meet his or her financial obligations to the College due to the delayed disbursement of funding from the VA under chapter 33. Penalties to be suspended during this period include assessment of late fees, denial of access to classes or institutional facilities, and any requirement that the covered individual borrow additional funds. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill/>.

## Fellowships for Mount Holyoke Alumnae and Graduating Seniors

Mount Holyoke offers a large number of fellowships to graduating seniors and outstanding alumnae who have received a Mount Holyoke degree. Application procedures and deadlines vary.

## Mount Holyoke College Alumnae Fellowships

Thanks to generous gifts from alums, the Alumnae Association is able to offer a small number of fellowships each year to Mount Holyoke graduates. The terms of each of these gifts govern the parameters for the use of the fellowship funds and the amount of money available for distribution. Applicants may apply to multiple fellowships through one application, as long as they meet the criteria of each award. The fellowship application deadline is November 30. For detailed information,

see the Fellowships page (<http://alumnae.mtholyoke.edu/career/alumnae-fellowships/>).

*Bardwell Memorial Fellowship* Awarded to a recent graduate of no more than five years, without limitation as to field of work or place of study.

*Frances Mary Hazen Fellowship* Awarded, preferably, to a candidate in the field of classics.

*Hannum-Warner Travel Fellowship* Awarded for travel and study, preferably in Asia (although the West is not excluded).

*Dr. Mary P. Dole Medical Fellowship* Awarded for research to alumnae, preferably to those who hold a doctor of medicine degree.

*Lyon's Pride Fellowship* Awarded, preferably, to a candidate pursuing an LGBT, gender, or feminist studies project.

*Mary E. Woolley Fellowship* The Alumnae Association's most prestigious award. Awarded without limitation as to year of graduation, field of work, or place of study.

*Rachel Brown Fellowship* Awarded for the first year of graduate study in the physical or biological sciences to those who majored in these fields.

*Richard A. Johnson Prize* Awarded for the first year of graduate study in the physical or biological sciences to those who majored in these fields.

*The 1905 Fellowship* Awarded without limitation as to year of graduation, field of work, or place of study.

With any questions about the application process, visit the Fellowships FAQ (<https://alumnae.mtholyoke.edu/career/alumnae-fellowships/fellowships-faq/>). Fellowship applicants may email the fellowship coordinator at [alumnaeassociation@mtholyoke.edu](mailto:alumnaeassociation@mtholyoke.edu) for questions about their application process.

## Graduate Fellowships Awarded by Departments

### Art History and Architectural Studies

Request applications from the academic department coordinator or find them on the department website.

*Louise Fitz-Randolph Fellowship* for graduate study in history of art, history of architecture, or archaeology in this country or abroad. Applicants must be enrolled full-time in a program leading to the M.A. or Ph.D. Applications are due March 31.

*Joseph A. Skinner Fellowship* for graduate study in architecture. Applicants must be enrolled full-time in a program leading to an M.F.A. or M. Arch. Applications are due March 31.

### Art Studio

Request applications from the academic department coordinator or find them on the department website.

*Joseph A. Skinner Fellowship* for graduate study in art studio or related field. Applicants must be enrolled full-time in a program leading to an M.A. or M.F.A. Applications are due March 31.

### Biological Sciences

Submit a proposed plan of study and budget to the department chair, accompanied by an official transcript of graduate work, where applicable. If the applicant is not a recent Mount Holyoke graduate, a letter of

recommendation from a current research advisor or employer is recommended. Applications are due March 23.

*Ira Skillman Stryker Fellowship* for applicants preparing to teach or do research in biological sciences. Ordinarily this fellowship is used for summer study.

*A. Elizabeth Adams Fellowship* for graduate study in biological sciences, but not professional degrees.

*Morgan-Adams Graduate Fellowship* for graduate work in biological sciences.

## Economics

Request applications from the academic department coordinator. Applications are due March 15.

*Virginia Galbraith Graduate Fellowship* for excellence in economics supports graduate study in economics or in another field involving a strong focus on economics, and is preferably awarded to an alumna who was an economics major or at least took some courses in economics as an undergraduate at Mount Holyoke.

*The Robert Robertson Fund* for the study of health care will provide financial support for a Mount Holyoke alumna pursuing graduate studies. The graduate program should have both an economics and health component.

## English

*English Department Graduate Fellowship* for graduate study in English without limitation as to place of study. Awarded alternate years with the Joseph Bottkol Fellowship, which assists in the purchase of books.

*The Naomi Kitay '33 Fellowship* is awarded annually to a recent graduate or an outstanding senior as an aid toward a career in creative prose writing.

Contact the English department for further information about funding opportunities and application deadlines.

## History

Contact the History department for application. Applications are due February 1.

*Joseph A. Skinner Fellowship* for graduate study in history. Preference is given to applicants who are completing the Ph.D. dissertation.

## International Relations, Law, and Politics

Submit a proposed plan of study to the chair of the politics department, accompanied by curriculum vitae or resume, an official transcript of undergraduate and graduate work, where applicable, and two letters of recommendation by March 31. The fellowships are restricted to students majoring in either politics or international relations. Former applicants, including recipients, may reapply. Awarded annually.

*Ellen Deborah Ellis Fellowship* for advanced study in international relations, preferably abroad, but also in the United States. Awarded annually.

*Ruth C. Lawson Fellowship* for advanced study in international politics. Awarded annually.

*Donald G. Morgan Fellowship* preferably for attending law school or for graduate work studying aspects of the United States Constitution. Awarded periodically.

## Physics

Applications due by May 1 to the academic department coordinator.

*Joseph A. Skinner Fellowship* for graduate study in physics or closely related disciplines in this country or abroad.

## Psychology

Request applications from the academic department coordinator. Applications are due April 15.

*Steven H. Davol Fellowship* for further study in an area of developmental psychology, preferably that of early childhood.



# AREAS OF STUDY / PROGRAMS A-Z

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Offering	Major	Minor	Cert / Other	Nexus	Level
African Studies (p. 48)			5college cert. (p. 49)		ugrad
Africana Studies (p. 49)	Major (p. 50)	Minor (p. 50)			ugrad
Ancient Studies (p. 51)	Major (p. 52)	Minor (p. 52)			ugrad
Anthropology (p. 53)	Major (p. 53)	Minor (p. 53)			ugrad
Arabic (p. 60)		Minor (p. 61)			ugrad
Architectural Studies (p. 61)	Major (p. 62)	Minor (p. 63)			ugrad
Art History (p. 64)	Major (p. 65)	Minor (p. 65)			ugrad
Art Studio (p. 70)	Major (p. 71)	Minor (p. 71)			ugrad
Asian Studies (p. 77)		Minor (p. 77)			ugrad
Asian/Pacific/American Studies (p. 83)			5college cert. (p. 83)		ugrad
Astronomy (p. 83)	Major (p. 84)	Minor (p. 84)			ugrad
Biochemistry (p. 86)	Major (p. 86)				ugrad
Biological Sciences (p. 88)	Major (p. 89)	Minor (p. 90)			ugrad
Bio-Mathematical Sciences (p. 97)			5college cert. (p. 98)		ugrad
Buddhist Studies (p. 98)			5college cert. (p. 98)		ugrad
Chemistry (p. 98)	Major (p. 99)	Minor (p. 100)			ugrad
Chinese (p. 105)		Minor (p. 105)			ugrad
Classics (p. 106)	Major (p. 107)	Minor (p. 107)			ugrad
Coastal and Marine Sciences (p. 110)			5college cert. (p. 111)		ugrad
Cognitive Neuroscience (p. 111)			5college cert. (p. 112)		ugrad
College Courses (p. 112)			Other courses (p. 112)		ugrad
Computer Science (p. 112)	Major (p. 113)	Minor (p. 114)			ugrad
Critical Race and Political Economy (p. 120)	Major (p. 120)	Minor (p. 121)			ugrad
Critical Social Thought (p. 131)	Major (p. 132)	Minor (p. 132)			ugrad
Culture, Health, and Science (p. 134)			5college cert. (p. 135)		ugrad
Curricular Support Courses (p. 135)			Other courses (p. 135)		ugrad
Dance (p. 136)	Major (p. 137)	Minor (p. 137)			ugrad
Data Analytics and Society (p. 144)				Nexus (p. 144)	ugrad
Data Science (p. 145)	Major (p. 146)				ugrad

Development Studies (p. 148)			Nexus (p. 148)	ugrad
East Asian Studies (p. 149)	Major (p. 150)			ugrad
Economics (p. 151)	Major (p. 152)	Minor (p. 152)		ugrad
Education (with teacher licensure) (p. 350)		Minor (p. 352)		ugrad
Educational Policy and Practice (p. 158)			Nexus (p. 158)	ugrad
Educational Studies (p. 159)		Minor (p. 160)		ugrad
Engineering (p. 161)			Nexus (p. 162)	ugrad
English (p. 162)	Major (p. 163)	Minor (p. 163)		ugrad
Entrepreneurship, Organizations, and Society (p. 176)		Minor (p. 176)		ugrad
Environmental Studies (p. 180)	Major (p. 181)	Minor (p. 181)		ugrad
Ethnomusicology (p. 188)			5college cert. (p. 188)	ugrad
Film, Media, Theater (p. 188)	Major (p. 189)	Minor (p. 189)		
First-Year Seminars (p. 205)			Other courses (p. 205)	ugrad
French (p. 216)	Major (p. 217)	Minor (p. 218)		ugrad
Gender Studies (p. 221)	Major (p. 222)	Minor (p. 222)		ugrad
Geography (p. 233)	Major (p. 233)	Minor (p. 234)		ugrad
Geology (p. 237)	Major (p. 238)	Minor (p. 238)		ugrad
German Studies (p. 241)	Major (p. 243)	Minor (p. 244)		ugrad
Global Business (p. 247)			Nexus (p. 247)	ugrad
Greek (p. 248)	Major (p. 249)	Minor (p. 249)		ugrad
History (p. 250)	Major (p. 250)	Minor (p. 251)		ugrad
Institutes for Educators (p. 425)			Other courses (p. 425)	grad
International Relations (p. 260)	Major (p. 261)		5college cert. (p. 261)	ugrad
Italian (p. 263)	Major (p. 264)	Minor (p. 264)		ugrad
Japanese (p. 266)		Minor (p. 267)		ugrad
Jewish Studies (p. 267)		Minor (p. 268)		ugrad
Journalism, Media, and Public Discourse (p. 270)			Nexus (p. 270)	ugrad
Latin (p. 271)	Major (p. 272)	Minor (p. 272)		ugrad
Latin American Studies (p. 274)	Major (p. 274)	Minor (p. 275)		ugrad
Latin American, Caribbean, and Latino Studies (p. 276)			5college cert. (p. 277)	ugrad
Latinx Studies (p. 277)		Minor (p. 277)		ugrad

Law, Public Policy, and Human Rights (p. 278)			Nexus (p. 278)	ugrad
Logic (p. 279)			5college cert. (p. 279)	ugrad
Master of Arts in Teacher Leadership (p. 411)	MAT (p. 411)			grad
Master of Arts in Teaching Mathematics (p. 407)	MAT (p. 407)			grad
Master of Arts in Teaching (p. 392)	MAT (p. 392)			grad
Mathematics (p. 279)	Major (p. 280)	Minor (p. 280)		ugrad
Middle Eastern Studies (p. 285)	Major (p. 285)		5college cert. (p. 286)	ugrad
Museums, Archives, and Public History ( <a href="http://catalog.mtholyoke.edu/areas-study/museums-archives-public-history/">http://catalog.mtholyoke.edu/areas-study/museums-archives-public-history/</a> )			Nexus ( <a href="http://catalog.mtholyoke.edu/areas-study/museums-archives-public-history/">http://catalog.mtholyoke.edu/areas-study/museums-archives-public-history/</a> )	ugrad
Music (p. 287)	Major (p. 288)	Minor (p. 288)		ugrad
Native American and Indigenous Studies (p. 304)			5college cert. (p. 304)	ugrad
Neuroscience and Behavior (p. 305)	Major (p. 305)			ugrad
Nonprofit Organizations (p. 308)			Nexus (p. 308)	ugrad
Philosophy (p. 309)	Major (p. 309)	Minor (p. 310)		ugrad
Physical Education and Athletics (p. 316)			Other courses (p. 316)	ugrad
Physics (p. 323)	Major (p. 324)	Minor (p. 326)		ugrad
Politics (p. 338)	Major (p. 339)	Minor (p. 340)		ugrad
Psychology (p. 329)	Major (p. 330)	Minor (p. 330)		ugrad
Psychology and Education (p. 350)	Major (p. 351)			ugrad
Queer, Trans, and Sexuality Studies (p. 356)			5college cert. (p. 356)	ugrad
Religion (p. 357)	Major (p. 357)	Minor (p. 358)		ugrad
Reproductive Health, Rights and Justice (p. 363)			5college cert. (p. 363)	ugrad
Romance Languages and Cultures (p. 363)	Major (p. 364)	Minor (p. 364)		ugrad
Russian and Eurasian Studies (p. 365)	Major (p. 367)	Minor (p. 367)		ugrad
Russian Culture and Literature (p. 365)		Minor (p. 367)		ugrad
Russian, East European, and Eurasian Studies (p. 370)			5college cert. (p. 370)	ugrad
Russian Language (p. 365)		Minor (p. 367)		ugrad
Sociology (p. 371)	Major (p. 371)	Minor (p. 372)		ugrad
South Asian Studies (p. 376)	Major (p. 377)			ugrad

Spanish (Hispanophone Major (p. 378) Studies) (p. 377)	Minor (p. 378)	ugrad
Special (Self-Designed) Major (p. 386) Major (p. 385)		
Statistics (p. 385)	Major (p. 386)	Minor (p. 386)
Sustainability Studies (p. 388)		5college cert. (p. 388)

## Key to Course Listings

### Catalog Updates

Degree requirements, academic policies, and course listings as stated in this catalog are subject to change by official action of the faculty. Administrative policies are subject to change by College officials. Revisions and additions to the curriculum are published each fall and spring through the online registration system.

### Course Classification

Introductory courses are numbered 100–199; intermediate courses, 200–299; advanced courses, 300–399; graduate courses, 400–499. With permission, graduate credit may be given for 300-level courses, and 200-level courses may be taken at the 300 level.

The College reserves the right to make changes in course offerings in any term as circumstances require.

### Anatomy of a Course Listing

For each course, the following information is listed in the catalog, in this order:

- Course subject, number, and title
- The term(s) in which the course is planned to be offered – e.g. “Fall”, “Spring”, or “Not Scheduled for this Year”
  - Note that course offering plans do evolve after production of the catalog, so students should check the schedule of classes during advising week each semester to confirm the availability of particular courses
- The course description
- Any College-wide undergraduate degree requirements to which it can be applied – e.g. “Science and Mathematics” if it has been designated to count towards the Science and Mathematics distribution requirement. If multiple requirements are listed, usually a student may count the course towards one of the listed requirements and not all. However, there are some combinations of requirements which a student is allowed to fulfill through a single course. For a full description of the College-wide requirements and these “double-counting” rules, please see the Bachelor of Arts Degree and Requirements (p. 8) chapter
- Instructor(s)
- Any restrictions defining who may register for the course
- Any prerequisites of the course – e.g. course(s) which must be taken before this one
- Advisory notes, if any, that alert the student to additional required actions or recommended prerequisites
- Corequisites if this course must be taken at the same time as another, such as a required lab that must also be taken with this course
- Number of semester credits awarded upon completion (or non-academic PE units for Physical Education courses). When a range of

credits is listed – e.g. 1-4 – the course may be taken for varied credit values within the specified range. Consult the instructor for further information about course requirements at the different credit values and then select the correct credit value when registering

- Any other notes about the course

### Key to Abbreviations and Symbols

Abbreviation	Description
Prereq	Prerequisite course(s) required prior to enrollment in the course
Coreq	Corequisite course required when enrolling in the course
Advisory	Recommended experience or required action by the student (such as a special course application form)
CBL	Community-Based Learning course
FP	Frances Perkins student
X.	Course subjects that begin with “X.” are offered through Professional and Graduate Education

### Prerequisites

A student who does not have the indicated prerequisites but who has completed related work or who wishes to enter a course without the stated prerequisites may do so with the approval of the instructor. Students are encouraged to contact the instructor of the course via email to describe their alternate qualifications and seek a course permission to override the prerequisite.

## African Studies

### Overview and Contact Information

This program allows students to take advantage of the substantial resources for the study of Africa in the Five Colleges: 40 faculty whose research and teaching focus primarily on Africa offer almost 150 courses. The wide array of course offerings allows students to develop a concentration of study devoted to Africa that complements any major. By focusing intensely on the continent of Africa, students develop a keen appreciation of the rich connections between history, politics, economics, cultures, and the humanities.

### See Also

- Critical Race and Political Economy (p. 120)
- Africana Studies (p. 49)

### Contact Information

**Olabode Omojola, Council Chair, Five College Professor of Music**



<https://www.fivecolleges.edu/academics/african-studies> (<https://www.fivecolleges.edu/academics/african-studies/>)

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
A minimum of six approved courses from at least four different departments, programs, or disciplines. Each course should carry at least three credits, and at least fifty percent of its content should be devoted to Africa. These must include: <sup>1</sup>		
	At least one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective.)	
	At least one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology)	
	At least one course on Africa in the fine arts and humanities (art, folklore, literature, music, philosophy, religion)	
Proficiency through the level of the second year of college, in either an indigenous or colonial language in Africa other than English. This requirement may be met by examination or course work. <sup>2</sup>		
<b>Total Courses</b>		<b>6-10</b>

<sup>1</sup> Approved courses for the certificate are listed on the certificate's website (<https://www.fivecolleges.edu/academics/african-studies/#courses>).

<sup>2</sup> These language courses may not count toward the minimum of six courses required for the certificate.

### Additional Specifications

- No more than three courses in any one department or program may count toward the six required in Section A.
- A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.
- A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
- Unusual circumstances may warrant substituting certificate requirements; therefore candidates through their African Studies Faculty Advisors may petition the Faculty Liaison Committee (the Five College committee of certificate program advisors) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.
- Students are encouraged to spend one semester or more in Africa. Information about study abroad and other opportunities is available through the international program office at each campus.
- Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

## Africana Studies

### Overview and Contact Information

As a field of inquiry, Africana studies describes and analyzes the origins and experiences of people of African descent wherever they live or have lived. This field is informed by the intellectual traditions of African American, African, and African Diasporic studies. While it has a renewed focus on the connections and movements of African-descended people

from different sites of Africa and the diaspora, it also values in depth study of black people in discrete local, regional and national contexts. This field is inherently comparative, international, and interdisciplinary in approach, embracing the range of fields in the humanities and social sciences and including the performing arts.

Africana Studies prepares students for a number of careers: government, politics, international affairs, law, education, journalism, public health, religious studies, literature and the arts, and business management, to name only a few.

The Africana Studies major is available only to students who entered the College before fall 2023. Students entering fall 2023 or later should instead refer to Critical Race and Political Economy (<http://catalog.mtholyoke.edu/areas-study/critical-race-political-economy/>) (CRPE) for its Africana Studies pathway. Students who entered before fall 2023 and who will graduate in May 2024 or later may be eligible to choose either the Africana Studies major or the Africana Studies pathway within the CRPE major, after consulting with the chair of the CRPE department.

The Africana Studies minor is administered by the department of Critical Race and Political Economy (<http://catalog.mtholyoke.edu/areas-study/critical-race-political-economy/>) (CRPE).

### See Also

- Critical Race and Political Economy (p. 120)
- African Studies (p. 48)

### Contact Information

**David Hernández, Co-chair**

**Vanessa Rosa, Co-chair**

### Learning Goals

Africana Studies majors and minors should:

- Be aware of important events and themes in African American, African Diaspora and African histories.
- Have exposure to the broad array of theoretical perspectives on black life and experience, including an understanding of the constructedness of race, gender, sexuality, and ethnicity in the study of black conditions, progress and social change.
- Have considered the roles of cultural forms (literature, art, religion, music, etc.) in the lives of peoples of African descent in Africa and the diaspora, and how cultural forms create links among those peoples.
- Develop an awareness of the political economy of race and power in national and transnational contexts.
- Have the ability to read, write, and argue with rigor and discipline.
- Have the ability to critically appreciate and analyze texts.
- Have the ability to conduct independent primary research.
- Have an understanding and capacity to employ various research methodologies.

### Faculty

**This area of study is administered by the Department of Critical Race and Political Economy:**

Kristie Ford, Professor of Sociology and Critical Race and Political Economy

Lucas Wilson, Professor of Economics and Critical Race and Political Economy on the Ford Foundation

David Hernández, Faculty Director of Community Engagement; Associate Professor of Latinx Studies and Critical Race and Political Economy, Teaching Fall Only

Vanessa Rosa, Associate Professor of Latinx Studies and Critical Race and Political Economy

Maria Abello Hurtado, Assistant Professor of Africana Studies and Critical Race and Political Economy

Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Race and Political Economy

Maria Diaz, Mount Holyoke Fellow and Visiting Lecturer in Latina/o Studies

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
CRPE-200	Foundations of Africana Studies	4
CBL requirement: Select at least one of the following courses:		4
EDUC-205	Social Justice in Education	
At least 16 credits at the 300 level from the approved course list for Africana Studies, in at least two different disciplines, of which only 4 credits may be CRPE-395 (AFCNA-395 if before fall 2023) <sup>1</sup>		16
16 credits of additional courses from the approved course list for Africana Studies <sup>1</sup>		16
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Courses to be counted for the major (p. 50) are drawn from departmental and College offerings, as approved for Africana Studies. Students may also count courses taken at the other Five College institutions, subject to approval by the chair.

## Other Requirements

- Concentration statement. Students who major in Africana Studies will construct their own concentrations with the guidance and advice of a faculty advisor who is affiliated with the program. The concentration statement must be approved by the program. The concentration statement will include a description of the concentration, which disciplines it draws on, a discussion of its intellectual merits and an explanation by the student of why the concentration has been constructed in the particular ways proposed. The student needs to list courses pertinent to the concentration, as well as any relevant experiential learning opportunities including Community-Based Learning (CBL) classes, community service, and internships.

## Additional Specifications

- The Africana Studies major is available only to students who entered the College before fall 2023. Students entering fall 2023 or later should instead refer to Critical Race and Political Economy (<http://catalog.mtholyoke.edu/areas-study/critical-race-political-economy/>) (CRPE).
- When declaring a major, each student chooses an advisor from the committee. In addition, the student must have the approval of the program chair.

- Students who declare an Africana Studies major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
CRPE-200	Foundations of Africana Studies	4
Twelve credits credits at the 200 level or higher from the approved course list for Africana Studies		12
Four credits at the 300 level from the approved course list for Africana Studies <sup>1</sup>		4
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> CRPE-395 (AFCNA-395 if before fall 2023) may not be counted towards the minimum 4 credits at the 300 level.

## Courses Meeting Requirements for the Africana Studies Minor

Code	Title	Credits
<b>Art History</b>		
ARTH-106	Arts of Africa and Its Diasporas	4
ARTH-290AW	Issues in Art History: 'African and African American Women Artists'	4
ARTH-290SW	Issues in Art History: 'Here +54: From the Smithsonian to Soweto, Arts of the African Americas and Africa'	4
ARTH-300AF	Seminar: 'Curating African and African American Art: Up from the Basement and into the Collection'	4
<b>Critical Race &amp; Political Econ</b>		
CRPE-200	Foundations of Africana Studies	4
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4
CRPE-363	A Social Movements' History of the States from Grassroots Organizing to Social Movements	4
<b>Dance</b>		
DANCE-132	Introduction to Hip Hop	2
DANCE-133	Introduction to Breakin'	2
DANCE-142	West African Dance	2
DANCE-146	Afro-Fusion Dance	2
DANCE-232	Intermediate Hip Hop	2
DANCE-234	House Dance	2
DANCE-272AF	Dance and Culture: 'Improvisation from an Africanist Perspective'	4
DANCE-272FD	Dance and Culture: 'Funk Styles'	4
<b>Economics</b>		
ECON-306	Political Economy of Inequality	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
<b>English</b>		

ENGL-217SA	Topics in English: 'South African Literature: Postapartheid and Beyond'	4
ENGL-257	Survey of African American Literature	4
ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4

#### Environmental Studies

ENVST-210	Political Ecology	4
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#### Film, Media, Theater

FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4
FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4

#### French

FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	4
FREN-341 NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4

#### Geography

GEOG-314	China in the Global South	4
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#### Gender Studies

GNDST-206FA	Women and Gender in History: 'Labor and Family in African History'	4
GNDST-210WR	Women and Gender in Philosophy and Religion: "Womanist Religious Thought"	4

#### History

HIST-142	Introduction to Pre Colonial African History	4
HIST-213	History of Turtle Island: Introduction to Native North America	4
HIST-245EU	Topics in African History: 'European Expansion in Africa'	4
HIST-245FA	Topics in African History: 'Labor and Family in African History'	4
HIST-245MW	Topics in African History: 'Modern West Africa, 1800 to the Present'	4
HIST-245ND	Topics in African History: 'Nationalism and Decolonization'	4
HIST-245SV	Topics in African History: 'Slavery and Emancipation in Africa'	4
HIST-282	African American History from Emancipation to the Present	4

#### Music

MUSIC-161	Beginning West African Drumming Ensemble	1
MUSIC-226	World Music	4
MUSIC-228	African Opera in Theory and Practice	4
MUSIC-229	African Popular Music	4

#### Politics

POLIT-234	Black Metropolis: From MLK to Obama	4
POLIT-252	Urban Politics	4
POLIT-355	Race and Housing	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4

#### Religion

RELIG-181	Introduction to African Diaspora Religions	4
RELIG-246	Womanist Religious Thought	4
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
RELIG-361	The Aquatic Life of Black Devotion	4

## Ancient Studies

### Overview and Contact Information

The major in ancient studies encourages the study of ancient Greek and Roman civilizations from an interdisciplinary and inclusive perspective. Currently, majors may choose from among three concentrations: a) art historical/archaeological, b) historical, c) literary/mythological. On consultation with their advisors, students may select courses from among those offered in classics, art history, history, philosophy, politics, and religion. Through this major students will attain a deeper and more sophisticated knowledge of the ancient world.

### See Also

- Classics (p. 106)
- Greek (p. 248)
- Latin (p. 271)

### Contact Information

**Ombretta Frau, Chair**

**Geoffrey Sumi, Professor of Classics**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2581

<https://www.mtholyoke.edu/academics/find-your-program/ancient-studies> (<https://www.mtholyoke.edu/academics/find-your-program/ancient-studies/>)

### Learning Goals

Learning goals for students of classics and ancient studies are:

- To analyze critically ancient Greek and Roman texts, in their original languages and in translation, within their literary, philosophical, and historical contexts.
- To understand major monuments and artifacts within their historical and cultural settings; to develop a visual literacy of ancient art and sharpen the ability to see and express what one sees.
- To imagine fully and creatively ancient cultural communities when relying on limited written and material remains.
- To deepen the understanding of current problems by studying the responses of ancient Greeks and Romans to questions about the human condition, including, how to live well, and how to govern.
- To write and speak more confidently and effectively, and to develop well-reasoned arguments using primary evidence and/or secondary material, including print and digital resources.
- To expand intellectual breadth through studying the ancient Greek and Roman worlds through different disciplines and modes of inquiry.

## Faculty

This area of study is administered by the Department of Classics and Italian. Advisors in Ancient Studies:

Paula Debnar, Professor of Classics on the Alumnae Foundation, Teaching Spring Only

Geoffrey Sumi, Professor of Classics, Teaching Fall Only

Bruce Arnold, Associate Professor of Classics

Catherine Baker, Visiting Lecturer in Classics

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
At least one 4 credit course at or above the level of GREEK-102 or LATIN-102		4
At least one 4 credit art historical or archaeological course focusing on the ancient Mediterranean		4
At least one 4 credit literary or mythical course focusing on the ancient Mediterranean or India		4
At least two 4 credit historical courses:		8
One course on the ancient Greek world		
One course on the ancient Roman world		
At least two 4 credit 300-level courses:		8
One of which is a designated capstone/research seminar		
One of which is in the chosen concentration		
One additional 4 credit course at the 200 level or above		4
<b>Total Credits</b>		<b>32</b>

### Additional Specifications

- At least three (4 credit) courses (12 credits total) must be within the chosen concentration
- Students intending to pursue graduate studies are encouraged to minor in a related area (e.g., art history, classics, history, one of the ancient languages, philosophy, or religion)

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
Two 4 credit courses, each from different areas of concentration		8
At least one 4 credit course at the 300 level		4
8 credits from relevant 4 credit courses in art history, classics, history, Asian studies, philosophy, religion, or politics		8
<b>Total Credits</b>		<b>20</b>

## Related Courses

Code	Title	Credits
<b>Art History</b>		
ARTH-290RA	Issues in Art History: 'Roman Art and Archaeology'	4
ARTH-290VA	Issues in Art History: 'Ancient Greek Vases and Vase Painting'	4
<b>Classics</b>		
CLASS-205	Cleopatra: The Not Humble Woman	4

CLASS-211	Gods and Mortals: Ancient Greek and Roman Myth	4
CLASS-212	Greek Tragedy, American Drama, and Film	4
CLASS-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
CLASS-227	Ancient Greece	4
CLASS-228	Ancient Rome	4
CLASS-229	The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus	4
CLASS-239HE	Topics in Classics: 'The Hellenistic World from Alexander to Cleopatra'	4
CLASS-239RA	Topics in Classics: 'Roman Art and Archaeology'	4
CLASS-239VA	Topics in Classics: 'Ancient Greek Vases and Vase Painting'	4
CLASS-242	Sicily: Crossroads of the Mediterranean	4
CLASS-253	The Spartans: Myth and History	4
CLASS-260	Knowing God	4
CLASS-262	Kingdoms Human and Divine	4
CLASS-295	Independent Study	1-4
CLASS-395	Independent Study	1-8
<b>Greek</b>		
GREEK-101	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-102	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-250	Intermediate Greek Tutorial	2-4
GREEK-350	Advanced Greek Tutorial	2-4
<b>History</b>		
HIST-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
HIST-227	Ancient Greece	4
HIST-228	Ancient Rome	4
HIST-229	The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus	4
HIST-253HE	Topics in History: 'The Hellenistic World from Alexander to Cleopatra'	4
HIST-253SP	Topics in History: 'The Spartans: Myth and History'	4
<b>Latin</b>		
LATIN-101	Elementary Latin I	4
LATIN-102	Elementary Latin II	4
LATIN-201	Intermediate Latin I	4
LATIN-202	Cicero and the Enemies of the Roman Republic	4
LATIN-209	Vergil: <i>Aeneid</i>	4
LATIN-213	Myth, Memory, and History: Writing the Past in the Roman Republic	4
LATIN-302	Cicero and the Enemies of the Roman Republic	4
LATIN-307	The Slender Muse	4
LATIN-309	Vergil: <i>Aeneid</i>	4
LATIN-310	Ovid: <i>Metamorphoses</i>	4
LATIN-313	Myth, Memory, and History: Writing the Past in the Roman Republic	4
<b>Philosophy</b>		
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
<b>Religion</b>		



RELIG-225KG	Topics in Religion: 'Knowing God'	4
RELIG-225KH	Topics in Religion: 'Kingdoms Human and Divine'	4

## Anthropology

### Overview and Contact Information

Anthropology at Mount Holyoke College is devoted to the study of human cultural diversity through time and around the world. The approach is cross-cultural, the perspective non-ethnocentric. The analytic tools will help students make sense of the human condition no matter how familiar or foreign it may seem. Our courses are designed to expose students to a variety of cultures and introduce them to the different topics, theories, and methods of the discipline of anthropology.

### Contact Information

**Matthew Watson, Chair**

**Michelle Pietras, Academic Department Coordinator**

102 Porter Hall  
413-538-2283

<https://www.mtholyoke.edu/academics/find-your-program/anthropology>  
(<https://www.mtholyoke.edu/academics/find-your-program/anthropology/>)

### Learning Goals

The Anthropology major is designed to cultivate in students:

- The knowledge of human cultural diversity to foster cross-cultural tolerance and understanding.
- The ability to investigate distinct human conditions around the world by applying an ethnographic perspective.
- Skills to conduct fieldwork in adherence with ethical protocols by using participant observation, in-depth interviews, archival and media research, narrative and discourse analysis and the analysis of material culture.
- Proficiency in the history, development, and contemporary significance of theoretical debates in cultural anthropology.
- Competence to analyze written, visual, and cultural texts and to evaluate evidence.
- Aptitude to clearly and effectively articulate arguments and conclusions in written and spoken form.

### Faculty

**This area of study is administered by the Anthropology faculty:**

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Elif Babül, Associate Professor of Anthropology

Matthew Watson, Associate Professor of Anthropology

Sabra Thorner, Assistant Professor of Anthropology, On Leave 2023-2024

Mark Auslander, Visiting Lecturer in Anthropology

Caroline DeVane

### Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
ANTHR-105	Introduction to Cultural Anthropology	4
ANTHR-235	History of Anthropological Thought <sup>1</sup>	4
ANTHR-275	Research Methods in Cultural Anthropology	4
ANTHR-350	Issues in Contemporary Anthropological Theory	4
One cultural area course in anthropology OR a community-based learning (CBL) course in anthropology other than ANTHR-275		4
Alternatively, this requirement can be fulfilled through: approved study abroad, or foreign language through two semesters at the intermediate level, or an approved area or CBL course in another discipline. While satisfying this specific requirement, these alternative methods of satisfying the cultural area requirement will not count towards the 32 credits required for the major. <sup>2</sup>		
4 additional credits in Anthropology <sup>3</sup>		4
8 additional credits at the 300 level		8
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> Majors should take ANTHR-235 before ANTHR-350.

<sup>2</sup> Discuss your plan for fulfilling this requirement with your advisor in advance, to be sure it will satisfy the requirement.

<sup>3</sup> If you have fulfilled the cultural area/CBL requirement in anthropology by taking an approved area or CBL course in anthropology, you would need only 4 additional credits. If not, you will need 8.

### Additional Specifications

- ANTHR-295 or ANTHR-395 do not count toward the requirements of courses in the major at the 200 and 300 level.

### Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
ANTHR-105	Introduction to Cultural Anthropology	4
4 credits at the 300 level <sup>1</sup>		4
12 additional credits above the 100 level		12
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Cannot be fulfilled by ANTHR-395

### Course Offerings

**ANTHR-105 Introduction to Cultural Anthropology**

*Fall and Spring. Credits: 4*

Introduces the analysis of cultural diversity, including concepts, methods, and purposes in interpreting social, economic, political, and belief systems found in human societies.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*M. Auslander, E. Babül, W. Girard, J. Roth*

*Restrictions: This course is limited to first-years and sophomores.*

**ANTHR-204 Anthropology of Modern Japan***Not Scheduled for This Year. Credits: 4*

Since the mid-nineteenth century, Americans have viewed Japan as the Orient's most exotic and mysterious recess, alternately enticing and frightening in its difference. Intense economic relations and cultural exchange between Japan and the U.S. have not dispelled the image of Japanese society and culture as fundamentally different from our own. In this course, we will strive for greater understanding of shared experiences as well as historical particularities. Issues covered may vary from one semester to another, but frequently focus on work, women, minorities, and popular culture. Films and anthropological works provide ethnographic examples of some key concepts.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*J. Roth*

**ANTHR-212 Shopping and Swapping: Cultures Consumption and Exchange***Not Scheduled for This Year. Credits: 4*

We shop for our food, for our clothes, for our colleges. We purchase cars, manicures, and vacations. It seems that there is little that cannot be bought or sold. But we also give and receive gifts, exchange favors, 'go dutch' in restaurants, and invite friends for potlucks. This course examines exchange systems cross-culturally, in order to understand their cultural significance and social consequences. It explores how our own commodity exchange system, which appears to be no more than an efficient means of distributing goods and services, in fact contains intriguing symbolic dimensions similar to the gift exchange systems of Native North America, Melanesia, and Africa.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*J. Roth*

*Prereq: ANTHR-105.***ANTHR-216 Special Topics in Anthropology****ANTHR-216AD Special Topics in Anthropology: 'Approaching Death: Culture, Health, and Science'***Not Scheduled for This Year. Credits: 4*

This class challenges assumptions about death and dying as we examine its meanings and related practices in various cultural contexts. We will ask: what is universal about death and dying, and what is socially constructed? What can the social sciences, bio medicine, literature, the arts, and our own qualitative research tell us about the processes of dying, of grieving, and of providing care? In essence, what does it take to approach death?

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*F. Aulino*

*Prereq: ANTHR-105.***ANTHR-216AU Special Topics in Anthropology: 'Peoples and Cultures of Indigenous Australia'***Not Scheduled for This Year. Credits: 4*

Indigenous peoples of Australia have long been objects of interest and imagination by outsiders-for their ceremonial practices, social structures, religious forms, aesthetic expressions, and relationships to land. This course will explore how Aboriginal peoples have struggled to reproduce and represent themselves and their lifeways on their own terms – via visual media (pigment designs on bark, acrylic paintings on canvas); performances (cultural festivals, plays, other forms); archival interventions (photographic, textual, digital); museum exhibition; and various textual genres (autobiography, fiction, poetry). We will examine "traditional" and "contemporary" productions as all part of culture and culture-making in the present, emphasizing that this is ongoing and intercultural work.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*S. Thorner*

*Prereq: ANTHR-105.***ANTHR-216BD Special Topics in Anthropology: 'Sex and Gender in the Black Diaspora'***Not Scheduled for This Year. Credits: 4*

This course explores, in global perspective, concepts of blackness and its relationship to feminist, women-led, queer and gender-based political movements that have shaped complex discourses on the intersections of race, gender, class, sexuality, and nationality. We begin with an introductory examination of the ways in which "race" has been historically theorized in U.S. sociological and anthropological discourse. The course integrates a survey of ethnographies and ethnographically informed studies of the intersections of race, gender, class, sexuality, and nationality and concludes with a student-led ethnographic project. Students should leave the course having simultaneously explored sociological and anthropological conceptualizations of the intersections of race, gender, class, sexuality, and nationality, their political identifications, and how these issues resonate within broader fields of identity formation, globalization, public discourse and political movements.

*Crosslisted as: GNDST-209*

*Applies to requirement(s): Social Sciences*  
*R. Barnes*

**ANTHR-216CF Special Topics in Anthropology: 'Cultures of Africa and the African Diaspora'***Not Scheduled for This Year. Credits: 4*

This course considers experiences of power, personhood, and community across a range of societies in contemporary Africa and the African Diaspora. We explore how complex cultural repertoires are creatively drawn upon to engage with social challenges and crises including climate change, biodiversity and habitat loss, gender inequality, food insecurity, public health emergencies, displacement, and uneven urbanization. Special attention is given to the roles of prophetic and spiritual movements across the Black Atlantic world in inspiring and helping forge struggles for liberation, democratic renewal, environmental sustainability, health security, social inclusion, and human rights.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*M. Auslander*

*Prereq: ANTHR-105.*

**ANTHR-216EF Special Topics in Anthropology: 'Ethnographic Film'**

*Not Scheduled for This Year. Credits: 4*

Anthropologists have made films since the origins of the discipline and have long debated the role of film in the production of knowledge about others. This course explores the history, evolution, critiques, and contemporary practices of ethnographic film. We will consider key works that have defined the genre, and the innovations (and controversies) associated with them; we will engage documentary, observational, reflexive, and experimental cinema; and we will consider Indigenous media as both social activism and cultural reproduction. We will learn about film as a signifying practice, and grapple with the ethical and political concerns raised by cross-cultural representation.

*Crosslisted as: FMT-230EF*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*S. Thorne*

*Prereq: ANTHR-105, or FLMST-201 or FLMST-202, or FMT-102 or FMT-103.*

**ANTHR-216GH Special Topics in Anthropology: 'Case Studies in Global Health'**

*Not Scheduled for This Year. Credits: 4*

This class is designed to provide an introduction to the field of global health intervention. We will first acquire some historical and analytical tools, including familiarity with a set of social theories to help us identify relevant issues and understand the complexity of situations we will examine over the course of the semester. We will then delve into particular case studies from around the world, using a biosocial approach that draws on a range of disciplines (including anthropology, clinical medicine, history, public health, economics, and delivery science) to understand global health problems and to design intervention strategies. With attention to historical precedent and a critical sociology of knowledge, we will explore how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*F. Aulino*

*Prereq: ANTHR-105.*

**ANTHR-216HM Special Topics in Anthropology: 'Feminist Engagements with Hormones'**

*Not Scheduled for This Year. Credits: 4*

This course takes a transdisciplinary and multi-sited approach to explore the social, political, biocultural, and legal complexities of hormones. Hormones "appear" in many discussions about reproductive and environmental justice, identity, health and chronicity. But what are hormones? What are their social, political and cultural histories? Where are they located? How do they act? The course will foster active learning, centering feminist pedagogies of collaborative inquiry. Examples of topics to be explored are: transnational/transcultural knowledge production about hormones; hormonal relations to sexgender, natureculture, bodymind; and hormone-centered actions and activism.

*Crosslisted as: GNDST-241HR*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 4 credits in gender studies.*

**ANTHR-216HP Special Topics in Anthropology: 'Feminist Health Politics'**

*Not Scheduled for This Year. Credits: 4*

Health is about bodies, selves and politics. We will explore a series of health topics from feminist perspectives. How do gender, sexuality, class, disability, and age influence the ways in which one perceives and experiences health and the access one has to health information and health care? Are heteronormativity, cissexism, or one's place of living related to one's health status or one's health risk? By paying close attention to the relationships between community-based narratives, activities of health networks and organizations and theory, we will develop a solid understanding of the historical, political and cultural specificities of health issues, practices, services and movements.

*Crosslisted as: GNDST-241HP*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 4 credits in gender studies.*

**ANTHR-216HR Special Topics in Anthropology: 'Anthropology and Human Rights'**

*Fall. Credits: 4*

This course explores anthropological approaches to human rights – a key theme of transnational politics and international law. Anthropologists have contributed to discussions on human rights since the UN Declaration and the field has provided a vibrant platform to analyze ideologies, politics, and practices surrounding human rights. We will survey an array of anthropological studies that approach human rights from the perspective of cultural relativism, contextualization, advocacy, and practice. Students will gain a critical perspective on the seemingly universal rhetoric of human rights by learning how it produces diverse effects in places such as Africa, Latin America, and the Middle East.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*E. Babül*

*Prereq: ANTHR-105.*

**ANTHR-216LA Special Topics in Anthropology: 'Anthropology of Latin America'**

*Not Scheduled for This Year. Credits: 4*

Latin America has undergone massive political, economic and cultural transformations since the end of the Cold War. Indeed, during the final decades of the twentieth century, much of the region embraced neoliberal governance and free market capitalism. However, by the turn of the millennium, many Latin American governments had made a sharp "turn to the Left," as states began to intervene more directly in the economy, promote alternative imaginings of modernization, and recognize greater rights for Indigenous and Afro-descendent peoples. This course will begin with a focus on these shifts in governance, but largely focuses on the consequences of these changes within people's everyday lives.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*W. Girard*

*Prereq: ANTHR-105.*

**ANTHR-216LT Special Topics in Anthropology: 'Race and Religion in Latin America'***Not Scheduled for This Year. Credits: 4*

We often imagine race and religion as two distinct aspects of social life. However, this course considers their historical and contemporary interconnections in Latin America. It begins with an investigation of the proto-racial and religious categories through which Europeans in the early modern era conceived of human difference. We then trace how the encounter between Europeans, Africans, and Indigenous Peoples transformed these notions, with particular attention to how the overlapping racial and religious hierarchies that emerged were both constructed and resisted. We conclude with a series of ethnographies that highlight the contemporary entanglements of race and religion in the region.

*Crosslisted as: RELIG-225LT**Applies to requirement(s): Social Sciences; Multicultural Perspectives**W. Girard**Prereq: ANTHR-105 or an introductory course in Religion.***ANTHR-216MT Special Topics in Anthropology: 'Multispecies Ethnography: Across Humans, Animals, and Plants'***Spring. Credits: 4*

This course considers emerging strategies in Anthropology and allied disciplines for researching, witnessing, and documenting the full web of life, broadly conceived, within which human and non-human beings are entangled. We explore debates over non-human personhood and the rights of natural ecosystems, such as rivers, mountains, and the earth itself. Close attention is given to varied indigenous perspectives on reciprocal (and non-extractive) relations among diverse living beings, and the possibilities of intersubjective awareness across human and animal domains.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**M. Auslander**Prereq: ANTHR-105 or ENVST-100.***ANTHR-216PY Special Topics in Anthropology: 'Anthropology of Play'***Not Scheduled for This Year. Credits: 4*

We associate play with childhood, a time of spontaneous and creative activity, in contrast to the boring routine of adult responsibilities. And yet play is more than just fun and games. It is through play that children develop lasting cognitive and social skills. For adults too, there can be serious play – play that has real consequence – play that shapes the intimate lives of individuals, as well as entire social formations. In this course, we will explore play cross-culturally, from the Balinese cockfight to American football, from gambling to roll playing. We will design games based on the anthropological readings in order to appreciate the game-like qualities of many domains of life.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**J. Roth**Prereq: ANTHR-105.***ANTHR-216RE Special Topics in Anthropology: 'Anthropology of Reproduction'***Not Scheduled for This Year. Credits: 4*

This course focuses on the biological and cultural components of childbirth through evolutionary and cross-cultural perspectives. From the evolution of the pelvis to how nutrition, growth and development, health, trauma and cultural contexts can affect successful childbirth, we explore the birth process in the ancient world, historical trends, and recent dialogues surrounding the technocratic model of birth, to understand the changing focus of birth as female centered to a medical condition. Indigenous birthing customs and beliefs from a number of different cultural contexts will be considered, as well as contemporary rates of maternal mortality to understand the risks facing some today.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**P. Stone**Prereq: ANTHR-105.***ANTHR-216WC Special Topics in Anthropology: 'Writing Capitalism's Ruins'***Not Scheduled for This Year. Credits: 4*

There's a low buzz; we feel nervous. Is this capitalism's end? Have zombies hit the horizon yet? Keep checking. Anthropology narrates collective feeling, gives form to the ambience. But what is late industrialism's ambience? As factory buildings crumble, we wonder whether the tap water's clean. The question of how to write the world is also a question of how to survive and even flourish. Drawing from archaeology, cultural anthropology, ecology, and literary theory, this course is a writing-oriented study of contemporary experiences of infrastructural failure, capitalist collapse, and ruination. One focus is the effects of capitalism on people of color and North American non-English speakers.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Watson**Prereq: ANTHR-105.***ANTHR-216WT Special Topics in Anthropology: 'Witchcraft, Misfortune, and Ritual Healing'***Spring. Credits: 4*

This course explores the often-misunderstood concept of "witchcraft," past and present. "Witchcraft" is at times used to characterize nuanced cultural systems of power and healing, which seek to explain and redress suffering. In turn, many societies experiencing environmental insecurity, health crises, and rapid economic transitions have seen the rise of "witch-hunting" movements, from the Salem witch trials to present-day global conspiracy theories. We consider the causes and trajectories of these movements, which often promise collective redemption and salvation through the scapegoating of suspected malefactors, and examine alternative approaches to redressing injustice and misfortune.

*Crosslisted as: RELIG-225WT**Applies to requirement(s): Social Sciences**M. Auslander**Prereq: ANTHR-105.*

**ANTHR-221 Anthropology of Media***Not Scheduled for This Year. Credits: 4*

This course critically examines how media make a difference in diverse peoples' lives. How are media produced, circulated, and consumed? Together, we will explore the material forms through which subjectivities, collectivities, and histories are produced; and the social practices of constructing and contesting national identities, forging alternative political visions, transforming religious practice, and producing new relationships. In this 21st century, media are not just indispensable to what is known, but also, to how we know. Case studies will include film, TV, photography, art, archives, journalism, and digital platforms; ethnographic examples will be drawn from around the world.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**S. Thorne**Prereq: ANTHR-105.***ANTHR-230 Language in Culture and Society***Fall. Credits: 4*

Language is integral to human experiences across cultures. Interpersonal communication holds social worlds together, lending them significance. This course examines language as a complex, embodied field of cultural practice and performance. It bridges core concepts within linguistic anthropology and semiotics – such as relativity, indexicality, performance, and language ideology – with critical analyses of social fields including race, gender, and sexuality. Illustrative examples are drawn from Western and non-Western societies.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**M. Auslander**Prereq: ANTHR-105.***ANTHR-235 History of Anthropological Thought***Spring. Credits: 4*

This course offers a historical foundation for themes in contemporary social theory and ethnography. We build this foundation through readings of twentieth-century anthropological and critical theories, including historicism, interpretive anthropology, structuralism, feminism, and postcolonialism. The course encourages critical and creative responses to anthropology's history through readings that challenge the canon and through active engagement with primary documents revealing the field's social, ethical, and political contexts.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**M. Watson**Prereq: 4 credits in Anthropology at the 200 or 300 level.***ANTHR-240 Medical Anthropology***Fall. Credits: 4*

This course provides an introduction to medical anthropology. Core topics will include: the culture of medicine, the interaction of biology and society, the experience of illness, caregiving, addiction, violence, and humanitarian intervention. We will explore how ethnographic research and social theory can enrich understanding of illness and care, raising issues for and about medicine and public health often left out of other disciplinary approaches. Throughout, we will emphasize the vantage point of the local worlds in which people experience, narrate, and respond to illness and suffering, and the ways in which large-scale forces contribute to such local experience.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. DeVane**Prereq: ANTHR-105.***ANTHR-248 Science, Feminism, and Mount Holyoke***Spring. Credits: 4*

Students in this course will develop a collaborative history and ethnography of cultures of science at Mount Holyoke College. Through archival and ethnographic research carried out across the semester, we will examine scientific education and knowledge production at Mount Holyoke in cultural perspective. The collaborative project will introduce students to two broader stories: a history of feminist activist and scholarly challenges to the power of the life sciences; and a history of feminist scientists' work to reform their own institutional cultures. The interdisciplinary field that emerged at the nexus of these two movements, feminist science studies, will offer critical frameworks.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Watson**Prereq: ANTHR-105.***ANTHR-261 Cultures of Power in Mexico***Fall. Credits: 4*

This course introduces the anthropology of Mexico through ethnographies of power, knowledge, and indigeneity. Drawing on feminist and decolonial critical methods, we will trace constructions of Mexican indigeneity through two intersecting stories. The first centers the effects of neocolonial capitalism on indigenous lives, with attention to contemporary ethnographic themes including bioprospecting, narcoculture, social movements, and resistance/refusal. The second lends historical texture to these themes by tracing how state anthropologists have constructed and governed indigenous communities since the Revolution.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**M. Watson**Prereq: ANTHR-105.**Advisory: No previous knowledge of Mexican culture and history is required.***ANTHR-275 Research Methods in Cultural Anthropology***Fall. Credits: 4*

Topics include research design, ethical dilemmas, and the relationship between academic research and community based learning. Applied fieldwork and presentations are an integral part of this course.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**J. Roth**Restrictions: This course is limited to Anthropology majors.**Prereq: Anthropology 105.***ANTHR-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*



**ANTHR-316 Special Topics in Anthropology****ANTHR-316CA Special Topics in Anthropology: 'Carbon Christianity'***Not Scheduled for This Year. Credits: 4*

This seminar investigates the multiple connections between modern forms of Christianity and fossil fuels. The course begins with a consideration of recent scholarship that details how workers' everyday experiences in coal mines and oil fields profoundly shaped their religious sensibilities. We then examine how fossil fuel companies funded many of the most significant Christian institutions in the United States—both liberal and conservative—during the twentieth century. Finally, the course will reflect on contemporary Christian responses to climate change, both those that seek to halt the burning of fossil fuels and those that deny it is taking place.

*Crosslisted as: RELIG-331CA**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.***ANTHR-316DE Special Topics in Anthropology: 'Settler Colonialism: Working Towards Decolonizing Indigenous American History'***Not Scheduled for This Year. Credits: 4*

What is settler colonialism? What does it mean to decolonize Indigenous history? This class offers an overview of settler colonialism and the complex ways in which colonial narratives, imperialism, and white supremacy infiltrate interpretations of the past. Exploring theoretical frameworks alongside empirical data, readings and discussions will focus on the long legacy of these colonial practices throughout North America, shedding light on the impact and legacy of colonial encounters. By recognizing the ways that settler colonialism works, we will then examine the formation of the Genízaro ethnic identity in the American Southwest to illuminate the lasting impact of colonial encounters.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**P. Stone**Prereq: 8 credits in the department.**Notes: Two students in this course may be selected to join Prof. Stone for field research in New Mexico in May and June.***ANTHR-316DM Special Topics in Anthropology: 'Decolonizing Museums'***Not Scheduled for This Year. Credits: 4*

Museums collect, preserve, categorize, and exhibit objects, and through these practices, produce and circulate knowledge. This course takes "the museum" as an object of ethnographic inquiry, focusing especially on Indigenous peoples and their ways of knowing, being, and doing things. How might museums acknowledge the confronting truths of colonization, and the intergenerational and ongoing trauma endured by Indigenous peoples? How might this often-intercultural work offer possibilities for healing? Teaching and learning will be guided by principles of Indigenous sovereignty, and grounded in storytelling and in making things as Indigenous ways of transmitting knowledge.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**M. Auslander**Prereq: 8 credits in the department including ANTHR-105.***ANTHR-316EG Special Topics in Anthropology: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'***Fall. Credits: 4*

This seminar will focus on emerging innovations in the development, use and governance of reproductive and genetic technologies (RGTs). How do novel developments at the interface of fertility treatment and biomedical research raise both new and enduring questions about the 'naturalness' of procreation, the politics of queer families, the im/possibilities of disabilities, and transnational citizenship? Who has a say in what can be done and for which purposes? We will engage with ethnographic texts, documentaries, policy statements, citizen science activist projects, and social media in order to closely explore the diversity of perspectives in this field.

*Crosslisted as: GNDST-333EG**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***ANTHR-316ET Special Topics in Anthropology: 'Advanced Seminar in Ethnomusicology'***Not Scheduled for This Year. Credits: 4*

Designed for music and non-music majors, this advanced seminar examines core theoretical and methodological issues in ethnomusicology and the debates that have shaped its practice since its origins in the early twentieth century as comparative musicology. Drawing on musical traditions from different parts of the world and supplemented by workshops conducted by visiting professional musicians, the course explores the interdisciplinary approaches that inform how ethnomusicologists study the significance of music "in" and "as" culture. Topics covered will include ethnographic methods, the intersection of musicological and anthropological perspectives, the political significance of musical hybridity, applied ethnomusicology, and sound studies.

*Crosslisted as: MUSIC-374**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Fairley**Restrictions: Course limited to sophomores, juniors and seniors***ANTHR-316LV Special Topics in Anthropology: 'Living in End Times: Religion and Climate Change'***Not Scheduled for This Year. Credits: 4*

Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates the sometimes surprising connections between them. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God's relationship with nature or with humanity have consequences for adherents' views on climate change? How do the futures predicted by climate models and those prophesied in sacred texts affect people's actions today?

*Crosslisted as: RELIG-331LV**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Girard**Prereq: 8 credits in anthropology or religion.*

**ANTHR-316LW Special Topics in Anthropology: 'Ethnographies of Law'**  
*Not Scheduled for This Year. Credits: 4*

This seminar focuses on the anthropological study of the legal field. The class will begin with a survey of some classical texts that underpin the legal thought in the modern era. We will then see how anthropologists contributed to the study of law by conceptualizing it as part of larger socio-political processes and as a field that includes social relations, processes, and practices. The students will learn how some key legal issues such as dispute management, decision making, and reconciliation are actualized in diverse cultural and social settings, to think critically and evaluate legal processes in a multicultural setting and in plural societies.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*E. Babül*

*Prereq: 8 credits in Anthropology.*

**ANTHR-316MD Special Topics in Anthropology: 'Museums, Difficult Dialogues, and Social Repair'**

*Spring. Credits: 4*

Museums increasingly are called to nurture courageous conversations about the most difficult challenges of the day. This course explores strategies for museum design, exhibition development, and public programming that promote meaningful, civil debate about such topics as climate change, environmental justice, and the biodiversity crisis; race and the legacies of slavery and social violence; indigeneity and cultural diversity; gender and sexuality, and the rights of non-human beings. What roles in turn might, and should, museums play in building partnerships and processes of social and ecosystem repair, restorative justice, and reconciliation across painful divides of history? Students will work closely with local museums, historical societies, libraries, and community organizations to develop innovative exhibitions and public programs that promote meaningful dialogues about inclusivity, belonging, and social justice.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*M. Auslander*

*Prereq: 8 credits in anthropology.*

**ANTHR-316ME Special Topics in Anthropology: 'Political Anthropology of the Middle East'**

*Spring. Credits: 4*

This seminar focuses on anthropological studies of how power - both in its open and hidden forms - manifests itself and shapes everyday life in the contemporary Middle East. It explores how authority is established and contested in various domains including bureaucracy and the state; sexuality and the family; religion and civil society; markets and the media. We will trace how experiences of colonization, imperialism, modernization, nationalism, capitalism, occupation, war and revolt mold the conditions of living for peoples of the Middle East. We will also examine how specific forms of knowledge production attribute coherence to the region, allowing its imagination as an object of intervention in the name of development and security.

*Crosslisted as: ASIAN-362*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*E. Babül*

*Prereq: 8 Credits in Anthropology.*

**ANTHR-316MT Special Topics in Anthropology: 'Multispecies Ethnography: 'Across Humans, Animals, and Plants'**

*Not Scheduled for This Year. Credits: 4*

This course considers emerging strategies in anthropology and allied disciplines for researching, witnessing, and documenting the full web of life, broadly conceived, within which human and non-human beings are entangled. We explore debates over non-human personhood and the rights of natural ecosystems, such as rivers, mountains, and the earth itself. Close attention is given to varied indigenous perspectives on reciprocal (and non-extractive) relations among diverse living beings and to the possibilities of intersubjective awareness across human and animal domains.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*M. Auslander*

*Prereq: 8 credits in Anthropology or Environmental Studies.*

**ANTHR-316NC Special Topics in Anthropology: 'Across Nature and Culture: Anthropology and the Environment'**

*Not Scheduled for This Year. Credits: 4*

This course explores the complex, dynamic relationships between "nature" and "culture" in various systems of human thought and practice, past and present. We explore worldviews predicated on reciprocal exchanges between human and non-human entities, as well as those anchored in hierarchical relations of extraction and exploitation of natural resources. Students draw on anthropological methods to observe and interpret contested local sites of biodiversity and resource management. Special attention is given to struggles over the rights of indigenous peoples to manage local ecosystems and natural resources and to collaborative partnerships nurturing environmental sustainability and restoration.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*M. Auslander*

*Prereq: 8 credits in Anthropology.*

**ANTHR-316NW Special Topics in Anthropology: 'Religion: It's Not What It Used to Be'**

*Not Scheduled for This Year. Credits: 4*

Not so long ago, anthropologists had a relatively clear understanding of what they meant by "religion" -- any and all manner of beliefs and practices related to the supernatural or the sacred. However, in recent years, religion has been rethought in light of its own specific Western history, its normative tendencies, and its place in colonialism and other projects of domination. This course will begin with a review of the conventional ways that anthropologists have conceived of religion. It will then move on to investigate the exciting new theoretical and ethnographic perspectives that have emerged to more fully take into account the diverse world-making practices that humans engage in.

*Crosslisted as: RELIG-331NW*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*W. Girard*

*Prereq: 8 credits in Anthropology or Religion.*

**ANTHR-316PA Special Topics in Anthropology: 'Outside the Frame: The Social Lives of Photography and Archives'***Not Scheduled for This Year. Credits: 4*

Archival and photographic practices emerge from shared paradigms seeking to know and classify the world. This seminar explores what archives and photographs are and what they do – what are their conventions and cultures of use, and how are these being creatively resisted? We examine photographs as archives themselves, as well as vehicles of remembering, evidence of kin relationships, tools of national discourse, and objects of exchange. We reflect on how digital forms are changing how we know ourselves and our histories. We will learn together about how photography and archives are mobilized as people in myriad contexts strive for belonging, recognition, understanding, and change.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
S. Thorne

*Prereq: ANTHR-105 and 4 additional credits in Anthropology or Art History.*

**ANTHR-316PG Special Topics in Anthropology: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'***Not Scheduled for This Year. Credits: 4*

Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of 'participatory governance' of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance?

*Crosslisted as: GNDST-333PG*

*Applies to requirement(s): Social Sciences*

J. Luce

*Prereq: 8 credits in gender studies or anthropology.*

**ANTHR-316RC Special Topics in Anthropology: 'Ethnographic Research in Religious Communities'***Spring. Credits: 4*

With a focus on local religious communities, this course puts into practice the research methods, modes of analysis, and writing styles that characterize ethnographic fieldwork. We first consider prominent ethnographies of religious communities in the United States in order to better understand the specific questions, debates, and ethical challenges that this literature addresses. Students then gain hands-on experience with a variety of ethnographic methods through course field trips to local places of worship. Final projects are rooted in extensive independent ethnographic research with a religious community.

*Crosslisted as: RELIG-331RC*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

W. Girard

*Prereq: 8 credits in Anthropology or Religion.*

**ANTHR-316SE Special Topics in Anthropology: 'Anthropology of Secularism'***Fall. Credits: 4*

What is secularism? For many of us, the answer is obvious: the world without religious belief, or the separation of church and state, or even the "really real" world. In recent years, scholars in number fields have begun to question these common sense notions about secularism. In this course, we will investigate this rapidly expanding literature and the critical lines of inquiry it has opened up: Under what specific cultural and historic conditions did secularism first emerge? Is secularism experienced today in the same way throughout the world? If not, how do they vary? What ways of being and living does secularism encourage or allow to flourish? Which does it stunt, block, or prohibit?

*Crosslisted as: RELIG-331SE*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

W. Girard

*Prereq: 8 credits in Anthropology or in Religion.*

**ANTHR-342 Science as Culture***Not Scheduled for This Year. Credits: 4*

What is science? The progressive discovery of Nature's laws? The process of honing claims about the universe? Is science the act of postulating and testing hypotheses? Or is it tinkering, experimentation? This course offers an advanced introduction to cultural and anthropological studies of science. Through careful readings of work in areas such as the sociology of scientific knowledge, actor-network theory, feminist science studies, and affect theory, we will explore the sciences as complex systems of cultural production. The course will culminate in a series of critical ethnographic studies of how the sciences shape concepts and experiences of race, the body, gender, and sexuality.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

M. Watson

*Prereq: 8 credits in the department.*

**ANTHR-350 Issues in Contemporary Anthropological Theory***Fall. Credits: 4*

This course explores the major theoretical frameworks developed and debated by anthropologists of the past two decades. It covers core issues in anthropological epistemology, the relationship of ethnography to social and cultural theory, trends in anthropological analysis, and the place of anthropological theory in broader academic and public discourses.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

M. Watson

*Restrictions: This course is limited to seniors.; This course is limited to Anthropology majors.*

*Prereq: 8 credits in anthropology including ANTHR-235.*

*Advisory: Anthropology majors should take ANTHR-235 before ANTHR-350.*

*Notes: Five College students must obtain instructor permission to register.*

**ANTHR-395 Independent Study***Fall and Spring. Credits: 1 - 8*

The department

*Instructor permission required.*

## Arabic

### Overview and Contact Information

The Arabic program at Mount Holyoke is a part of the Five College Arabic Language Initiative. The coursework focuses on developing skills in reading, writing, listening, and speaking Arabic as well as in Arab culture.

The program offers a full year of Arabic instruction. Students can pursue advanced studies of Arabic in the Five College Consortium. Students who study Arabic may choose to complete the minor in Arabic or the major in Middle Eastern Studies for which language study is a principal component.

## See Also

- Middle Eastern Studies (p. 285)
- Asian Studies (p. 77)

## Contact Information

**Naoko Nemoto, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/arabic>

(<https://www.mtholyoke.edu/academics/find-your-program/arabic/>)

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Satyananda Gabriel, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Associate Professor of History, Teaching Fall Only

Lisha Xu, Senior Lecturer in Asian Studies, Teaching Fall Only

Jinhwa Chang, Lecturer in Japanese

Kyae-Sung Park, Five College Lecturer in Korean

May George, Five College Lecturer in Middle East Studies

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
	As prerequisites, if needed: ASIAN-130, ASIAN-131	
	At least two 300-level courses in Arabic	8

8 additional credits of Arabic language courses at the 200 level or higher 8

**Total Credits** 16

## Additional Specifications

- Independent Studies (ASIAN-295 or ASIAN-395) do not count toward the minor
- Language courses that are not taken at MHC must be approved by the head of the Arabic program at Mount Holyoke College to count toward the minor
- Courses taught in English do not count toward the minor

The 100-level courses in Arabic (ASIAN-130 and ASIAN-131) are prerequisites to the intermediate and advanced courses offered through the Five College Consortium.

## Architectural Studies

### Overview and Contact Information

The Architectural Studies Program at Mount Holyoke offers an interdisciplinary approach to issues of design, history, and theory. The program blends studio and academic work, as well as the interactions between architecture and culture throughout history.

Architectural Studies lays a foundation of creative practice, technical skills, problem-solving, and critical thinking that prepares students for graduate study and professions in a variety of fields including architecture, landscape architecture, industrial design, graphic design, urban planning, construction, sustainability, and project management with international development organizations. Mount Holyoke College is also a member of the Five College Architectural Studies program which offers access to the collective courses, faculty, and resources of the Five Colleges.

With interests ranging from architectural history to urban design, majors have enrolled in study abroad programs across the globe, including Copenhagen, Dublin, Florence, and Paris.

### Contact Information

**Naomi Darling, Program Director**

**Melissa Burke, Academic Department Coordinator**

201 Art Building

413-538-2200

<https://www.mtholyoke.edu/academics/find-your-program/architectural-studies> (<https://www.mtholyoke.edu/academics/find-your-program/architectural-studies/>)

## Learning Goals

By participating in the coursework and experiences constituting a major in Architectural Studies, students will acquire the following knowledge and skills. They will:

- Demonstrate knowledge of works of built and landscaped environments in their historical and cultural settings.
- Acquire the vocabulary to describe and analyze monuments and spaces.
- Develop the ability to communicate their design ideas through physical and digital models, drawings, diagrams and visual media.



- Be able to articulate their own design process as informed by architectural theory and historical precedent.
- Acquire a knowledge of sustainable design practices and implications for our changing climate.
- Acquire research skills to locate and assess primary and secondary sources, both print and digital.

## Faculty

### This area of study is administered by Architectural Studies faculty within the Department of Art History and Architectural Studies:

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History, Teaching Spring Only

Naomi Darling, Five College Associate Professor of Architectural Studies

Jessica Maier, Associate Professor of Art History

Caroline Dubinsky, Visiting Lecturer in Art History and Architectural Studies

Samuel Barber, Visiting Lecturer in Art and Architectural History

### Five College Affiliated Faculty

Gabriel Arboleda, Associate Professor of Art and the History of Art, and Architectural Studies; Chair of Architectural Studies, Amherst College

Thom Long, Five College Associate Professor of Architecture and Design, Hampshire College

## Requirements for the Major

A minimum of 44 credits:

Code	Title	Credits
<b>Foundations</b>		
Art Studio: one approved art studio course at the 100 level, such as: 4		
ARTST-120	Drawing I <sup>1</sup>	
	or ARTST-131 Art Studio Foundations	
	or ARTST-142 Digital Art Foundations	
Art History: one approved art history survey course with significant architectural content, such as: 4		
ARTH-101	The Built Environment	
	or ARTH-102 Art in the Premodern World	
	or ARTH-103 Western Art: 1400-2000	
	or ARTH-105 Arts of Asia	
	or ARTH-106 Arts of Africa and Its Diasporas	
Design Studio: 4 credits in approved architectural design studio courses (taken at Mount Holyoke or through the Five College Interchange), such as: 4		
Mount Holyoke:		
ARCH-205AD	Introduction to Architecture: 'Design'	
Amherst:		
ARCH-105	Space and Design	
Smith:		
ARS-280	Introduction to Architectural Design: Analog	
<b>Intermediate Concentration:</b>		
One approved studio art course at the 200 level <sup>2</sup> 4		
One approved 200-level course in architectural history or an art history course with significant architectural content, such as: 4		

ARTH-232RM Renaissance Cities: 'Rome'  
or ARTH-233 Italian Renaissance Architecture  
or ARTH-236 The Global Renaissance  
or ARTH-262 Arts of Japan  
or ARTH-290  
or ARTH-290 Issues in Art History: 'Roman Art and Archaeology'  
or ARTH-290 Issues in Art History: 'Medieval Architecture in Motion'  
or ARTH-290 Issues in Art History: 'Medieval Iberia: Art, Society, and Culture'

8 credits in these required design courses at the 200-level: 8

ARCH-225ED Intermediate Studies in Architecture: 'Environmental Principles'

And either Smith's ARS-281 Intro Architectural Design Studio OR Hampshire's HACU-275 Digital Architecture Studio

8 credits at the 200 level in area of concentration, as approved by the advisor. These may be courses in environmental studies, geography, politics, etc. 8

**Advanced Concentration: 8 credits at the 300 level in area of concentration such as architectural design, the history and/or theory of art or architecture. Advanced courses at Mount Holyoke include: 8**

ARCH-311 Design-Build Studio<sup>3</sup>  
or ARCH-395 Independent Study  
or ARTH-300 Seminar: 'The Medieval Mediterranean'  
or ARTH-300 Seminar: 'Building After Rome: Early Medieval Architecture'  
or ARTH-302 Great Cities: 'Rome, the Eternal City'

At UMass, ARCH-403 Design V Studio taught in the fall semester is also an option.

**Total Credits 44**

<sup>1</sup> ARTST-120 or ARTST-131 or ARTST-142 or any of their offerings; for example ARTST-120FR or ARTST-131MM or ARTST-142AT

<sup>2</sup> Design studios are not substitutes for art studios

<sup>3</sup> or any topic within ARCH-311, such as ARCH-311FD

## Other Requirements

- Program plan. Students who elect to major in architectural studies should select an advisor who will assist them in mapping a program of study.

## Additional Specifications

- Students are encouraged to fulfill the Science and Mathematics distribution requirement by taking courses in mathematics and physics that are required for graduate study in architecture.
- Students may wish to pursue an independent research or design project. Working closely with a faculty advisor, they submit a project proposal at the beginning of fall semester and enroll in ARCH-395 Independent Study. With approval from their advising committee, students continue the project through the spring semester by enrolling in a second ARCH-395 or the Capstone Design studio (ARCH-305 or its Five College equivalent).
- Students majoring in architectural studies are not eligible to minor in art history or art studio.
- Students should note that completion of this major will likely require them to travel to other institutions within the Five Colleges.



## Requirements for the Minor

A minimum of 24 credits:

Code	Title	Credits
One approved art studio course at the 100 level, such as: <sup>1</sup>		4
ARTST-120	Drawing I <sup>1</sup> or ARTST-13: Art Studio Foundations or ARTST-14: Digital Art Foundations	
One approved art history survey course with significant architectural content, such as:		4
ARTH-101	The Built Environment or ARTH-102 Art in the Premodern World or ARTH-103 Western Art: 1400-2000 or ARTH-105 Arts of Asia or ARTH-106 Arts of Africa and Its Diasporas	
Design Studio: 4 credits in approved architectural design studio courses (taken at Mount Holyoke or through the Five College Interchange), such as:		4
Mount Holyoke: ARCH-205AD Introduction to Architecture: 'Design'		
Amherst: ARCH-105		
Smith: ARS-280		
Three approved electives in art history, art studio, or architectural design at the 200 or 300 level		12
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> ARTST-120 or ARTST-131 or ARTST-142 or any of their offerings; for example ARTST-120BV, ARTST-120VE, ARTST-131SE or ARTST-142AT.

### Other Requirements

- Program plan. Those intending to minor must meet with a member of the architectural studies faculty to develop an approved program of study.

### Additional Specifications

- Students majoring in art history or studio art are not eligible to minor in architectural studies.

## Course Offerings

### ARCH-203 Scene Design for Theater and Film

Fall. Credits: 4

The purpose of this course is to introduce the history, art, and techniques of designing sets for theater and film. Students will learn how sets have been created in the past, how a designer approaches a script, how a designer's work supports the director's vision, how it illuminates a production for the audience, and what methods and techniques are used in the execution of the process. Students will have the opportunity to exercise their visual imaginations, through the creation of designs for a script. They will engage in script analysis, research, collaborative discussion, sketching, technical drawing, model building, and related techniques and methodologies.

*Crosslisted as: FMT-240SD*

*Applies to requirement(s): Humanities*

*V. James*

*Notes: lab; \$50 materials fee. Any additional design supplies and materials are the responsibility of the student.*

### ARCH-205 Introduction to Architecture

#### ARCH-205AD Introduction to Architecture: 'Design'

Spring. Credits: 4

This studio course introduces a series of design investigations around particular themes and approaches to architecture and the built environment. Students will develop visual communication and architectural design skills (sketches, plans, elevations, sections, projected drawings and model making) to tackle interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural and design issues involving site, inhabitation, function, form, materiality, light and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.

*Applies to requirement(s): Humanities*

*N. Darling*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: One semester of design or drawing is recommended. Preference given to first-year and sophomore students; others request permission.*

*Notes: Students enrolled in this course will be responsible for some of the cost of materials.*

### ARCH-225 Intermediate Studies in Architectural Design

#### ARCH-225ED Intermediate Studies in Architecture: 'Environmental Principles'

Fall. Credits: 4

This hybrid studio addresses human comfort with lectures and problem work sessions integrated with design projects. We start with an in-depth study of the world's climate regions, the sun, and the earth's tilt and spin. Primary methods of heat transfer are investigated as students research two architectural solutions (vernacular and contemporary) within each climate. Using daylight, the sun's movement, and sun-path diagrams students will design, draw and build a functioning solar clock. Issues in day-lighting and thermal comfort will then drive an extended design problem. Students will be asked to solve numerical problems and present design solutions using both drawings and models.

*Applies to requirement(s): Humanities*

*N. Darling*

*Prereq: ARCH-205 or equivalent.*

*Notes: Students enrolled in this course will be responsible for some of the cost of materials.*

**ARCH-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARCH-305 Advanced Topics in Architecture****ARCH-305UE Advanced Topics in Architecture: 'Public Space and Everyday Life in Globalizing Spanish Cities'***Not Scheduled for This Year. Credits: 4*

This course will examine everyday urban life and public space in Spain from the post-Civil War period (1939) to 2021. We'll approach cities as dynamic global networks shaped by cultures, politics, economies, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we'll explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we'll also bring into dialogue the power within everyday practices (walking, sitting, remembering, shopping, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, historic buildings).

*Crosslisted as: SPAN-350UE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**M. Saltzman**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***ARCH-311 Design-Build Studio****ARCH-311FD Design-Build Studio: 'Foldable Structures'***Fall. Credits: 4*

Foldable structures such as umbrellas and tents have broad applicability in design. NASA invented a folding solar panel inspired by origami and Calatrava is well known for his kinetic structures such as the Milwaukee Art Museum. This studio will examine various types of kinetic systems and use the facilities of the Mount Holyoke's Fimbel Maker and Innovation Lab to prototype, invent and fabricate foldable portable structures. Students will work independently and in teams to design and fabricate joint, rod and skin systems at a scale large enough to provide shelter for a small group of people.

*Applies to requirement(s): Humanities**N. Darling**Prereq: ARCH-205 and ARCH-225 (or a digital design studio at Hampshire College or Smith College).**Advisory: Math and Computer Science majors welcome with instructor permission.***ARCH-311MK Makerspace Design-Build Studio***Not Scheduled for This Year. Credits: 4*

The rise of digital fabrication processes has blurred the traditional division of labor enabling architects and designers not only to draw but to also fabricate projects, often using the very same programs. Following the rise in CAD/CAM has been a burgeoning Maker movement as more and more individuals have rediscovered the joys (and sometimes frustrations) of realizing projects within a collaborative environment. This class will introduce students to both traditional and digital making through a series of exercises that will enable students to realize projects using the facilities of the Fimbel Lab.

*Applies to requirement(s): Humanities**N. Darling**Instructor permission required.**Prereq: ARCH-205.***ARCH-311TH Design-Build Studio: 'Tea House'***Not Scheduled for This Year. Credits: 4*

The traditional Japanese Tea House, renowned for its simplicity of program and space, has often been used by (Japanese) architects as a typology with which to test ideas and experiment with materials, technology and construction techniques. This studio will first introduce the basics of Japanese tea culture and the traditional tea house with a visit to Wa-shin-an and analysis of traditional and contemporary tea houses producing both analytical drawings and models. Finally, each student, working individually or in pairs, will design and build a full-scale tea house using the full facilities of the Fimbel Maker and Innovation Lab.

*Applies to requirement(s): Humanities**N. Darling**Prereq: ARCH-205 and ARCH-225 (or a digital design studio at Hampshire College or Smith College).***ARCH-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***ARCH-395P Independent Study with Practicum***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Related Courses

Students who plan to enroll in courses outside of the Five Colleges, especially in courses to be taken at another institution or abroad, should first consult with their advisor and the program coordinator to determine if the courses meet the departmental criteria for the major.

## Five College Course Offerings in Architectural Studies

Current courses in architectural studies are offered throughout the Five Colleges. Check listings in the Five College course schedule (<https://www.fivecolleges.edu/academics/courses/>).

- Amherst College: Department of Art and the History of Art
- Hampshire College: Humanities, Arts, and Cultural Studies (HACU), Lemelson Center (HCLC)
- Smith College: Department of Art; Landscape Studies Program
- University of Massachusetts: Architecture and Design; Building Construction Technology; Landscape Architecture and Regional Planning.

## Art History

### Overview and Contact Information

Art History is the study of objects and images: painting, sculpture, architecture, film, furniture, ceramics, installations, and many other things. Our courses span the globe, from ancient Rome, Islamic cultures, medieval Paris and Renaissance Italy, to Indian cinema, American painting, contemporary photography and modern architecture. The objectives of our curriculum are: to learn the verbal language necessary to analyze and interpret objects, images, and the built environment; to understand works of art and architecture in their historical and cultural settings; and to develop a critical voice that extends to all aspects of the visual world.

## Contact Information

Jessica Maier, Chair

Melissa Burke, Academic Department Coordinator

201 Art Building

413-538-2200

<https://www.mtholyoke.edu/academics/find-your-program/art-history>

(<https://www.mtholyoke.edu/academics/find-your-program/art-history/>)

## Learning Goals

By participating in coursework and experiences constituting a major in Art History, students will acquire the following knowledge and skills.

They will:

- Demonstrate knowledge of works of art and architecture in their historical and cultural settings.
- Acquire the vocabulary needed to analyze and interpret objects, images, and built and landscaped environments across the world and through time.
- Develop visual acuity for critically examining our image-saturated world.
- Apply innovative theoretical and methodological approaches to engage with the history and politics of visual representation.
- Learn to develop research questions, and locate and assess primary and secondary sources, both print and digital.
- Develop the ability to write and speak effectively about material culture with critical sophistication.

## Faculty

**This area of study is administered by the Department of Art History and Architectural Studies:**

Anthony Lee, Idella Plimpton Kendall Professor of Art History

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Paul Staiti, Professor of Fine Arts on the Alumnae Foundation, On Leave 2023-2024

Jessica Maier, Associate Professor of Art History

Caroline Dubinsky, Visiting Lecturer in Art History and Architectural Studies

Kymerly Newberry, Visiting Instructor in Art History and Architectural Studies

Samuel Barber, Visiting Lecturer in Art and Architectural History

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
	One course at the 200 level in the Ancient and Medieval area	4
	One course at the 200 level in the Renaissance and Baroque area	4
	One course at the 200 level in the Modern and American area	4
	One course at the 200 level in the non-Western area	4
	Two courses at the 300 level <sup>1</sup>	8
	Three additional courses at any level	12

One course from another department or program that is chosen in consultation with an art history advisor, after the declaration of major 4

**Total Credits** **40**

<sup>1</sup> not including ARTH-395

## Additional Specifications

- Art history majors may not minor in architectural studies.
- Majors may enroll in 300-level seminars at the other Five College institutions with permission in advance from their advisor and the department chair. Students who plan to enroll in 300-level courses outside of the Five Colleges, especially yearlong courses to be taken abroad, should first consult with their advisor and the department chair to determine if the courses meet departmental criteria for 300-level credit.
- No more than four courses from other colleges or universities (including the Five Colleges) may be counted toward the major.
- Reading knowledge of a foreign language is recommended for those contemplating graduate study in art history.
- Students should be aware that preference in 300-level courses is normally given to those who have taken a relevant course at the 200 level. Majors are not automatically guaranteed preference in seminars that might be oversubscribed and, therefore, should not wait until the last semester to fulfill a seminar requirement.
- As a general rule, first-year seminars may not be counted toward the major.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
	One 100-level art history course <sup>1</sup>	4
	Any four courses in art history at the 200 level or above	16
	<b>Total Credits</b>	<b>20</b>

<sup>1</sup> A student may substitute this course with AP credit in art history, but must take an additional 4 credits in art history at any level to meet the 20 credit minimum for the minor.

## Additional Specifications

- Within these general requirements a student may construct a minor as focused or as comprehensive as desired.
- No more than two courses from other colleges or universities (including the Five Colleges) may be counted toward the minor.
- As a general rule, first-year seminars may not be counted toward the minor.

## Course Offerings

### ARTH-101 The Built Environment

*Spring. Credits: 4*

Architecture may have originated as a response to basic human needs, but it very quickly took on complex meanings that transcend practicality.

This course focuses on architecture from prehistory to the present, including buildings, cities, and urban planning; infrastructure and engineering; the unbuilt (and unbuildable) as well as the built world. Case studies cover design and theory as well as history. Individual projects and sites are explored as windows onto design principles, problems, and solutions; changing techniques, materials, and concerns; and human needs, desires, and ideals as manifested in the built world.

*Applies to requirement(s): Humanities*

*S. Barber*

### ARTH-102 Art in the Premodern World

*Fall. Credits: 4*

If creativity is what makes us human, then art has special power to connect us to people of the distant past. This course traces key instances of creative expression from antiquity through the Middle Ages, when art as such was not yet a distinct concept and museums did not exist. Instructors choose case studies from different cultures and periods that touch on fundamental themes of human experience such as ritual, belief, and death. Students learn to analyze objects, images, and built environments in light of their visual and material properties, social contexts, and place in the larger history of human creativity.

*Applies to requirement(s): Humanities*

*S. Barber*

*Advisory: This course replaces ARTH-100PW and may not be taken by students who have completed that course.*

### ARTH-103 Western Art: 1400-2000

*Fall and Spring. Credits: 4*

Art has the power to drive as well as reflect history. This course explores artists, images, objects, and buildings that have defined identity, sparked revolution, and changed how people think and act over the last seven centuries. Case studies include works that define the western tradition and others that interrogate its complicated legacy. We will see the rise of the very concept of Art along with the heightened status of the artist in society, the origins of the art museum and of the commercial art market. Students gain art-historical skills and learn to analyze the mechanisms by which creative expression shapes history, politics, and beliefs.

*Applies to requirement(s): Humanities*

*C. Dubinsky*

*Advisory: This course replaces ARTH-100WA and ARTH-100SE, and may not be taken by students who have completed either one.*

### ARTH-104 Talking Pictures: An Introduction to Film

*Not Scheduled for This Year. Credits: 4*

Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Battleship Potemkin*, *Citizen Kane*, *Contempt*, *The Bicycle Thief*, *Ugetsu*, *Rear Window*, *Woman in the Dunes*, *The Marriage of Maria Braun*, *Days of Heaven*, and *Moulin Rouge*.

*Crosslisted as: FMT-103*

*Applies to requirement(s): Humanities*

*P. Staiti*

### ARTH-105 Arts of Asia

*Fall. Credits: 4*

This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.

*Crosslisted as: RELIG-108*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

### ARTH-106 Arts of Africa and Its Diasporas

*Fall and Spring. Credits: 4*

This course introduces students to art and architecture created by peoples of African descent around the world. Through case studies spanning centuries and continents, students encounter a dazzling array of artforms that reflect changing contexts and cultural entanglements, fuse new and old belief systems, and flourish while transcending borders. Selected topics vary, but themes may include gender; performance; resistance to settler colonialism and enslavement; modernity and modernism; and museums, decolonization, and repatriation.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*K. Newberry*

### ARTH-230 Italian Renaissance Art

*Not Scheduled for This Year. Credits: 4*

This survey outlines the arts in Italy from the late thirteenth to sixteenth centuries, a time of major cultural transformation. Our approach will be primarily geographic, focusing on individual cities and courts in order to understand the social networks that linked artists with their patrons and publics. We will also address key themes such as the functions of art; the role of women in the arts; the changing status of artists; portraiture and the fashioning of identity; the rise of print; art and ideas about faith, love, desire, and marriage; and the cross-cultural links between Italian artists and their colleagues far away.

*Applies to requirement(s): Humanities*

*J. Maier*

*Restrictions: Course limited to sophomores, juniors and seniors*

### ARTH-231 Northern Renaissance Art

*Not Scheduled for This Year. Credits: 4*

This course covers the arts in Northern Europe during a time of upheaval. We will look at developments in panel painting, manuscript illumination, printmaking, and sculpture from the fourteenth to sixteenth centuries—examining shifting patterns of patronage and production along with shifting styles, techniques, and media. We will consider major artists like Jan van Eyck, Albrecht Durer, and Pieter Bruegel, as well as seismic cultural shifts such as the print revolution, the emergence of the woman artist, the Reformation, and the origins of the art market.

*Applies to requirement(s): Humanities*

*J. Maier*

*Restrictions: Course limited to sophomores, juniors and seniors*



**ARTH-232 Renaissance Cities****ARTH-232RM Renaissance Cities: 'Rome'***Fall. Credits: 4*

Renaissance Rome was a bundle of contradictions: a place of earthly corruption and sacred pageantry, crumbling ruins and glittering palaces, decay and renewal. While still impressive, the city had fallen far from its ancient glory days as capital of an empire. This course begins in the early 1400s, when the papacy returned after an absence of more than a century to reclaim a rundown, depopulated, lawless place. We trace the remarkable series of artistic, architectural, intellectual, and urbanistic transformations that, by 1600, had prepared Rome for a renewed role on the world stage.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-233 Italian Renaissance Architecture***Fall. Credits: 4*

Renaissance Italy gave rise to an extraordinarily influential version of classical architecture. Figures like Brunelleschi and Palladio took their cues from antiquity while moving beyond it to pioneer new techniques and designs. In this class, students explore developments in building types such as churches, palaces, and villas, as well as urban planning and landscape design. Recurrent themes include the rise of the professional architect, the development of the written treatise, the balance of theory and practice, and the role of patronage. In Renaissance culture, architecture was more than functional: it was a public statement that could project power, taste, and status.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: First-year students may seek permission if they have 4 credits in Art History.***ARTH-236 The Global Renaissance***Spring. Credits: 4*

This class turns away from the conventional Eurocentric narrative of the Renaissance, reframing it as a time when exploration and cross-cultural encounters inspired a rich and varied array of art, architecture, and sculpture. The objects we will examine include world maps from Europe and China, West African ivories, Benin bronzes, Indian miniatures, Islamic metalwork, Mexican feather paintings, Aztec cartography, colonial Latin American buildings and murals, as well as European paintings and illustrated books. All of these items speak to expanding networks of trade and conquest. Collectively, they show just how global and connected the Renaissance world really was.

*Applies to requirement(s): Humanities; Multicultural Perspectives**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-241 Nineteenth-Century European Art: Neoclassicism to Impressionism***Fall. Credits: 4*

This course will survey art in Europe from the French Revolutionary era to the last quarter of the nineteenth century – or, in the language of art history, from the neo-classical painters (David and his atelier) to the great painters of modern life in Paris (Manet and his followers). This chronology represents one of the most important transformations in the history of art: the origins and early development of what we today call "modern art." We will spend considerable time tracing this difficult passage, pausing here and there to readjust ourselves to the shifting language of art and to orient art's relationship to the modern public.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-242 History of Photography: The First Hundred Years***Not Scheduled for This Year. Credits: 4*

This course surveys the first century of photography, beginning with its putative birth in 1839 and following its shifts and turns until the eve of World War II. We will look at a variety of photographic types: the daguerreotype, calotype, tintype, albumen and gelatin silver prints, and more. We will assess a range of practices: studio portraiture, commercial pictures, vernacular photography, journalism, and the fine arts. And we will follow camerawork in a variety of settings: China, England, France, Germany, Mexico, Russia, and the U.S.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-244 Global Modernism***Fall. Credits: 4*

This course examines the great ruptures in late 19th and early 20th century art that today we call modernist. It relates aspects of that art to the equally great transformations outside the studio: political revolution, the rise and consolidation of industrial capitalism, colonization and its discontents, and world war. It compares different kinds of modernisms, including those in Austria, France, Germany, Mexico, Spain and Russia.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-245 Hot Art During the Cold War***Spring. Credits: 4*

This course traces the different paths of painting, sculpture, and mixed media in the United States and, to a lesser extent, Western and Eastern Europe between 1945 and 1989. It begins with both the "climax" and "crisis" of modernism in midcentury and the movements and works that the crisis spawned. In the second half of the course, it follows art's relationship with a variety of postmodern subjects and debates. Throughout, it measures the effects of geopolitical tensions on the visual arts. Readings include a wide range of primary and secondary sources, with essays by art historians, critics, and artists.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors*



**ARTH-246 Photography As Art***Not Scheduled for This Year. Credits: 4*

In case studies beginning in the 1930s and continuing to the present, this course explores the many uses of photographs as art. It regards pictures made as individual art works as well as those objects using photographs and photographic materials as parts of an ensemble. We will trace a chronological but also winding path through different regions of the world, including experiments in Africa, Asia, and Europe, in addition to a more prominent concern with those in North America. Some of the case studies may include works by Ansel Adams, Eleanor Antin, Diane Arbus, Henri Cartier-Bresson, Robert Frank, Anselm Kiefer, An-My Le, Dinh Q. Le, Robert Mapplethorpe, Martin Parr, and Fazal Sheikh.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-250 American Art***Not Scheduled for This Year. Credits: 4*

A survey of painting and sculpture, this course introduces students to the work of individual artists. Classes also develop ways of looking at and thinking about art as the material expression of American social, political, and cultural ideas, including the depictions of nature, race, revolution, and country life. The course focuses on 'American Masters': Copley, Stuart, Cole, Church, Eakins, Homer, Sargent, Whistler, and Cassatt are some of the key artists.

*Applies to requirement(s): Humanities**P. Staiti**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-262 Arts of Japan***Not Scheduled for This Year. Credits: 4*

This course explores the special characteristics of Japanese art and architecture, from the early asymmetry of Jomon pottery and the abstraction of Haniwa figures to the later elite arts of the aristocratic, military, and merchant classes: narrative scroll painting, gold-ground screens, and the 'floating world' of the color woodblock print. A historical survey of the arts of Japan, highlighting the interplay of art with religious and political issues.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290 Issues in Art History****ARTH-290AW Issues in Art History: 'African and African American Women Artists'***Spring. Credits: 4*

Taking cues from Linda Nochlin's classic feminist essay "Why Have There Been No Great Women Artists?," this course is a global "studio visit" with artists from Constance Afiang Ekong to Howardena Pindell. We explore the intersections of nationalism, race, identity, gender, politics, cross-cultural influences, local and colonial histories, and artistic passion which all contribute to giving these artists space in the male-dominated, Eurocentric art world. We track the bold resistance of African and African American women artists to that ecosystem, as they refuse to relinquish their love for their art and their rightful places in the art world, defiantly declaring that they'll stay out... until they get in.

*Applies to requirement(s): Humanities; Multicultural Perspectives**K. Newberry**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290BC Issues in Art History: 'Bollywood: A Cinema of Interruptions'***Spring. Credits: 4*

Indian popular cinema, known commonly as Bollywood, is usually understood to have weak storylines, interrupted by overblown spectacles and distracting dance numbers. The course explores the narrative structure of Bollywood as what scholar Lalitha Gopalan calls a "constellation of interruptions". We will learn to see Bollywood historically, as a cultural form that brings India's visual and performative traditions into a unique cinematic configuration. We will analyze a selection of feature films, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers in order to understand Bollywood's uniqueness in relation to world cinema.

*Crosslisted as: FMT-230BC**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290RA Issues in Art History: 'Roman Art and Archaeology'***Fall. Credits: 4*

This course provides an introduction to the art, architecture, and archaeology of the ancient Romans. At its height, the Roman Empire controlled much of the ancient Mediterranean. As Roman power spread, so too did Rome's art and architecture. This course examines the major developments in Roman archaeology from the foundation of Rome through the growing Republic of Pompey and Caesar, the Rome of the emperors, and the rise of Christianity. We will explore how material culture, from tombs and temples in Rome to the urban planning of provincial cities, can help us to better understand the connections between material culture and history, politics, religion, and daily life in the Roman world.

*Crosslisted as: CLASS-239RA**Applies to requirement(s): Humanities**C. Baker***ARTH-290RC Issues in Art History: 'Medieval Architecture in Motion'***Fall. Credits: 4*

We usually encounter medieval art in the museum. There, encased in glass and opportunely illuminated, they are objects of quiet contemplation. Yet the art and architecture of the Middle Ages were seldom still or silent, and its audiences were rarely disinterested observers. In this course we will explore medieval architecture's multifaceted meanings for those who experienced its sights and sounds. We will also consider the interrelationships between objects in other media – such as sculpture, mosaic, and textile – and the architectural spaces in which they were situated. Course topics will proceed both chronologically and thematically, taking in sites from across Europe and the Mediterranean.

*Applies to requirement(s): Humanities**S. Barber**Restrictions: Course limited to sophomores, juniors and seniors*

**ARTH-290SP Issues in Art History: 'Medieval Iberia: Art, Society, and Culture'***Spring. Credits: 4*

During the Middle Ages, the Iberian Peninsula was unique in its diversity: social and political, ethnic and religious, linguistic and cultural. This lecture course examines the art and architecture of Spain and Portugal from Late Antiquity to the Middle Ages from the perspective of the interconnections between its various communities. We will explore instances of coexistence and acculturation, periods of persecution and violence, and where these relations found visual expression. Course topics will proceed both chronologically and thematically, taking in subjects such as: religious architectures; court culture; identity, assimilation, and exclusion; and Iberia's connection with the wider European and Mediterranean worlds.

*Crosslisted as: RELIG-225SP**Applies to requirement(s): Humanities**S. Barber**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290SW Issues in Art History: 'Here +54: From the Smithsonian to Soweto, Arts of the African Americas and Africa'***Fall. Credits: 4*

This course serves to articulate the cultural nuances, critical theory, and artistic practices shaping the visual art production of African American and African Diasporic artists and makers. *Here +54* provides immersive encounters with both historical and contemporary expressive material culture of both African America and the 54 countries on the African continent. The course will confront the fragility of African American cultural representation and challenge "Western-centric" views of the artistic practices of the African continent. Additionally, our considerations will analyze themes of cultural, economic, epidemic, political and social realities and their impact on African American and African Diasporic culture through time as vividly manifested in visual forms.

*Applies to requirement(s): Humanities; Multicultural Perspectives**K. Newberry**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290TK Issues in Art History: 'Art History Toolkit: Research, Writing, Methods, Careers'***Spring. Credits: 4*

Geared toward new and prospective majors, this course covers art historical research, writing, critical methods, and career options. Students gain research proficiency in digital and analog library resources. They practice a wide range of scholarly and professional writing types. Readings and discussions highlight theories, methods, and urgent questions facing the field today, while invited speakers give an overview of the professional possibilities. Assignments include oral presentations and exhibition designs as well as frequent written work. The overarching goal is a strong foundation in art history as a discipline and a skill set that can lead to a rewarding future.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Maier**Restrictions: This course is limited to sophomores and juniors.**Prereq: 8 credits in the department.***ARTH-290VA Issues in Art History: 'Ancient Greek Vases and Vase Painting'***Spring. Credits: 4*

Greek painted vases are some of the most recognizable artifacts from the ancient Mediterranean. In this course, we will situate Greek vases and the scenes painted on them within Greek culture and its artistic production. We explore these vases, produced from the Minoan period through the Hellenistic age, from a variety of perspectives. Themes will include the artisans and workshops who produced these vases, the consumers – from ancient buyers to modern museums – who purchased them, the traders who moved them, the variety of styles and scenes, from mythological to daily life scenes, which decorated them, and the approaches to these vessels employed by current and past scholars

*Crosslisted as: CLASS-239VA**Applies to requirement(s): Humanities**C. Baker***ARTH-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARTH-300 Seminar****ARTH-300AF Seminar: 'Curating African and African American Art: Up from the Basement and into the Collection'***Fall. Credits: 4*

This seminar explores the social, cultural, racial and political elements that refract in the process of curating modern and contemporary African and African American art. Prescribed methodologies have applied a one-size-fits-all approach, flattening the intentions of makers and depriving us all of cultural enrichment. Only informed, respectful curatorial strategies can break down institutional boundaries and historically slanted perceptions of African and African American art. We will examine instances of sensitive stewarding, considerate contextualization, and accessioning and placement of contemporary African and African American works, with occasional comparative forays into curatorial approaches to Euro-American art.

*Applies to requirement(s): Humanities; Multicultural Perspectives**K. Newberry**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in Art History, Africana Studies, History, or the Museums, Archives, and Public History Nexus.***ARTH-300AM Seminar: 'Architecture in Miniature in Asia'***Spring. Credits: 4*

The course explores small objects that allude to large spaces in different periods and regions of Asia. Portable objects represent real and imaginary buildings in Buddhist Central Asia, Islamic West Asia, and Chinese tombs. Persian miniature paintings are sectioned into architectural enclosures. Chinese landscape paintings and Japanese "dry" gardens compress the natural environment itself. In an active learning environment, we will experience the pleasure of scale-shift in small things. We will examine scholarly articles, write persuasive essays, visit Mount Holyoke's Art and Skinner museums, and make "archimorphic" objects in the Fimbel Maker and Innovation Lab.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Sinha**Restrictions: This course is open to juniors and seniors*

**ARTH-300MM Seminar: 'The Medieval Mediterranean'***Fall. Credits: 4*

Throughout its history, the Mediterranean—the "Middle Sea"—has been a space of cultural contact, confluence, and exchange: a conduit rather than a barrier. In this seminar we will explore the interaction of various religious and political communities of the Mediterranean Basin from the rise of Islam in the seventh century CE to the central Middle Ages, and consider how these connections were manifested in art. Considering themes such as religion, identity, appropriation, and trade, our case studies will trace the formation of the distinctive visual cultures of the Mediterranean across diverse media, from portable objects to architecture.

*Applies to requirement(s): Humanities**S. Barber**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Art History and/or History.***ARTH-300MY Seminar: 'Building After Rome: Early Medieval Architecture'***Not Scheduled for This Year. Credits: 4*

Even in ruins, the buildings of ancient Rome still amaze us: luxurious villas and palaces, monumental theaters and bathhouses, even a strikingly modern-looking public infrastructure. But how did architecture change after the Western Roman Empire's collapse in the fifth century CE? This seminar delves into the architecture of Late Antiquity and the Early Middle Ages (ca. 300-ca. 800 CE). We will range across geographic and religious boundaries to consider themes such as: the effects of the so-called "Fall of the Roman Empire" on architectural practice; religious architecture; patronage, labor, and materials; and cross-cultural connections in the Mediterranean world.

*Applies to requirement(s): Humanities**S. Barber**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in Art History.***ARTH-301 Topics in Art History****ARTH-301MH Topics in Art History: 'Making History'***Not Scheduled for This Year. Credits: 4*

Description: This research seminar looks at the relationship between historical painting and the history it depicts. How much is fact; how much is fiction; and how do we explain the differences? To what ends was it painted? The focus will be on contemporary history painting in the period 1770-1875. The first half of the semester will examine these questions using critical theory and real examples. Students will then develop a major American, British, or French history painting for sustained research and analysis. Possible pictures include Turner's *Slave Ship*, Gericault's *Raft of the Medusa*, Copley's *Watson and the Shark*, David's *Marat*, and others. Numerous papers and class presentations.

*Applies to requirement(s): Humanities**P. Staiti**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Art History.**Advisory: A course in American or modern art is recommended.**Notes: Four class presentations, four short papers, and one term paper.***ARTH-302 Great Cities****ARTH-302RM Great Cities: 'Rome, the Eternal City'***Not Scheduled for This Year. Credits: 4*

This seminar will survey the past, present, and future of the Eternal City through its remarkable art, architecture, and urbanism. We will examine the material traces of Rome's journey from ancient capital to center of Christianity, seat of the caesars to that of the popes and prime ministers, beacon to pilgrims and tourists, then finally modern capital and—perhaps—sustainable city. Despite its problems, this "mother of all cities" continues to be a model of urban relevance and staying power.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Art History, Classics, or History.***ARTH-340 Seminar in Modern Art****ARTH-340AM Seminar in Modern Art: 'After Impressionism'***Spring. Credits: 4*

This seminar will focus on the works of four painters, and we will choose from among the following: Bonnard, Cezanne, Gauguin, Pissarro, Seurat, Toulouse-Lautrec, and van Gogh. We will study their works in relation to the feverish debates about painting in the 1880s and 1890s that the previous generation's Impressionism brought about. As we will discover, the four artists were hardly a unified group, took distinct paths away from Impressionism, and pursued projects that had limited allegiance to its main tenets or, indeed, to the ideas and practices of each other. In all, they will represent the extraordinary vitality of art suddenly loosened from the academic world.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in art history.***ARTH-342 Seminar in Twentieth-Century Art****ARTH-342WH Seminar in Twentieth-Century Art: 'Walker Evans and Henri Cartier-Bresson'***Not Scheduled for This Year. Credits: 4*

This seminar explores the careers of two towering figures in the history of photography. Although they were contemporaries, Evans and Cartier-Bresson developed ideas about camerawork that couldn't have been more different. Among other topics, we will explore the tensions between art, documentary, and photojournalism; street photography; the vernacular; the 'decisive moment,' and more.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: This course is open to juniors and seniors**Prereq: Four credits in art history.***ARTH-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Art Studio

### Overview and Contact Information

Mount Holyoke's Department of Art Studio encourages artistic exploration while providing technical skills and interdisciplinary opportunities. Whether enrolled in introductory or advanced art studio courses, students learn to express themselves in a range of methods and material. Analysis of original works and engagement with contemporary issues are part of the rich studio experience. The Department of

Art Studio offers both a major and a minor with courses taught by accomplished visual artists. In addition to working closely with these professionals, students also benefit from the department's ties to the Mount Holyoke College Art Museum, one of the oldest teaching museums in the country, and its affiliation with the Five College Consortium.

## Contact Information

Lisa Iglesias, Chair (Fall 2023)

Ligia Bouton (Spring 2024)

Melissa Burke, Academic Department Coordinator

201 Art Building

413-538-2200

<https://www.mtholyoke.edu/academics/find-your-program/art-studio>

(<https://www.mtholyoke.edu/academics/find-your-program/art-studio/>)

## Learning Goals

The Mount Holyoke College Art Studio curriculum is designed to encourage students to:

- Observe carefully and think critically through materials, scholarly research, context, and visual language.
- Create works that communicate ideas and intention.
- Publicly present artwork through critique, exhibitions, and other platforms.
- Share and receive constructive criticism across media, both verbally and in writing.
- Maintain a sustainable independent creative practice

## Faculty

**This area of study is administered by the Department of Art Studio:**

Ligia Bouton, Associate Professor of Art

Lisa Iglesias, Associate Professor of Art, Teaching Fall Only

Amanda Maciuba, Assistant Professor of Art Studio

Marianna Williams, Assistant Professor of Digital Art and Design

Pasqualina Azzarello, Visiting Lecturer in Art Studio

Kathryn Fanelli, Visiting Lecturer in Art Studio

Xuan Pham, Visiting Lecturer in Art Studio

## Requirements for the Major

A minimum of 44 credits:

Code	Title	Credits
ARTST-120	Drawing I <sup>1</sup>	4
or ARTST-131	Art Studio Foundations	
or ARTST-142	Digital Art Foundations	
Five courses in art studio at the 200 level		20
Three courses (12 credits) at the 300 level as follows:		12
Spring junior year:		
ARTST-330	Junior Studio	
Fall senior year:		
ARTST-395SS	Senior Studio	
Spring senior year:		
ARTST-390	Advanced Studio (non-thesis students)	

ARTST-395SS	Senior Studio (thesis students)	
8 credits in art history at any level		8
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> ARTST-120, ARTST-131, ARTST-142, or any of their offerings; for example ARTST-120FR, ARTST-131MM, or ARTST-142AT.

## Additional Specifications

- Courses may be taken within the Five College Consortium, as approved.
- The department strongly asks that students seek the advice of the art studio faculty in selecting courses, their number, and their sequence in constructing a art studio major.
- Any student going abroad in the junior year or semester should consult with the advisor before leaving to assure the verification of transfer credits in the major.
- Students can major in art studio and minor in art history.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
ARTST-120	Drawing I <sup>1</sup>	4
or ARTST-131	Art Studio Foundations	
or ARTST-142	Digital Art Foundations	
Four courses in art studio at the 200 level		16
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> ARTST-120, ARTST-131, ARTST-142, or any of their offerings; for example ARTST-120FR, ARTST-131MM, or ARTST-142AT

## Additional Specifications

- Courses may be taken within the Five College Consortium, as approved.
- The department recommends that students seek the advice of the art studio faculty in selecting courses, their number, and their sequence in constructing a art studio minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of visual art can combine their course work in art studio with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of studio art, please consult your advisor or the chair of the art department. See further information in the catalog about the minor in education (p. 352) and Teacher Licensure (p. ), and consult Sarah Frenette in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Art Studio and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program



website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

### ARTST-120 Drawing I

#### ARTST-120FR Drawing I: 'Form, Structure, and Space'

*Fall and Spring. Credits: 4*

Drawing I is an introductory course designed for all students, regardless of their previous experience in art. The course emphasizes creative, expressive, and analytical approaches to translating visual experience. Students will work with a variety of traditional and experimental materials, and will hone their skills through guided in-class exercises, independent homework assignments, and regular feedback. Upon completion of the course, students will have a strong command of the fundamental language of drawing, a deeper understanding of visual perception, and an ability to use the medium in imaginative, expressive, and conceptually engaged ways.

*Applies to requirement(s): Humanities*

*P. Azzarello, L. Bouton, A. Green, K. Fanelli*

*Advisory: No previous studio experience required. A student may take only one ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Along with ARTST-131 and ARTST-142, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for cost of course materials.*

### ARTST-131 Art Studio Foundations

#### ARTST-131MM Art Studio Foundations: 'Making and Meaning'

*Fall and Spring. Credits: 4*

Making and Meaning is an interdisciplinary course exploring the processes, ideas, and variety of materials in the visual arts. The course addresses thematic concepts that are central to the nature of art making including the principles of art and design, approaches to color, light, and environment, and issues of identity and community. Assignments in drawing, installation, collaboration, and basic three-dimensional construction will be combined with slide lectures, assigned readings, and short written reflections. Visual problem solving, critical thinking, and experimentation will be emphasized throughout the course, in addition to an in-depth exploration of basic materials and tools.

*Applies to requirement(s): Humanities*

*X. Pham, The department*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: No previous studio experience is required. A student may take only one ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Along with ARTST-131 and ARTST-142, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for cost of course materials.*

### ARTST-142 Digital Art Foundations

#### ARTST-142AT Digital Art Foundations: 'Art and Technology'

*Fall and Spring. Credits: 4*

A hands-on introduction to digital art making using computers and related technologies. We will think creatively, work digitally and explore techno-centric art making as a new form and medium, engaging both technical and conceptual considerations. Through readings, discussion, demonstrations, viewing sessions, technical tutorials and hands-on projects, we will explore the techniques, practices and aesthetics of a broad range of current and emerging digital art practices.

*Applies to requirement(s): Humanities*

*D. Williams*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: No previous studio experience is required. A student may take only one ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Along with ARTST-120 and ARTST-131, this 142 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for cost of course materials.*

### ARTST-220 Drawing II

Further exploration and investigation into the techniques and conceptual issues of drawing. The human figure is used as a departure point for developing perceptual skills and personal expression.

### ARTST-220NT Drawing II: 'Drawing as Installation'

*Fall. Credits: 4*

How do we draw in three-dimensional space? This course will examine how artists have brought techniques of two-dimensional drawing and reimaged their application to three-dimensional space. Drawing as Installation explores drawing as a conceptual and formal tool that is designed to have a particular relationship with spatial environments such as architectural site-specific locations, with time, and with conceptual and/or social level. In this course we will engage with identity, audience relationship, immersive display, site, time, and space through readings, writing, various exploration of materials, and research topics pertinent to students' individual investigations.

*Applies to requirement(s): Humanities*

*X. Pham*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials.*

### ARTST-226 Topics in Art Studio

Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.

### ARTST-226DF Topics in Art Studio: 'Costume Design for Stage and Film'

*Fall. Credits: 4*

This course introduces students to the history, art, and techniques of designing costumes for stage and narrative film. Students will learn how a designer approaches a script, how the designer's work supports the actors' and the director's vision and how it illuminates a production for the audience. Students will have the opportunity to develop their visual imaginations through the creation of designs for stage and film scripts. They will engage in play analysis, research, collaborative discussion, sketching, drawing, rendering, and other related techniques and methodologies.

*Crosslisted as: FMT-240DF*

*Applies to requirement(s): Humanities*

*V. James*

*Advisory: Some drawing and painting skills along with an interest in costume history are recommended but not required.*



**ARTST-226DH Topics in Art Studio: 'Print/Digital Hybrid'**

*Spring. Credits: 4*

This course will explore how to integrate digital processes with traditional printmaking techniques. Students will learn the basics of Adobe Photoshop and Illustrator, and develop and create imagery through those programs. They will then use digital devices such as laser cutter, router and plotter to turn a digital file into a physical printing block. The final art form will be hand-printed work, utilizing relief printing, engraving on wood, collographs, and monoprinting. This course also covers print-based digital animation.

*Applies to requirement(s): Humanities*

*A. Maciuba*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

**ARTST-226PD Topics in Art Studio: 'Portable Printmaking and 2D Design'**

*Not Scheduled for This Year. Credits: 4*

This class is designed to give the beginning student an overview of basic printmaking techniques and an understanding of what a print is, its form in both unique and multiple formats, and how these techniques function in our culture. The focus of this course will be on developing methods students can take with them when they graduate, whether or not they have access to a traditional studio space and equipment, using nontoxic, water-based materials. Projects will emphasize principles of two-dimensional design and composition, including layout, typography, and color theory, using printmaking techniques like stenciling and relief, as well as digital design software.

*Applies to requirement(s): Humanities*

*A. Maciuba*

*Prereq: ARTST-120, ARTST-131, ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration. Then open to all in the second week.*

**ARTST-226PM Topics in Art Studio: 'Expanded Print Media'**

*Not Scheduled for This Year. Credits: 4*

This course asks students to explore the sculptural possibilities of printmaking while examining ideas of the multiple. Both traditional printmaking (relief printmaking and screenprinting) and various digital methods are employed to push the boundaries of "print media" as a contemporary art practice. Class projects will include print installation and print media driven social interventions. Students will work both collaboratively and independently to explore ideas of space, scale, and the multiple, while creating interactive three-dimensional print media work.

*Applies to requirement(s): Humanities*

*A. Maciuba*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials.*

**ARTST-236 Painting I**

*Spring. Credits: 4*

Painting I is an introduction to the fundamentals of the discipline and practice of acrylic painting. We will investigate both historical and contemporary strategies of painting and engage in observational and imaginative uses of materials and subject matter. This course promotes and includes a wide variety of opportunities to enhance our educational experience including guest artists, an emphasis on sketchbook habits and critique skills, writing exercises, material experiments, and student presentations on contemporary painters. We will undergo a deep study of lights and darks, color, paint application and composition as we develop distinct visual languages of painting.

*Applies to requirement(s): Humanities*

*A. Green*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration. Then open to all in the second week.*

**ARTST-242 Topics in Digital Art****ARTST-242DM Topics in Digital Art: 'Digital Media Art'**

*Not Scheduled for This Year. Credits: 4*

This intermediate digital arts course explores diverse contemporary methods of digital production and engages conceptual and aesthetic issues that arise in this new medium. Possible topics may draw from creative coding and algorithm art, computer animation, and interactive/immersive environments on platforms ranging from computer monitors to projections, to VR headsets and to portable electronic devices. We will explore emerging digital art practices and the role that digital media art plays within contemporary art.

*Applies to requirement(s): Humanities*

*D. Williams*

*Prereq: An introductory creative production class at the 100 or 200 level such as ARTST-120, ARTST-131, ARTST-142, MUSIC-102, MUSIC-203, FMT-240VP, or ARCH-205.*

*Notes: Students enrolled in this course will be responsible for cost of course materials.*

**ARTST-242PE Topics in Digital Art: 'Digital Fabrication and Media Installation'**

*Spring. Credits: 4*

This intermediate digital arts course explores how open-source movements and contemporary art have cleared the way for play as a powerful metaphor for cultural participation. We will explore interactive tools, technologies which reframe our senses, and professional practices in environmental installation. We will consider the role of historical and social knowledge in the creation of interactive experiences and audio-visual environments, looking at work which tends to be discursive, which argues for a story or sets out a case, or which operates as a metaphor for our own digital realities.

*Applies to requirement(s): Humanities*

*M. Williams*

*Restrictions: This course is limited to ARTST/ARCH/FMT/MUSIC/DANCE majors only.*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials.*

**ARTST-246 Sculpture I***Spring. Credits: 4*

In Sculpture I, demonstrations and introductory projects will familiarize students with the tools and processes used to form and manipulate materials such as wood, metal, plaster, paper, wax, and glass. Students will also be asked to explore the potential of combining new technologies in media and fabrication with traditional approaches into immersive sculptural experiences. Each project will present students with a series of conceptual problems to solve. In this way, art-making is positioned as a process of finding individual and independent solutions to three-dimensional problems.

*Applies to requirement(s): Humanities**L. Bouton**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-256 Printmaking I***Fall. Credits: 4*

This course is an introduction to the four basic areas of printmaking: relief, intaglio, screen printing and lithography. Students will begin the semester learning the basics of each technique through attending demonstrations and working on small projects in each area. Students will then choose to focus on one of the four processes, spending the remainder of the semester learning more advanced methods within their chosen area and completing a series of in-depth projects.

*Applies to requirement(s): Humanities**A. Maciuba**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-263 Topics in Paper and Book Arts****ARTST-263ZP Topics in Paper and Book Arts: 'Zines, Prints & Ephemera'***Fall. Credits: 4*

This course introduces students to the fundamentals of traditional bookbinding, contemporary artists' books and digital book design. A variety of book structures and skills will be demonstrated, discussed and used throughout the semester. Students will develop a basic understanding of what an artist's book is, where it fits in contemporary art practice as well as its historical context. This course will focus on both editioned and one-of-a-kind zines and ephemera for exchange and intervention throughout campus.

*Applies to requirement(s): Humanities**A. Maciuba**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-280 Topics in Art Studio**

Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.

**ARTST-280AB Topics in Art Studio: 'Artist's Books'***Not Scheduled for This Year. Credits: 4*

This course introduces students to the fundamentals of bookbinding and artist's books. A variety of sculptural book structures as well as basic hand papermaking will be demonstrated, discussed and used throughout the semester. Throughout the course students will develop a basic understanding of what a book is, where it fits in contemporary art practice, as well as its historical context. Students will use the technical bookmaking and papermaking skills discussed to create a series of one-of-a-kind books throughout the semester.

*Applies to requirement(s): Humanities**A. Maciuba**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-280CK Topics in Art Studio: 'Collective Making'***Not Scheduled for This Year. Credits: 4*

This interdisciplinary course investigates collaborative modes of making through a sequence of projects: creating works in chorus with objects in the MHC Art Museum, engaging with biological/chosen family members, and interacting with the campus community. Individual and group projects (including object-oriented and performative production), in-class exercises, critiques, readings, and discussions will introduce students to conceptual, practical, and ethical aspects of collective art making.

*Applies to requirement(s): Humanities**L. Iglesias**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration. Then open to all in the second week.***ARTST-280CM Topics in Art Studio: 'Casting, the Multiple, and Installation'***Fall. Credits: 4*

This course will introduce basic mold-making practices in relief casting, multi-part plaster mold building, life casting, vacuum forming, and more. These molds will then be used to mass produce objects in wax, plaster, concrete, pewter, and glass, as well as non-traditional materials like candy. Throughout this initial skill-building portion of the course, students will work closely with partnering institutions on campus (such as the Botanical Gardens and the Williston Library) to propose, fabricate, and ultimately install large-scale installations of their cast objects.

*Applies to requirement(s): Humanities**L. Bouton**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Advisory: Five College students require instructor's permission for this course.**Notes: Students enrolled in this course will be responsible for cost of course materials.*

**ARTST-280CP Topics in Art Studio: 'Creative Process'**

*Not Scheduled for This Year. Credits: 4*

This is a space where students can explore their own creative impulses, develop ideas, and generate material. Here, we will stretch beyond the boundaries of any particular creative practice as it may be defined within disciplinary limits. We will engage in contemplative practices while using writing, movement, theater games, and time-based media in order to germinate seeds for projects – projects we might explore further and possibly complete either within or beyond the bounds of the class itself. More importantly, we will begin to identify our own inner rhythms as makers, create patterns that support our creative process, and develop the capacity to listen deeply to what speaks to us. We will turn to makers and writers of all kinds for inspiration and guidance as we develop a vocabulary for process, including but not limited to: Judi Bari, Lynda Barry, CA Conrad, Louise Erdrich, Jozen Tamori Gibson, Alexis Pauline Gumbs, Bernadette Mayer, Dori Midnight, Pauline Oliveros, Yoko Ono & Rainer Maria Rilke.

*Crosslisted as: FMT-240CP, ENGL-219CP*

*Applies to requirement(s): Humanities*

*A. Lawlor*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: FMT-102, FMT-103, FMT-104, FMT-106, ARTST-120, or ARTST-131.*

*Advisory: Priority from waitlist will be given to FMT and Art Studio majors and minors but students from other arts disciplines are encouraged to enroll, space allowing.*

**ARTST-280EP Topics in Art Studio: 'Experimental Painting and Drawing'**

*Fall. Credits: 4*

Through a studio-based, interdisciplinary approach, this course explores diverse methods and practices within contemporary painting and drawing. We will discuss both traditional and experimental definitions of painting and drawing and exercise connections between other disciplines, including performance and sculpture. Topics include artwork as a byproduct of movement, unconventional materials in abstraction, and creative responses to current events. Upon completion of this course, students will gain a broad understanding of contemporary art, build a distinct visual vocabulary, and develop an interdisciplinary mindset in thinking about what paintings and drawings are and can be.

*Applies to requirement(s): Humanities*

*L. Iglesias*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.*

*Then open to all in the second week.*

**ARTST-280PS Topics in Art Studio: 'Post-Studio Sculpture'**

*Not Scheduled for This Year. Credits: 4*

Since the 1970s, artists have been exploring ways to leave their studios in order to engage in the act of making art directly in the world. Through research, readings, discussions, writing assignments, and creative projects this course will investigate the artists and artworks that have moved beyond traditional studio practice to interrupt, intervene, and engage with site, community, and environment. Students will work with a wide range of everyday materials to generate projects that address issues particular to contemporary sculpture while solving a set of conceptual problems.

*Applies to requirement(s): Humanities*

*L. Bouton*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.*

*Then open to all in the second week.*

**ARTST-280PT Topics in Art Studio: 'Painting the Series'**

*Fall. Credits: 4*

Painting the Series is a rigorous course that expands skills that students have gathered prior to this semester. Students will engage deeply with the practice of painting in water or oil-based paint on variety of substrates, and create multiple series of works. The semester includes presentations, research, critiques, and discussions. Throughout history, artists have actively approached the strategy of creating a series in order to transform, distill, unpack, and otherwise evolve an original idea. Throughout our course, students will do the same through creating multiple series of works that respond to initial prompts and efforts.

*Applies to requirement(s): Humanities*

*L. Iglesias*

*Prereq: A 200-level painting class.*

*Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.*

*Then open to all in the second week.*

**ARTST-280SJ Topics in Art Studio: 'Art, Public Space, and Social Justice Activism'**

*Not Scheduled for This Year. Credits: 4*

What are some ways that art can disrupt oppressive structures of power? This course explores the ways in which contemporary artists centuries have responded to the call for political change and social justice, particularly with regards to issues of race, gender, sexuality, class, and ability. Drawing from interdisciplinary and intersectional perspectives, we will examine the role of visual and performance art within public spaces in shaping and furthering social movements and protest. Some possible themes and issues include public memory, artistic citizenship, counterpublics, "material" and "immaterial" artistic forms, and the collective impact of art activism on the social imagination.

*Crosslisted as: GNDST-204SJ*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Russell*

*Prereq: 4 credits in gender studies.*

**ARTST-280VN Topics in Art Studio: 'Visual Narrative'**

*Not Scheduled for This Year. Credits: 4*

This course will focus on visual storytelling and will explore how artists have communicated narrative in a multitude of ways throughout history.

The creative assignments will be divided into thematic units including: Myths and Fairytales, Superheroes, Familial Relationships, and Historical Narratives. Students will be free to tackle these assignments in any medium they feel most appropriately reflects their ideas. Additionally, all students will create a narrative-based sketchbook that will be archived in The Sketchbook Project at the Brooklyn Art Library. Our critical readings and discussions will focus on contemporary art, film, and media as well as comic books and literature.

*Applies to requirement(s): Humanities*

*L. Bouton*

*Restrictions: This course is limited to Art Studio majors only.*

*Prereq: ARTST-120, ARTST-131, or ARTST-142.*

*Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.*

*Then open to all in the second week.*

**ARTST-280VP Topics in Art Studio: 'Video, Performance, Object'***Not Scheduled for This Year. Credits: 4*

This course will explore how history, culture, and our ever-increasing access to technology has influenced the development of video as a medium in contemporary art. Lectures and readings will introduce artists who work in video, sound, performance, installation, surveillance, live streaming, and YouTube. The course will include workshops and demonstrations with digital video cameras, lighting, and sound recording, as well as editing in Adobe Premiere and After Effects. Student projects will focus on time, duration, memory, and identity through single-channel video pieces, as well as installations and the creation of interactive performance objects.

*Applies to requirement(s): Humanities**Other Attribute(s): Community-Based Learning**L. Bouton**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-280WE Topics in Art Studio: 'Wearables and Soft Sculpture'***Spring. Credits: 4*

This course introduces students to the history of textiles, fiber arts, soft sculpture, and wearables in relation to cultural and political themes. How do textiles transform from flat surfaces into three-dimensional objects or become a second skin to the object? We will focus on the design, fabrication, and creative application of textile construction processes using a range of fabrics, yarn, and materials associated with wearables and soft sculpture. We will experiment with the use of traditional hand tools, digital technologies, patterning, and natural dyes, engaging in small-scale and large-scale projects that culminate in group critiques.

*Applies to requirement(s): Humanities**X. Pham**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.**Then open to all in the second week.***ARTST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARTST-330 Junior Studio***Spring. Credits: 4*

The primary goal of this course is to provide strategies for each student to develop an individual studio art practice. Through experimentation, thematic development, strong sketchbook skills, and research, students will begin the process of developing and articulating a conceptual focus in their own art production. Students will be asked to draw on technical skills acquired in 200-level medium-specific courses to create independently generated projects. Simultaneously, students will be required to reflect clearly upon their work in short writing assignments towards the creation of a coherent artist statement. Our discussions will center on critical texts that help students position their work in larger contemporary art and cultural contexts.

*Applies to requirement(s): Humanities**A. Maciuba**Restrictions: This course is limited to juniors only.; This course is limited to Art Studio majors only.**Instructor permission required.**Prereq: At least four 200-level studio art courses.**Notes: Students will be responsible for cost of materials.***ARTST-380 Advanced Topics in Art Studio****ARTST-380AE Advanced Topics in Art Studio: 'Race, Gender and Sexual Aesthetics in the Global Era'***Not Scheduled for This Year. Credits: 4*

Reading across a spectrum of disciplinary focuses (e.g. philosophies of aesthetics, post-structural feminisms, Black cultural studies, and queer of color critique) this course asks the question what is the nature of aesthetics when it negotiates modes of difference? This course explores the history and debates on aesthetics as it relates to race, gender, and sexuality with particular emphasis on Black diaspora theory and cultural production. Drawing on sensation, exhibitions, active discussion, observation, and experimentation, emphasis will be placed on developing a fine-tuned approach to aesthetic inquiry and appreciation.

*Crosslisted as: GNDST-333AE**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Smith**Prereq: 8 credits in Gender Studies.***ARTST-380PE Advanced Topics in Art Studio: 'Media and Performance'***Spring. Credits: 4*

Red-curtained theatrical stages, rock concert arenas, and avant-garde galleries all use media technologies to stage acts of live performance. At the same time, live performance frequently plays a role in media exhibition practices, from film screenings to Instagram feeds. Across sites ostensibly devoted to "media" or "performance," this course examines their intersections. Combining theoretical perspectives from media studies and performance studies, we will explore critical approaches to mediation and liveness, production and reception, and performance's digital directions.

*Crosslisted as: FMT-330PE**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Cornfeld**Prereq: 8 credits in Film, Media, Theater or Art Studio.***ARTST-390 Advanced Studio***Fall and Spring. Credits: 4*

Concentration on individual artistic development. Emphasis will be placed on experimentation, thematic development, and critical review. Students may elect to take this course more than once.

*Applies to requirement(s): Humanities**L. Bouton, D. Williams**Restrictions: This course is limited to Art Studio majors only.**Prereq: At least four 200-level studio art courses.**Notes: Students will be responsible for cost of materials. MHC art studio majors only. Repeatable for credit.***ARTST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.**Notes: Senior Art Studio majors may elect to become candidates for an honors thesis with approval of the Art Studio faculty. Students enrolled in all Art Studio courses will be responsible for cost of course materials.***ARTST-395SS Senior Studio***Fall and Spring. Credits: 4**L. Bouton, D. Williams**Restrictions: Limited to Mount Holyoke Art Studio majors in their senior year**Instructor permission required.**Notes: Students will be responsible for cost of materials. MHC Art Studio majors only. Repeatable for credit.*



# Asian Studies

## Overview and Contact Information

The Asian studies (transregional) minor allows students to study the diversity of Asia in a comparative framework. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke and particularly the large numbers of students from Asian countries or with an Asian background.

Most of our students spend a semester or a summer in study abroad programs. Mount Holyoke College has affiliated programs or exchanges in China at Shanghai University of Finance and Economics, in Beijing in cooperation with the China Studies Institute of Peking University (summer), and University of Hong Kong, China; in Japan at the Associated Kyoto Program (year) and the Japan Women's University; and in South Korea at the Ewha Womans University and the Sookmyung Women's University. Students may also participate in one of the many Mount Holyoke College-approved Middle Eastern or South Asian Study abroad programs.

Asian studies minors graduate to pursue careers in fields as varied as education, business, NGOs, journalism, the arts, government service, and graduate study.

## See Also

- Arabic (p. 60)
- Chinese (p. 105)
- East Asian Studies (p. 149)
- Japanese (p. 266)
- Middle Eastern Studies (p. 285)
- South Asian Studies (p. 376)
- Asian/Pacific/American Studies (p. 83)

## Contact Information

**Naoko Nemoto, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center  
413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/asian-studies>  
(<https://www.mtholyoke.edu/academics/find-your-program/asian-studies/>)

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Satyananda Gabriel, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Associate Professor of History, Teaching Fall Only

Lisha Xu, Senior Lecturer in Asian Studies, Teaching Fall Only

Jinhwa Chang, Lecturer in Japanese

Kyae-Sung Park, Five College Lecturer in Korean

May George, Five College Lecturer in Middle East Studies

Alice Kao, Teaching Associate in Chinese

## Requirements for the Minor

A minimum of 16 credits

Code	Title	Credits
12 credits of approved Asian studies courses at the 200 level or higher, only 8 of which can be in language <sup>1</sup>		12
At least 4 credits in approved Asian studies courses at the 300 level. <sup>1</sup>		4
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> A full list of the approved courses (p. 78) for the major appears at the end of the Asian Studies Courses section.

## Additional Specifications

- Courses should be selected from at least two disciplines.
- No more than one Asian American studies course may be counted toward the Asian studies minor.
- There is no language requirement for the Asian Studies minor.
- See also: minors in Arabic (p. 60), Chinese (p. 105), and Japanese (p. 266).



## Course Offerings

### Asian Culture

#### ASIAN-214 Philosophical Foundations of Chinese Thought: the Ancient Period

*Spring. Credits: 4*

An introduction to Chinese thought during the Eastern Zhou Dynasty (roughly 770-256 BCE), a time of remarkable philosophical growth and controversy. We read the works of this era's most influential philosophers, including: Kongzi (Confucius), Mozi, Laozi, Mengzi (Mencius), Zhuangzi, Xunzi, and Han Feizi. Topics discussed include: What makes for a just ruler? What kind of life should we live? What is our relationship to nature? We work to understand each philosopher's responses to these questions, but we also learn to develop our own answers. We take care to place these figures and their works in their historical and cultural context.

*Crosslisted as: PHIL-212*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*D. Turon*

#### ASIAN-215 Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater

*Fall. Credits: 4*

Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Romance of the Western Bower*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: GNDST-204CW, FMT-230CW*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Y. Wang*

*Notes: Taught in English*

#### ASIAN-247 Chinese Women Writers in the 20th and 21st Centuries

*Not Scheduled for This Year. Credits: 4*

In the last hundred years, China witnessed the emergence of many talented Chinese women writers. Not only did they take part in every stage of important socio-political changes in modern and contemporary China, they were and still are the avant-garde of literary reform and innovation. Many of their works, in particular, take gender and gender ideology/politics at issue, while deviating from the traditional discourse that marginalized or trivialized women, exploring creative and effective ways of literary dialogue and imagination. This course will cover women writers from both modern (1911-1949) and contemporary (1949-present) times. Some of the representative women writers include: Ding Ling, Xiao Hong, Zhang Ailing, Zong Pu, Yang Jiang, Wang Anyi, Tie Ning, etc.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Y. Wang*

*Notes: Taught in English. This class may be especially suitable for students who do not identify as native speakers of English.*

#### ASIAN-340 Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

*Spring. Credits: 4*

A seminar on the eighteenth-century Chinese masterpiece *The Story of the Stone* and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociological, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of pre-modern Chinese vernacular fiction in particular.

*Crosslisted as: GNDST-333HH*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*Y. Wang*

*Prereq: 8 credits in Asian Studies or Gender Studies.*

*Advisory: Intended for East Asian Studies majors and Asian Studies minors.*

*Notes: Taught in English.*

#### ASIAN-362 Political Anthropology of the Middle East

*Spring. Credits: 4*

This seminar focuses on anthropological studies of how power - both in its open and hidden forms - manifests itself and shapes everyday life in the contemporary Middle East. It explores how authority is established and contested in various domains including bureaucracy and the state; sexuality and the family; religion and civil society; markets and the media. We will trace how experiences of colonization, imperialism, modernization, nationalism, capitalism, occupation, war and revolt mold the conditions of living for peoples of the Middle East. We will also examine how specific forms of knowledge production attribute coherence to the region, allowing its imagination as an object of intervention in the name of development and security.

*Crosslisted as: ANTHR-316ME*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*E. Babül*

*Prereq: 8 Credits in Anthropology.*

## Asian Languages

#### ASIAN-110 First Year Chinese I

*Fall. Credits: 6*

ASIAN-110 is the first semester of the first-year Chinese course. This is an intensive course emphasizing the rapid development of listening and speaking ability and intended for students with no or very little prior knowledge of Mandarin Chinese. Points of focus include pronunciation and tones, basic syntax, high-frequency vocabulary words, conversational flow, and an introduction to reading and writing Chinese characters. Relevant cultural knowledge and activities will be incorporated into the curriculum. The class will initially be conducted in both English and Chinese, with the proportion of Chinese steadily increasing over the first two months, after which the great majority of instruction will be in Chinese. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language Resource Center Question and Answer sessions and the Chinese Language Table.

*Applies to requirement(s): Humanities; Language*

*A. Kao, Y. Wang*

*Coreq: ASIAN-110L.*

*Advisory: Students with previous or equivalent language study should contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

**ASIAN-111 First Year Chinese II**

*Spring. Credits: 6*

This course continues Asian Studies 110, First Year Chinese I, with an introduction to Mandarin Chinese and the development of oral proficiency as well as gradual acquisition of reading and writing skills. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language Resource Center Question and Answer sessions and the Chinese Language Table.

*Applies to requirement(s): Humanities; Language*

*A. Kao, Y. Wang*

*Prereq: ASIAN-110 or equivalent. Coreq: ASIAN-111L.*

*Advisory: Students with previous or equivalent language study should contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

**ASIAN-120 First Year Japanese I**

*Fall. Credits: 6*

Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 50 Kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*J. Chang, N. Nemoto*

*Restrictions: This course is limited to first-years, sophomores, and juniors*

*Coreq: ASIAN-120L.*

*Advisory: Only first-year, sophomores, and juniors may pre-register; if space is available, seniors may be able to register during Add/Drop; students with previous training in Japanese should contact Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.*

**ASIAN-121 First Year Japanese II**

*Spring. Credits: 6*

This continues Asian Studies 120, First Year Japanese I. Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*J. Chang, N. Nemoto*

*Prereq: ASIAN-120 or equivalent. Coreq: ASIAN-121L.*

*Advisory: Students with previous training in Japanese outside of MHC should contact Naoko Nemoto (nnemoto@mtholyoke.edu)*

**ASIAN-130 First Year Arabic I**

*Fall. Credits: 4*

This course introduces the basics of Modern Standard Arabic and one dialect. It begins with a study of the Arabic script and sounds using the Alif Baa textbook, and then students will use *Al-Kitaab I*, 3rd edition (chapters 1-5). Students will acquire vocabulary and usage for everyday interactions in Arabic. In addition to the traditional textbook exercises, students will write short paragraphs, and participate in role plays and conversations.

*Applies to requirement(s): Humanities; Language*

*M. George*

*Advisory: Students with previous language study should contact May George (mgeorge@mtholyoke.edu) for placement.*

**ASIAN-131 First Year Arabic II**

*Spring. Credits: 4*

This second half of the year-long course continues to introduce the basics of Modern Standard Arabic (MSA). It covers vocabulary for everyday use and essential communicative skills with regard to real-life and task-oriented situations. Students will concentrate on speaking and listening skills, as well as on learning the various forms of verbs, roots/patterns, and sentence structures. Students are expected to participate in various curricular tasks (e.g., role-plays, discussions) and extracurricular activities (e.g., cooking nights, movie nights, language tables) to dig into some cultural aspects. Students will also engage in conversations which introduce them to dialects to be able to authentically use the language.

*Applies to requirement(s): Humanities; Language*

*M. George*

*Prereq: ASIAN-130 or equivalent.*

**ASIAN-160 First Year Korean I**

*Fall. Credits: 4*

First Year Korean I is the first half of elementary Korean. It is designed to provide students who have little or no knowledge of Korean with basic proficiency in Korean speaking, listening, reading, writing, and culture. The course will cover the foundations of Korean vocabulary, grammar, and pronunciation and how these can be used in context.

*Applies to requirement(s): Humanities; Language*

*K. Park*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: Students with previous training in Korean should contact Kyae-Sung Park (kspark@mtholyoke.edu) for placement.*

*Notes: Only first-years, sophomores, and juniors may pre-register; if there are any remaining seats, seniors will be able to register during Add/Drop.*

**ASIAN-161 First Year Korean II**

*Spring. Credits: 4*

First Year Korean II is the second half of elementary Korean. It is designed to consolidate and solidify the language skills acquired in First Year Korean I and to continue developing students' proficiency in Korean speaking, listening, reading, writing, and culture. The course will continue to cover the foundations of Korean vocabulary, grammar, and pronunciation and how these can be used in context. Students will also develop their ability to communicate about topics related to everyday events and situations.

*Applies to requirement(s): Humanities; Language*

*K. Park*

*Prereq: ASIAN-160 or equivalent.*

*Advisory: Contact Kyae-Sung Park (kspark@mtholyoke.edu) for placement.*

**ASIAN-212 Second Year Chinese I***Fall. Credits: 6*

Asian 212 is the first semester of the second-year Chinese course. This is an intensive course to consolidate and expand students' competencies in the four fundamental areas of language learning—speaking, listening, reading, and writing. Students will improve their oral fluency, study more complex grammatical structures, and enlarge their vocabulary. Emphasis on facilitating daily-life interactions will be supplemented and expanded by increasing discussion of broader issues in society. Students will develop a deeper and broader understanding of relevant aspects of Chinese culture. This course is conducted mostly in Chinese. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language Resource Center Question and Answer sessions and the Chinese Language Table.

*Applies to requirement(s): Humanities; Language**L. Xu**Prereq: ASIAN-111 or equivalent. Coreq: ASIAN-212L.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-213 Second Year Chinese II***Spring. Credits: 6*

This course continues Asian Studies 212, Second Year Chinese I. A continuing emphasis on the facility in daily life interactions will be supplemented and expanded by increasing discussion of broader issues in society, including education, employment, etc.

*Applies to requirement(s): Humanities; Language**A. Kao, Y. Wang**Prereq: ASIAN-212 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-222 Second Year Japanese I***Fall. Credits: 6*

This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language**J. Chang**Prereq: ASIAN-121 or equivalent. Coreq: ASIAN-222L.**Advisory: Asian Studies 121 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.***ASIAN-223 Second Year Japanese II***Spring. Credits: 6*

This course continues Asian Studies 222, Second Year Japanese I. Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 350 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language**J. Chang**Prereq: ASIAN-222 or equivalent. Coreq: ASIAN-223L.**Advisory: Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.***ASIAN-262 Second Year Korean I***Fall. Credits: 4*

Second Year Korean I is the first half of intermediate Korean. It is designed to provide students with intermediate proficiency in Korean speaking, listening, reading, writing, and culture. The course will strengthen students' communicative skills on familiar topics related to everyday events and situations. Students will also develop discourse/pragmatic competence in various social contexts of communication.

*Applies to requirement(s): Humanities; Language**K. Park**Prereq: ASIAN-161 or equivalent.**Advisory: Contact Kyae-Sung Park for placement.***ASIAN-263 Second Year Korean II***Spring. Credits: 4*

This course is the second half of intermediate Korean. It is designed to consolidate and solidify the language skills acquired in ASIAN-262, Second Year Korean I, and to continue developing proficiency in Korean speaking, listening, reading, writing, and culture.

*Applies to requirement(s): Humanities; Language**K. Park**Prereq: ASIAN-262 or equivalent.**Advisory: Contact Kyae-Sung Park (kspark@mtholyoke.edu) for placement.***ASIAN-310 Third Year Chinese I***Fall. Credits: 4*

This course helps students to build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language**A. Kao**Prereq: ASIAN-213 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-311 Third Year Chinese II***Spring. Credits: 4*

This course continues Asian Studies 310, Third Year Chinese I, in helping students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language**A. Kao**Prereq: ASIAN-310 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

**ASIAN-312 Newspaper Reading and Journalistic Practice in China**

*Not Scheduled for This Year. Credits: 4*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Xu*

*Prereq: ASIAN-311 or equivalent.*

*Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

**ASIAN-314 Learning Chinese Through Film**

*Fall. Credits: 4*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying contemporary Chinese films. The selected movies are mostly lighthearted comedies on youth, love, and aspirations, with discussions on relationships, immigration, elder care, education, and social justice. The class will watch the films and use the synopses and selected dialogues from the scripts as reading materials to facilitate linguistic and cultural learning. Students will also watch several prize winners/nominees by internationally acclaimed Chinese directors such as Yimou Zhang, Zhangke Jia, Kar-wai Wong, Xiaogang Feng, and Kaige Chen in the "Chinese Movie Night" activity. The class will be conducted mainly in Chinese.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Xu*

*Prereq: ASIAN-311 or equivalent.*

*Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

**ASIAN-315 Business Culture and Communication in China**

*Not Scheduled for This Year. Credits: 4*

An advanced speaking- and writing-intensive Chinese course focusing on Chinese business communication and culture. Will further improve students' Chinese proficiency and oral communication by using Chinese as a tool to investigate topics in business and business culture in China. As well as the textbook, the course will make use of a variety of supplementary materials, including some in English. Through lectures and other activities, students will gain experience and comfort in reading and discussing business news, producing analytic and technical forms of business writing, translating business-related documents, and other skills for future work in China.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Xu*

*Prereq: ASIAN-311 or equivalent.*

*Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

*Notes: Taught entirely in Chinese.*

**ASIAN-324 Third Year Japanese I**

*Fall. Credits: 4*

This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Prereq: ASIAN-223 or equivalent.*

*Advisory: Asian Studies 223 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.*

**ASIAN-326 Third Year Japanese II**

*Spring. Credits: 4*

This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Prereq: ASIAN-324 or equivalent.*

*Advisory: Asian Studies 324 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.*

**Independent Study****ASIAN-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**ASIAN-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

**Related Courses Approved for the Asian Studies Minor**

Most Asian studies courses offered by other departments at Mount Holyoke are listed below, but students should also consult the catalog entries or websites of other departments, including Art History, History, International Relations, Politics, and Religion. Asian Studies minors may also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses/>) or individual college websites).

Please consult the chair of the Asian Studies Committee for guidelines regarding Asian languages not taught in the Five Colleges.

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-204	Anthropology of Modern Japan	4
ANTHR-316ME	Special Topics in Anthropology: 'Political Anthropology of the Middle East'	4
<b>Art History</b>		
ARTH-105	Arts of Asia	4
ARTH-262	Arts of Japan	4
ARTH-290BC	Issues in Art History: 'Bollywood: A Cinema of Interruptions'	4
ARTH-300AM	Seminar: 'Architecture in Miniature in Asia'	4



**Asian Studies**

ASIAN-110	First Year Chinese I	6
ASIAN-111	First Year Chinese II	6
ASIAN-120	First Year Japanese I	6
ASIAN-121	First Year Japanese II	6
ASIAN-130	First Year Arabic I	4
ASIAN-131	First Year Arabic II	4
ASIAN-160	First Year Korean I	4
ASIAN-161	First Year Korean II	4
ASIAN-212	Second Year Chinese I	6
ASIAN-213	Second Year Chinese II	6
ASIAN-214	Philosophical Foundations of Chinese Thought: the Ancient Period	4
ASIAN-215	Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	4
ASIAN-222	Second Year Japanese I	6
ASIAN-223	Second Year Japanese II	6
ASIAN-247	Chinese Women Writers in the 20th and 21st Centuries	4
ASIAN-262	Second Year Korean I	4
ASIAN-263	Second Year Korean II	4
ASIAN-310	Third Year Chinese I	4
ASIAN-311	Third Year Chinese II	4
ASIAN-312	Newspaper Reading and Journalistic Practice in China	4
ASIAN-314	Learning Chinese Through Film	4
ASIAN-315	Business Culture and Communication in China	4
ASIAN-324	Third Year Japanese I	4
ASIAN-326	Third Year Japanese II	4
ASIAN-340	Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>	4
ASIAN-362	Political Anthropology of the Middle East	4
<b>Dance</b>		
DANCE-272PM	Dance and Culture: 'Dance and Payatt Movement Across the Diaspora'	4
<b>English</b>		
ENGL-274	Introduction to Asian American Literature	4
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
<b>Film, Media, Theater</b>		
FMT-230BC	Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'	4
FMT-230CW	Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
FMT-330BG	Advanced Courses in History and Theory: 'Beyond Geishas and Kung Fu Masters'	4
<b>Gender Studies</b>		
GNDST-204CW	Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
GNDST-206CG	Women and Gender in History: 'Women and Gender in China'	4

GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
GNDST-333HH	Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> '	4
<b>History</b>		
HIST-124	History of Modern South Asia, 1700 to the Present	4
HIST-137	Modern East Asia, 1600-2000	4
HIST-222	Muslim Politics in Modern South Asia	4
HIST-239CD	Topics in Asian History: 'Chinese Diasporic Communities in the World: Race, Empire, and Transnationalism'	4
HIST-239EN	Topics in Asian History: 'Empire, Nation, and the Making of Tribes in South Asia'	4
HIST-239GF	Topics in Asian History: 'Global Food and Local Tastes in Modern East Asia'	4
HIST-239HH	Topics in Asian History: 'History of Humans and Other Living Beings'	4
HIST-239MC	Topics in Asian History: 'Borderlands and Ethnicity in Modern China'	4
HIST-239ME	Topics in Asian History: 'Cities in Modern East Asia'	4
HIST-249	The Environment and South Asian Lifeworlds	4
HIST-296CG	Women in History: 'Women and Gender in China'	4
HIST-301CS	Colloquium: 'Capitalism in South Asia'	4
HIST-332	Environmental History of China	4
<b>Philosophy</b>		
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	4
<b>Politics</b>		
POLIT-208	Chinese Politics	4
POLIT-216	Middle East Politics	4
POLIT-224	The United States and Iran	4
POLIT-226	The United States, Israel, and the Arabs	4
POLIT-228	East Asian Politics	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-341	Political Islam	4
POLIT-342	Islamic Political Thought	4
POLIT-357	War and Peace in South Asia	4
POLIT-359	Democratization and Civil Society in East Asia	4
<b>Religion</b>		
RELIG-102	Introduction to Islam	4
RELIG-108	Arts of Asia	4
RELIG-163	Introduction to Buddhism	4
RELIG-207	Women and Gender in Islam	4
RELIG-241	Women and Gender in Buddhism	4
RELIG-267	Buddhist Ethics	4
RELIG-311	Sufism: The Mystic Path in Islam	4
RELIG-343	The Sabbath	4
<b>Russian &amp; Eurasian Studies</b>		
RES-312	Silk Roads: Ancient and Modern Highways Across the Eurasian Continent	4



# Asian/Pacific/American Studies

## Overview and Contact Information

The Five College Asian/Pacific/American Studies (A/P/A) Certificate enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with a Mount Holyoke A/P/A program advisor, students can learn to appreciate A/P/A cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect A/P/A communities and individuals and their intersections with others.

Drawing upon diverse faculty, archival, and community-based resources, this program encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

## See Also

- Asian Studies (p. 77)

## Contact Information

**Iyko Day, Professor of English and Affiliated Faculty in the Department of Critical Race and Political Economy**

<https://www.fivecolleges.edu/apastudies> (<https://www.fivecolleges.edu/apastudies/>)

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
	One foundation course. This course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration. <sup>1</sup>	
	One Expressions course devoted to the study of A/P/A cultural expression in its many forms	
	One U.S. Intersection course dedicated to the study of intersections between A/P/A and non-A/P/A experiences within the United States.	
	One Global Intersections course that offers perspectives on Asian/Pacific/Americans from outside the United States.	
	Three other elective courses, through one of which you may complete your special project (see below)	
<b>Total Courses</b>		<b>7</b>

<sup>1</sup> Normally taken during the first or second year.

## Other Requirements

- Special Project. Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an A/P/A community through research, service-learning, or creative work such as an internship, action-research or a fine arts project. This is often done by students enrolled in an upper-level or independent study course. Projects should include both self-reflective and analytic components. Students fulfilling this

requirement will meet as a group at least once during the semester to discuss their ongoing projects and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for completing the requirement should be approved by a Mount Holyoke A/P/A program advisor in the previous semester.

## Additional Specifications

- Courses taken at another campus must be approved by Mount Holyoke A/P/A advisors to count towards the minimum seven courses required. A list of candidate courses is available on the certificate's website (<https://www.fivecolleges.edu/academics/asianpacificamerican-studies/#courses>).
- Students must receive the equivalent of a B or better in all courses counted toward the certificate.
- Courses counted toward satisfaction of a major requirements may also be counted toward the A/P/A Certificate.
- No course can be counted as satisfying more than one certificate distribution requirement.
- Courses taken abroad may be used to fulfill the distribution requirement with the approval of a Mount Holyoke A/P/A program advisor.
- Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the special project component of the certificate program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

## Astronomy

### Overview and Contact Information

Modern astronomy is concerned with understanding the nature of the universe and the various structures—galaxies, stars, planets, atoms—within it. We are interested not only in describing these things, but in understanding how they are formed and how they change, and, ultimately, in reconstructing the history of the universe.

This understanding is always based upon the same set of theories and practices—physics, chemistry, biology, materials science, geology, mathematics, computer science—that we use to understand the earth and its immediate surroundings. Thus, all students are strongly encouraged to base their study of the universe upon a firm grounding in one of these disciplines.

All 100-level courses are taught by Mount Holyoke faculty and staff. Courses at the 200 level and above are staffed collectively by faculty in the Five College Department (as listed above); many of them will be offered off-campus. Students are urged to consult the department to assist in planning a program of study that takes advantage of the rich variety of course opportunities. Through advising, the exact program is always tailored to the student's particular strengths, interests, and plans.

Astronomical facilities at all five institutions are available for student use. The Williston Observatory at Mount Holyoke includes a historic Clark 8" telescope as well as several Unistellar eVscope 2 telescopes that can image nebulae and galaxies even in areas with light pollution.

### Contact Information

**Darby Dyar, Chair**

**Loryn Engelbrecht, Academic Department Coordinator**

206 Kendade Hall

413-538-2238

<https://www.mtholyoke.edu/academics/find-your-program/astronomy>  
 (<https://www.mtholyoke.edu/academics/find-your-program/astronomy/>)

## Learning Goals

Learning goals for introductory-level astronomy classes:

- Understand fundamental concepts in astronomy such as gravity, the nature of light, the origin of the universe, and physical characteristics of matter.
- Demonstrate skills for quantitative analyses, including the ability to form a hypothesis, graphically represent and interpret data, estimate error and understand sampling bias.
- Critically evaluate representations of science in all types of media.

Learning goals for advanced astronomy classes:

- Demonstrate proficiency in fundamental concepts in each of the major areas of astronomy: cosmology, planetary science, galaxies, stellar structure, and the universe.
- Show a working knowledge of a broad array of physical phenomena that are based upon fundamental concepts.
- Gain familiarity with instrumentation, computational methods and software resources utilized by professional astronomers.
- Understand the variety of career paths and opportunities that are open to students who have majored in astronomy.
- Exhibit a proficiency in the methods of scientific inquiry in laboratory and/or research projects.
- Demonstrate use of critical thinking skills in well-organized, logical and scientifically sound oral and written scientific reports.

## Mount Holyoke Faculty

**This area of study is administered by the Astronomy department and is a collaborative program through the Five College Department of Astronomy (FCAD):**

Darby Dyar, Kennedy-Schelkunoff Professor of Astronomy

Thomas Burbine, Visiting Lecturer in Astronomy

Kathryn Lester, Visiting Lecturer in Astronomy

## Requirements for the Major

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with additional course work in related fields, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer or planetary scientist. Thus, advanced courses in geology, mathematics, physics, biology, and/or chemistry, as well as a facility in computer programming, are strongly encouraged.

Students should note that completion of this major will likely require them to travel to other institutions within the Five Colleges.

A minimum of 32 credits:

Code	Title	Credits
MATH-101, MATH-102, and PHYS-110 must be completed as prerequisites for the courses in this major.		
Select one of the following:		4
ASTR-100	Stars and Galaxies	
ASTR-102	Solar Systems	
ASTR-104	Planet Earth	
ASTR-105	The Sky	
PHYS-201	Electromagnetism	4
Two astronomy courses at the 200 level (8 credits) from the offerings of the Five College Astronomy department		8
One astronomy course at the 300 level (4 credits) from the offerings of the Five College Astronomy department		4
Two additional courses at the 300 level, in astronomy or a related field such as mathematics, physics, geology, biology, computer science, or the history or philosophy of science		8
One additional course at any level in astronomy or a related field such as mathematics, physics, geology, biology, computer science, or the history or philosophy of science		4
<b>Total Credits</b>		<b>32</b>

## Additional Specifications

- Students planning graduate study should generally regard this as a minimum program and include additional 300-level work. Advanced course work in physics and mathematics is especially encouraged for students wishing to pursue graduate studies in astronomy.

## Requirements for the Minor

The goal of an astronomy minor is to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background that prepares a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

A minimum of 16 credits:

Code	Title	Credits
One 300-level astronomy, physics, or geology course		4
Three additional 200-level or 300-level courses in astronomy		12
<b>Total Credits</b>		<b>16</b>

## Course Offerings

### ASTR-100 Stars and Galaxies

*Fall and Spring. Credits: 4*

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole.

*Applies to requirement(s): Math Sciences**K. Lester*

**ASTR-102 Solar Systems**

*Not Scheduled for This Year. Credits: 4*

Travel through our solar system using results of the latest spacecraft. Explore the origins of our worlds through the study of planet formation, meteorites, asteroids, and comets. Discover the processes that shape planetary interiors, surfaces, and atmospheres. Compare our solar system to others by learning about newly discovered exoplanets. Trace the conditions that may foster life throughout the solar system and beyond.

*Applies to requirement(s): Math Sciences*

*The department*

**ASTR-104 Planet Earth**

*Fall. Credits: 4*

This course traces the origins of the universe, our solar system, and Earth and provides an introduction to the field of planetary science. It follows the evolution of terrestrial planets and asteroids through geologic processes. Topics include planetary origins, atmospheres, interiors, and magnetic fields; plate tectonics; volcanism, weathering, earthquakes, faults and folding on terrestrial planets; distribution and limitations of resources on Earth and other bodies; and the search for the origins of life.

*Applies to requirement(s): Math Sciences*

*The department*

**ASTR-105 The Sky**

*Fall and Spring. Credits: 4*

A hands-on introduction to observing and understanding the extraterrestrial sky. Daily and annual motions of the sun, moon, planets, and stars; celestial coordinate systems; apparent brightnesses and colors of the stars; time; calendars. Observations at the Williston Observatory with the unaided eye, visually with the eight-inch telescope, and by electronic camera with computer-controlled telescopes.

*Applies to requirement(s): Math Sciences*

*T. Burbine*

**ASTR-223 Planetary Science**

*Not Scheduled for This Year. Credits: 4*

This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: 1 physical science course. MATH-100 or 101 is also suggested but not required as a prerequisite.*

**ASTR-226 Cosmology**

*Not Scheduled for This Year. Credits: 4*

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of questions concerning the foundations of cosmology and its future as a science.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: ASTR-100, ASTR-101, ASTR-102, or ASTR-115; one semester of physics; and one semester of calculus at high school or college level.*

**ASTR-228 Astrophysics I: Stars and Galaxies**

*Not Scheduled for This Year. Credits: 4*

A calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: PHYS-110 and MATH-102.*

*Advisory: PHYS-201 and MATH-203 strongly suggested.*

**ASTR-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**ASTR-330 Topics in Planetary Science**

In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year.

**ASTR-330MA Topics in Planetary Science: 'Mars'**

*Fall. Credits: 4*

This course will survey the past, present, and future of Mars exploration and science. We will focus on the evolution of Mars as a paradigm for terrestrial planets, with specific units on missions, formation, volcanism, impacts, glaciers and water, spectroscopy and mineralogy, climate, and issues pertaining to the possibilities of life on Mars. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature, supported by many outside speakers. Weekly writing assignments focus on critical thinking.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: Any intermediate-level Astronomy or Geology course.*

*Advisory: ASTR-223 recommended.*

**ASTR-335 Astrophysics II**

*Fall. Credits: 4*

This is a course in applied physics with the ultimate goal of describing how stars work. Topics include gravitation, stellar mass determination, stellar structure, stellar atmospheres, stellar evolution, and the physics of pulsating stars. We will approach each of these topics from fundamental concepts and we will work our way to a detailed understanding. On the way we will review the structure of the atom, radiative processes, and some basic principles of thermodynamics.

*Applies to requirement(s): Math Sciences*

*K. Lester*

*Prereq: ASTR-228.*

**ASTR-352 Astrophysics III***Spring. Credits: 4*

Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the virial theorem will also be discussed, along with galaxy rotation and the presence of dark matter in the universe, as well as spiral density waves. The course concludes with quasars and active galactic nuclei, synchrotron radiation, accretion disks, and supermassive black holes.

*Applies to requirement(s): Math Sciences**K. Lester**Prereq: ASTR-335 or two physics courses at the 200 or 300 level.***ASTR-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Biochemistry

## Overview and Contact Information

The major in biochemistry is intended to provide a strong background in the fundamentals of both biology and chemistry and to develop an awareness of the unique principles of biochemistry.

Biochemistry is the study of reactions that underpin the living system. These include the vital metabolic reactions that provide cells with energy to perform myriad activities and functions, and the biosynthetic reactions that enable cells to renew, repair, grow, and divide. The linkage of biochemistry with molecular biology has brought revolutionary advances in our understanding of the living world, the human organism, disease etiology, and medicine.

The interdisciplinary major in biochemistry offers a rigorous course of study that builds on two years of fundamental course work in biology and chemistry. With this broad preparation, students engage with biochemistry and molecular biology at a very high level, allowing them to integrate their knowledge in molecular and cellular biology, and to think and address issues occurring at the forefront of the biochemical/ biomedical sciences. Majors are also encouraged to participate in academic-year and/or summer research and majors usually have more than one research internship experience before graduation.

## See Also

- Chemistry (p. 98)
- Biological Sciences (p. 88)

## Contact Information

**Jason Andras, Co-chair****Kyle Broaders, Co-chair****Dina Bevivino, Academic Department Coordinator**

G04 Carr Laboratory

413-538-2214

<https://www.mtholyoke.edu/academics/find-your-program/biochemistry>  
(<https://www.mtholyoke.edu/academics/find-your-program/biochemistry/>)

## Learning Goals

### Knowledge-Based Learning Goals

- Use energy, kinetics, and thermodynamics to develop a quantitative and mechanistic view of biological systems.
- Explain the structures, functions, and interactions of biomolecules.
- Describe the flow of information within a cell and between cells.
- Use chemical and biological logic to interpret metabolic pathways and their regulation.
- Apply biochemical knowledge to human health, technology, and society.

### Skill-Based Learning Goals

- Employ responsible and ethical practices in data collection and analysis, reporting, and attribution.
- Critically evaluate primary scientific literature.
- Interpret and critically analyze data.
- Design and conduct independent experiments in biochemistry, using modern instrumentation.
- Effectively communicate scientific information in oral, written and visual formats to scientific and broader audiences.
- Collaborate to pursue common goals.
- Assess safety concerns in the laboratory and employ best practices.

## Faculty

**This area of study is administered by the Biochemistry Committee:**

Craig Woodard, Christianna Smith Professor of Biological Sciences

Jason Andras, Associate Professor of Biological Sciences

Katie Berry, Associate Professor of Biochemistry, On Leave 2023-2024

Kyle Broaders, Associate Professor of Chemistry

Amy Camp, Associate Professor of Biological Sciences

Kathryn McMenimen, Associate Professor of Chemistry

Alan Van Giessen, Associate Professor of Chemistry

Rebecca Lijek, Assistant Professor of Biological Sciences

## Requirements for the Major

A minimum of 49 credits:

Code	Title	Credits
CHEM-150	General Chemistry: Foundations	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
CHEM-202	Organic Chemistry I	4
CHEM-302	Organic Chemistry II	4
CHEM-231	Inorganic Chemistry	4
As a prerequisite for CHEM-308 or CHEM-346:		
MATH-203	Calculus III	
CHEM-308	Chemical Thermodynamics with Lab	4
or CHEM-346	Physical Chemistry of Biochemical Systems With Lab	
BIOL-145	Introductory Biology <sup>2</sup>	4
or BIOL-160	Integrated Introduction to Biology and Chemistry	
BIOL-200	Introductory Biology II: How Organisms Develop	4

BIOL-220	Cell Biology	4
BIOCH-311	Protein Biochemistry and Cellular Metabolism	4
BIOCH-318	Laboratory Techniques in Protein Biochemistry	1
BIOCH-314	Nucleic Acids Biochemistry and Molecular Biology	4
8 additional credits elected from 300-level courses in biochemistry, biology, or chemistry <sup>1</sup>		8
<b>Total Credits</b>		<b>49</b>

<sup>1</sup> This requirement is intended to increase the breadth and depth of your knowledge and application of biochemistry through related 300-level course work.

<sup>2</sup> Students may select any BIOL-145 topic, such as BIOL-145AB, BIOL-145EX, BIOL-145GW, and BIOL-145MB.

## Other Requirements

- Senior Symposium. All seniors must give an oral presentation on a biochemical topic in the Senior Symposium.

## Additional Specifications

- Students who are interested in taking the biochemistry core courses (BIOCH-311 and BIOCH-314) in their junior year are encouraged to complete at least CHEM-150 (or CHEM-160), CHEM-231, and BIOL-145 (or BIOL-160) and BIOL-200 during the first year.
- A student coming to the College with advanced credits from IB or A-level course work or Advanced Placement examinations, in accordance with the number of advanced credits received, should consult with the program chair or other members of the Biochemistry Program Committee to determine the appropriate placement for introductory courses in both biology and chemistry.
- The committee further recommends CHEM-325 to students planning graduate work in biochemistry.
- Independent study 295 or 395 does not count towards the minimum of 49 required credits.
- Students who declare a biochemistry major automatically fulfill the College's "outside the major" requirement.

## Plan of Study

The most common student trajectory through the major is the following:

### First Year

Fall	Credits Spring	Credits
BIOL-145 or 160	4 BIOL-200	4
CHEM-150 or 160	4 CHEM-231	4
<b>8</b>		<b>8</b>

### Sophomore

Fall	Credits Spring	Credits
BIOL-220	4 CHEM-302	4
CHEM-202	4 MATH-101	4
<b>8</b>		<b>8</b>

### Junior

Fall	Credits Spring	Credits
BIOCH-311	4 BIOCH-314	4
BIOCH-318	1 MATH-203	4
MATH-102	4	
<b>9</b>		<b>8</b>

### Senior

Fall	Credits Spring	Credits
CHEM-308 or 346	4 One Biological Sciences 300-level elective	4
One 300-level Chemistry elective	4 Senior Symposium	
<b>8</b>		<b>4</b>

**Total Credits 61**

## Course Offerings

### BIOCH-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Biochemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. Faculty in the Biochemistry program accept research students through research applications within their home departments. To inquire about enrollment, students should therefore fill out the application forms available through the Departments of Chemistry and Biological Sciences. The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, so often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*The department*

*Instructor permission required.*

*Notes: Students conducting an independent lab research project for credit in a department, program, or lab covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.*

### BIOCH-311 Protein Biochemistry and Cellular Metabolism

*Fall. Credits: 4*

This course is a rigorous introduction to the study of protein molecules and their role as catalysts in the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principles of thermodynamics.

*Applies to requirement(s): Math Sciences*

*K. McMenimen*

*Restrictions: This course is limited to Biochemistry majors only.*

*Prereq: BIOL-220 (or BIOL-230), and CHEM-302, and CHEM-231. Coreq: BIOCH-318.*



**BIOCH-312 Chemistry of Biomolecules***Fall. Credits: 4*

An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. The focus will be on structure and reactivity of important biomolecules and the role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are covered, including those of proteins, carbohydrates, lipids, and nucleic acids.

*Crosslisted as: CHEM-312**Applies to requirement(s): Math Sciences**S. Shorkey**Prereq: CHEM-202 with a grade of C or better.*

*Advisory: This course is NOT intended for biochemistry majors, who must take BIOCH-311 and BIOCH-314. BIOCH-312 students may take BIOCH-318 concurrently.*

**BIOCH-314 Nucleic Acids Biochemistry and Molecular Biology***Spring. Credits: 4*

This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.

*Applies to requirement(s): Math Sciences**K. McMenimen**Restrictions: This course is limited to Biochemistry majors only.**Prereq: BIOCH-311. Coreq: BIOCH-314L.***BIOCH-318 Laboratory Techniques in Protein Biochemistry***Fall. Credits: 1*

This course covers fundamental laboratory techniques in protein biochemistry and data analysis. The aims of this course are: 1) to provide students with practical knowledge and hands-on experience with some of the most common experimental methods used in biochemical research, and 2) to develop the skills in written and oral scientific communication. The course focuses on protein overexpression and purification and also includes reagent preparation, proper use of instrumentation, SDS-PAGE gel analysis, enzyme activity assays, protein structure viewing, experimental design and utilizing computers to analyze and present data. Laboratory safety is also emphasized.

*Applies to requirement(s): Meets No Distribution Requirement**C. Gravel*

*Coreq: BIOCH-311 students must co-enroll in this lab course. CHEM-312/ BIOCH-312 students may co-enroll.*

**BIOCH-330 Topics in Biochemistry and Molecular Biology**

This course each year examines a number of important and exciting topics in biochemistry, molecular biology, and other related fields of biology. The intellectual and research development that formulated these fundamental concepts is traced through extensive readings of the primary literature. Discussions emphasize the critical evaluation of experimental techniques, data analysis, and interpretation. This is a seminar-style course in which students will bear responsibility for the synthesis and presentation of assigned papers; substantial student participation in the form of oral presentation is expected.

**BIOCH-330RN Topics in Biochemistry and Molecular Biology: 'The RNA World: The Origin of Life to Modern Cells'***Not Scheduled for This Year. Credits: 4*

RNA is believed by many to have been the first macromolecule to evolve. In a hypothesized "RNA world," RNA would have simultaneously served the roles of carrying genetic information and catalyzing chemical reactions within early cells. The past three decades have been a renaissance for RNA biology, as researchers have uncovered the critical role RNA plays in eukaryotic and bacterial gene regulation and defense, as well as the potential for RNAs to perform catalysis. This seminar will introduce students to modern approaches to study the structure and function of RNA and will explore the chemical and biological roles RNA plays in modern cells as well as its role in the origin of life.

*Crosslisted as: CHEM-330RN**Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**The department**Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.***BIOCH-395 Independent Study***Fall and Spring. Credits: 1 - 8*

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Biochemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. Faculty in the Biochemistry program accept research students through research applications within their home departments. To inquire about enrollment, students should therefore fill out the application forms available through the Departments of Chemistry and Biological Sciences. The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, so often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*The department**Instructor permission required.*

*Notes: See safety training restrictions in the course description for Biochemistry 295*

## Biological Sciences

### Overview and Contact Information

Our major provides many ways of looking at living things. Core courses introduce complementary perspectives on life. Advanced courses bring students to the edge of what we know and provide a foundation for original work.

Research interests of the faculty include animal behavior, anatomy, biomechanics, cell biology, development, ecology, evolution, gene regulation, human physiology, invasion biology, invertebrates, microbiology, molecular ecology, neurobiology, plant diversity, plant genetics, race and biology, and symbiosis.

The department's facilities include transmission electron, scanning electron, and fluorescence microscopes, image capture and processing equipment, a tissue culture room, a greenhouse, controlled environment

chambers, molecular biology equipment, and several computer-equipped teaching laboratories.

## See Also

- Biochemistry (p. 86)
- Bio-Mathematical Sciences (p. 88)
- Environmental Studies (p. 180)
- Neuroscience and Behavior (p. 305)

## Contact Information

**Renaë Brodie, Chair**

**Sue LaBarre, Academic Department Coordinator**

106 Carr Laboratory  
413-538-2149

<https://www.mtholyoke.edu/academics/find-your-program/biological-sciences> (<https://www.mtholyoke.edu/academics/find-your-program/biological-sciences/>)

## Learning Goals

Our goal in the Department of Biological Sciences is to stimulate students' curiosity about the natural world and help them see themselves as scientists, whether they become biology majors or not.

Our learning goals for the major are for students to develop fluency with four core concepts of biology:

- Evolution by natural selection.
- The relationship between structure and function.
- Information flow, exchange, and storage.
- The interconnections between living things and between living things and their environment.

Students develop the abilities to closely observe natural phenomena, use evidence in scientific reasoning, and test their own hypotheses about the natural world. They develop biological literacy, following the trains of scientific discovery (and conflict) in the primary literature, and use quantitative methods – including statistics and modeling – to better understand natural phenomena.

Biology majors will explore the full range of the discipline and gain ample research and laboratory experience. Ultimately, they are provided with the foundations for success in diverse careers, including medicine, biotechnology, environmental conservation, and public policy.

## Faculty

**This area of study is administered by the Department of Biological Sciences:**

Renaë Brodie, Professor of Biological Sciences on the Alumnae Foundation

Rachel Fink, Ida and Marion Van Natta Professor of Biological Sciences, Teaching Spring Only

Amy Frary, David and Lucy Stewart Professor of Biological Sciences, Teaching Spring Only

Gary Gillis, Norman Wait Harris and Emma Gale Harris Foundation Professor of Biological Sciences

Martha Hoopes, Professor of Biological Sciences

Craig Woodard, Christianna Smith Professor of Biological Sciences

Jason Andras, Associate Professor of Biological Sciences

Sarah Bacon, Associate Professor of Biological Sciences, Teaching Spring Only

Patricia Brennan, Associate Professor of Biological Sciences

Amy Camp, Associate Professor of Biological Sciences

Rebecca Lijek, Assistant Professor of Biological Sciences

André White, Assistant Professor of Biological Sciences

Justin Baumann, Five College Visiting Lecturer in Biology and Statistical and Data Sciences

Chloe Drummond, Visiting Lecturer in Biological Sciences

Thomas Mennella, Visiting Lecturer in Biological Sciences

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
<b>Biological Sciences:</b>		
BIOL-145	Introductory Biology <sup>1</sup>	4
or BIOL-160	Integrated Introduction to Biology and Chemistry	
or NEURO-100	Introduction to Neuroscience and Behavior	
BIOL-200	Introductory Biology II: How Organisms Develop	4
BIOL-210	Molecular Genetics	4
or BIOL-220	Cell Biology	
BIOL-223	Ecology	4
or BIOL-226	Evolution: Making Sense of Life	
One additional of the following 200-level core courses:		4
BIOL-210		
BIOL-220		
BIOL-223		
BIOL-226		
BIOL-241		
One elective course at the 200 or 300 level in Biological Sciences <sup>2</sup>		4
Two elective courses at the 300 level in Biological Sciences <sup>3</sup>		8
<b>Required Courses Outside of Biological Sciences:</b>		
CHEM-150	General Chemistry: Foundations	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
One course in either calculus or statistics (e.g. MATH-101, MATH-102, MATH-203, STAT-140, STAT-242, BIOL-234, etc.) <sup>4</sup>		4
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Any BIOL-145 offering, for example BIOL-145AB, BIOL-145BT, or BIOL-145GW.

<sup>2</sup> Any additional 200- or 300-level course, including a fourth 200-level core course, or four credits of BIOL-395 taken in one semester can count toward this elective course requirement. Whether the BIOL-395 counts as a course with or without the lab will be at the discretion of the independent study advisor.

<sup>3</sup> Both of these 300-level courses must be taken at Mount Holyoke.

<sup>4</sup> BIOL-234 can satisfy both the calculus/statistics requirement and the requirement of one elective course at the 200- to 300-level, with authorization of the department.

## Additional Specifications

- A total of six Biological Sciences courses are required to be taken with labs.
- BIOL-295 does not count toward the minimum 32 credits in Biological Sciences nor towards the six courses required to be taken with labs.
- We encourage students to explore further coursework in math and statistics, chemistry, computer science, physics, philosophy, anthropology, gender studies, and the many other disciplines that intersect with the biological sciences.
- Students who entered before fall 2023 who have already taken BIOL-230 are advised to complete the major requirements listed in the catalog of their entrance year. Other current students are advised to complete the major requirements listed above.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
16 credits in Biological Sciences at the 200 and/or 300 level <sup>1,2</sup>		16
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> BIOL-295 and BIOL-395 do not count toward the minimum 16 credits in the minor.

<sup>2</sup> At least eight credits must be taken at Mount Holyoke.

Students interested in pursuing licensure in the field of biological sciences can combine their course work in biological sciences with a minor in education. The Massachusetts Department of Elementary and Secondary Education requires specific subject matter knowledge within the biological sciences. In some instances course work in the major coincides with course work required for licensure; in other cases it does not. For specific course requirements for licensure within the major of Biology, please consult the chair of the Biological Sciences department and your advisor. CHEM-312 is one of the recommended courses. For further information, also read the sections on the minor in education (p. 352) and Teacher Licensure (p. ).

Admission to the Licensure Program requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Interested students should schedule an initial advising appointment with Sarah Frenette in the Department of Psychology and Education, preferably by the middle of the sophomore year, to review program requirements and assist in planning course work.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Credit in Biology towards the Science and Mathematics II Distribution Requirement

Most departmental courses satisfy the science and mathematics distribution requirement. Any off-campus biology course taken to satisfy

the science and mathematics distribution requirement must have a laboratory component. Courses that are introductions to professional specialties dependent on biology (e.g., nutrition or horticulture), or are addressed to technical certification (e.g., emergency medical technician), do not satisfy the science and mathematics distribution requirement.

## Introductory Biology

The department offers introductory biology in two different forms. The BIOL-145 courses (e.g. BIOL-145AB, BIOL-145GW, etc.) are a liberal arts introduction to biology in a small-class atmosphere. Different sections emphasize different topics. BIOL-160, which must be taken concurrently with CHEM-160, offers an integrated introduction to biology and chemistry. Either one is an appropriate choice for students who are considering a major in biology, biochemistry, or environmental studies. Completion of any of these courses will allow a student to enroll in BIOL-200. Students are welcome to email the instructors to find out more about any of the introductory courses.

## Course Advice for Majors

Majors are strongly encouraged to complete the following course work outside of biological sciences: Organic Chemistry (CHEM-202 and CHEM-302), as well as additional coursework in Physics and Computer Science.

It is not difficult to major in Biological Sciences and go off-campus for one or two semesters. For instance, other places are better situated to study tropical rain forests, deserts, or the ocean. Students have also received credit toward the biology major for course work done in French at partner universities in Montpellier. Mount Holyoke College has special relationships with several other programs abroad. It is not safe to assume, however, that biology courses taken through any program off-campus will count toward requirements of the Biology major. Before enrolling in study away from the College, it is essential to talk about your goals and specific plans with the Chair of Biology or a designated faculty member.

## Course Offerings

### BIOL-145 Introductory Biology

**BIOL-145AB Introductory Biology: 'Animal Bodies, Animal Functions'**  
*Not Scheduled for This Year. Credits: 4*

How are animal bodies built to deal with living on earth? In this course we will study the function of cells, organs, and organ systems that have evolved to help animals make their way through the physical and chemical environment. In lecture and in lab, we will consider the common needs of animals – needs such as feeding, breathing, and reproducing – and the diverse solutions they have devised. A range of life, from unicellular organisms to animals with backbones (including mammals), will be considered.

*Applies to requirement(s): Math Sciences*

*S. Bacon*

*Restrictions: This course is limited to first-years and sophomores.*

*Coreq: BIOL-145ABL.*

**BIOL-145BT Introductory Biology: 'Biology Today'**

*Not Scheduled for This Year. Credits: 4*

In this student-centered course, we will explore some of the core concepts, language, and frameworks used in the discipline of biology. This course will help students develop and hone an important skill-set, including experimental design, scientific writing and problem solving. In lecture, we will learn biology by investigating topics that affect everyone, learning about the impacts of social stress on mammalian cardiovascular systems, the promise and peril of gene editing, and the evolution of human skin color, for example. All course objectives will be met through active learning exercises in lecture, readings, discussions, and hands-on work in the laboratory.

*Applies to requirement(s): Math Sciences*

*R. Brodie*

*Coreq: BIOL-145BTL.*

**BIOL-145EX Introductory Biology: 'Exploring Biodiversity'**

*Fall and Spring. Credits: 4*

In this course, we will take a leap back in time to the origins of life, discuss the evolution of major organismal lineages, and investigate biology processes at different scales, from cellular to ecological. Through the lectures, labs, and in-class discussions, students will be able to explain how scientific knowledge is generated. In lab, students will explore biological diversity, cellular dynamics, and evolutionary and ecological processes, with a focus on gaining skills in scientific inquiry, including hypothesis development, experimental design, collecting and analyzing results, and scientific writing.

*Applies to requirement(s): Math Sciences*

*C. Drummond*

*Coreq: BIOL-145EXL.*

**BIOL-145GW Introductory Biology: 'A Green World'**

*Not Scheduled for This Year. Credits: 4*

This course examines the plant life in the woods and fields around us, the exotic plants in our greenhouses, and the plants we depend on for food. We will study plants living in surprising circumstances, settling into winter, escaping from gardens, reclaiming farmland, cooperating with fungi and insects, and fighting for their lives. We will find that plants challenge some conventional, animal-based assumptions about what matters to living things. In labs, students will seek to answer questions about how plants grow in nature, by studying plant structure and function, ecology, and evolution.

*Applies to requirement(s): Math Sciences*

*A. Frary*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145GWL.*

**BIOL-145LC Introductory Biology: 'Locomotion'**

*Fall. Credits: 4*

One of the most intriguing features of animals is the range of ways in which they are able to move. From running and jumping to climbing, swimming and flying, different forms of locomotion have allowed animals to exploit most of earth's habitats. In this course we will study the anatomy, physiology, biomechanics and biochemistry underlying different types of animal movement. While some of our focus will be on humans, we will take advantage of a wide range of mainly vertebrate animal models to understand the evolution and function of the musculoskeletal system and how it is used during locomotion.

*Applies to requirement(s): Math Sciences*

*G. Gillis*

*Restrictions: This course is limited to first-years and sophomores.*

*Coreq: BIOL-145LCL.*

**BIOL-145MB Introductory Biology: 'Marine Organismal Biology'**

*Fall. Credits: 4*

In this course, students will explore the diversity of form and function that exists within oceanic organisms with a particular focus on intertidal and subtidal ecosystems of the Northeast U.S. We will learn how organisms are classified, what structures and systems enable these organisms to function and adapt to their unique environments, and how organisms interact with one another and their habitats.

*Applies to requirement(s): Math Sciences*

*J. Baumann*

*Coreq: BIOL-145MBL.*

**BIOL-160 Integrated Introduction to Biology and Chemistry**

*Fall. Credits: 4*

This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160L). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience.

*Applies to requirement(s): Math Sciences*

*J. Andras, D. Cotter*

*Restrictions: This course is limited to first-year students.*

*Coreq: CHEM-160 and CHEM-160L.*

*Notes: Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.*

**BIOL-200 Introductory Biology II: How Organisms Develop**

*Spring. Credits: 4*

Developmental biology is a topic full of fantastic questions: how does a single egg transform into an organism with many cells and tissue types? What controls gene expression? What is the interplay between environmental signal and plant hormones? In this course plant and animal development will be studied at the level of genes, cells and tissues, in model organisms such as sea urchins, ferns, chicks and lilies. The laboratory is at the heart of the course, and classwork is designed around the live material students will meet each week.

*Applies to requirement(s): Math Sciences*

*R. Fink, A. Frary*

*Prereq: BIOL-145 or BIOL-160, or NEURO-100. Coreq: BIOL-200L.*

**BIOL-206 Local Flora**

*Spring. Credits: 4*

This course offers plant identification and natural history, emphasizing native and introduced trees and wildflowers. On- and off-campus field trips.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Frary*

*Prereq: 4 credits in the department.*



**BIOL-209 Science Communication***Spring. Credits: 4*

In this course, we will evaluate the practices that best support a shared understanding of facts and enable trustworthy storytelling. We will read peer-reviewed literature on the benefits, challenges, and equity considerations of using various presentation formats and platforms. Students will analyze and then practice science-sharing methods targeting professionals and general audiences.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. White**Prereq: 4 credits in the department.***BIOL-210 Molecular Genetics***Fall. Credits: 4*

A comprehensive study of the fundamental principles of classical and molecular genetics. Topics will include genetic inheritance, the central dogma, gene and protein expression and regulation, the genetic and molecular basis for disease, and modern techniques such as genomics, bioinformatics, and gene therapy. The laboratory component will illustrate and analyze these topics through selected experimental approaches.

*Applies to requirement(s): Math Sciences**R. Lijek, C. Woodard**Prereq: BIOL-200 and CHEM-150. Coreq: BIOL-210L.**Advisory: Students who previously took BIOL-230 Molecular Genetics and Cell Biology should not enroll in this course.***BIOL-220 Cell Biology***Fall and Spring. Credits: 4*

The aim of this course is to understand the fundamental unit of life—the cell—at the molecular level. We will consider the assembly and structure of cellular membranes, proteins, organelles, and the cytoskeleton, as well as their roles in cellular processes including the capture and transformation of energy, catalysis, protein sorting, motility, signal transduction, and cell-cell communication. Emphasis will be placed upon the diversity of cellular form and function and the cell biological basis for disease. The laboratory portion of this course will illustrate and analyze these phenomena through selected biochemical, genetic, and microscopy-based approaches.

*Applies to requirement(s): Math Sciences**A. Camp**Prereq: BIOL-200 and CHEM-150. Coreq: BIOL-220L.**Advisory: Students who previously took BIOL-230 Molecular Genetics and Cell Biology should not enroll in this course.***BIOL-223 Ecology***Fall. Credits: 4*

This ecology course will cover the fundamental factors controlling the distribution and abundance of organisms, including interactions with the abiotic environment, fitness and natural selection, population growth and dynamics, species interactions, community dynamics, and diversity. We will address variation across space and time. The course will combine observational, experimental, and mathematical approaches to some of the applications of ecological theory, including conservation, disease dynamics, and biological control.

*Applies to requirement(s): Math Sciences**M. Hoopes**Prereq: BIOL-145 or BIOL-160 and at least one semester of Calculus or Statistics. Coreq: BIOL-223L.**Advisory: Because the course uses quantitative methods, students must have experience with calculus or statistics; high school level courses are sufficient.**Notes: Biology 223 and/or Biology 226 must be taken for the Biology major.***BIOL-226 Evolution: Making Sense of Life***Spring. Credits: 4*

Evolution is central to our understanding of Biology; it helps us explain both the diversity and commonality in organismal form, function and behavior that have been generated over 3 billion years of life on Earth. We will discuss the mechanisms of evolution within populations and between species, examine some branches of the tree of life and learn how the tree is generated, discuss how phenotypes arise from genotypes and interactions with the environment, and how development is central to understanding evolution. Some themes include the evolution of symbiosis, sex, and human evolution, as well as the crucial role that evolutionary principles play in society including agriculture, medicine, and even the judicial system.

*Applies to requirement(s): Math Sciences**P. Brennan**Prereq: BIOL-200, BIOL-210, BIOL-220, BIOL-223 or BIOL-230. Coreq: BIOL-226L.**Notes: BIOL-223 and/or BIOL-226 must be taken for the Biology major.**Instruction is a flipped classroom style. Students will be expected to watch videos before class and do active learning in the classroom. Students are expected to work in groups, as well as view about half the lectures before class.***BIOL-234 Biostatistics***Not Scheduled for This Year. Credits: 4*

The statistics sections of biology articles have become so technical and jargon-filled that many biologists feel intimidated into skipping them or blindly accepting the stated results. But how can we ask relevant questions or push the boundaries of knowledge if we skip these sections? Using lectures, data collection, and hands-on analysis in R, this course will connect statistics to biology to help students develop a gut instinct for experimental design and analysis. We will explore sampling bias and data visualization and review methods and assumptions for the most common approaches with examples from current biological literature and our own data.

*Applies to requirement(s): Math Sciences**M. Hoopes**Prereq: 8 credits in biological sciences or ENVST-200. Coreq: BIOL-234L.***BIOL-241 Comparative Animal Physiology***Spring. Credits: 4*

Animals share needs such as eating, breathing, moving and reproducing. Yet their solutions to meeting these needs are incredibly diverse, constrained as they are by each group's evolutionary history and by the specific demands of the environment in which they live. By looking at the range of solutions animals have devised to navigate life on earth, we will explore fundamental themes in physiology including homeostasis and the relationship between structure and function. Using lectures, readings and discussions, students will gain an appreciation for the remarkably diverse ways in which animals have evolved to overcome the fundamental challenges of life.

*Applies to requirement(s): Math Sciences**S. Bacon, G. Gillis**Prereq: BIOL-145, BIOL-160, or NEURO-100, and BIOL-200.*



**BIOL-249 The Naturalist Habit**

*Fall. Credits: 4*

In this course, we will explore the rich natural history of our region, focusing on organisms in their natural habitat and contemplating questions and approaches we might employ to better understand them and the ways in which they live. We will place particular emphasis on developing the habits of close and curious observation and coupling those habits with the skills and methods of scientific hypothesis development, experimental design, and field ecology.

*Applies to requirement(s): Math Sciences*

*J. Andras*

*Prereq: Any 100-level biology course (145 or 160) and BIOL-200.*

*Notes: Class meetings will consist almost entirely of field trips to local natural areas, where we will spend most of our time outdoors. Field trips will proceed in all safe weather (e.g. cold, rain, wind, etc.), and attendance is mandatory. BIOL-249 counts as a 200-level course with lab.*

**BIOL-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

In this class, students will acquire hands-on experience in diverse aspects of the research process in any field of Biology, from familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical skills, collecting and analyzing data, to writing and/or presenting their results. To inquire about enrollment, students should fill out the application survey available on the departmental website or on my.mtholyoke. The application is generally available between registration and the end of exams, and faculty meet after exams to place students in labs for the following semester. Decisions depend on lab capacity. A single credit requires an average of 3 hrs of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*The department*

*Instructor permission required.*

*Notes: Note: Any student conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.*

**BIOL-301 Regenerative Medicine: Biology and Bioethics**

*Not Scheduled for This Year. Credits: 4*

What is regenerative medicine? What is the science that drives new medical therapies using stem cells? We will study the biology of adult, embryonic, and induced pluripotent stem cells, as well as the legal, ethical, and moral implications of using these cells in medical therapies. Each member of the class will participate in a staged debate on these issues for an introductory biology class.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive*

*R. Fink*

*Instructor permission required.*

*Prereq: BIOL-210, BIOL-220, or BIOL-230 and instructor permission.*

*Advisory: To obtain permission for BIOL-301 please email Professor Fink a list of courses you have taken in biology, ethics, medicine and/or reproductive technologies, and include your reasons for wanting to take this course.*

**BIOL-307 Vertebrate Anatomy**

*Fall. Credits: 4*

We will study the structure, function and evolution of the diversity of structures that allow vertebrates, including humans, to perform basic functions. We will connect these functions with day-to-day challenges for vertebrates, and we will discuss functional disruption such as disease and trauma. Students are expected to work in groups, as well as view most lectures before class. Class time will be used for active discussion and occasional guest lectures. During lab time, we will dissect many vertebrates and comfort with working with preserved and often smelly specimens is a must. This class requires memorization of many structures in a functional context.

*Applies to requirement(s): Math Sciences*

*P. Brennan, R. Keefe*

*Prereq: 8 credits at the 200 level in Biology. Coreq: BIOL-307L.*

**BIOL-315 Behavioral Ecology**

*Not Scheduled for This Year. Credits: 4*

In this course, students learn to view and understand animal behavior within an evolutionary context. The mechanistic side of behavior is investigated and students explore how behavioral traits originate and evolve over time. Students will integrate their knowledge of how organisms work with an appreciation of why they work the way they do. At the end of the course, students will understand basic concepts in behavioral biology and know many of the experiments that have facilitated our understanding of this field. They will be able to construct hypotheses and design experiments that address behavioral phenomena. The laboratory portion of this course is based on individual projects.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Writing-Intensive*

*R. Brodie*

*Prereq: 8 credits of 200-level work from Biological Sciences Coreq: BIOL-315L.*

*Advisory: BIOL-223 or BIOL-226 strongly recommended.*

**BIOL-319 Immunology with Laboratory**

*Spring. Credits: 4*

The immune system protects the sterile interior of our bodies from the vast diversity of microbes in the outside world, adapting and improving from each encounter. How does it achieve this remarkable feat? This course will investigate the cells, organs, and biochemical signals that comprise innate and adaptive immune systems, as well as how they interact to identify and remove foreign pathogens. Emphasis will be placed on the human immune response to infectious diseases, with examples from clinical case studies and experimental models. The laboratory portion will provide experience with the foundational techniques of immunology research. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and pathogen evasion strategies.

*Applies to requirement(s): Math Sciences*

*R. Lijek*

*Restrictions: This course is open to juniors and seniors*

*Prereq: BIOL-210, BIOL-220, or BIOL-230. Coreq: BIOL-319L.*

**BIOL-321 Conference Course**

Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

**BIOL-321AD Conference Course: 'Substance Use Disorder: Addiction and Drug Memory Formation'***Spring. Credits: 4*

In this course, we will review the contribution of memory processes to substance use disorder. We will review primary research literature and case studies that explore the neuronal plasticity that underlie drug addiction and long-term memory formation. After reviewing the scientific literature, we will examine the overlap between memory and addiction-related behaviors of rodents. This course will enable students to relate changes in neuronal structure and function to drug-associated behavioral changes.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**A. White**Prereq: BIOL-200, BIOL-210, BIOL-220, or BIOL-230.***BIOL-321BE Conference Course: 'Inquiries in Behavioral Ecology'***Fall. Credits: 4*

In this student-centered project-based course, students will design their own animal behavior investigation and prepare a web-based presentation, teaching module, or manuscript. At the end of the course, students will improve their understanding of basic concepts in behavioral biology and develop a deep understanding of the scientific literature in their area of inquiry. We will work on skills that promote supportive research environments, and explore inclusive approaches to science communication.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Writing-Intensive**R. Brodie**Prereq: 8 credits of 200-level work from Biological Sciences. Coreq: BIOL-321BEL.**Advisory: BIOL-223 or BIOL-226 strongly recommended.***BIOL-321CE Conference Course: 'Local Community Ecology'***Spring. Credits: 4*

This field-based lab course will explore local community ecology and biodiversity using our own Mount Holyoke campus in winter as a "living lab." We will explore local community patterns in study sites, identify plant and animal species, and develop research projects that investigate ecological processes and community interactions. Students will learn basic statistical programming using the R environment to analyze collected and available data for independent or group research papers/presentations. Lecture topics will include species/sign identification in winter, study design, niche and neutral theory, eco-evolutionary processes, predator-prey and host-pathogen dynamics, and human impacts on biodiversity. We will discuss the value of biodiversity and threat of climate change from different global perspectives.

*Applies to requirement(s): Math Sciences**M. Hoopes**Prereq: Ecology (BIOL-223) or Evolution (BIOL-226).**Notes: Outdoor lab during winter – please dress appropriately. BIOL-321CE counts as a 300-level course with lab.***BIOL-321CR Conference Course: 'Coral Reefs in a Changing Climate'***Not Scheduled for This Year. Credits: 4*

Coral reefs are among the most diverse and important ecosystems in the world's oceans. Yet they face a multitude of stressors leading to their decline in both structure and function – including ocean warming, acidification, coastal development, and land-use change. This course provides a detailed exploration of coral reef ecology, physiology, and biogeochemistry including reading, interpreting, and analyzing of primary literature. Building upon previous research we will work to understand the state of the world's reefs and evaluate possible solutions to the interacting stressors that imperil coral reefs in the modern world.

*Applies to requirement(s): Math Sciences**J. Baumann**Prereq: 8 credits in Biology and BIOL-145 or BIOL-160.***BIOL-321EC Conference Course: 'Invasion Ecology'***Spring. Credits: 4*

Invasive species have become a common focus for land managers and gardeners around the world because some invasive species have decimated local biodiversity. What can we learn about these species, their interactions with local communities, and the dynamics of invasions that will help us manage diversity in a changing world? We will discuss the science and politics behind invasive species and explore the secrets of their success their impacts. This course will include a whole class project or group research projects based on current issues in the literature or local invasive species.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Hoopes**Prereq: 8 credits above BIOL-200 with BIOL-223 or BIOL-226 or ENVST-200.***BIOL-321EL Conference Course: 'Extreme Life'***Not Scheduled for This Year. Credits: 4*

This course will focus on biological systems that push the limits of structural and physiological possibility. For example, midges flap their wings at up to 1000 Hz; bar-headed geese migrate over Mount Everest; deep-sea fish withstand pressures near 300 atmospheres; certain frogs can allow their body temperatures to drop below 0 degrees Celsius. Through readings and discussions we will explore the diverse mechanisms that underlie how organisms reach extreme levels of performance and survive in extreme environments.

*Applies to requirement(s): Math Sciences**G. Gillis**Prereq: BIOL-220 or 230 and one additional Biological Sciences course above 200.*

**BIOL-321HG Conference Course: 'Molecular Genetics and Human Genetic Disorders'***Fall. Credits: 4*

Mendel's principles of genetic inheritance underpin all the inheritance patterns that we observe and the traits they govern. However, in nature, not all is as it first appears. Many traits seem to diverge from Mendelian genetics until we understand those inheritance patterns more deeply. In this course, we will explore the depths of genetic inheritance by first understanding the mechanisms of these seeming "exceptions of Mendelian inheritance". We will then understand how the molecule of DNA behaves in the nucleus to allow for gene expression and how we study DNA in the lab. Finally, we will discuss human genetic disorders that occur because of deviations in gene expression or DNA behavior but are rooted in Mendelian genetic principles. The capstone experience of the course is a student-group project exploring experimental approaches for diagnosing or treating a human genetic disorder.

*Applies to requirement(s): Math Sciences**T. Mennella**Prereq: BIOL-200 and BIOL-230.***BIOL-321ME Conference Course: 'Molecular Ecology'***Spring. Credits: 4*

Over the past quarter century, molecular genetic methods have become increasingly important in ecological research. In this course, we will examine contemporary molecular genetic tools and learn how they can be used to answer ecological questions. Topics will include: reconstruction of ancestral relationships; measuring the size, diversity, and spatial structure of populations; characterization of migration and dispersal patterns; and identification of sensitive or threatened species and populations. We will explore these themes through foundational texts and current scientific literature, and we will analyze molecular genetic datasets in class to gain familiarity with available techniques.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Andras**Prereq: BIOL-230 (or BIOL-210), and BIOL-223 or BIOL-226.***BIOL-321MR Conference Course: 'Marine Invertebrate Physiology'***Fall. Credits: 4*

Invertebrates are an incredibly diverse group of organisms that live in nearly all ecosystems across the earth. As ectotherms, invertebrates must develop plastic responses to environmental variation in order to survive. In this course, we will explore these plastic responses in marine invertebrates at all levels of organization – from cellular to ecosystem scales – through hands-on activities, projects, and synthesis of primary literature.

*Applies to requirement(s): Math Sciences**J. Baumann**Prereq: 8 credits at the 200 level in Biological Sciences. Coreq: BIOL-321MRL.***BIOL-321PB Conference Course: 'Plant Biogeography'***Spring. Credits: 4*

What roles do ecology and evolution play in shaping where, when, and how plants are geographically distributed? In this course, we focus on this question by examining plant geographic patterns on both global and local scales. We explore how abiotic and biotic factors affect historical, present, and potential future plant distributions. Together we engage primary literature on topics such as island biogeography, climate change effects on species persistence, and contemporary influences of humans on the movement of plants. In lab we use analytical tools such as phylogenetics and ecological niche modeling to investigate the intersections between plant evolution, geography, and climate change.

*Applies to requirement(s): Math Sciences**C. Drummond**Prereq: 8 credits at the 200 level in Biological Sciences or equivalent. Coreq: BIOL-321PBL.***BIOL-321PR Conference Course: 'Pregnancy and the Placenta'***Spring. Credits: 4*

Pregnancy is a stunning feat of physiology. It is a conversation between two bodies – parental and fetal – whose collective action blurs the very boundaries of the individual. In this course we will explore such questions as: what is pregnancy, and how does the ephemeral, essential organ known as the placenta call pregnancy into being? How is pregnancy sustained? How does it end? We will consider the anatomy of reproductive systems and the hormonal language of reproduction. We will investigate the nature of "sex" hormones, consider racial disparities in pregnancy outcome, and weigh the evidence that the intrauterine environment influences disease susceptibility long after birth.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**S. Bacon**Prereq: 8 credits at the 200 level in Biological Sciences.***BIOL-321RB Conference Course: 'Race and Biology'***Not Scheduled for This Year. Credits: 4*

In this student-centered, discussion-based seminar, we will explore current hypotheses about the evolution of human variation, trace the history of how biology has been used in the construction of racial ideologies, and delve into the impacts of racial categorization on human health. We will investigate these themes through readings, videos, class discussions, student expert panels, and research papers. Students taking this course will improve their ability to: engage constructively in scholarly discussions; use verbal and written discourse to explore themes in science; use new knowledge to understand current issues; critically evaluate media information using evidence from scientific studies; and communicate new knowledge.

*Applies to requirement(s): Math Sciences**R. Brodie**Prereq: 4 credits of Biological Sciences at the 200 level.*

**BIOL-321VX Conference Course: 'Outsmarting Pathogens'***Fall. Credits: 4*

Smallpox, a disfiguring infection called "one of the most devastating diseases known to humanity" by the World Health Organization, was eradicated from the planet through immunization. Polio paralyzed 350,000 children a year until immunization reduced infection by 99%. Why have we succeeded in immunizing against these pathogens but not HIV or the common cold? Students in this seminar will discuss primary literature in immunology, microbiology, and epidemiology to learn how vaccines outsmart pathogens. Study of biological mechanisms will be complemented with exploration of the socioeconomic factors that influence vaccine development and usage. Students' independent research will connect their interests and current events to course concepts.

*Applies to requirement(s): Math Sciences**R. Lijek**Prereq: BIOL-230 or both BIOL-210 and BIOL-220.***BIOL-322 Comparative Biomechanics***Spring. Credits: 4*

The main objective of this course is to explore organismal structure and function via an examination of the basic physical principles that guide how living things are constructed and how organisms interact with their environment. We will use the combined approaches of the biologist and engineer to study the impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of animal locomotion, and learn how biologists working in diverse areas (e.g., ecology, development, evolution, and physiology) gain insight through biomechanical analyses.

*Applies to requirement(s): Math Sciences**G. Gillis**Prereq: 8 credits from Biological Sciences except BIOL-200.***BIOL-323 Plant Growth and Development***Not Scheduled for This Year. Credits: 4*

This course is a study of the higher plant, its structure, organization, and development. We will examine the endogenous and environmental factors influencing plant growth and reproduction. Topics include anatomy, hormones and their mode of action, tropisms, photomorphogenesis, and flowering.

*Applies to requirement(s): Math Sciences**A. Frary**Prereq: BIOL-200 and two other courses at the 200-level in Biological Sciences.***BIOL-325 Plant Diversity and Evolution***Fall. Credits: 4*

This course explores the tremendous diversity of the plant kingdom, emphasizing the local flora. Evolutionary relationships are discussed on the basis of comparisons of reproductive biology, morphology, anatomy, cell structure, and molecular biology.

*Applies to requirement(s): Math Sciences**C. Drummond**Prereq: 8 credits at the 200 level in Biological Sciences.**Notes: offered alternate years***BIOL-327 Microbiology***Not Scheduled for This Year. Credits: 4*

We share planet Earth with an unimaginable number of "invisible" microbial life forms. In this course we will explore the structure, metabolism, genetics, and ecology of microbes, most prominently bacteria. Other microbes, including archaea, eukaryotic microbes, and viruses will also be considered. Whenever possible, the relationship between microbes and humans will be highlighted. Other goals will be for students to become comfortable with scientific primary literature and to hone their communication skills through discussions and written assignments. Finally, the laboratory portion of this course will highlight classic and modern techniques in microbiology.

*Applies to requirement(s): Math Sciences**The department**Prereq: BIOL-210, BIOL-220, or BIOL-230. Coreq: BIOL-327L.***BIOL-328 Human Physiology***Not Scheduled for This Year. Credits: 4*

In this class we will learn about the functions of human organ systems and their relationships with each other in health and disease, at both the cellular and tissue levels. We will study the mechanisms that regulate a variety of organ systems and learn how these mechanisms respond to the changing needs of the individual. Because a purely reductive approach often misses important determinants of body function, we will also consider how human health and disease unfold in a person's particular social and cultural context.

*Applies to requirement(s): Math Sciences**S. Bacon**Prereq: BIOL-220, BIOL-230, or BIOCH-311. Coreq: BIOL-328L.***BIOL-331 Conservation Biology***Not Scheduled for This Year. Credits: 4*

This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Because Conservation Biology is an applied discipline, we will explore the nuances of management effects in different situations as well as the role of humans in the decline of biodiversity. This year this course will not have a separate lab section or count as a lab course, but the course will still include a large final project that can be collaborative and community-based.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**M. Hoopes**Prereq: BIOL-223, BIOL-226, BIOL-315, or ENVST-200.***BIOL-333 Neurobiology***Not Scheduled for This Year. Credits: 4*

Description: We will study the electrical and chemical signals underlying the generation of the nerve impulse and synaptic transmission. We will then explore neuroanatomy, diseases of the brain and the neuronal circuits underlying learning and memory and sensory perception.

*Applies to requirement(s): Math Sciences**A. White**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits from Chemistry or Physics and BIOL-210, BIOL-230. Coreq: BIOL-333L.**Notes: Preference given to seniors*

**BIOL-337 Symbiotic Interactions***Spring. Credits: 4*

From mutualism to parasitism, symbiotic interactions are a universal feature of life. In this seminar we will study the mechanisms underlying symbiotic interactions and consider their significance for the ecology and evolution of organisms. Through foundational texts and current scientific literature, we will explore some of the most spectacular and important examples of contemporary symbioses - from infectious diseases to coral reefs, to infectious diseases, to the vast communities of microbes that live on and in our bodies - and we will learn how symbiosis is responsible for major milestones in the history of life, such as the origin of the eukaryotic cell, the emergence of land plants, and the evolution of sex.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Andras**Prereq: BIOL-223 or BIOL-226.***BIOL-340 Eukaryotic Molecular Genetics***Spring. Credits: 4*

In this course we will examine the role of molecular genetic analysis in the study of phenomena such as human disease (e.g., cancer), animal development, and gene regulation. We will also discuss new techniques for genomic analysis, including the science as well as the health, legal, ethical and moral issues involved. There will be group discussions of original research articles and review articles.

*Applies to requirement(s): Math Sciences**C. Woodard**Prereq: BIOL-200 and one of the following: BIOL-210, BIOL-220, or BIOL-230.**Coreq: BIOL-340L.***BIOL-351 Research Methods: Peer Review***Not Scheduled for This Year. Credits: 4*

Peer review is the process by which scientists evaluate the integrity of each other's work. It is the backbone of science that justifies public confidence in our work and drives decisions about which research gets published and funded. Just as peer review is integral to science, teaching students how to peer review is integral to their education. This seminar will demystify the review process and give students hands-on experience reviewing manuscripts related to their interests. By critiquing other scientists' work, students will improve their own ability to design experiments, analyze and present data, communicate and see themselves as scientists.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**R. Lijek**Restrictions: This course is open to juniors and seniors**Prereq: BIOL-230 or both BIOL-210 and BIOL-220.**Advisory: Students may not take BIOL-321VX concurrently with this course.***BIOL-395 Independent Study***Fall and Spring. Credits: 1 - 8*

In this class, students will acquire hands-on experience in diverse aspects of the research process in any field of Biology, from familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical skills, collecting and analyzing data, to writing and/or presenting their results. To inquire about enrollment, students should fill out the application survey available on the departmental website or on my.mtholyoke. The application is generally available between registration and the end of exams, and faculty meet after exams to place students in labs for the following semester. Decisions depend on lab capacity. A single credit requires an average of 3 hrs of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*The department**Instructor permission required.**Notes: NOTE: See safety training restrictions in description of Biological Sciences 295***BIOL-399 Biology Journal Club/Data Hub***Not Scheduled for This Year. Credits: 1*

Reading and understanding research reports from the primary scientific literature is an essential skill for any scientist. Likewise, critiquing experimental proposals and freshly-minted data is one of the core components of the pursuit of science. Using the Biology Department Seminar series as a springboard, this course seeks to familiarize students with the process of understanding, appreciating, and critiquing scientific manuscripts. Additionally, drawing on projects being proposed and executed under the auspices of Biology 395, this course seeks to help students develop comfort discussing 'fresh' scientific data. This course will provide a valuable way to connect with active scientists, both developing and experienced, from within and beyond Mount Holyoke.

*Applies to requirement(s): Meets No Distribution Requirement**C. Drummond**Prereq: 8 credits in Biological Sciences.**Notes: Repeatable for credit. Credit/no credit grading only. Reading materials will be drawn primarily from research and review articles in the primary scientific literature. Data will be presented by students actively engaged in research projects. We will discuss data and readings as a group in class meetings.*

## Bio-Mathematical Sciences

### Overview and Contact Information

Refinements to life science research technologies have led to an appreciation of the daunting complexities of biological phenomena. Sorting through potential mechanisms and patterns to develop testable hypotheses based on biological data requires collaboration with mathematicians, statisticians, and computer scientists.

While cutting edge life science research increasingly involves such collaborations, researchers are often stymied by the different languages of their disciplines. The goal of this program is to create educational structures that help Five College students become scientifically multilingual in fields of life and quantitative sciences by providing the means for each student to trace their own intentional pathway across the disciplines.

### See Also

- Biological Sciences (p. 88)
- Mathematics (p. 279)



## Contact Information

Martha Hoopes, Professor, Biological Sciences  
Craig Woodard, Professor, Biological Sciences

<https://www.fivecolleges.edu/biomathematics> (<https://www.fivecolleges.edu/biomathematics/>)

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
	One gateway course: Frontiers in Bio-Mathematics	
	4 courses in the life sciences (Biology, Neuroscience, Biochemistry) <sup>1</sup> or 4 courses in the quantitative sciences (Mathematics, Statistics, Computer Science) <sup>1</sup>	
	A capstone course in bio-mathematical or bio-statistical methods or an honors thesis in a bio-mathematical sciences topic	
	A research experience of one summer (or equivalent) with a team of life and mathematical science mentors	
<b>Total Courses</b>		<b>6</b>

<sup>1</sup> The four courses are expected to complement the student's major. For example, life sciences majors would take four courses on the mathematics/statistics/computer science side and, alternatively, quantitative science majors would take four courses on the life sciences side. Hybrid courses, e.g., computational biology, bioinformatics, biostatistics, would count toward either life sciences or quantitative sciences.

### Additional Specifications

- A list of courses approved for the certificate is available on the certificate's website (<https://www.fivecolleges.edu/academics/biomathematical-sciences/#courses>).

## Buddhist Studies

### Overview and Contact Information

Buddhism began in India some two and a half millennia ago. Since that time it has evolved through a number of transformations and has been transmitted to numerous cultures. Buddhism has had a great impact upon the lives of individuals and the development of societies, and it has made many contributions to various spheres of culture, for example to art, literature, philosophy and religion.

Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study through the Five Colleges.

Each student pursuing the the Five College Certificate in Buddhist Studies will choose, in consultation with one of the MHC Buddhist studies advisors, a course of study to fulfill the requirements of the certificate. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

### Contact Information

Susanne Mrozik, Professor, Religion  
Ajay Sinha, Professor, Art and Art History

<https://www.fivecolleges.edu/buddhism> (<https://www.fivecolleges.edu/buddhism/>)

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
A minimum of seven approved courses that must include:		
	One advanced-level course <sup>1</sup>	
	One course in three different disciplines of Buddhist studies: anthropology, art history, Asian studies, philosophy, religious studies, etc.	
	One course addressing classical Buddhism	
	One course addressing contemporary Buddhist movements (nineteenth–twenty-first century)	
	One course in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West	
<b>Total Courses</b>		<b>7</b>

<sup>1</sup> 200- or 300-level at Hampshire; 300-level or above at Mount Holyoke, Smith, or UMass; comparable upper-level courses at Amherst.

### Additional Specifications

- Up to two canonical or appropriate colloquial Asian language courses may count toward the certificate. Language study is not required, however.
  - For students who may wish to pursue a certificate in Buddhist studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). We strongly encourage these students to continue language study beyond the first-year level.
- Students must receive a grade of at least B in each course counting toward the certificate. Courses must be 3 credits or more to count toward the certificate. A list of candidate courses is available on the certificate's website (<https://www.fivecolleges.edu/academics/buddhist-studies/#courses>).
- Courses taken abroad or outside the Five Colleges may count toward the certificate only if they would be approved for credit toward the major in the appropriate department of the student's home institution.

## Chemistry

### Overview and Contact Information

Chemistry is the study of the composition, synthesis, physical properties, and transformations of materials, including biological substances, technological materials, and natural products. The goals of the chemistry major are to give students a firm foundation in the fundamental principles of chemistry, its subdisciplines, and their interrelationships; to develop a proficiency in experimental technique, design, and interpretation; and to expose students to contemporary research questions and applications. This is accomplished through hands-on experience with modern instrumentation throughout the curriculum, a broad array of advanced course work, and engagement in active discussion and collaboration with the chemistry faculty.

## See Also

- Biochemistry (p. 86)
- Engineering (p. 161)
- Dual-Degree in Engineering (p. 12)

## Contact Information

**Darren Hamilton, Chair**  
**Dina Bevivino, Academic Department Coordinator**

G04 Carr Laboratory  
 413-538-2214  
<https://www.mtholyoke.edu/academics/find-your-program/chemistry>  
[\(https://www.mtholyoke.edu/academics/find-your-program/chemistry/\)](https://www.mtholyoke.edu/academics/find-your-program/chemistry/)

## Learning Goals

### Knowledge-Based Learning Goals

- Understand the physical basis and utility of hierarchical representations of structure (atomic, molecular, macro/supramolecular) at appropriate levels of sophistication.
- Understand the physical basis and utility of spectroscopic and analytical technologies.
- Use energy, kinetics, and thermodynamics to develop a quantitative and mechanistic view of chemical systems.
- Apply structural and energetic models to describing and predicting the functions and interactions of molecules.
- Apply chemical knowledge to socially significant endeavors.

### Skill-Based Learning Goals

- Solve chemical problems using both qualitative and quantitative methods.
- Design and conduct independent experiments in chemistry, using modern instrumentation.
- Interpret and critically analyze data.
- Critically evaluate primary scientific literature.
- Effectively communicate scientific information in oral, written, and visual formats to scientific and broader audiences.
- Collaborate to pursue common goals.
- Employ responsible and ethical practices in data collection and analysis, documentation, reporting, and attribution.
- Assess safety concerns in the laboratory and employ best practices.

## Faculty

**This area of study is administered by the Department of Chemistry:**

Wei Chen, Marilyn Dawson Sarles, M.D. Professor of Life Sciences and Professor of Chemistry, Teaching Spring Only

Maria Gomez, Elizabeth Page Greenawalt Professor of Chemistry

Darren Hamilton, Bertha Phillips Rodger Professor of Chemistry

Katie Berry, Associate Professor of Biochemistry, On Leave 2023-2024

Kyle Broaders, Associate Professor of Chemistry

Donald Cotter, Associate Professor of Chemistry

Kathryn McMenimen, Associate Professor of Chemistry

Alan Van Giessen, Associate Professor of Chemistry

Spencer Shorkey, Visiting Instructor in Chemistry

## Requirements for the Major

A minimum of 44 credits:

Code	Title	Credits
<b>Chemistry</b>		
CHEM-150 or CHEM-160	General Chemistry: Foundations Integrated Introduction to Biology and Chemistry	4
CHEM-202	Organic Chemistry I <sup>1</sup>	4
CHEM-223 or CHEM-306	Chemical Measurement and Analysis <sup>1</sup> Analytical Chemistry	4
CHEM-231	Inorganic Chemistry <sup>1</sup>	4
CHEM-308	Chemical Thermodynamics with Lab	4
	4 additional credits in chemistry at the 300 level	4
	4 additional credits in chemistry at any level <sup>2</sup>	4
	One of the following courses in biological or macromolecular science:	4
CHEM-309	Introduction to Materials	
CHEM-312	Chemistry of Biomolecules	
CHEM-316	Chemical Biology	
CHEM-328	From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering	
CHEM-329	Cosmetic Chemistry	
<b>Mathematics (also needed as prerequisites for certain courses above)</b>		
MATH-101	Calculus I	4
MATH-102	Calculus II	4
MATH-203	Calculus III	4
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> These may be taken in any order after CHEM-150 (or CHEM-160)

<sup>2</sup> PHYS-205, Introduction to Mathematical Methods for Scientists, can be counted as a chemistry elective

## Other Requirements

- Senior Symposium. An individual oral presentation at the annual Senior Symposium for those seniors taking CHEM-395.

## Additional Specifications

- Additional recommendations for students considering graduate work:
  - PHYS-110 and PHYS-201
  - In-depth courses in at least four sub-disciplines
  - MATH-211 or PHYS-205
- Additional requirements for ACS certification:
  - PHYS-110 and PHYS-201
  - A course in biological chemistry, for example CHEM-312
  - A course in polymer or material science, for example CHEM-317
  - At least four in-depth courses (i.e. 300-level)
  - At least one semester of independent research (i.e. CHEM-295 or CHEM-395)
  - A total of 400 laboratory hours at the 200 level and above, including up to 180 hours of independent research
- Independent work is encouraged and usually takes the form of work on a problem allied to the research interests of a faculty member,

details of which are available from the chemistry department office and website (<https://www.mtholyoke.edu/acad/chemistry/>). A number of Mount Holyoke College students participate in the department's summer research program (eight to ten weeks of paid, full-time research), a valuable addition to their education. Students may pursue independent work at any time in their Mount Holyoke careers. The department is extremely well equipped for research, including one high-field nuclear magnetic resonance (NMR) spectrometer, two atomic force microscopes (AFM), several gas (GC) and high performance liquid (HPLC) chromatographs, numerous infrared (IR), ultra-violet/visible (UV-Vis) and fluorescence spectrometers (XRF), in addition to specialized equipment for microwave promoted synthesis of peptides and organic molecules, calorimetry, dynamic light scattering, optical microscopy, electrochemistry and computational molecular modeling.

## ACS Certification of an Undergraduate Degree in Chemistry

The Department of Chemistry is approved by the American Chemical Society. The Committee on Professional Training of the American Chemical Society sets the criteria for approval of a chemistry program; the chair of the approved program certifies annually those students who have met the curricular guidelines.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least 12 credits in chemistry at the 200 level or above		12
At least 4 credits in chemistry at the 300 level		4
<b>Total Credits</b>		<b>16</b>

Students interested in pursuing licensure in the field of chemistry can combine their course work in chemistry with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of chemistry, please consult your advisor or the chair of the chemistry department. See further information in the catalog about the minor in education (p. 352) and Teacher Licensure (p. ) and consult Ms. Lawrence in the psychology and education department.

Licensure requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the chemistry department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Selecting Chemistry Courses

All students regardless of background preparation are required to begin their study of chemistry with either CHEM-150 General Chemistry: Foundations or CHEM-160 Integrated Introduction to Biology and Chemistry (must be taken concurrently with BIOL-160).

- CHEM-150 focuses in the fundamental concepts in chemistry and how they affect the structure and reactivity of molecules. This course covers the electronic structure of atoms and molecules, chemical bonding, molecular shape, functional groups, stoichiometry, chemical reactivity and equilibrium. CHEM-150 is offered in both Fall and Spring semesters.
- CHEM-160, taken concurrently with BIOL-160, is intended for students with an interest in biochemistry, neuroscience, and the health professions. This course covers similar material to CHEM-150 but emphasizes the connections between chemistry and biology and features a single lab section for both courses. Offered only in the Fall semester.

## Course Offerings

### CHEM-150 General Chemistry: Foundations

*Fall and Spring. Credits: 4*

Introduces fundamental principles of chemistry and prepares students to begin study in inorganic, organic, and analytical chemistry at the intermediate level. Topics include quantitative relations in chemical reactions, elementary thermodynamics, and atomic and molecular structure. Emphasizes and supports the development of quantitative reasoning and argumentation skills. Includes laboratory.

*Applies to requirement(s): Math Sciences*

*K. Broaders, M. Gomez*

*Coreq: CHEM-150L.*

*Notes: This course is offered in both fall and spring semesters.*

### CHEM-160 Integrated Introduction to Biology and Chemistry

*Fall. Credits: 4*

This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience, and for those students seeking an intensive experience in chemistry and biology.

*Applies to requirement(s): Math Sciences*

*D. Cotter*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-160 and CHEM-160L.*

*Notes: Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.*

**CHEM-199 Introduction to Research***Spring. Credits: 4*

This seminar is for first-year students who have a strong interest in the chemical sciences and will help to prepare them for scientific research. Students will be exposed to various research topics through reading, discussing, presenting, and writing about primary literature and attending selected department seminars. Throughout the semester students will carry out one research-style project in order to gain experience with the multifaceted nature of scientific inquiry. To jump start their research career on campus, each student will arrange meetings with at least two science faculty followed by a presentation and a written description on the faculty members' research topics.

*Applies to requirement(s): Meets No Distribution Requirement*  
*W. Chen*

*Restrictions: This course is limited to first-year students.*

*Instructor permission required.*

*Prereq: CHEM-150 or CHEM-160.*

*Advisory: Interested students should complete the online application.*

**CHEM-202 Organic Chemistry I***Fall. Credits: 4*

This course introduces the core principles of the language of organic chemistry and extends their use to the description of the behavior and reactivity of carbonyl containing functional groups. Topics include representation and naming, the use of various spectroscopic approaches to probe molecular structure, an overview of bonding models and molecular geometry, the development of mechanistic drawing, and the application of this mechanistic approach to the reactions of a wide range of carbonyl compounds. The accompanying laboratory course emphasizes the connections between the observable behavior of organic substances and their molecular structures. The laboratory curriculum introduces the essential techniques of preparation, purification, and spectroscopic analysis of organic compounds, with emphasis on both physical manipulations and their underlying chemical rationale.

*Applies to requirement(s): Math Sciences*

*K. Broaders, D. Hamilton*

*Prereq: CHEM-150, or CHEM-160, or CHEM-101 and CHEM-201. Coreq: CHEM-202L.*

**CHEM-223 Chemical Measurement and Analysis***Spring. Credits: 4*

This course serves as an introduction to quantitative analytical chemistry and measurement. Topics to be covered include: aqueous statistical and error analysis, titrimetric and gravimetric analysis, and sample preparation techniques. In the laboratory, students will apply techniques covered in lecture to quantitation of a variety of analytes, and they will also learn the fundamentals of method development and optimization.

*Applies to requirement(s): Math Sciences*

*A. van Giessen*

*Prereq: CHEM-150 or CHEM-160. Coreq: CHEM-223L.*

**CHEM-224AR Lab in Analytical Chemistry: 'Art Analysis'***Not Scheduled for This Year. Credits: 2*

This course introduces concepts of analytical chemistry under the theme of "Chemistry in Art." The topics of quantitative/qualitative chemical analysis and instrumental analysis are discussed through hands-on observation-based experiments, in collaboration with the Mount Holyoke College Art Museum. Experimental techniques such as gas chromatography, mass spectrometry, X-ray fluorescence, UV visible spectroscopy, infrared spectroscopy, and scanning electron microscopy are incorporated for the analysis of paintings and art objects.

*Applies to requirement(s): Meets No Distribution Requirement*  
*H. Jayathilake*

*Prereq: CHEM-202.*

**CHEM-231 Inorganic Chemistry***Spring. Credits: 4*

An introduction to the chemistry of elements. Topics include atomic structure and periodicity, symmetry, bonding theory, chemistry of the main-group elements and coordination chemistry. Laboratory introduces computational, preparative, and spectroscopic techniques.

*Applies to requirement(s): Math Sciences*

*D. Cotter, A. van Giessen*

*Prereq: CHEM-150 (or CHEM-160). Coreq: CHEM-231L.*

*Advisory: MATH-101 recommended.*

**CHEM-291 Scientific Illustration and Data Visualization***Not Scheduled for This Year. Credits: 4*

Doing experiments and gathering data are important, but far from the entirety of the scientific process. Understanding and communicating experimental outcomes often heavily rely on our ability to visually represent them. In this course, we will explore best practices for organizing and representing data, and learn how the choices we make influence the message our representations communicate. We will also develop a set of good design principles for scientific figures, and learn to prepare high quality plots and graphics for use in presentations, posters, reports, theses, and papers.

*Applies to requirement(s): Math Sciences*

*K. Broaders*

*Prereq: 8 credits in a STEM subject.*

**CHEM-295 Independent Study***Fall and Spring. Credits: 1 - 4*

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Chemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. To inquire about enrollment, students should fill out the application form available on the departmental website.

The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*The department**Instructor permission required.*

*Notes: Note: Students conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.*

**CHEM-302 Organic Chemistry II***Spring. Credits: 4*

This course provides a direct continuation of Organic Chemistry I (CHEM-202) and develops and extends many of the concepts and approaches developed therein. Topics include stereochemistry, substitution and elimination reactions, conformational analysis, addition reactions of multiple bonds, substitution reactions of aromatic systems, and a broad extension of the carbonyl chemistry introduced in the preceding class. Consideration will be given to the development of organic syntheses of specific materials and attendant issues of compatibility and selectivity in reaction choice. The scope and reach of the spectroscopic methods introduced in Organic Chemistry I will be extended and applied to structure determination. The accompanying laboratory course provides additional practice with the techniques of preparation, isolation, purification, and chemical and spectroscopic analysis of organic compounds. Mechanistic interpretation of results, in-depth analysis of spectroscopic data, and the development of synthetic protocols are areas of special emphasis.

*Applies to requirement(s): Math Sciences**D. Hamilton**Prereq: CHEM-202 with grade of C or better. Coreq: CHEM-302L.***CHEM-306 Analytical Chemistry***Not Scheduled for This Year. Credits: 4*

This course serves as an advanced course in analytical chemistry, with a combined emphasis on both classical analysis tools and commonly used instrumental techniques. Topics to be covered include figures of merit, statistical and error analysis, titrimetric and gravimetric analysis, and sample preparation techniques. Instrumental methods covered will include atomic/molecular spectroscopy, chromatography and mass spectrometry. In the laboratory, students will apply techniques covered in lecture to quantitation of analytes commonly seen in pharmaceutical, forensic, chemical and biological settings, and will also emphasize method development and optimization.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Prereq: CHEM-231 and 4 credits in Mathematics. Coreq: CHEM-306L.***CHEM-308 Chemical Thermodynamics with Lab***Fall. Credits: 4*

A consideration of the contribution of thermodynamics to the understanding of the 'driving forces' for physical chemical changes and the nature of the equilibrium state. Topics will include statistical mechanics, thermodynamics, and kinetics.

*Applies to requirement(s): Math Sciences**A. van Giessen**Prereq: MATH-203 or PHYS 205, and CHEM-223 or CHEM-231, all with grade of C or better. Coreq: CHEM-308L.***CHEM-309 Introduction to Materials***Not Scheduled for This Year. Credits: 4*

This integrated lecture/lab course provides an introduction to different types of materials, including metals, ceramics, polymers, and composites, emphasizing structure and property relationships. The principles behind the design and implementation of materials as well as advances in materials in the areas of nano-, bio-, and electronic technology will be presented. Class time is split among lecture, discussion, and laboratory.

*Applies to requirement(s): Math Sciences**W. Chen**Prereq: CHEM-231, CHEM-202, and MATH-101***CHEM-312 Chemistry of Biomolecules***Fall. Credits: 4*

An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. The focus will be on structure and reactivity of important biomolecules and the role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are covered, including those of proteins, carbohydrates, lipids, and nucleic acids.

*Crosslisted as: BIOCH-312**Applies to requirement(s): Math Sciences**S. Shorkey**Prereq: CHEM-202 with a grade of C or better.*

*Advisory: This course is NOT intended for biochemistry majors, who must take BIOCH-311 and BIOCH-314. CHEM-312 students may take BIOCH-318 concurrently.*

**CHEM-316 Chemical Biology***Not Scheduled for This Year. Credits: 4*

The field of chemical biology applies chemical perspectives and tools to the study of biological systems. In this course, we will examine the ways that synthetic chemistry has provided techniques that support, complement, and expand on those used in biochemistry, drug discovery, and molecular and cell biology. Topics may include solid phase biomolecule synthesis, combinatorial chemistry, bioconjugation, molecular probes, protein engineering, drug delivery, and synthetic biology.

*Applies to requirement(s): Math Sciences**K. Broaders**Prereq: CHEM-302 and any other 300-level chemistry or biochemistry course.*



**CHEM-321 Forensic Chemistry**

*Not Scheduled for This Year. Credits: 4*

Forensic chemists apply their knowledge of analytical chemistry to the identification of trace unknowns present in a crime scene. In this course, the function of chemical instrumentation such as chromatography, spectroscopy, and microscopy will be discussed. In addition, we will investigate how this instrumentation can be used for the analysis of various types of physical evidence, such as inks, fibers, drugs, and arson/explosion evidence. Finally, this course will also serve as a brief introduction to pharmacokinetics, as well as an introduction to concepts within forensic science such as expert testimony and quality assurance of forensic analysis.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive*

*The department*

*Prereq: CHEM-202 and CHEM-306.*

**CHEM-324 Atomic and Molecular Structure**

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds. Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy

*Applies to requirement(s): Math Sciences*

*W. Chen*

*Prereq: MATH-203 or PHYS-205, and CHEM-231, all with grade of C or better.*

**CHEM-325 Atomic and Molecular Structure with Lab**

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds. Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.

*Applies to requirement(s): Math Sciences*

*W. Chen, A. van Giessen*

*Prereq: MATH-203 or PHYS-205, and CHEM-231, all with grade of C or better.*

*Coreq: CHEM-325L.*

*Advisory: MATH-203 is recommended.*

**CHEM-326 Poisons: Death by Chemistry**

*Fall. Credits: 4*

This course uses a Problem-Based Learning approach to look at the effect of poisons at the molecular, cellular, and physiological levels from the chemistry and biochemistry perspective. We'll discuss: the classification of poisons and the common structural elements of the molecules within each class; the interaction of toxic molecules with proteins and nucleic acids present in the cell; the physiologic effect of toxins on different systems of the body; dosage effects and pharmacokinetics; the mechanisms by which antidotes work; and the analytical techniques that toxicologists use to determine which poisons are present in the body. The different classes of poisons will be discussed in the context of historical case studies.

*Applies to requirement(s): Math Sciences*

*A. van Giessen*

*Prereq: Any 200-level Chemistry course.*

**CHEM-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering**

*Spring. Credits: 4*

The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Through project/case studies, basic scientific principles will be developed along side of basic engineering principles.

*Crosslisted as: PHYS-328*

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Writing-Intensive*

*M. Gomez*

*Prereq: MATH-102 and any chemistry or physics course.*

**CHEM-329 Cosmetic Chemistry**

*Spring. Credits: 4*

This course will introduce the chemistry, formulation, and physical characteristics of personal care products. The topics will include basic skin physiology, hygiene products, adornment products for face, nail, and hair, as well as current trends and advances in cosmetic dermatology. An integral part of the course will involve hands-on experience in making and characterizing some common skincare and cosmetic products.

*Applies to requirement(s): Math Sciences*

*W. Chen*

*Prereq: CHEM-302.*

**CHEM-330 Advanced Topics in Chemistry****CHEM-330RN Advanced Topics in Chemistry: 'The RNA World: The Origin of Life to Modern Cells'**

*Not Scheduled for This Year. Credits: 4*

RNA is believed by many to have been the first macromolecule to evolve. In a hypothesized "RNA world," RNA would have simultaneously served the roles of carrying genetic information and catalyzing chemical reactions within early cells. The past three decades have been a renaissance for RNA biology, as researchers have uncovered the critical role RNA plays in eukaryotic and bacterial gene regulation and defense, as well as the potential for RNAs to perform catalysis. This seminar will introduce students to modern approaches to study the structure and function of RNA and will explore the chemical and biological roles RNA plays in modern cells as well as its role in the origin of life.

*Crosslisted as: BIOCH-330RN*

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive*

*The department*

*Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.*

**CHEM-334 Advanced Inorganic Chemistry**

*Fall. Credits: 4*

The implications of molecular symmetry as expressed in the language of group theory are explored in some depth. Group theory provides the context for a discussion of the structural and spectroscopic properties of inorganic compounds, particularly those of the transition metals. Topics include molecular orbital theory, vibrational spectroscopy, and electronic spectroscopy.

*Applies to requirement(s): Math Sciences*

*D. Cotter*

*Prereq: CHEM-231.*

**CHEM-336 Organic Synthesis***Spring. Credits: 4*

This course emphasizes recent developments in synthetic organic chemistry and deals with general synthetic methods and specific examples of natural product synthesis. It covers such topics as new methods of oxidation and reduction, stereospecific olefin formation, ring-forming reactions, and methods of carbon-carbon bond formation. The application of these reactions to the synthesis of naturally occurring compounds is examined. A general strategy for the synthesis of complex molecules is also presented.

*Applies to requirement(s): Math Sciences**K. Broaders**Prereq: CHEM-302.***CHEM-339 The Organic Chemistry of Biological Pathways***Not Scheduled for This Year. Credits: 4*

This course explores the underlying organic chemistry of biological pathways and thereby seeks to build a framework for understanding biological transformations from the perspective of mechanistic organic chemistry. Beginning with common biological mechanisms, and drawing parallels with their sophomore organic chemistry counterparts, a broad overview will be constructed of the pathways by which the key classes of biological molecules—lipids, carbohydrates, amino acids, nucleotides—are manufactured, modified, and consumed. Several specific biosyntheses will also be dissected from a mechanistic perspective. These case studies will include antibiotics, an alkaloid, and heme.

*Applies to requirement(s): Math Sciences**D. Hamilton**Instructor permission required.**Prereq: CHEM-302.***CHEM-346 Physical Chemistry of Biochemical Systems With Lab***Not Scheduled for This Year. Credits: 4*

This course provides an overview of the fundamental principles of physical chemistry with an emphasis on their application to the study of biological molecules and processes. Topics will include statistical mechanics, thermodynamics and enzyme kinetics. Discussion of applications will relate commonly used experimental techniques – such as spectroscopy and calorimetry – to the fundamental principles on which they are based. In addition, students will gain experience and confidence in the use of mathematical models to describe biochemical systems.

*Applies to requirement(s): Math Sciences**W. Chen, A. van Giessen**Restrictions: This course is limited to Biochemistry and Chemistry majors only.**Prereq: MATH-203 or PHYS-205, and CHEM-231 or CHEM-306, all with a grade of C or better. Coreq: CHEM-346L.***CHEM-348 Using Data Science to Find Hidden Chemical Rules***Not Scheduled for This Year. Credits: 4*

Chemists have always been interested in understanding patterns in their data. The scientific method uses observations to create theories and models to understand physical phenomena. Data science algorithms allow us to find unexpected patterns in chemical data. New chemical theories can be developed using a combination of data from either experiment or simulation, algorithms and physical insight. This class uses the case method providing three challenge problems to find hidden chemical rules from large chemical data sets through algorithms and physical insight. There will be lectures on the physical/chemical problems, the data sets, and the possible algorithms to consider before the teams of students tackle these problems. The teams will write papers on their findings and use the peer review process to improve their papers.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Writing-Intensive**M. Gomez**Prereq: MATH-102 and either any chemistry or any computer science class.***CHEM-349 Food Chemistry: the Science of the Kitchen***Not Scheduled for This Year. Credits: 4*

Food Chemistry is an integrated lecture/lab course that focuses on the molecular bases of chemical phenomena that dictate the behavior of foods. We will examine topics such as trans fats, baking soda as a leavening agent in baking, the chemical basis for ripening of fruit, pectin as a cellular glue, artificial sweeteners, GMOs, and enzymatic and non-enzymatic browning of foods. The emphasis is on the major food components (water, lipids, proteins, and carbohydrates) and their behavior under various conditions. Content will be discussed using a variety of contexts including primary scientific literature, mainstream media, and food blogs. Laboratories provide opportunities for students to observe, manipulate, and explore topics in food chemistry under conditions of particular relevance to food processing.

*Applies to requirement(s): Math Sciences**K. McMenimen**Prereq: CHEM-302 with a grade of C or better.***CHEM-395 Independent Study***Fall and Spring. Credits: 1 - 8*

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Chemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. To inquire about enrollment, students should fill out the application form available on the departmental website. The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*The department**Instructor permission required.**Notes: See safety training restrictions in description of Chemistry 295*

# Chinese

## Overview and Contact Information

The Chinese program offers four levels of courses. In addition to intensive training of skills in listening, speaking, reading, and writing, the program emphasizes the connection between curriculum and career and tries to create opportunities for students to use their acquired language skills in daily life and to learn other subjects. Fourth level Chinese courses are designed with the concept of “using Chinese to learn” and a specific subject to be studied in Chinese (such as film, journalism, and business).

Students can study abroad in China and Taiwan through fall, spring, or year-long programs. The McCulloch Center for Global Initiatives maintains a current list of programs offered.

Students who study Chinese may choose to complete the minor in Chinese or the major in East Asian Studies (p. 149) for which language study is a principal component.

## See Also

- East Asian Studies (p. 149)
- Asian Studies (p. 77)

## Contact Information

Naoko Nemoto, Chair

Denise Falk, Academic Department Coordinator

112 Ciruti Center  
413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/chinese>  
(<https://www.mtholyoke.edu/academics/find-your-program/chinese/>)

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Satyananda Gabriel, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Amina Steinfelds, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Associate Professor of History, Teaching Fall Only

Lisha Xu, Senior Lecturer in Asian Studies, Teaching Fall Only

Jinhwa Chang, Lecturer in Japanese

Kyae-Sung Park, Five College Lecturer in Korean

May George, Five College Lecturer in Middle East Studies

Alice Kao, Teaching Associate in Chinese

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
As prerequisites, if needed: ASIAN-110, ASIAN-111		
	At least two 300-level Chinese language courses	8
	At least two additional Chinese language courses at the 200 level or higher	8
<b>Total Credits</b>		<b>16</b>

## Additional Specifications

- Independent studies (ASIAN-295 or ASIAN-395) do not count toward the minor.
- Language courses that are not taken at Mount Holyoke must be approved by the head of the Chinese program at Mount Holyoke College to count toward the minor.
- Courses taught in English do not count toward the minor.

## Course Offerings

The 100-level courses in Chinese (ASIAN-110 and ASIAN-111) are prerequisites to the intermediate and advanced courses below.

### ASIAN-212 Second Year Chinese I

*Fall. Credits: 6*

Asian 212 is the first semester of the second-year Chinese course. This is an intensive course to consolidate and expand students' competencies in the four fundamental areas of language learning—speaking, listening, reading, and writing. Students will improve their oral fluency, study more complex grammatical structures, and enlarge their vocabulary. Emphasis on facilitating daily-life interactions will be supplemented and expanded by increasing discussion of broader issues in society. Students will develop a deeper and broader understanding of relevant aspects of Chinese culture. This course is conducted mostly in Chinese. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language Resource Center Question and Answer sessions and the Chinese Language Table.

*Applies to requirement(s): Humanities; Language*  
*L. Xu*

*Prereq: ASIAN-111 or equivalent. Coreq: ASIAN-212L.*

*Advisory: Contact Lisha Xu, [lxu@mtholyoke.edu](mailto:lxu@mtholyoke.edu), for placement.*

### ASIAN-213 Second Year Chinese II

*Spring. Credits: 6*

This course continues Asian Studies 212, Second Year Chinese I. A continuing emphasis on the facility in daily life interactions will be supplemented and expanded by increasing discussion of broader issues in society, including education, employment, etc.

*Applies to requirement(s): Humanities; Language*

*A. Kao, Y. Wang*

*Prereq: ASIAN-212 or equivalent.*

*Advisory: Contact Lisha Xu, [lxu@mtholyoke.edu](mailto:lxu@mtholyoke.edu), for placement.*

**ASIAN-310 Third Year Chinese I***Fall. Credits: 4*

This course helps students to build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language**A. Kao**Prereq: ASIAN-213 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-311 Third Year Chinese II***Spring. Credits: 4*

This course continues Asian Studies 310, Third Year Chinese I, in helping students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language**A. Kao**Prereq: ASIAN-310 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-312 Newspaper Reading and Journalistic Practice in China***Not Scheduled for This Year. Credits: 4*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-314 Learning Chinese Through Film***Fall. Credits: 4*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying contemporary Chinese films. The selected movies are mostly lighthearted comedies on youth, love, and aspirations, with discussions on relationships, immigration, elder care, education, and social justice. The class will watch the films and use the synopses and selected dialogues from the scripts as reading materials to facilitate linguistic and cultural learning. Students will also watch several prize winners/nominees by internationally acclaimed Chinese directors such as Yimou Zhang, Zhangke Jia, Kar-wai Wong, Xiaogang Feng, and Kaige Chen in the "Chinese Movie Night" activity. The class will be conducted mainly in Chinese.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-315 Business Culture and Communication in China***Not Scheduled for This Year. Credits: 4*

An advanced speaking- and writing-intensive Chinese course focusing on Chinese business communication and culture. Will further improve students' Chinese proficiency and oral communication by using Chinese as a tool to investigate topics in business and business culture in China. As well as the textbook, the course will make use of a variety of supplementary materials, including some in English. Through lectures and other activities, students will gain experience and comfort in reading and discussing business news, producing analytic and technical forms of business writing, translating business-related documents, and other skills for future work in China.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.**Notes: Taught entirely in Chinese.*

## Classics

### Overview and Contact Information

The discipline of classics comprises the study of the language, literature, history, culture, and society of the Greeks and Romans and of the ancient Mediterranean world from about the eighth century BCE to the fifth century of our own era. Literary genres (such as epic poetry, drama, and historiography), political institutions and ideals (such as democracy and free speech), as well as principles of philosophy and science are all part of the rich legacy that the ancient Greeks and Romans bequeathed to western Europe. Many of their ideas and institutions were consciously revived in the Renaissance and Enlightenment and remain with us today.

Classics combines the study of both ancient Greek and Latin with courses in ancient history, art, philosophy, politics, and religion. The department therefore offers courses in the ancient languages at all levels as well as a wide array of courses (taught in English) approaching the culture and history of Greek and Roman antiquity from a variety of perspectives.

In addition to classics, the department offers majors in Greek, Latin, and ancient studies. Ancient studies approaches Greek and Roman civilizations from an interdisciplinary perspective with less emphasis on



the ancient languages. There are also minors related to each of these majors.

## Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior year at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in United Kingdom. College Year in Athens also offers one-semester programs in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can apply to summer sessions of the American School of Classical Studies at Athens.

## See Also

- Ancient Studies (p. 51)
- Greek (p. 248)
- Latin (p. 271)

## Contact Information

**Ombretta Frau, Chair**

**Geoffrey Sumi, Professor of Classics**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center  
413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/classics>  
(<https://www.mtholyoke.edu/academics/find-your-program/classics/>)

## Learning Goals

Learning goals for students of classics and ancient studies are:

- To analyze critically ancient Greek and Roman texts, in their original languages and in translation, within their literary, philosophical, and historical contexts.
- To understand major monuments and artifacts within their historical and cultural settings; to develop a visual literacy of ancient art and sharpen the ability to see and express what one sees.
- To imagine fully and creatively ancient cultural communities when relying on limited written and material remains.
- To deepen the understanding of current problems by studying the responses of ancient Greeks and Romans to questions about the human condition, including, how to live well, and how to govern.
- To write and speak more confidently and effectively, and to develop well-reasoned arguments using primary evidence and/or secondary material, including print and digital resources.
- To expand intellectual breadth through studying the ancient Greek and Roman worlds through different disciplines and modes of inquiry.

## Faculty

**This area of study is administered by the Department of Classics and Italian. Classics faculty include:**

Paula Debnar, Professor of Classics on the Alumnae Foundation,  
Teaching Spring Only

Geoffrey Sumi, Professor of Classics, Teaching Fall Only

Bruce Arnold, Associate Professor of Classics

Catherine Baker, Visiting Lecturer in Classics

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
At least 8 credits in Greek at the 200 level or above		8
At least 8 credits in Latin at the 200 level or above		8
12 credits at the 300 level in Greek or Latin		12
At least 8 additional credits at the 300 level in approved coursework <sup>1</sup>		8
At least 4 additional credits at the 200 level or above in approved coursework <sup>1</sup>		4
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> After consulting with the student's advisor, a major may choose from a variety of related courses (p. 108) in art history, Asian studies, classics (in English), history, politics, or religion at the 200 level or above. Courses at the 100 level do not count toward the major.

## Additional Specifications

- Students anticipating graduate work in classics should begin the study of both Greek and Latin as soon as possible.
- Students who declare a classics major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
4 credits from Greek or Latin at the 100 or 200 level		4
8 credits from Greek or Latin at the 200 or 300 level		8
4 credits from Greek or Latin at the 300 level		4
<b>Total Credits</b>		<b>16</b>

## Additional Specifications

- The minor must include courses in both Greek and Latin.

## Teacher Licensure

Students interested in pursuing licensure in the fields of Latin and classics can combine their course work in Latin and classics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the majors of Latin and classics, please consult your advisor or the chair of the classics department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. ) is available in other sections of the catalog, or consult Sarah Frenette in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test



objectives for the MTEL are available in the classics department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

### CLASS-205 Cleopatra: The Not Humble Woman

*Not Scheduled for This Year. Credits: 4*

In this course Cleopatra will be considered both as a political figure of importance in her own right and also as an enemy queen, representing a presumptuous challenge to the political hegemony and cultural values of the Romans. She may serve, therefore, as a lens through which one may view social and political tensions within Roman society over the nature of authority and empire. Readings include Vergil, Horace, Propertius, Lucan, Caesar, Sallust, Plutarch and the plays of Shakespeare and Shaw, where she is ambivalently portrayed as a woman who desires power or, contrariwise, as a romantic idealist who scorns temporal powers in fulfillment of private desires.

*Applies to requirement(s): Humanities*

*B. Arnold*

*Notes: Taught in English.*

### CLASS-211 Gods and Mortals: Ancient Greek and Roman Myth

*Not Scheduled for This Year. Credits: 4*

We will accompany Odysseus on his return from Troy, retrieve the Golden Fleece with Jason, and race with Ovid through his witty – and often troubling – retelling of Greek myths from a Roman perspective. This course examines how Greek and Roman authors and artists from very different periods used myth to explore questions about life, art and politics. Works may include: Homer, *Odyssey*; Apollonius of Rhodes, *Argonautica*; Ovid, *Metamorphoses* and *Heroides*; Greek tragedy, and ancient images representing myths.

*Applies to requirement(s): Humanities*

*P. Debnar*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: Juniors and seniors should contact the professor for permission.*

*Notes: Taught in English. Optional screenings of films related to ancient myth.*

### CLASS-212 Greek Tragedy, American Drama, and Film

*Spring. Credits: 4*

The Greeks, beginning with Homer, saw the world from an essentially tragic perspective. The searing question of why human societies and the human psyche repeatedly break down in tragic ruin and loss, particularly in the conflicts of war and in the betrayal of personal bonds of love and friendship, fascinated them as it still does us. The most consistent themes that emerged from such examination are the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of crime and guilt, and tragedy as a protest against social injustice. This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of Nobel winner Eugene O'Neill, Tennessee Williams, Arthur Miller and important filmmakers, who have tried to recreate the powerful atmosphere and impact of the Greek tragic theater or reworked the tragic themes of classical myth for their own purposes in the modern age.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*B. Arnold*

### CLASS-226 Bread and Circuses: The Politics of Public Entertainment in Ancient Rome

*Not Scheduled for This Year. Credits: 4*

Bread and circuses (*panem et circenses*) was a catchphrase in the Roman empire that described the political strategy of controlling an unruly populace through free bread and public entertainment. Against a backdrop of Roman social and political institutions, this course focuses on the imperial ideology, aristocratic ethos, and cultural practices that underpinned this catchphrase, as well as questions concerning the careers of entertainers—gladiators, charioteers, and actors—who were at once celebrities and social outcasts; the rules of spectatorship at the games; the use of these games as a form of social control; and the logistics of feeding the city population.

*Crosslisted as: HIST-226*

*Applies to requirement(s): Humanities*

*G. Sumi*

### CLASS-227 Ancient Greece

*Not Scheduled for This Year. Credits: 4*

This course will trace the emergence and expansion of Greek civilization in the Mediterranean between the Bronze Age and Alexander the Great. Among themes to be explored are political structures, trade, slavery, gender relations, and religion, as well as the contributions of ancient Greeks to literary genres (drama, rhetoric, historiography, philosophy) and to the visual arts. Throughout we will consider how the history of the ancient Greeks can speak to modern concerns. Sources will include works of ancient Greek literature and history (e.g., Homer, Herodotus, Thucydides, Aristophanes, Plutarch) as well as archaeological and epigraphic evidence.

*Crosslisted as: HIST-227*

*Applies to requirement(s): Humanities*

*G. Sumi*

### CLASS-228 Ancient Rome

*Not Scheduled for This Year. Credits: 4*

Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome's republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.

*Crosslisted as: HIST-228*

*Applies to requirement(s): Humanities*

*G. Sumi*

**CLASS-229 The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus***Not Scheduled for This Year. Credits: 4*

Caligula was a god (or so he thought); Nero fiddled while Rome burned; Commodus dressed as a gladiator and fought man and beast in the arena. The history of the Roman empire is replete with scandalous stories about eccentric and even insane emperors whose reigns raise questions about the nature of the emperor's power and his role in administering the empire. In this course a close study of Roman imperial biography and historiography—the source of so many of these stories of bad emperors—will be weighed against documentary and archaeological evidence in order to reveal the dynamic between the emperor, his court, and his subjects that was fundamental to the political culture of imperial Rome.

*Crosslisted as: HIST-229**Applies to requirement(s): Humanities**G. Sumi***CLASS-239 Topics in Classics****CLASS-239HE Topics in Classics: "The Hellenistic World from Alexander to Cleopatra"***Fall. Credits: 4*

An introduction to the history and legends of Alexander the Great and Cleopatra VII through an analysis of the surviving historical and literary evidence. By spreading Greek culture from northern Greece as far as modern Pakistan, Alexander transformed much of the known world, which witnessed changes in politics and imperialism, literature and science, as well as in the lives of women. This diverse and dynamic world produced Cleopatra VII who endeavored to preserve her dynasty amid the growing power of the Roman Empire. This course concludes with the enduring legacies of Alexander and Cleopatra in modern times.

*Crosslisted as: HIST-253HE**Applies to requirement(s): Humanities**G. Sumi***CLASS-239RA Topics in Classics: 'Roman Art and Archaeology'***Fall. Credits: 4*

This course provides an introduction to the art, architecture, and archaeology of the ancient Romans. At its height, the Roman Empire controlled much of the ancient Mediterranean. As Roman power spread, so too did Rome's art and architecture. This course examines the major developments in Roman archaeology from the foundation of Rome through the growing Republic of Pompey and Caesar, the Rome of the emperors, and the rise of Christianity. We will explore how material culture, from tombs and temples in Rome to the urban planning of provincial cities, can help us to better understand the connections between material culture and history, politics, religion, and daily life in the Roman world.

*Crosslisted as: ARTH-290RA**Applies to requirement(s): Humanities**C. Baker***CLASS-239VA Topics in Classics: 'Ancient Greek Vases and Vase Painting'***Spring. Credits: 4*

Greek painted vases are some of the most recognizable artifacts from the ancient Mediterranean. In this course, we will situate Greek vases and the scenes painted on them within Greek culture and its artistic production. We explore these vases, produced from the Minoan period through the Hellenistic age, from a variety of perspectives. Themes will include the artisans and workshops who produced these vases, the consumers – from ancient buyers to modern museums – who purchased them, the traders who moved them, the variety of styles and scenes, from mythological to daily life scenes, which decorated them, and the approaches to these vessels employed by current and past scholars

*Crosslisted as: ARTH-290VA**Applies to requirement(s): Humanities**C. Baker***CLASS-242 Sicily: Crossroads of the Mediterranean***Spring. Credits: 4*

Its long history as the locus of collisions among cultures – Greek, Roman, Arab, Norman, Spanish, and (northern) Italian – has earned Sicily a special place in Mediterranean studies. One product of these clashes is that for millennia Sicilians have confronted questions of identity. More recently, because of immigration waves from North Africa, Sicily is once again at the center of the Mediterranean cultural debate. This course will cover almost three thousand years of Sicilian life, as we explore the role of material culture and literature in shaping Sicilian identities. Readings (with related films) may include selections from such authors as Virgil, and Ovid; Ibn Hawkal and Al-Idrisi; Lampedusa, Pirandello, Giordana, and Maraini.

*Crosslisted as: ITAL-242**Applies to requirement(s): Humanities**P. Debnar, O. Frau**Notes: Taught in English***CLASS-253 The Spartans: Myth and History***Not Scheduled for This Year. Credits: 4*

In contrast to democratic Athens, oligarchic Sparta was renowned for its secrecy and skillful use of propaganda. Thus, it presents difficult challenges for historical study. In this course we will try to peer behind the "Spartan mirage" to determine how much the Spartans really differed from other ancient Greeks. We will then try to understand the use of Spartans as models for later polities and for groups like the Nazis and Alt-right. Topics: government, education, and citizenship; the role of women, eugenics, and slavery; the use and misuse of the image of Sparta. Readings will include Herodotus, Thucydides, Xenophon, Plutarch, and modern scholarship on specific topics.

*Crosslisted as: HIST-253SP**Applies to requirement(s): Humanities**P. Debnar**Notes: With permission of the instructor, this course may be taken by juniors and seniors for 300-level credit in Classics.*

**CLASS-260 Knowing God**

*Not Scheduled for This Year. Credits: 4*

This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles' *Oedipus the King*, Plato's *Phaedo*, Cicero's *Concerning the Nature of the Gods*, Job, Paul's *Epistle to the Romans*, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.

*Crosslisted as: RELIG-225KG*

*Applies to requirement(s): Humanities*

*B. Arnold*

**CLASS-262 Kingdoms Human and Divine**

*Not Scheduled for This Year. Credits: 4*

How political authority is wielded is a theme of some of the greatest works in the Greco-Roman philosophical tradition: Plato's *Republic*, Aristotle's *Politics*, and Augustine's *City of God*. Authority exercised well gives rise to good order and human flourishing, but abusive authority results in the opposite: injustice, conflict, and ultimately destructive violence. In this course we will compare how these philosophers addressed the problem of political authority in the human realm with the theme of the kingdom of God in the Bible, especially as found in *The Gospel of Matthew* and *The Book of Revelation*.

*Crosslisted as: RELIG-225KH*

*Applies to requirement(s): Humanities*

*B. Arnold*

**CLASS-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**CLASS-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Courses in Other Departments Counting toward the Major and Minor in Classics

Code	Title	Credits
<b>Art History</b>		
ARTH-290RA	Issues in Art History: 'Roman Art and Archaeology'	4
ARTH-290VA	Issues in Art History: 'Ancient Greek Vases and Vase Painting'	4
<b>Classics</b>		
CLASS-205	Cleopatra: The Not Humble Woman	4
CLASS-211	Gods and Mortals: Ancient Greek and Roman Myth	4
CLASS-212	Greek Tragedy, American Drama, and Film	4
CLASS-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
CLASS-227	Ancient Greece	4
CLASS-228	Ancient Rome	4
CLASS-229	The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus	4
CLASS-239HE	Topics in Classics: 'The Hellenistic World from Alexander to Cleopatra'	4
CLASS-239RA	Topics in Classics: 'Roman Art and Archaeology'	4
CLASS-239VA	Topics in Classics: 'Ancient Greek Vases and Vase Painting'	4

CLASS-242	Sicily: Crossroads of the Mediterranean	4
CLASS-253	The Spartans: Myth and History	4
CLASS-260	Knowing God	4
CLASS-262	Kingdoms Human and Divine	4
CLASS-295	Independent Study	1-4
CLASS-395	Independent Study	1-8

**Greek**

GREEK-101	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-102	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-250	Intermediate Greek Tutorial	2-4
GREEK-350	Advanced Greek Tutorial	2-4

**History**

HIST-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
HIST-227	Ancient Greece	4
HIST-228	Ancient Rome	4
HIST-229	The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus	4
HIST-253HE	Topics in History: 'The Hellenistic World from Alexander to Cleopatra'	4
HIST-253SP	Topics in History: 'The Spartans: Myth and History'	4

**Latin**

LATIN-101	Elementary Latin I	4
LATIN-102	Elementary Latin II	4
LATIN-201	Intermediate Latin I	4
LATIN-202	Cicero and the Enemies of the Roman Republic	4
LATIN-209	Vergil: <i>Aeneid</i>	4
LATIN-213	Myth, Memory, and History: Writing the Past in the Roman Republic	4
LATIN-302	Cicero and the Enemies of the Roman Republic	4
LATIN-307	The Slender Muse	4
LATIN-309	Vergil: <i>Aeneid</i>	4
LATIN-310	Ovid: <i>Metamorphoses</i>	4
LATIN-313	Myth, Memory, and History: Writing the Past in the Roman Republic	4

**Philosophy**

PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
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**Religion**

RELIG-225KG	Topics in Religion: 'Knowing God'	4
RELIG-225KH	Topics in Religion: 'Kingdoms Human and Divine'	4

## Coastal and Marine Sciences

### Overview and Contact Information

The Five College Coastal and Marine Sciences certificate enables students to select from a wide variety of marine-science-related courses, including coastal and marine ecology/geology, resource management and public policy, oceanography and coastal engineering to create a cohesive concentration.

Under the guidance of their faculty advisor for the certificate, students complete the three components of the program:

- a progressive series of courses available within the five campuses and in approved academic off-campus programs, such as Sea Education Association, School for Field Studies, Williams-Mystic, Duke University Marine Lab, Shoals Marine Lab, and others.
- proficiency in field/lab work through intensive field courses or internships.
- and a “capstone” independent, marine-related research project that will count toward the certificate.

Students interested in working toward the certificate should contact the FCCMS program coordinator to schedule an introductory meeting. After beginning the introductory course of study, students will be assigned a FCCMS faculty advisor. Advisors at Mount Holyoke College are Jason Andras (biological sciences), Renae Brodie (biological sciences), and Al Werner (geology).

## Contact Information

### Renae Brodie, Professor of Biological Sciences

marinesci@fivecolleges.edu  
413-538-3799

<https://www.fivecolleges.edu/marine> (<https://www.fivecolleges.edu/marine/>)

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
A minimum of six approved courses (18 credit minimum), including at least one course in each of the following three categories:		
	Marine ecology and biodiversity	
	Marine geology and chemistry	
	Resource management and policy	
At least three of the six courses must be above introductory level, and in at least two fields of study		
At least three of the six courses must have a heavy concentration in coastal and marine sciences <sup>1</sup>		
<b>Total Courses</b>		<b>6</b>

<sup>1</sup> Courses with a heavy concentration in coastal and marine sciences are annotated as such on the list of approved courses for the certificate (<https://www.fivecolleges.edu/academics/coastal-and-marine-sciences/#courses>).

## Other Requirements

- Field/lab experience. Students must demonstrate competency in data collection by completing a minimum of 80 cumulative hours of coastal and marine-related field and/or lab work. This can be achieved by an appropriate combination of:
  - Courses that include field/lab experience (field trips, outdoor or indoor laboratory or practicum, field research). These courses may be taken among the Five Colleges or an approved study away program.
  - An approved summer internship, job, or volunteer experience in a coastal or marine environment. Field opportunities (<https://www.fivecolleges.edu/academics/coastal-and-marine-sciences/#internships>).
  - Work on the independent, marine-related research project (see below).

- Independent research project. Students must consult with FCCMS advisors to develop and complete an independent marine-related research project typically completed during the junior or senior year. Research projects may be based upon work begun during an internship, field course, volunteer or job experience. Requirements for this research project include:
  - A research project proposal: This must be submitted to the FCCMS advisor for review before the research is conducted; the research itself may be overseen by another faculty member or scientist. Research project proposal form (<https://www.fivecolleges.edu/sites/default/files/documents/FCCMS%20Research%20Proposal%20Form.docx>).
  - Poster presentation: The research project will culminate in a poster, to be presented at FCCMS symposia offered in November and April. Students will seek feedback from FCCMS advisors during poster development, prior to poster presentation.

## Additional Specifications

- Students must meet with FCCMS advisors ahead of time to ensure that internships, courses, field trips, etc. will meet the field/lab requirement. Students are required to keep a log of their field/lab experience hours for advisor approval and submission with the certificate application (<https://www.fivecolleges.edu/sites/default/files/documents/Coastal%20and%20Marine%20Sciences%20Certificate%20Application%20April%202021.docx>) and are encouraged to meet with their FCCMS advisor once per semester to review progress.
- Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.
- Courses taken at other institutions (study abroad, domestic exchange, and transfer credits) may be applied towards the certificate, as long as approved by the certificate advisor. Study away programs with courses frequently approved for the certificate are listed on the certificate’s website (<https://www.fivecolleges.edu/academics/coastal-and-marine-sciences/>).

## Cognitive Neuroscience

### Overview and Contact Information

Cognitive neuroscience is the study of mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The program of study for the Five College Certificate in Cognitive Neuroscience is designed to offer students the opportunity to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The certificate program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy, and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

The certificate encourages students to follow a program distinct from, and yet complementary to, majors such as neuroscience and behavior, philosophy, or psychology.



## See Also

- Neuroscience and Behavior (p. 305)

## Contact Information

Mara Breen, Professor, Psychology and Education

<http://www.fivecolleges.edu/cogneuro/>

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
Areas of Study: at least one approved course in each of six areas of study: <sup>1</sup>		
	Overview of cognitive science	
	Scientific foundations (physics, computer science, chemistry, and biology)	
	Research methods, design, and analysis	
	Philosophy of mind	
	Neuroscience (neuroanatomy and neurophysiology)	
	Advanced topics	
Independent Research: at least one semester of independent research through a thesis, course project, or special study <sup>2</sup>		
<b>Total Courses</b>		<b>6-7</b>

<sup>1</sup> Approved courses for the certificate are listed on the certificate's website (<https://www.fivecolleges.edu/cogneuro/courses/>).

<sup>2</sup> The course project may be completed in conjunction with one of the classes listed under the Research Methods area. An advisor-approved summer research project would also meet the research requirement.

## College Courses

### Overview

College Courses are liberal arts courses taught outside of departments or programs.

### Course Offerings

#### COLL-110 STEM Transitions for Transfer Students

*Not Scheduled for This Year. Credits: 1*

This 1-credit seminar is especially designed for students transferring to Mount Holyoke to pursue a major in the sciences or mathematics. The course will connect new transfer students to people and resources that will help them to fully engage in the sciences at Mount Holyoke and provide a space to practice the modes of discourse common to upper-level science and math courses. We explore interdisciplinary topics such as the biology of stress, and learn about science opportunities (including internships) and effective strategies for excelling in science and math courses. We use the primary literature as a text, and gain practice with analytical writing in a setting specifically designed for transfer students. The curriculum is guided by research-based best practices and is designed in consultation with former transfer students.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Bacon*

*Instructor permission required.*

#### COLL-211 Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education

*Fall and Spring. Credits: 2*

Learn to speak with confidence and clarity about your summer internship or research project. Connect it to your academic coursework. What have you learned? How is it useful? What are your next steps? Students will reflect on their experience and collaborate with others to generate useful knowledge. Required for the Nexus but open to all students. For more information, email [nexus@mtholyoke.edu](mailto:nexus@mtholyoke.edu).

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Shea, E. Townsley*

#### COLL-224 Being Human in STEM

*Spring. Credits: 4*

This interactive course combines academic inquiry and community engagement to investigate the theme of diversity and climate within STEM fields. We will begin by examining the ways in which cultural norms, hierarchies, and practices within the STEM disciplines shape our experiences in the field and lab and the ways in which our diverse identities, commitments, and histories shape how we engage with STEM. How are others—and how are we—challenging and changing STEM disciplines, cultures, and practices and fostering abilities to be fully human in STEM? We accomplish this by investigating the ideas and actions of those who are changing how scientific knowledge is constructed and who is allowed to engage in that work. We will then build on this foundation, engaging closely with resources and sites at Mount Holyoke or nearby to develop projects that further contribute to this endeavor. Coursework includes weekly readings, reflective writing, creative projects, and in-class discussions and culminates in a public presentation of our collective work.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Community-Based Learning*

*R. Brodie, J. Luce*

*Restrictions: Course limited to sophomores, juniors and seniors*

#### COLL-321 Fundamentals of Microscopy

*Fall and Spring. Credits: 4*

Microscopes are important tools used by technicians, medical professionals, and scientists to investigate interesting scientific questions and solve real-world problems. This course covers important microscopy basics including scale, the relationship between reality and the image, and the kind of information that can be captured with different types of microscopes. This course combines lecture and hands-on laboratory activities allowing students the opportunity to explore the basic principles of visible light, fluorescence, and electron microscopy. We will gain practical hands-on experience with the many forms of microscopy and learn the procedures and tools of the trade necessary to become a proficient microscopist. All students will be trained on at least one research-grade microscope during the semester and the major assignment for this course will be a final portfolio of micrographs created by each student.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Writing-Intensive*

*H. Hamilton*

*Prereq: 8 credits in STEM subjects.*

## Computer Science

### Overview and Contact Information

Computer science is an exciting field with applications to many disciplines across the humanities, social sciences, and sciences. The main role of a computer scientist is that of a problem solver. A degree



in the field signifies formal training in computational and analytical approaches to problem solving as well as the skills necessary to develop software to tackle new challenges. These computational approaches can be applied to a wide spectrum of problems, including protein folding and flexibility, modeling and forecasting bird migration, improving the capabilities of search engines to retrieve the most relevant documents, understanding how the connectedness provided by social networks impact the lives we lead, supporting scientists in the management and analysis of the data they collect, and more. In truth, it is difficult to think of a scenario in which the tools acquired in computer science do not provide a powerful advantage.

## Honors

To graduate with honors in computer science, a student must complete a project and write an accompanying thesis. This is often a full year commitment, during which the student works closely with a faculty member to explore a topic in depth by reading research papers, writing programs, and experimenting with ideas. Preliminary research usually begins in the summer following the junior year, with the student submitting and defending a thesis proposal early in the fall of the senior year. Upon department approval of this proposal, the student will complete the research during the senior year, writing and defending the thesis in the spring. Some honors students attend conferences and/or coauthor papers with their mentors.

## See Also

- Data Science (<http://catalog.mtholyoke.edu/areas-study/data-science/>)
- Engineering (p. 161)

## Contact Information

**Barbara Lerner, Chair**

**Lisa Ballesteros, Co-Chair (Spring 2024)**

**Susan Rusiecki, Academic Department Coordinator**

200 Clapp Laboratory  
413-538-2420

<https://www.mtholyoke.edu/academics/find-your-program/computer-science> (<https://www.mtholyoke.edu/academics/find-your-program/computer-science/>)

## Learning Goals

The computer science curriculum is designed to encourage students to:

- Develop the critical thinking skills to solve problems by designing and implementing algorithms.
- Develop the analytical skills for reasoning about algorithmic complexity.
- Be able to design, implement, test, and document computer programs that solve substantial computational problems.
- Build skills for developing a working understanding of a complex code base and ability to effectively modify it.
- Be able to think at multiple levels of detail and abstraction.
- Develop a foundation that allows and encourages learning new and relevant skills and technologies as the field evolves.
- Understand the interplay between theory and practice.
- Understand the interplay between software and hardware.

- Be able to communicate clearly in written and oral form.
- Be able to work effectively on a team.

More specifically, students are expected to master the following concepts:

- Computer programming — including working knowledge of at least two programming languages in different paradigms.
- Data structures: an ability to use and implement fundamental abstract data types including queues, stacks, balanced search trees, hash tables, and graphs.
- Abstraction to manage complexity.
- Recursion and induction.
- Algorithmic problem-solving: an ability to design, code, analyze, and prove the correctness of algorithms using recursive divide-and-conquer, dynamic programming, and greedy approaches.
- The conceptual organization of computers—including both computer architecture (the hardware level) and operating system issues.
- Data storage on a computer.
- Applications of computing: an understanding of how computers, algorithms, programs, and/or data structures are used in several application areas.

## Faculty

**This area of study is administered by the Department of Computer Science:**

Audrey Lee St. John, Professor of Computer Science

Barbara Lerner, Professor of Computer Science

Lisa Ballesteros, Jean E. Sammet Associate Professor of Computer Science, Teaching Fall Only

Heather Pon-Barry, Associate Professor of Computer Science

Alyxander Burns, Assistant Professor of Computer Science

Murphy McCauley, Assistant Professor of Computer Science, Teaching Spring Only

Melody Su, Assistant Professor of Computer Science, Teaching Fall Only

Diane Uwacu, Assistant Professor of Computer Science

Dovan Rai, Visiting Lecturer in Computer Science

Hia Ghosh, Visiting Instructor in Computer Science; UMass Teaching Associate

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
<b>Computer Science (36 credits)</b>		
COMSC-151	Introduction to Computational Problem Solving <sup>1</sup>	4
COMSC-205	Data Structures	4
COMSC-221	Introduction to Computing Systems	4
COMSC-225	Software Design and Development	4
COMSC-312	Algorithms	4
COMSC-322	Operating Systems	4
Three additional computer science courses: <sup>2</sup>		12

Two of these must be at the 300 level (8 credits)

The third may be at either the 200 level or 300 level (4 credits)<sup>3</sup>

#### Mathematics (4 credits)

MATH-232 Discrete Mathematics<sup>4</sup> 4

#### Humanities and Social Sciences<sup>5, 6</sup>

Beyond those used to fulfill the College's distribution requirements:

One additional designated Humanities course<sup>7</sup>

One additional designated Social Science course<sup>7</sup>

**Total Credits** 40

<sup>1</sup> Any COMSC-151 offering, for example, COMSC-151CP, COMSC-151DS, or COMSC-151HC.

<sup>2</sup> Independent study courses do not count as electives

<sup>3</sup> Students may also count PHIL-225 as an elective because of its strong connection to computer science

<sup>4</sup> Computer science majors who elect a mathematics or statistics minor may not count MATH-232 for credit in both mathematics or statistics and computer science

<sup>5</sup> These courses can also count towards the College's Outside the Major requirement or towards the requirements of a second major and therefore are not counted directly toward the credits required for the major.

<sup>6</sup> The ungraded option cannot be elected after declaration of the major in courses used to meet these requirements

<sup>7</sup> Designated courses are those that have been classified to meet the College's applicable distribution requirement

## Additional Specifications

- The skills and abstract reasoning of mathematics are especially important in computer science. It is strongly recommended that students take additional mathematics courses (at least through MATH-101 and MATH-102). MATH-211, is very useful for some fields, like machine learning and computer graphics.
- Students planning to pursue an advanced degree in computer science should include in their plans additional computer science courses and independent research leading to a thesis.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
<b>Computer Science</b>		
COMSC-151	Introduction to Computational Problem Solving <sup>1, 2</sup>	4
COMSC-205	Data Structures <sup>3</sup>	4
COMSC-225	Software Design and Development	4
Two additional computer science courses (8 credits), including:		8
One at the 300 level		
The second can be at either the 200 level or 300 level		
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Any COMSC-151 offering, for example, COMSC-151CP, COMSC-151DS, or COMSC-151HC.

<sup>2</sup> COMSC-150 plus COMSC-121 can substitute for COMSC-151

<sup>3</sup> COMSC-205PY plus COMSC-122 can substitute for COMSC-205

## Course Advice

The Computer Science department offers multiple ways to begin study of computer science, suitable for students considering a computer science major or minor, those who may want to use computing within another major, and those who are curious about computer science and want to start with an introduction that is not programming-intensive.

### For students considering a major or minor in computer science:

If you are interested in a major or minor in computer science, the recommended entry point is any COMSC-151 offering. This is a programming-intensive course introducing the use of computers as a problem-solving tool. There are a variety of COMSC-151 offerings (for example, COMSC-151CP, COMSC-151DS, and COMSC-151HC) which all cover the same essential material but with differing motivating examples.

Students with prior programming experience may take a placement test to determine eligibility to skip the above and start with COMSC-205.

### For students interested in programming but undecided about a computer science major or minor:

Some semesters, the department offers an alternative entry point: COMSC-150. This course focuses on the core constructs used in many programming languages, but does not include the topic of object-oriented programming. If a student then wishes to continue with more computer science study, COMSC-150 should be followed by COMSC-161; the combination of the two is equivalent to COMSC-151.

### For student curious about computer science:

For students interested in exploring computer science with less emphasis on programming, the department typically offers at least one non-major course each semester (for example, COMSC-100, COMSC-106, or COMSC-109).

## Course Offerings

### COMSC-100 Computing and the Digital World

*Spring. Credits: 4*

An introduction to basic computer science concepts. Lectures will cover topics such as the origins of computing, computer architecture, artificial intelligence, and privacy and security. There will be some programming exercises.

*Applies to requirement(s): Math Sciences*

*H. Pon-Barry, D. Rai*

*Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 106, 150, or 151.*

*Notes: Course does not count toward the Computer Science major or minor.*

**COMSC-106 Fundamentals of Applied Computing**

*Not Scheduled for This Year. Credits: 4*

Have you ever used Google's image search tool and wondered how the search results were found? Why is it so difficult for a computer to "see" as we do? Computer scientists are actively researching how to approach this challenge of "computer vision." This course will introduce the fundamentals of applied computing using computer vision as a motivating theme. Students will learn foundations of programming (in the Python programming language) before working with computational tools more independently.

*Applies to requirement(s): Math Sciences*

*A. St. John, The department*

*Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 100, 150, or 151.*

*Notes: Course does not count toward the Computer Science major or minor.*

**COMSC-107 iDesign Learning Lab**

*Spring. Credits: 2*

When charting a path through college and beyond, a metacognitive framework can provide scaffolding for intentional reflection. Situated in the Fimbel Maker & Innovation lab, this course will leverage tangible activities to ground discussions on factors and strategies that impact learning. For example, embedding a microcontroller to create motion-sensitive lights in a ballet skirt parallels the cycle of self-regulated learning. No prior experience with electronics or computer science is assumed, and students will work with hands-on tutorials that teach the basics required to develop their own interactive technology projects.

*A. Burns*

*Notes: Half semester.*

**COMSC-109 iDesign Studio**

*Fall. Credits: 4*

Designers are continually innovating ways of incorporating technology into today's world, from projections of butterflies on Grammy performance dresses to "smart" purses that sense when your wallet is missing. The recent emergence of low-cost, user-friendly components is making this new world of design accessible to a broad community. In this course, students will think critically about products already in the marketplace and will be given the tools to create their own designs. A sequence of hands-on workshops on electronics basics and microcontroller programming will provide the surprisingly minimal level of comfort and background in technology required to produce prototypes of these designs.

*Applies to requirement(s): Math Sciences*

*A. Burns, A. St. John*

**COMSC-112 Topics in Computer Science Problem Solving****COMSC-112AE Topics in Computer Science: 'AI Ethics'**

*Fall. Credits: 2*

Artificial intelligence (AI) is rapidly changing our world, from the way we drive to the way we communicate. But what are the ethical implications of these changes? In this course, we will explore the ethical challenges and opportunities posed by AI. We will discuss topics such as data privacy, fairness, bias, accountability, and transparency. We will also examine the role of AI in society and its potential impact on our values and our way of life.

*Applies to requirement(s): Meets No Distribution Requirement*

*D. Uwacu*

*Advisory: No prior knowledge of AI is required.*

**COMSC-120 Introduction to R**

*Not Scheduled for This Year. Credits: 1*

An introduction to the programming language R and how it can be used for statistical analysis and visualization of data. Students will learn how to write basic R programs that can read, write, and manipulate data. They will make use of R functions for executing common statistical analysis and learn how to display the results using graphs and charts. Through a series of projects, students will get experience with writing their own functions, learn how to make use of R documentation and how to extend their own knowledge of the language.

*Applies to requirement(s): Meets No Distribution Requirement  
The department*

*Notes: Credit/no credit grading.*

**COMSC-121 Object-Oriented Programming**

*Not Scheduled for This Year. Credits: 1*

This course will introduce object-oriented programming to students who have a foundation in Python programming and are interested in continuing on to COMSC-205 Data Structures. It includes coverage of classes, objects, methods, and sub-typing.

*Applies to requirement(s): Meets No Distribution Requirement  
The department*

*Prereq: COMSC-150 or computer science placement test.*

**COMSC-122 Java Programming Language**

*Not Scheduled for This Year. Credits: 1*

This course will teach the Java programming language to students who already have programming ability in another object-oriented programming language.

*Applies to requirement(s): Meets No Distribution Requirement  
The department*

*Prereq: COMSC-205PY.*

**COMSC-132 Engineering for Everyone**

*Not Scheduled for This Year. Credits: 4*

Engineers change the world we live in every day by developing technologies that influence nearly every aspect of our lives. In this course, we will study how engineered things shape the world we live in. Students will engage in a team-based, hands-on engineering design project, from brainstorming solutions to a contemporary problem, to building, testing, and iterating design solutions. In the process, students will learn basic programming and fabrication skills. We will reflect together on the ethics of engineering design, and leave with a more nuanced understanding of the ways technology and society interact. Who decides what technologies matter? What is a "good" technological solution, and for whom is it "good"?

*Crosslisted as: PHYS-132*

*Applies to requirement(s): Math Sciences  
The department*

*Advisory: This course has no prerequisites and is recommended for all students interested in engineering and technology.*

*Notes: Students interested in continuing with the Engineering Nexus are strongly recommended to take the course.*

**COMSC-133 Topic Problem Solving****COMSC-133DV Data Visualization: Design and Perception***Fall. Credits: 4*

Data visualizations such as graphs, charts, and infographics are everywhere! But creating data visualizations which communicate effectively is not a simple task. In this introductory course, students will explore how design influences the ways that data are understood and how they can use this to craft effective visualizations for different types of data. Experience working with data, design, or data visualization are not expected; students will work on a series of projects which will build these skills over the semester.

*Applies to requirement(s): Math Sciences**A. Burns***COMSC-150 Introduction to Computer Science***Fall. Credits: 4*

Introduction to the field of computer science. Introduces students to Python programming including algorithms, basic data structures (lists, dictionaries), and programming techniques. Does not include object-oriented programming.

*Applies to requirement(s): Math Sciences**H. Ghosh*

*Notes: Students pursuing a Computer Science major or minor or the Data Science major should take COMSC-161 following this course. Alternatively, students may wish to consider the more programming-intensive course COMSC-151.*

**COMSC-151 Introduction to Computational Problem Solving**

Thematic introduction to the field of computer science. Draws on problems found in the thematic focus of each topics course. All topics courses within COMSC-151 cover the same concepts and skills and satisfy requirements in the Computer Science major and minor as well as the Data Science major. This course is programming-intensive and includes the topic of object-oriented programming. Students may wish to consider COMSC-150 as an alternative entry point that does not cover the topic of object-oriented programming.

**COMSC-151CP Introduction to Computational Problem Solving: 'Computing Principles'***Fall and Spring. Credits: 4*

Introduces students to algorithms, basic data structures, and programming techniques. Students learn computing principles by exploring problems drawn from a broad set of domains, such as cryptography, data analysis and games.

*Applies to requirement(s): Math Sciences**A. Burns, D. Uwacu**Coreq: COMSC-151CPL.***COMSC-151DS Introduction to Computational Problem Solving: 'Big Data'***Not Scheduled for This Year. Credits: 4*

Introduces students to algorithms, basic data structures, and programming techniques, and focuses on data collection, preparation, analysis. Explores programming for data manipulation, the presentation and representation of data, and the ethics of working with data at scale.

*Applies to requirement(s): Math Sciences**B. Lerner**Coreq: COMSC-151DSL.***COMSC-151HC Introduction to Computational Problem Solving: 'Humanities Computing'***Not Scheduled for This Year. Credits: 4*

Introduces students to algorithms, basic data structures, and programming techniques. Students will explore solving problems that arise in humanities disciplines: various forms of text analysis, image manipulation, animation, and sound manipulation.

*Applies to requirement(s): Math Sciences**The department**Coreq: COMSC-151HCL.***COMSC-151SG Introduction to Computational Problem Solving: 'Computing for Social Good'***Not Scheduled for This Year. Credits: 4*

Introduces students to algorithms, basic data structures, and programming techniques. Includes discussion of the ways in which computing can improve human lives and society, such as improving accessibility for people with disabilities, or helping organize a rescue team during an emergency.

*Applies to requirement(s): Math Sciences**B. Lerner**Coreq: COMSC-151SGL.***COMSC-161 Introduction to Computer Science Part 2: Object-Oriented Programming***Fall and Spring. Credits: 2*

This course builds on the programming concepts learned in COMSC-150, covering object-oriented programming and introducing the Java programming language.

*A. Burns**Prereq: COMSC-150 or placement test.**Advisory: Students may not take this course after Computer Science 151.*

*Just getting started with computer science? We recommend taking the CS Problem Solving Assessment. You can access it via Gradescope with Entry Code RWG253.*

*Notes: Half semester. The combination of COMSC-150 and COMSC-161 serves as an alternate prerequisite route for COMSC-205 Data Structures.*

**COMSC-205 Data Structures***Fall and Spring. Credits: 4*

This course builds on the basic programming concepts learned in Computer Science 151, shifting the focus to the organization of data in order to improve efficiency and simplicity of programs. Topics include the study of abstract data types and data structures (such as linked lists, stacks, queues, and binary trees). This course is programming-intensive and introduces the Java programming language.

*Applies to requirement(s): Math Sciences**B. Lerner, D. Rai, A. St. John*

*Prereq: One of the following 1) COMSC-151 (with a grade of C or better), 2) COMSC-161 (with a grade of C or better), 3) COMSC-150 (with a grade of C or better) and COMSC-121. Coreq: COMSC-205L.*

*Advisory: This course cannot be taken by students who have completed COMSC-201 or COMSC-211.*



**COMSC-205PY Data Structures (in Python)**

*Not Scheduled for This Year. Credits: 4*

This course builds on the basic programming concepts learned in Computer Science 150 and Computer Science 121, shifting the focus to the organization of data in order to improve efficiency and simplicity of programs. Topics include the study of abstract data types and data structures (such as linked lists, stacks, queues, and binary trees). This course is programming-intensive.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: COMSC-150 (with grade of C or better) and COMSC-121; or COMSC-151 (with grade of C or better).*

*Notes: Students taking this course will need to take COMSC-122 Java Programming Language before continuing with COMSC-225.*

**COMSC-221 Introduction to Computing Systems**

*Fall and Spring. Credits: 4*

This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture. Specific topics include assembly language programming, memory, and parallelism. This course is programming intensive.

*Applies to requirement(s): Math Sciences*

*L. Ballesteros, J. McCauley*

*Prereq: COMSC-201, COMSC-205, or COMSC-205PY; and MATH-232. Coreq: COMSC-221L.*

*Advisory: The department recommends, but does not require, that students take COMSC-225 prior to COMSC-221.*

**COMSC-225 Software Design and Development**

*Fall and Spring. Credits: 4*

Building large software systems introduces new challenges to software development. Appropriate design decisions and programming methodology can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools that are used to build correct and maintainable software, improving their skills in designing, writing, debugging, and testing software. Topics include object-oriented design, testing, design patterns, and software architecture. This course is programming intensive.

*Applies to requirement(s): Math Sciences*

*B. Lerner, M. Su*

*Prereq: COMSC-205 (with a grade of C or better), or COMSC-205PY (with a grade of C or better).*

*Advisory: Students who have taken COMSC-215 may not take COMSC-225.*

**COMSC-226 Engineering Robotic Systems**

*Not Scheduled for This Year. Credits: 4*

This intermediate-level course presents a hands-on introduction to robotics. Each student will construct and modify a robot controlled by an Arduino-like microcontroller. Topics include kinematics, inverse kinematics, control-theory, sensors, mechatronics, and motion planning. Material will be delivered through one weekly lecture and one weekly guided laboratory. Assignments include a lab-preparatory homework, guided lab sessions, and out-of-class projects that build upon the in-class sessions. Students have access to the Fimbel Maker and Innovation lab for fabricating and demonstrating their robots.

*Applies to requirement(s): Math Sciences*

*M. Su*

*Restrictions: This course is limited to first-years and sophomores.*

*Instructor permission required.*

*Prereq: COMSC-150 or COMSC-151.*

*Advisory: Use this form to apply for permission: <https://tinyurl.com/comscperi>*

**COMSC-243 Topic****COMSC-243HC Topic: 'Human-Computer Interaction'**

*Spring. Credits: 4*

Human-computer interaction (HCI) is a multidisciplinary field exploring the relationships between people and computers. This broad area includes the study of topics such as how people interact with technology, how design impacts what people do with technology, and methodologies for designing new technologies that really works for people. In this class, students will learn about and apply human-centered design principles, employ common research methods in the field, and explore recent literature in the field.

*Applies to requirement(s): Math Sciences*

*A. Burns*

*Instructor permission required.*

*Prereq: COMSC-205 (may take concurrently). Prereq: COMSC-205 (may take concurrently).*

**COMSC-243HR Topic: 'Human-Robot Interaction'**

*Fall. Credits: 4*

Human-Robot Interaction is an interdisciplinary field that examines a broad set of questions about robots that are designed to interact with humans (e.g., educational, assistive, and service robots). How does the behavior and appearance of a robot change how humans perceive and interact with it? How can we design and program robots that are natural, trustworthy, and effective? In this course, students learn the algorithmic foundations of interactive robots, gain experience building and evaluating interactive robots, and read and present scholarly research papers. Class time is split between lecture, presentations by students, discussions, and hands-on activities.

*Applies to requirement(s): Math Sciences*

*H. Pon-Barry*

*Prereq: COMSC-205 or COMSC-205PY.*

**COMSC-243ST Topic: 'Introduction to Search Technologies'**

*Not Scheduled for This Year. Credits: 4*

The vast amount of unstructured and structured data on the web and in organizational databases has increased the need for approaches to processing large volumes of text. Such analyses help researchers and businesses to gain insights – that would otherwise be too resource- and time-consuming to do manually – into issues such as how much a consumer can be expected to spend in a particular context, the rise of hate groups and their impact on social media, or to whom a newly discovered manuscript may be attributed. In this course, students are introduced to tools and techniques used to gain these insights, such as Map-Reduce and Sentiment Analysis, in the context of Natural Language Processing and search technologies (e.g., Google).

*Applies to requirement(s): Math Sciences*

*L. Ballesteros*

*Prereq: COMSC-150 or COMSC-151.*

*Advisory: Waitlisted? Please fill out this form: <https://forms.gle/jziK4Ka2vcZVxKYi9>*



**COMSC-243SW Topic: 'Computing Systems Workshop'***Not Scheduled for This Year. Credits: 4*

Beneath the polished surface of high-level programming languages like Python and consumer devices like gaming consoles and smartphones lie the elemental parts of computer systems – elements like hardware components, operating systems, and digital logic. This course will use a hands-on approach combining both hardware and software as a way of understanding such systems at a low level. Students will have the chance to construct various tangible projects using Raspberry Pi computers and will have access to the Fimbel Maker & Innovation lab. Specific topics will touch on low level data representation, sound generation, and the classic Nintendo Entertainment System.

*Applies to requirement(s): Math Sciences**J. McCauley**Prereq: COMSC-150 or COMSC-151.***COMSC-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***COMSC-311 Theory of Computation***Spring. Credits: 4*

Are there any limits to what computers can do? Does the answer to this question depend on whether you use a PC or a Mac? Is C more powerful than PASCAL? This seminar explores these questions by investigating several models of computation, illustrating the power and limitations of each of these models, and relating them to computational problems and applications. Topics include finite state automata, pushdown automata, grammars, Turing machines, the Universal Turing Machine, and computability.

*Applies to requirement(s): Math Sciences**A. St. John**Prereq: COMSC-201 or COMSC-205; MATH-232.**Advisory: Waitlisted? Please fill out this form: <https://forms.gle/jziK4Ka2vcZVxKYi9>***COMSC-312 Algorithms***Fall and Spring. Credits: 4*

How does Google Maps find the best route between two locations? How do computers help to decode the human genome? At the heart of these and other complex computer applications are nontrivial algorithms. While algorithms must be specialized to an application, there are some standard ways of approaching algorithmic problems that tend to be useful in many applications. Among other topics, we explore graph algorithms, greedy algorithms, divide-and-conquer, dynamic programming, and network flow. Students learn to recognize when to apply each of these strategies as well as to evaluate the expected runtime costs of the algorithms they design.

*Applies to requirement(s): Math Sciences**D. Rai**Prereq: COMSC-201 or COMSC-205 or COMSC-205PY; MATH-232.**Advisory: Use this form to apply for permission: <https://tinyurl.com/comscperi>***COMSC-316 Developing Innovative Software***Spring. Credits: 4*

Tired of writing programs that nobody ever uses? Then, this is the course for you. Many people come up with novel ideas for software, but lack the resources or ability to develop the software. Students will apply their programming skills to develop and deliver software based on the requirements of a client. Students will learn critical communication skills required to work with a client, work in teams with classmates, and experience the software lifecycle from requirements elicitation through delivery. Students will synthesize many topics learned in prior courses as well as explore new technologies required to complete a specific project. Programming intensive.

*Applies to requirement(s): Math Sciences**B. Lerner**Prereq: COMSC-215 or COMSC-225.***COMSC-322 Operating Systems***Fall and Spring. Credits: 4*

An introduction to the issues involved in orchestrating the use of computer resources. Topics include operating system evolution, memory management, virtual memory, resource scheduling, multiprogramming, deadlocks, concurrent processes, protection, and design principles. Course emphasis: understanding the implications of OS design on the programs you run and write (i.e., on their security, performance, etc.). **This course is programming intensive.**

*Applies to requirement(s): Math Sciences**B. Lerner, J. McCauley**Prereq: COMSC-221, and either COMSC-211 or COMSC-225.***COMSC-334 Artificial Intelligence***Not Scheduled for This Year. Credits: 4*

Artificial Intelligence, as a field, has grown from its humble beginnings in science fiction to become one of the broadest fields in computer science, encompassing an incredibly wide array of topics. One of the common threads between these topics is "How do we build computer systems which exhibit logic and reason?" or rather "How do we build systems which can solve problems intelligently without resorting to brute force?" We'll cover a few major topics in this course, most notably search, logical reasoning, and planning as well as game playing/theory, uncertain reasoning, and graphical models. This course is programming intensive.

*Applies to requirement(s): Math Sciences**L. Ballesteros**Instructor permission required.**Prereq: COMSC-225 and MATH-232.**Advisory: Apply for permission using this form: <https://forms.gle/nar9XSGTDrjpbZEL7>*

**COMSC-335 Machine Learning***Fall. Credits: 4*

How does Netflix learn what movies a person likes? How do computers read handwritten addresses on packages, or detect faces in images? Machine learning is the practice of programming computers to learn and improve through experience, and it is becoming pervasive in technology and science. This course will cover the mathematical underpinnings, algorithms, and practices that enable a computer to learn. Topics will include supervised learning, unsupervised learning, evaluation methodology, and Bayesian probabilistic modeling. Students will learn to program in MATLAB or Python and apply course skills to solve real world prediction and pattern recognition problems. Programming Intensive.

*Applies to requirement(s): Math Sciences**D. Rai**Prereq: A grade of C or better in one of COMSC-205 or COMSC-205PY or COMSC-211, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).**Advisory: Preference will be given to Computer Science seniors in need of a final 300-level elective and Data Science seniors.***COMSC-341 Topics****COMSC-341CC Topics: 'Compiler Design'***Not Scheduled for This Year. Credits: 4*

Principles and practices for the design and implementation of compilers and interpreters. Will cover the stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. Students will construct a full compiler.

*Applies to requirement(s): Math Sciences**The department**Instructor permission required.**Prereq: COMSC-221, COMSC-225, and COMSC-312.***COMSC-341CV Topics: 'Computer Vision'***Fall. Credits: 4*

This course provides an introduction to image analysis and 3D interpretation from image data. It uncovers the mystery behind standard techniques in image processing like filtering, edge detection, stereo vision, flow, etc. Math lovers, this course is for you! Throughout the semester, each student will develop their own computer vision library through programming assignments. Furthermore, students will learn about newer, advanced machine-learning-based computer vision algorithms.

*Applies to requirement(s): Math Sciences**Y. Su**Prereq: COMSC-205 (or COMSC-205PY), MATH-211, and calculus (MATH-101, MATH-102, or MATH-203), all with grade of C or better.***COMSC-341GP Topics: 'Game Programming'***Not Scheduled for This Year. Credits: 4*

Video games are not only fun to play but interesting and challenging to program, involving elements that are useful in programming other sorts of systems as well. They incorporate graphics, audio, and animation, must model relatively complex systems, and often have relatively strict requirements on timing. In this course, we explore techniques behind game implementation by implementing some of our own. This course is programming (and gaming) intensive.

*Applies to requirement(s): Math Sciences**J. McCauley**Instructor permission required.**Prereq: COMSC-225 and either MATH-100 or equivalent as indicated by the math placement test or completion of a higher level math course.**Advisory: Use this form to apply for permission: <https://tinyurl.com/comsperi>***COMSC-341NL Topics: 'Natural Language Processing'***Not Scheduled for This Year. Credits: 4*

This course provides an introduction to natural language processing, the discipline of enabling computers to process and understand human language. We will learn fundamental techniques for automated text and speech analysis and understanding, with insights from linguistics. Students will get hands-on practice implementing computational algorithms, reading scholarly research articles and will design and carry out an independent final project.

*Applies to requirement(s): Math Sciences**H. Pon-Barry**Instructor permission required.**Prereq: COMSC-225, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).**Advisory: Use this form to apply for permission: <https://tinyurl.com/comsperi>***COMSC-341NP Topics: 'Intro to Networking Architecture and Protocols'***Not Scheduled for This Year. Credits: 4*

This course is an introduction to computer networking with a focus on the Internet. At the high level, we will emphasize concepts and principles which have contributed to the Internet's success scaling from its modest beginnings to a system used by over half of the world's population. At the low level, we will survey techniques, technologies and protocols that underlie networks, as well as key protocols built atop these networks. Specific topics include layering, routing, addressing, reliable delivery, congestion control, DNS, HTTP, and others.

*Applies to requirement(s): Math Sciences**J. McCauley**Prereq: COMSC-221 and COMSC-312.**Advisory: Waitlisted? Please fill out this form: <https://forms.gle/jziK4Ka2vcZVxKYI9>*

**COMSC-341RP Topics: 'Robotics Planning Algorithms'***Spring. Credits: 4*

Robotics planning is a fundamental skill for developing autonomous robots. This course will introduce students to the fundamental concepts and algorithms of robotics planning. Students will learn how to apply the concepts they have learned in Data Structures to implement and analyze the performance of popular planning algorithms. Students will also learn about the advancements and gaps that exist today in robotics navigation, manipulation, and collaboration.

*Applies to requirement(s): Math Sciences**D. Uwacu**Prereq: COMSC-205 (may be taken concurrently). Prereq: COMSC-205 (may be taken concurrently).**Advisory: This course is ideal for students who are interested in developing autonomous robots. It is also a good course for students who are interested in learning more about the latest advancements in robotics planning research.***COMSC-341TE Topics: 'Text Technologies for Data Science'***Fall. Credits: 4*

This course focuses on text analysis and technologies. We look at the challenges of working with massive amounts of unstructured vs semi-structured vs structured data. In that context, we explore some of the ways that statistical analyses are applied to things like search, categorization e.g. spam filtering, recommender systems, plagiarism detection, and hidden message finding.

*Applies to requirement(s): Math Sciences**L. Ballesteros**Prereq: COMSC-205 or COMSC-211.***COMSC-343 Programming Language Design and Implementation***Not Scheduled for This Year. Credits: 4*

Ever wonder why there are so many semicolons in Java programs, or what it would mean for a language to not be object-oriented? In this course, we will explore issues related to the design and implementation of programming languages. Along the way, we will discover answers to these questions and more. Topics will include syntax, semantics, runtime support for languages as well as an introduction to functional programming.

*Applies to requirement(s): Math Sciences**B. Lerner**Prereq: COMSC-225.**Advisory: Waitlisted? Please fill out this form: <https://forms.gle/jziK4Ka2vcZVxKYi9>***COMSC-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Critical Race and Political Economy

### Overview and Contact Information

Critical Race and Political Economy (CRPE) introduces students to the intersectional and interdisciplinary study of race, colonialism, migration, and political economy. This program provides a comparative and relational framework for examining law, policing, education, housing, political economy, arts, media, and representation in local and global contexts.

Within the CRPE major, each student may complete a pathway in CRPE, in Africana Studies, or in Critical Social Thought. Minors are available in

CRPE, Africana Studies, and Latinx Studies. Advanced seminars allow students to use this framework for in-depth study of a particular pathway.

**See Also**

- Africana Studies (p. 49)
- Critical Social Thought (p. 131)
- Latinx Studies (p. 277)

**Contact Information****David Hernández, Co-chair****Vanessa Rosa, Co-chair****Bridget Barrett, Academic Department Coordinator**

109 Shattuck Hall

413-538-2257

<https://www.mtholyoke.edu/academics/find-your-program/critical-race-and-political-economy> (<https://www.mtholyoke.edu/academics/find-your-program/critical-race-and-political-economy/>)

**Learning Goals**

Students will:

- Understand the mutual constitution and relative autonomy of axes of social differentiation;
- Comprehend how national boundaries, as well as local, national and transnational cultures and politics affect the constitution of racial and ethnic categories; and
- Compare representations of borderlands, hybridity, migration and diaspora from different cultures.

**Faculty****This area of study is administered by the Department of Critical Race and Political Economy:**

Kristie Ford, Professor of Sociology and Critical Race and Political Economy

Lucas Wilson, Professor of Economics and Critical Race and Political Economy on the Ford Foundation

David Hernández, Faculty Director of Community Engagement; Associate Professor of Latinx Studies and Critical Race and Political Economy, Teaching Fall Only

Vanessa Rosa, Associate Professor of Latinx Studies and Critical Race and Political Economy

Maria Abello Hurtado, Assistant Professor of Africana Studies and Critical Race and Political Economy

Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Race and Political Economy

Maria Diaz, Mount Holyoke Fellow and Visiting Lecturer in Latina/o Studies

**Requirements for the Major**

A minimum of 40 credits:

Code	Title	Credits
One introductory course in critical race and cultural theory:		4
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	
CRPE-200	Foundations of Africana Studies	
CRPE-205	Foundations in Critical Social Thought	
At least 8 credits at the 200 level from the approved course list for People, Power, Place <sup>1</sup>		8
At least 8 credits at the 200 level from the approved course list for Representation <sup>1</sup>		8
12 credits in CRPE at the 300 level <sup>2</sup>		12
8 additional credits in CRPE at any level <sup>2</sup>		8
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> See Courses section (p. 121) for lists of approved courses in these specific areas.

<sup>2</sup> See Courses section (p. 121) for lists of CRPE approved courses across the curriculum.

## Other Requirements

- Major pathway. Each student may select the CRPE pathway, the Africana Studies pathway, or the Critical Social Thought pathway within the major, selecting from courses approved for their pathway (p. 121). The pathway will be recorded on the transcript upon graduation from the major.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
One introductory course in critical race and cultural theory:		4
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	
CRPE-200	Foundations of Africana Studies	
CRPE-205	Foundations in Critical Social Thought	
At least 4 credits at the 200 level from the approved course list for People, Power, Place <sup>1</sup>		4
At least 4 credits at the 200 level from the approved course list for Representation <sup>1</sup>		4
Four additional credits at the 200 level from the approved course list for People, Power, Place or Representation <sup>1</sup>		
Four credits in CRPE at the 300 level <sup>2</sup>		4
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> See Courses section (p. 121) for lists of approved courses in these specific areas.

<sup>2</sup> See Courses section (p. 121) for a list of approved CRPE courses across the curriculum.

## Additional Specifications

- As an alternative to the CRPE minor above, a student may complete the minor in Africana Studies (p. 50) or the minor in Latinx Studies (p. 277).

## Course Offerings

### CRPE-180 Introduction to Latinx Studies: Structural Inequalities

*Fall and Spring. Credits: 4*

The course is an overview of the social conditions of Latinx people within the US. It addresses laws, policies and institutions that shape the complexity of Latinxes' social location and activism as well as legal constructions of race, citizenship, nomenclature, border politics, public health, education, and labor. We will consider the intersections of class, gender and sexuality as well as inequality in relation to other persons of color. Students will develop a firm sense of the importance and breadth of the Latinx political agenda and acquire skills to think across social issues. The course may include a Community Based Learning (CBL) Mentor.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*R. Gutiérrez*

### CRPE-200 Foundations of Africana Studies

*Fall. Credits: 4*

This reading- and writing-intensive course draws upon the intellectual traditions of African American, African, and African diasporic studies in order to explore the connections and disjunctures among people of African descent. While the course pays attention to national, regional, and historical contexts, it asks this question: what do African descended people have in common and when and how are their experiences and interests different? What can we glean from contemporary discourses grounded in the consideration of global black lives?

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*M. Abello Hurtado*

### CRPE-205 Foundations in Critical Social Thought

*Spring. Credits: 4*

This class introduces students to the interdisciplinary field of Critical Social Thought. Students will learn to interrogate and challenge structures of social, cultural, and political power from a variety of theoretical traditions, such as Marxism, critical ethnic studies, queer and gender critique, critical race theory, media studies, performance studies, disability studies, history of science, the Frankfurt school, and settler colonial and postcolonial theory. Developing skills in theoretical and social critique to address pressing social issues, students will be equipped with an interdisciplinary toolbox to pursue independent projects.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*R. Hwang*

### CRPE-208 Introduction to Twentieth-Century Critical Race Theory

*Fall. Credits: 4*

This course examines the discursive relationship between race, power and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural economy of American society where citizens of African descent dwell. We explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, and Richard Delgado, among others.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Wilson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: CST-249 recommended but not required.*



**CRPE-228 Visualizing Immigrant Narratives: Migration in Film***Fall. Credits: 4*

This course offers an interrogation of overt and embedded narratives of migrants and the migration process in popular and documentary film, paying specific attention to cinematic representations of non-citizen bodies confronting migration, deportation, labor, acculturation, and anti-immigrant hysteria. Film screenings and class discussions comprise the interpretative lens through which students will examine the aesthetic, cultural, economic, gendered, historical, political, racial and sexual dimensions of cultural texts. The course is supplemented with readings about immigration policies and histories.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*D. Hernández*

**CRPE-231 Dialoguing for Racial Change***Spring. Credits: 4*

A critical analysis of race, racism, and justice in the United States, as set in a socio-historical context defined by power. In addition to traditional modes of teaching-learning, students use intergroup dialogue and collaborative group work to examine how race is constructed, experienced, reproduced, and transformed within social structures. Topics include racial identity development and how individuals internalize and 'live race' in everyday interactions; historical mechanisms for how bodies and spaces have become 'raced' over time; institutional dimensions of racial inequality (e.g., law, education, popular culture); and practices for pursuing racial justice.

*Crosslisted as: SOCI-216DR*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*K. Ford*

*Instructor permission required.*

*Notes: Use this application form to seek instructor permission:*

<https://forms.gle/NYFWNcjLWAtQPncf6> (<https://forms.gle/NYFWNcjLWAtQPncf6/>)

**CRPE-239 Latina/o/x Urbanism***Fall. Credits: 4*

This course examines the relationship between the urban and Latina/o/x placemaking, identities and culture(s). Urban scholars have long studied the "evolving" city-this course explores the changing city in relation to Latina/o/x populations and urban social change movements. We examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, "new urbanism," placemaking, gentrification, migration/immigration, segregation, and more. The readings in this course aim to provoke a consideration of the dynamic between space and place, as well as how urban life, culture, and form impacts Latina/o/x populations and vice versa.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*V. Rosa*

**CRPE-240 Intermediate Topics****CRPE-240BR Intermediate Topics: 'Borderlands Film and Literature'***Spring. Credits: 4*

In *Borderlands/La Frontera*, Gloria Anzaldúa asserts that material change is impossible without changing the cultural imagery in our minds. Latinx Borderlands artists have effected such change through their cultural production. This course will introduce students to Borderlands literature and film, and will provide an overview of Mexican American, Chicanx, and other Latinx artistic production from the U.S- Mexico border region. The course will closely examine how these texts reflect borderland folklore, social issues, and "fronterizo" identities. Students will read multiple registers of artistic production, including fiction, non-fiction, poetry, drama, testimonio, and folk song lyrics.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*R. Gutiérrez*

**CRPE-240FD Intermediate Topics: 'U.S. Latinx Foodways'***Spring. Credits: 4*

This interdisciplinary seminar explores the relationship between food, race, and migration for Latinx populations in the U.S. We will draw upon readings from the social sciences and the humanities to investigate processes of racial formation embedded in the production, labor, and consumption of foods and how these processes affect Latinx populations. What can Latinx foodstuffs and foodways reveal about U.S. racial and migration dynamics, landscapes, and politics? What social worlds and power relations emerge at the nexus of food, race, and migration? The course is organized thematically and anchored in selected case studies.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Diaz*

**CRPE-244 The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas***Fall. Credits: 4*

This class aims to raise student awareness of and exposure to different cultural backgrounds and contributions of Black feminist thought, womanism, and afro feminism across the Caribbean and the Americas. We will take a historical journey exploring the roles of cisgender Black women and gender-non-confirmative Black people in the formations of Black feminist thought, highlighting their contributions and struggles in dismantling the Western matrix of domination, but also in the radical building of new societies. Students will learn about the groundbreaking theories and methodologies that helped pave the way for contemporary feminist organizations and social movements.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*M. Abello Hurtado*

**CRPE-254 Nueva York***Fall. Credits: 4*

This course will explore the history of Latina/o/x populations in New York City. Students will learn about histories of migration and settlement, urban inequality, community building, and urban transformation with particular focus on the Puerto Rican population in New York City. The course will examine the many ways Latinas/os/x have transformed New York City and built vibrant communities.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*V. Rosa*



**CRPE-256 Trap Doors and Glittering Closets: Queer/Trans\* of Color Politics of Recognition, Legibility, Visibility and Aesthetics**

*Fall. Credits: 4*

In 2014, *Time* magazine declared the "Transgender Tipping Point" as a popular moment of transgender people's arrival into the mainstream. Using a queer and trans\* of color critique, this course will unpack the political discourses and seeming binaries surrounding visibility/invisibility, recognition/misrecognition, legibility/illegibility, belonging/unbelonging and aesthetics/utility. How might we grapple with the contradictions of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others? This course will center the 2017 anthology *Trap Door: Trans Cultural Production and the Politics of Visibility*.  
*Crosslisted as: GNDST-204CP*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*R. Hwang*

*Prereq: One course in CRPE, Gender Studies, or CST.*

**CRPE-257 Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability**

*Fall. Credits: 4*

This course will offer an overview of select methodologies and methods from Community-based Participatory Action Research (CBPAR), Participatory Action Research (PAR), collaborative ethnography and other social justice research interventions such as radical oral history, grassroots research collectives, experimental digital archives, research and data justice networks and organizations. We will center on questions of "accountability"; that is, to whom, for whom, and to what end do processes of accountability serve those already in power? Moreover, we will investigate the chasms between academia and activism in order to explore the possibility of unlikely collaborative research alliances.

*Crosslisted as: GNDST-204TJ*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*R. Hwang*

*Prereq: 4 credits in Gender Studies or Critical Social Thought.*

**CRPE-261 Race, Racism, and Power**

*Spring. Credits: 4*

This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories. We will focus on structural, systemic, and institutional racism and processes of racialization. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, transformation, and liberation.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*V. Rosa*

**CRPE-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**CRPE-308 Luminous Darkness: African American Social Thought After DuBois**

*Spring. Credits: 4*

Examines the life, work, and legacies of WEB DuBois. Drawing on domestic and diasporic fictional and nonfictional meditations on black life and progress in and beyond the 'DuBoisian century', the course considers the changing meanings of and movements for global racial justice for people of African descent. The course also confronts the globalization of the color line in the post-Civil Rights/Black Power era. Due to increasing precarity for the masses, emphasis is given to more recent ideas like afro-pessimism, racial capitalism, and afro-futurism, as contemporary responses to DuBois's 1903 question, 'How does it feel to be a problem?' Readings by Jemisin, Gyasi, Robinson, Fields, Butler, Davis, Ransby, Hartman, Wilderson, Fanon, YamahttaTaylor, among others form the core of the course.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Wilson*

*Prereq: 8 credits in Africana Studies, Critical Social Thought, or Critical Race and Political Economy.*

**CRPE-323 Latina Feminism(s)**

*Fall. Credits: 4*

In this seminar, we will explore the relationship between Latina feminist theory and knowledge production. We will examine topics related to positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

*Crosslisted as: GNDST-333FM*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*V. Rosa*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 8 credits in Latina/o Studies, Gender Studies, or Critical Social Thought.*

**CRPE-339 Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice**

*Fall. Credits: 4*

This seminar will offer close theoretical readings of a variety of anti-colonial, abolitionist, anti-imperialist, insurgent and feminist-of-color memoir, autobiographical and social justice texts. We will read works from Leanne Betasamosake Simpson, Assata Shakur, Patrisse Cullors, Grace Lee Boggs, Audre Lorde, Leah Lakshmi Piepzna-Samarsinna, Leila Khaled, Fannie Lou Hamer, Sarah Ahmed, Lee Maracle, Kai Cheng Thom, Angela Davis, Sojourner Truth, adrienne maree brown, Alexis Pauline Gumbs, Mary Brave Bird, Jamaica Kincaid, Gabby Rivera and Haunani-Kay Trask. We will center the interlinking and capacious concepts of liberation, revolution, freedom, justice and decolonization.

*Crosslisted as: GNDST-333AD*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*R. Hwang*

*Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.*

**CRPE-340 Advanced Topics****CRPE-340CH Advanced Topics: 'Latinx Cultural History'***Spring. Credits: 4*

This interdisciplinary seminar is a sampling of Latinx cultural history from the mid-18th century to the present. Cultural production in the form of film, literature, and music is discussed in relation to its aesthetic and historical context. Readings will look at cultural processes and products that shape the social life, institutions, discourses, and identities of Latinx communities. We will pay special attention to material and expressive forms, like nameplate chains and lowriders, to highlight that cultural practices and products not only can reflect, but generate and contest power.

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Diaz**Restrictions: This course is open to juniors and seniors***CRPE-352 Latina/o/x Studies in Action***Fall. Credits: 4*

Latina/o/x Studies in Action explores university/college-community partnerships and civic engagement with/in Latina/o/x communities in the United States. Drawing from the field of Latina/o/x Studies, the course explores and interrogates "traditional" academic understandings of knowledge production, research, and service learning. Focusing on questions of power, inequality, and social change, this course will examine how university/college-community partnerships can be based on reciprocity, exchange, and the centering of community assets, needs, and voices.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**V. Rosa***CRPE-356 Latinas/os/x and Housing: Mi Casa Is Not Su Casa***Not Scheduled for This Year. Credits: 4*

Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the "American Dream," homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining the history of exclusionary housing policies in the United States. By exploring a range of topics (affordability, ownership, gentrification, etc), we will develop a sharper understanding of why housing is one of the most pressing issues for Latinas/os/x today.

*Crosslisted as: GNDST-333MC**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**V. Rosa***CRPE-363 A Social Movements' History of the States from Grassroots Organizing to Social Movements***Spring. Credits: 4*

This course will be an interdisciplinary/multidisciplinary exploration of grassroots organizing, community experiences, and social movements from 1700 to the present day by highlighting how community organizing has been affected by socio-structural problems and, in the words of Patricia Hill Collins, "the matrix of oppression"; but also by critically analyzing the historical contributions of grassroots organizations to dismantling all systems of domination. We will track how various organizations and social movements have understood, challenged, contested, and transformed power hierarchies. Simultaneously we will enter the history of community organizing in the United States of America and interrogate how multidimensional processes of racialization, gender classification, class, and sexual division inform experiences within and around these social movements.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Abello Hurtado**Restrictions: This course is open to juniors and seniors***CRPE-364 Critical Refugee Studies***Not Scheduled for This Year. Credits: 4*

Critical Refugee Studies will address a unique and growing portion of the migration flow to the United States -- refugees and asylum seekers. The course will discuss the historical development of persons in flight from their home nations and the U.S.'s ability (and sometimes reluctance) to receive them. The course will address their legal and popular categorization, the various reasons for their displacement abroad, and overt and buried expressions of their identities based on their categorization and displacement.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Hernández**Prereq: 4 credits in Latina/o Studies or Critical Social Thought.***CRPE-366 Disposable People: A History of Deportation***Not Scheduled for This Year. Credits: 4*

Taught in English, the course explores comparative racial and ethnic politics in the U.S. during the 20th century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**D. Hernández*

**CRPE-371 Free Them All: Abolition Feminism and Anticarceral Action Research**

*Not Scheduled for This Year. Credits: 4*

This course will center the activism, theories and praxis of abolition feminism. We will collectively study how interpersonal violence (gender, racial, sexual, ableist) is intertwined with state violence (from domestic policing to militarism abroad). Through investigating the legal history of the criminalization of survivors alongside mainstream antiviolence research and statistics, we will challenge the use of criminological binaries such as victim/perpetrator and violent/nonviolent. Partnering with coalitions like Survived and Punished National, this course is structured by a series of anti-carceral action research projects such as contributing to active survivor defense campaigns.

*Crosslisted as: GNDST-333CF*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning, Writing-Intensive*

*R. Hwang*

*Prereq: Two courses in Gender Studies or Critical Social Thought at the 200 level or above.*

**CRPE-372 Transforming Harm and Mutual Aid: A Transformative Justice Lab**

*Spring. Credits: 4*

The overall goal of this course is to make explicit connections between mutual aid and transformative justice, and the intertwined place-based and community histories in which these interventions continue to be made. Students will leave with a grounded understanding of the connections, tensions and differences between transformative justice and restorative justice and criminal justice. Alongside Dean Spade's *Mutual Aid Building Solidarity During This Crisis (and the Next)*, students will be introduced to the radical history of mutual aid— learning the difference between "charity" and "solidarity" — and how mutual aid might interrupt systemic to interpersonal harm.

*Crosslisted as: GNDST-333TH*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Community-Based Learning*

*R. Hwang*

*Prereq: A 200-level course in Gender Studies, Critical Social Thought, or Critical Race and Political Economy.*

**CRPE-374 Latina/o Immigration**

*Not Scheduled for This Year. Credits: 4*

The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.

*Crosslisted as: GNDST-333UU*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*D. Hernández*

*Notes: Community-based learning is optional in this class.*

**CRPE-392 Senior Seminar**

*Fall. Credits: 4*

This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies and critical social thought. Majors with diverse interests, perspectives, and expertise will have the opportunity to reflect on, and share with each other, the significance of their major education in relation to their current and past work, their capstone or senior projects, their academic studies as a whole, and their engagements outside of academia. Course readings and discussion will be shaped by students in collaboration with the instructor.

*Crosslisted as: GNDST-392*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive*

*R. Hwang*

*Restrictions: This course is limited to seniors.*

**CRPE-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Courses Meeting Requirements for CRPE's Major Pathways, Minors, and Categories

### CRPE Major Pathway/Minor

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-216WC	Special Topics in Anthropology: 'Writing Capitalism's Ruins'	4
<b>Art History</b>		
ARTH-106	Arts of Africa and Its Diasporas	4
ARTH-290AW	Issues in Art History: 'African and African American Women Artists'	4
ARTH-290SW	Issues in Art History: 'Here +54: From the Smithsonian to Soweto, Arts of the African Americas and Africa'	4
ARTH-300AF	Seminar: 'Curating African and African American Art: Up from the Basement and into the Collection'	4
<b>Biological Sciences</b>		
BIOL-321RB	Conference Course: 'Race and Biology'	4
<b>Critical Race &amp; Political Econ</b>		
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
CRPE-200	Foundations of Africana Studies	4
CRPE-205	Foundations in Critical Social Thought	4
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
CRPE-231	Dialoguing for Racial Change	4
CRPE-239	Latina/o/x Urbanism	4
CRPE-240BR	Intermediate Topics: 'Borderlands Film and Literature'	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-254	Nueva York	4

CRPE-256	Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics	4	ENGL-366	Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters	4
CRPE-257	Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability	4	ENGL-368	Shapeshifting Through the Nineteenth Century and Beyond	4
CRPE-261	Race, Racism, and Power	4	ENGL-382AN	Advanced Topics in English: 'American Animality'	4
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4	ENGL-389	Revolution and Change in the Age of Necropolitics	4
CRPE-323	Latina Feminism(s)	4	<b>Environmental Studies</b>		
CRPE-339	Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice	4	ENVST-150DV	Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'	4
CRPE-340CH	Advanced Topics: 'Latinx Cultural History'	4	ENVST-210	Political Ecology	4
CRPE-352	Latina/o/x Studies in Action	4	ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4	<b>Entrepreneurship, Orgs &amp; Soc</b>		
CRPE-363	A Social Movements' History of the States from Grassroots Organizing to Social Movements	4	EOS-349BC	Topic: 'History of British Capitalism'	4
CRPE-364	Critical Refugee Studies	4	<b>Film, Media, Theater</b>		
CRPE-366	Disposable People: A History of Deportation	4	FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4
CRPE-371	Free Them All: Abolition Feminism and Anticarceral Action Research	4	FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4
CRPE-372	Transforming Harm and Mutual Aid: A Transformative Justice Lab	4	FMT-330PA	Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'	4
CRPE-374	Latina/o Immigration	4	FMT-330RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4
CRPE-392	Senior Seminar	4	FMT-330SV	Advanced Courses in History and Theory: 'Media and Surveillance'	4
<b>Dance</b>			FMT-333RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4
DANCE-132	Introduction to Hip Hop	2	<b>French</b>		
DANCE-133	Introduction to Breakin'	2	FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	4
DANCE-142	West African Dance	2	FREN-341NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4
DANCE-146	Afro-Fusion Dance	2	<b>Geography</b>		
DANCE-232	Intermediate Hip Hop	2	GEOG-206	Political Geography	4
DANCE-234	House Dance	2	GEOG-314	China in the Global South	4
DANCE-272AF	Dance and Culture: 'Improvisation from an Africanist Perspective'	4	GEOG-331	Water, People, and Politics in the Anthropocene	4
DANCE-272FD	Dance and Culture: 'Funk Styles'	4	<b>Gender Studies</b>		
<b>Economics</b>			GNDST-204TJ	Women and Gender in the Study of Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'	4
ECON-306	Political Economy of Inequality	4	GNDST-206FA	Women and Gender in History: 'Labor and Family in African History'	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4	GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
<b>English</b>			GNDST-210WR	Women and Gender in Philosophy and Religion: 'Womanist Religious Thought'	4
ENGL-217SA	Topics in English: 'South African Literature: Postapartheid and Beyond'	4	GNDST-212EC	Women and Gender in Social Sciences: 'Gender and Labor in the Global Economy'	4
ENGL-257	Survey of African American Literature	4			
ENGL-274	Introduction to Asian American Literature	4			
ENGL-280	Literary and Cultural Theory	4			
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4			
ENGL-338	Aesthetics of Racial Capitalism	4			
ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4			
ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4			



GNDST-241PH	Women and Gender in Science: 'Pharmocracy: Empire by Molecular Means'	4
GNDST-333AN	Advanced Seminar: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters'	4
GNDST-333EC	Advanced Seminar: 'Gender and Economic Development in the Global South'	4
GNDST-333EM	Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'	4
GNDST-333MS	Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'	4
GNDST-333PA	Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'	4
GNDST-333TH	Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'	4
GNDST-392	Senior Seminar	4
<b>German Studies</b>		
GRMST-231YN	Topics in German and European Studies In A Global Context" 'Yiddish Nation: Language as Homeland'	4
<b>History</b>		
HIST-141	Introduction to Modern African History	4
HIST-142	Introduction to Pre Colonial African History	4
HIST-213	History of Turtle Island: Introduction to Native North America	4
HIST-245EU	Topics in African History: 'European Expansion in Africa'	4
HIST-245FA	Topics in African History: 'Labor and Family in African History'	4
HIST-245MW	Topics in African History: 'Modern West Africa, 1800 to the Present'	4
HIST-245ND	Topics in African History: 'Nationalism and Decolonization'	4
HIST-245SV	Topics in African History: 'Slavery and Emancipation in Africa'	4
HIST-276	U.S. Women's History Since 1890	4
HIST-277	History of Energy	4
HIST-279	Modern Civil Rights Movement	4
HIST-280DD	Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'	4
HIST-282	African American History from Emancipation to the Present	4
HIST-357	History of British Capitalism	4
<b>Jewish Studies</b>		
JWST-269	Citizens and Subjects: Jews in the Modern World	4
<b>Latin American Studies</b>		
LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4
<b>Music</b>		
MUSIC-161	Beginning West African Drumming Ensemble	1
MUSIC-226	World Music	4
MUSIC-228	African Opera in Theory and Practice	4
MUSIC-229	African Popular Music	4
<b>Politics</b>		
POLIT-234	Black Metropolis: From MLK to Obama	4

POLIT-252	Urban Politics	4
POLIT-355	Race and Housing	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
<b>Psychology</b>		
PSYCH-213	Psychology of Racism	4
<b>Religion</b>		
RELIG-172	Religion and Ecological Movements	4
RELIG-181	Introduction to African Diaspora Religions	4
RELIG-207	Women and Gender in Islam	4
RELIG-209	Disability and Religion	4
RELIG-225AP	Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'	4
RELIG-225CQ	Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'	4
RELIG-225NR	Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'	4
RELIG-246	Womanist Religious Thought	4
RELIG-248	Islam in America: From Slavery to the "Muslim Ban"	4
RELIG-267	Buddhist Ethics	4
RELIG-269	Citizens and Subjects: Jews in the Modern World	4
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
RELIG-352	Body and Gender in Religious Traditions	4
RELIG-361	The Aquatic Life of Black Devotion	4
<b>Sociology</b>		
SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4
SOCI-216DR	Special Topics in Sociology: 'Dialoguing for Racial Change'	4
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4
<b>Spanish</b>		
SPAN-230HY	Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'	4
SPAN-340PA	Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'	4
SPAN-340RR	Advanced Studies in Visual Cultures: 'Anti-Fascism in Film: Reel Revolutions'	4
<b>Africana Studies Major Pathway/Minor</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Art History</b>		
ARTH-106	Arts of Africa and Its Diasporas	4
ARTH-290AW	Issues in Art History: 'African and African American Women Artists'	4
ARTH-290SW	Issues in Art History: 'Here +54: From the Smithsonian to Soweto, Arts of the African Americas and Africa'	4
ARTH-300AF	Seminar: 'Curating African and African American Art: Up from the Basement and into the Collection'	4
<b>Critical Race &amp; Political Econ</b>		
CRPE-200	Foundations of Africana Studies	4
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4

CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4	HIST-245FA	Topics in African History: 'Labor and Family in African History'	4
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4	HIST-245MW	Topics in African History: 'Modern West Africa, 1800 to the Present'	4
CRPE-363	A Social Movements' History of the States from Grassroots Organizing to Social Movements	4	HIST-245ND	Topics in African History: 'Nationalism and Decolonization'	4
<b>Dance</b>			HIST-245SV	Topics in African History: 'Slavery and Emancipation in Africa'	4
DANCE-132	Introduction to Hip Hop	2	HIST-282	African American History from Emancipation to the Present	4
DANCE-133	Introduction to Breakin'	2	<b>Music</b>		
DANCE-142	West African Dance	2	MUSIC-161	Beginning West African Drumming Ensemble	1
DANCE-146	Afro-Fusion Dance	2	MUSIC-226	World Music	4
DANCE-232	Intermediate Hip Hop	2	MUSIC-228	African Opera in Theory and Practice	4
DANCE-234	House Dance	2	MUSIC-229	African Popular Music	4
DANCE-272AF	Dance and Culture: 'Improvisation from an Africanist Perspective'	4	<b>Politics</b>		
DANCE-272FD	Dance and Culture: 'Funk Styles'	4	POLIT-234	Black Metropolis: From MLK to Obama	4
<b>Economics</b>			POLIT-252	Urban Politics	4
ECON-306	Political Economy of Inequality	4	POLIT-355	Race and Housing	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4	POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
<b>English</b>			<b>Religion</b>		
ENGL-217SA	Topics in English: 'South African Literature: Postapartheid and Beyond'	4	RELIG-181	Introduction to African Diaspora Religions	4
ENGL-257	Survey of African American Literature	4	RELIG-246	Womanist Religious Thought	4
ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4	RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4	RELIG-361	The Aquatic Life of Black Devotion	4
<b>Environmental Studies</b>			<b>Critical Social Thought Major Pathway</b>		
ENVST-210	Political Ecology	4	<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Film, Media, Theater</b>			<b>Anthropology</b>		
FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4	ANTHR-216WC	Special Topics in Anthropology: 'Writing Capitalism's Ruins'	4
FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4	<b>Critical Race &amp; Political Econ</b>		
<b>French</b>			CRPE-205	Foundations in Critical Social Thought	4
FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	4	CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
FREN-341NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4	CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
<b>Geography</b>			CRPE-239	Latina/o/x Urbanism	4
GEOG-314	China in the Global South	4	CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
<b>Gender Studies</b>			CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
GNDST-206FA	Women and Gender in History: 'Labor and Family in African History'	4	CRPE-254	Nueva York	4
GNDST-210WR	Women and Gender in Philosophy and Religion: 'Womanist Religious Thought'	4	CRPE-256	Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics	4
<b>History</b>			CRPE-257	Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability	4
HIST-142	Introduction to Pre Colonial African History	4	CRPE-261	Race, Racism, and Power	4
HIST-213	History of Turtle Island: Introduction to Native North America	4	CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4
HIST-245EU	Topics in African History: 'European Expansion in Africa'	4	CRPE-323	Latina Feminism(s)	4

CRPE-339	Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-371	Free Them All: Abolition Feminism and Anticarceral Action Research	4
CRPE-372	Transforming Harm and Mutual Aid: A Transformative Justice Lab	4
CRPE-374	Latina/o Immigration	4
CRPE-392	Senior Seminar	4

#### Economics

ECON-306	Political Economy of Inequality	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4

#### English

ENGL-257	Survey of African American Literature	4
ENGL-274	Introduction to Asian American Literature	4
ENGL-280	Literary and Cultural Theory	4
ENGL-325	Victorian Literature and Visual Culture	4
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
ENGL-338	Aesthetics of Racial Capitalism	4
ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4
ENGL-366	Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters	4
ENGL-368	Shapeshifting Through the Nineteenth Century and Beyond	4
ENGL-382AN	Advanced Topics in English: 'American Animality'	4
ENGL-389	Revolution and Change in the Age of Necropolitics	4

#### Environmental Studies

ENVST-150DV	Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'	4
ENVST-210	Political Ecology	4
ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4

#### Entrepreneurship, Orgs & Soc

EOS-349BC	Topic: 'History of British Capitalism'	4
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#### Film, Media, Theater

FMT-330PA	Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'	4
FMT-330RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4
FMT-330SV	Advanced Courses in History and Theory: 'Media and Surveillance'	4
FMT-333RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4

#### Geography

GEOG-206	Political Geography	4
GEOG-331	Water, People, and Politics in the Anthropocene	4

#### Gender Studies

GNDST-204TJ	Women and Gender in the Study of Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'	4
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
GNDST-241PH	Women and Gender in Science: 'Pharmocracy: Empire by Molecular Means'	4
GNDST-333AN	Advanced Seminar: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters'	4
GNDST-333EC	Advanced Seminar: 'Gender and Economic Development in the Global South'	4
GNDST-333EM	Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'	4
GNDST-333MS	Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'	4
GNDST-333PA	Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'	4
GNDST-333TH	Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'	4
GNDST-392	Senior Seminar	4

#### German Studies

GRMST-231YN	Topics in German and European Studies In A Global Context" 'Yiddish Nation: Language as Homeland'	4
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#### History

HIST-141	Introduction to Modern African History	4
HIST-276	U.S. Women's History Since 1890	4
HIST-277	History of Energy	4
HIST-279	Modern Civil Rights Movement	4
HIST-280DD	Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'	4
HIST-357	History of British Capitalism	4

#### Jewish Studies

JWST-269	Citizens and Subjects: Jews in the Modern World	4
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#### Latin American Studies

LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4
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#### Politics

POLIT-234	Black Metropolis: From MLK to Obama	4
POLIT-252	Urban Politics	4
POLIT-355	Race and Housing	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4

#### Psychology

PSYCH-213	Psychology of Racism	4
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#### Religion

RELIG-172	Religion and Ecological Movements	4
RELIG-181	Introduction to African Diaspora Religions	4

RELIG-207	Women and Gender in Islam	4
RELIG-209	Disability and Religion	4
RELIG-225AP	Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'	4
RELIG-225CQ	Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'	4
RELIG-225NR	Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'	4
RELIG-248	Islam in America: From Slavery to the 'Muslim Ban	4
RELIG-267	Buddhist Ethics	4
RELIG-269	Citizens and Subjects: Jews in the Modern World	4
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
RELIG-352	Body and Gender in Religious Traditions	4
<b>Sociology</b>		
SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4
<b>Spanish</b>		
SPAN-230HY	Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'	4
SPAN-340PA	Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'	4
SPAN-340RR	Advanced Studies in Visual Cultures: 'Anti-Fascism in Film: Reel Revolutions'	4

## Latinx Studies Minor

Code	Title	Credits
<b>Critical Race &amp; Political Econ</b>		
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
CRPE-239	Latina/o/x Urbanism	4
CRPE-240BR	Intermediate Topics: 'Borderlands Film and Literature'	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-254	Nueva York	4
CRPE-261	Race, Racism, and Power	4
CRPE-323	Latina Feminism(s)	4
CRPE-340CH	Advanced Topics: 'Latinx Cultural History'	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-374	Latina/o Immigration	4

## People, Power, Place

Code	Title	Credits
<b>Critical Race &amp; Political Econ</b>		
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
CRPE-200	Foundations of Africana Studies	4
CRPE-205	Foundations in Critical Social Thought	4

CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
CRPE-239	Latina/o/x Urbanism	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-254	Nueva York	4
CRPE-257	Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability	4
CRPE-261	Race, Racism, and Power	4
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4
CRPE-323	Latina Feminism(s)	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-363	A Social Movements' History of the States from Grassroots Organizing to Social Movements	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-371	Free Them All: Abolition Feminism and Anticarceral Action Research	4
CRPE-372	Transforming Harm and Mutual Aid: A Transformative Justice Lab	4
CRPE-374	Latina/o Immigration	4
<b>Economics</b>		
ECON-306	Political Economy of Inequality	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
<b>French</b>		
FREN-341NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4
<b>Geography</b>		
GEOG-331	Water, People, and Politics in the Anthropocene	4
<b>Gender Studies</b>		
GNDST-204TJ	Women and Gender in the Study of Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'	4
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
GNDST-212EC	Women and Gender in Social Sciences: 'Gender and Labor in the Global Economy'	4
GNDST-333EC	Advanced Seminar: 'Gender and Economic Development in the Global South'	4
GNDST-333TH	Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'	4
<b>History</b>		
HIST-141	Introduction to Modern African History	4
HIST-142	Introduction to Pre Colonial African History	4
HIST-213	History of Turtle Island: Introduction to Native North America	4



HIST-245EU	Topics in African History: 'European Expansion in Africa'	4	DANCE-272AF	Dance and Culture: 'Improvisation from an Africanist Perspective'	4
HIST-245MW	Topics in African History: 'Modern West Africa, 1800 to the Present'	4	DANCE-272FD	Dance and Culture: 'Funk Styles'	4
HIST-245SV	Topics in African History: 'Slavery and Emancipation in Africa'	4	<b>English</b>		
HIST-280DD	Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'	4	ENGL-257	Survey of African American Literature	4
HIST-282	African American History from Emancipation to the Present	4	ENGL-274	Introduction to Asian American Literature	4
<b>Politics</b>			ENGL-325	Victorian Literature and Visual Culture	4
POLIT-234	Black Metropolis: From MLK to Obama	4	ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
POLIT-252	Urban Politics	4	ENGL-338	Aesthetics of Racial Capitalism	4
POLIT-355	Race and Housing	4	ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4	ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4
<b>Psychology</b>			ENGL-366	Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters	4
PSYCH-213	Psychology of Racism	4	<b>Film, Media, Theater</b>		
<b>Religion</b>			FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4
RELIG-207	Women and Gender in Islam	4	FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4
RELIG-246	Womanist Religious Thought	4	<b>Music</b>		
RELIG-248	Islam in America: From Slavery to the "Muslim Ban"	4	MUSIC-228	African Opera in Theory and Practice	4
<b>Sociology</b>			MUSIC-229	African Popular Music	4
SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4	MUSIC-261	Intermediate West African Drumming Ensemble	1
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4	<b>Religion</b>		
<b>Representation</b>					
<b>Code</b>	<b>Title</b>	<b>Credits</b>	RELIG-181	Introduction to African Diaspora Religions	4
<b>Art History</b>					
ARTH-106	Arts of Africa and Its Diasporas	4	RELIG-225NR	Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'	4
ARTH-290AW	Issues in Art History: 'African and African American Women Artists'	4	RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
ARTH-290SW	Issues in Art History: 'Here +54: From the Smithsonian to Soweto, Arts of the African Americas and Africa'	4	RELIG-361	The Aquatic Life of Black Devotion	4
ARTH-300AF	Seminar: 'Curating African and African American Art: Up from the Basement and into the Collection'	4	<b>Collaboratory</b>		
Collaboratories are courses designed to foster in-depth critical studies of race, colonialism, migration, and political economy. The department will offer one collaboratory per year.					
<b>Critical Race &amp; Political Econ</b>					
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4	<b>Code</b>	<b>Title</b>	<b>Credits</b>
CRPE-256	Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics	4	<b>Critical Social Thought</b>		
CRPE-339	Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice	4	<b>Overview and Contact Information</b>		
The Program in Critical Social Thought is designed for students who want to interrogate cultural and social phenomena outside the confines of traditional disciplinary boundaries with the goal of analyzing relations of power embedded in knowledge production and social life. Students apply critical thought from a wide array of intellectual traditions, including critical ethnic studies, performance studies, disability studies, the history of science, psychoanalysis, Marxism, the Frankfurt School, critical race studies, queer theory, feminist theory, and postcolonial theory. Critical Social Thought puts less emphasis on the social, cultural, or scientific objects under study than on its distinctive, interdisciplinary methodology in which student-driven inquiry and research combines theoretical and social critique with a concern for addressing pressing social issues.					
<b>Dance</b>					
DANCE-132	Introduction to Hip Hop	2			
DANCE-133	Introduction to Breakin'	2			
DANCE-142	West African Dance	2			
DANCE-146	Afro-Fusion Dance	2			
DANCE-232	Intermediate Hip Hop	2			
DANCE-234	House Dance	2			

The Critical Social Thought major and minor are available only to students who entered the College before fall 2023. Students entering fall 2023 or later should instead refer to Critical Race and Political Economy (<http://catalog.mtholyoke.edu/areas-study/critical-race-political-economy/>) (CRPE) for its Critical Social Thought pathway. Students who entered before fall 2023 and who will graduate in May 2024 or later are eligible to choose either the Critical Social Thought major or the Critical Social Thought pathway within the CRPE major, after consulting with the chair of the CRPE department.

## See Also

- Critical Race and Political Economy (p. 120)

## Contact Information

David Hernández, Co-chair

Vanessa Rosa, Co-chair

## Learning Goals

The learning goals of Critical Social Thought are:

- Interrogate pressing social and cultural issues outside of traditional disciplinary boundaries.
- Analyze the relations of power in knowledge production and social life.
- Apply interdisciplinary methodology informed by an array of critical traditions.
- Conduct independent research on a self-designed course of study.

## Faculty

### This area of study is administered by the Department of Critical Race and Political Economy:

Kristie Ford, Professor of Sociology and Critical Race and Political Economy

Lucas Wilson, Professor of Economics and Critical Race and Political Economy on the Ford Foundation

David Hernández, Faculty Director of Community Engagement; Associate Professor of Latinx Studies and Critical Race and Political Economy, Teaching Fall Only

Vanessa Rosa, Associate Professor of Latinx Studies and Critical Race and Political Economy

Maria Abello Hurtado, Assistant Professor of Africana Studies and Critical Race and Political Economy

Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Race and Political Economy

Maria Diaz, Mount Holyoke Fellow and Visiting Lecturer in Latina/o Studies

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
CRPE-205	Foundations in Critical Social Thought	4
	Two courses at the 200 level from the approved course list for Critical Social Thought	8

Two courses at the 300 level from the approved course list for Critical Social Thought

One capstone seminar to complete a senior capstone project <sup>1</sup>

Two electives at the 300 level across two departments/programs from the approved course list for Critical Social Thought

Two additional electives at any level from the approved course list for Critical Social Thought

**Total Credits** **40**

<sup>1</sup> Students enroll in CRPE-392/GNDST-392 to fulfill this requirement. In the event that there are insufficient numbers of graduating seniors to fill this class, students will complete their capstone projects through independent study or in another 300 level seminar. The capstone project is a thesis, research paper, performance, or multimedia project that serves as a culminating intellectual experience of a self-designed course of study. Normally this project will be completed in the capstone seminar.

## Other Requirements

- Declaring the major. Students who wish to major in critical social thought will meet with the program chair to discuss their major interest and to select two advisors from the program faculty.
- Proposal. Submitted after completion of CRPE-205 and prior to declaring the major. Students must submit a 2-3 page proposal that identifies the focus of their course of study, explains its genesis and significance, and includes an annotated list of the courses they have and intend to take for credit in their major. Students will submit the proposal to their two advisors for approval before submitting it to the chair.

## Additional Specifications

- The Critical Social Thought major and minor are available only to students who entered the College before fall 2023. Students entering fall 2023 or later should instead refer to Critical Race and Political Economy (<http://catalog.mtholyoke.edu/areas-study/critical-race-political-economy/>) (CRPE).
- No more than a total of 8 credits of independent study (CRPE-295 or 395, or before fall 2023 CST-295 or 395) may be counted toward the major in addition to 8 credits of CRPE-395 senior thesis work.
- Students who declare a critical social thought major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
CRPE-205	Foundations in Critical Social Thought	4
	One course at the 200 level from the approved course list for Critical Social Thought	4
	One course at the 300 level from the approved course list for Critical Social Thought	4
	One elective at the 200 or 300 level from the approved course list for Critical Social Thought	4
	One elective at the 300 level from the approved course list for Critical Social Thought	4
<b>Total Credits</b>		<b>20</b>

## Other Requirements

- Declaring the minor. Students who wish to minor in critical social thought shall meet with the program chair to discuss their minor interest and to select an advisor from the program faculty.
- Proposal. Submitted after completion of CRPE-205 and prior to declaring the minor. To declare the minor, students must submit a 2-3 page proposal that identifies the focus of their course of study, explains its genesis and significance, and includes an annotated list of the courses they have and intend to take for credit in their minor. Students will submit the proposal to their advisor for approval before submitting it to the chair.

## Additional Specifications

- The Critical Social Thought major and minor are available only to students who entered the College before fall 2023. Students entering fall 2023 or later should instead refer to Critical Race and Political Economy (<http://catalog.mtholyoke.edu/areas-study/critical-race-political-economy/>) (CRPE).
- No more than a total of 4 credits of independent study (CRPE-295 or 395, or before fall 2023 CST-295 or 395) may be counted toward the minor.

## Courses Meeting Requirements for Critical Social Thought

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-216WC	Special Topics in Anthropology: 'Writing Capitalism's Ruins'	4
<b>Critical Race &amp; Political Econ</b>		
CRPE-205	Foundations in Critical Social Thought	4
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
CRPE-239	Latina/o/x Urbanism	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-254	Nueva York	4
CRPE-256	Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics	4
CRPE-257	Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability	4
CRPE-261	Race, Racism, and Power	4
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4
CRPE-323	Latina Feminism(s)	4
CRPE-339	Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4

CRPE-371	Free Them All: Abolition Feminism and Anticarceral Action Research	4
CRPE-372	Transforming Harm and Mutual Aid: A Transformative Justice Lab	4
CRPE-374	Latina/o Immigration	4
CRPE-392	Senior Seminar	4

### Economics

ECON-306	Political Economy of Inequality	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4

### English

ENGL-257	Survey of African American Literature	4
ENGL-274	Introduction to Asian American Literature	4
ENGL-280	Literary and Cultural Theory	4
ENGL-325	Victorian Literature and Visual Culture	4
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
ENGL-338	Aesthetics of Racial Capitalism	4
ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4
ENGL-366	Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters	4

ENGL-368	Shapeshifting Through the Nineteenth Century and Beyond	4
ENGL-382AN	Advanced Topics in English: 'American Animality'	4
ENGL-389	Revolution and Change in the Age of Necropolitics	4

### Environmental Studies

ENVST-150DV	Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'	4
ENVST-210	Political Ecology	4
ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4

### Entrepreneurship, Orgs & Soc

EOS-349BC	Topic: 'History of British Capitalism'	4
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### Film, Media, Theater

FMT-330PA	Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'	4
FMT-330RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4
FMT-330SV	Advanced Courses in History and Theory: 'Media and Surveillance'	4
FMT-333RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4

### Geography

GEOG-206	Political Geography	4
GEOG-331	Water, People, and Politics in the Anthropocene	4

### Gender Studies

GNDST-204TJ	Women and Gender in the Study of Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'	4	RELIG-225CQ	Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'	4
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4	RELIG-225NR	Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'	4
GNDST-241PH	Women and Gender in Science: 'Pharmocracy: Empire by Molecular Means'	4	RELIG-248	Islam in America: From Slavery to the "Muslim Ban"	4
GNDST-333AN	Advanced Seminar: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters'	4	RELIG-267	Buddhist Ethics	4
GNDST-333EC	Advanced Seminar: 'Gender and Economic Development in the Global South'	4	RELIG-269	Citizens and Subjects: Jews in the Modern World	4
GNDST-333EM	Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'	4	RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
GNDST-333MS	Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'	4	RELIG-352	Body and Gender in Religious Traditions	4
GNDST-333PA	Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'	4	<b>Sociology</b>		
GNDST-333TH	Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'	4	SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4
GNDST-392	Senior Seminar	4	SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4
<b>German Studies</b>			<b>Spanish</b>		
GRMST-231YN	Topics in German and European Studies In A Global Context" 'Yiddish Nation: Language as Homeland'	4	SPAN-230HY	Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'	4
<b>History</b>			SPAN-340PA	Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'	4
HIST-141	Introduction to Modern African History	4	SPAN-340RR	Advanced Studies in Visual Cultures: 'Anti-Fascism in Film: Reel Revolutions'	4
HIST-276	U.S. Women's History Since 1890	4	<b>Culture, Health, and Science</b>		
HIST-277	History of Energy	4	<b>Overview and Contact Information</b>		
HIST-279	Modern Civil Rights Movement	4	The Five College Program in Culture, Health, and Science (CHS) is a certificate program that allows undergraduate liberal arts students to explore human health, disease, and healing from interdisciplinary perspectives. Graduate schools recognize that tomorrow's health experts will need interdisciplinary training to link their understandings of history, culture, and behavior with clinical, biological, and epidemiologic models of health and disease. Students design a plan of study that approaches health holistically from the perspective of natural sciences, social sciences, and humanities.		
HIST-280DD	Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'	4	Completing a CHS certificate builds on the liberal arts approach to equip students with tools to think critically about health issues. For example, students may learn to:		
HIST-357	History of British Capitalism	4	<ul style="list-style-type: none"> <li>Recognize historical patterns of disease distribution, treatment, and health disparities</li> <li>Appreciate the value of integrating literature, philosophy, and the arts with studies in STEM fields (and vice versa)</li> <li>Develop technical skills (such as research design, media literacy, gene editing, foreign languages, econometrics, doula training, or statistical analysis) to apply to health issues</li> <li>Navigate healthcare systems and be an advocate for themselves and others</li> <li>Apply contributions of multiple disciplines to the realm of public health, health promotion, cultural competence, disease eradication and global health</li> </ul>		
<b>Jewish Studies</b>			Students learn how behavior influences disease distribution, how biomedical categories change across time and culture, and how political and socioeconomic factors affect disease and treatment. CHS students learn to interpret and communicate their results to diverse audiences.		
JWST-269	Citizens and Subjects: Jews in the Modern World	4			
<b>Latin American Studies</b>					
LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4			
<b>Politics</b>					
POLIT-234	Black Metropolis: From MLK to Obama	4			
POLIT-252	Urban Politics	4			
POLIT-355	Race and Housing	4			
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4			
<b>Psychology</b>					
PSYCH-213	Psychology of Racism	4			
<b>Religion</b>					
RELIG-172	Religion and Ecological Movements	4			
RELIG-181	Introduction to African Diaspora Religions	4			
RELIG-207	Women and Gender in Islam	4			
RELIG-209	Disability and Religion	4			
RELIG-225AP	Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'	4			

CHS is led by a steering committee of faculty members from all five colleges and a range of disciplines. CHS students work with their campus advisors to articulate objectives, select courses, and conduct independent projects or internships. Faculty and students alike are enriched by the cross-campus connections and interdisciplinary collaborations that the Culture, Health, and Science program fosters – locally and globally.

For a complete list of CHS campus advisors, CHS-approved courses, internship opportunities, and upcoming events, see the certificate website (<https://www.fivecolleges.edu/chs/>).

## Contact Information

**Rebecca Lijek, Assistant Professor, Biological Sciences**

<https://www.fivecolleges.edu/academics/culture-health-and-science-chs/>  
(<https://www.fivecolleges.edu/academics/culture-health-and-science-chs/>)

## Requirements for the Certificate

A minimum of seven courses and an independent research project:

Code	Title	Credits
Seven CHS-approved courses, with at least one course from each of the five categories of inquiry.		
	1. Biocultural Approaches: Interdisciplinary and/or comparative approaches that explore the interdependent influences on human health and disease	
	2. Mechanisms of Disease Transmission: Mechanisms of disease transmission within individuals and populations	
	3. Population, Health, and Disease: Exploring the relationships among social, behavioral, economic, and other aggregate population forces on human health and disease	
	4. Engaged and Humanistic Approaches: Ethical, humanistic, artistic, and engaged approaches to human health and disease, including explorations of healthcare practice, policy, and activism.	
	5. Research Design and Analysis: Concepts of evidence, data collection, research ethics, measurement, and modes of analysis	
An approved independent research project, such as an internship, thesis, course project, independent study, or other activity acceptable to the student's campus CHS certificate advisor		
<b>Total Courses</b>		<b>7</b>

## Additional Specifications

- No course can be used to satisfy more than one category.
- No more than three courses can “double count” toward a student's major.
- Four semesters—or the equivalent—of a second language is also recommended but not required. Such language training may be required for students seeking internships and summer research positions.
- A list of CHS-approved courses is available from the certificate's website (<https://www.fivecolleges.edu/academics/culture-health-and-science-chs/#courses>).

## Curricular Support Courses

### Overview

Curricular support courses are courses designed to strengthen skills applicable to a student's academic growth.

There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

### CUSP-202 Community-Based Learning: Networks, Reflection, and Meaning

*Not Scheduled for This Year. Credits: 2*

Community-based learning that effectively develops civic leaders and engages purposefully in community development requires students to develop networking, reflection, and analytic practices. Readings on civic engagement, discussions and exercises will advance campus and community networks, writing and oral reflection on field experiences, and information-sharing so students will better understand themselves and communities. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*The department*

*Instructor permission required.*

*Advisory: For current CBL Fellows only. Instructor permission required.*

*Notes: Meets Wednesday nights. There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

### CUSP-203 Integrating Learning, Service, and Social Action

*Spring. Credits: 2*

Community-based learning (CBL) is a central aspect of the liberal arts curriculum – as it facilitates student learning outside the College gates with community partners in ways that can effect social change. Such learning requires self-reflective practices, project planning and assessment, and knowledge of local histories. Through course readings, discussion, and community visitors, this class is designed to facilitate community-based learning for CBL student staff, C.A.U.S.E. leadership, student interns or future interns, as well as any student with a general interest in CBL.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*D. Hernández*

*Notes: Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*



**CUSP-208 Fundamentals of Maker Culture***Spring. Credits: 2*

This course is an introduction to common shop practices in the MHC Makerspace. In this course, you will learn to safely operate equipment and to both develop and mentor projects, with a focus on inclusive pedagogy. Emphasis will be placed on class participation as well as hands-on project based assignments. Priority will be given to those seeking to work as Makerspace Consultants.

*Applies to requirement(s): Meets No Distribution Requirement**K. Aidala**Instructor permission required.**Advisory: Application and permission of instructor required. Application found here: <https://bit.ly/FundMakerCulture>**Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.***CUSP-212 Peer Mentoring: Theory and Practice***Spring. Credits: 2*

This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Shea**Instructor permission required.**Notes: Meets second half of the semester on Monday evenings. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.***CUSP-215 Intergroup Dialogue****CUSP-215RR Intergroup Dialogue: 'Understanding Race and Racism in the United States and Mount Holyoke College'***Fall and Spring. Credits: 1*

In a culturally and socially diverse society, discussion about issues of difference, conflict and community are needed to facilitate understanding between social/cultural groups. In this intergroup dialogue, students will actively participate in two days (16 hours) of semi-structured, face-to-face meetings with students from other social identity groups. Students will learn from each others' perspectives, read and discuss relevant reading material, and explore their own and other groups' experiences in various social and institutional contexts. Students will also explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels.

*Applies to requirement(s): Meets No Distribution Requirement**M. Keehn**Instructor permission required.**Advisory: Interested students must complete an online application: Fall 2023 application**Notes: Students may take this weekend dialogue experience for 1 academic credit or may participate without registration as a co-curricular opportunity. In addition to the weekend meetings, there are reflection papers to be completed before and after the dialogue. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation. If students are unable to make the orientation meeting, they can set up an alternative meeting time with the instructor.***CUSP-235 Intergroup Dialogue: Facilitating Conversations About Social Justice***Fall and Spring. Credits: 2*

Intergroup Dialogue engages individuals and groups in facilitated small group processes to explore difficult issues to develop shared meaning across lines of difference, and generate opportunities for collaborative action. This course is designed to give students both a theoretical and practical foundation in the awareness, knowledge and skills needed to effectively plan, facilitate and evaluate Intergroup Dialogues. Students will develop skills in facilitating multicultural group interactions and work with conflict that may emerge engaging topics such as group dynamics, conflict intervention, intergroup communication and group building

*Applies to requirement(s): Meets No Distribution Requirement**M. Keehn**Instructor permission required.**Prereq: CUSP-215RR.**Advisory: Students must have completed CUSP-215RR or a comparable intergroup dialogue experience from another institution and must complete the required application: Fall 2023 application**Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

## Dance

### Overview and Contact Information

How does the body speak? What physical, cultural, and aesthetic principles inform the embodiment and skillful practice of different dance traditions? How is choreography inspired and developed, and what are the key tools of its craft? A dance student will investigate physical, cultural and aesthetic principles of dance and embody the skillful practice of different dance traditions.

The major's curriculum of core courses and areas of concentration emphasize technical training, performance, creative practice and critical/theoretical understanding. A dance major may choose one of three areas of concentration, pursue dance teacher licensure (p. 352), or choose to create their own concentration supported by the Five College Curriculum. The major is designed to prepare students for dance careers in choreography and performance; science, somatics, and arts therapies; education and community engagement; and history, theory, and criticism.

Five College Dance combines the programs of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst. The faculty meets to coordinate curricula, course scheduling, performances, and other services. Five College Dance supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange, and student travel; students may take a dance course on any of the five campuses and receive credit at their home institution.

Please consult the Five College Dance website (<https://www.fivecolleges.edu/dance/>) for up-to-date listings, faculty, and guest artists. Each semester, a listing of the current Five College dance courses, with specified times and locations, is available online (<https://www.fivecolleges.edu/academics/dance/#campus-dance-courses>).

### Contact Information

**William Seigh, Chair**

### Nicole Amrani, Academic Department Coordinator

106 Kendall Sports & Dance Complex

413-538-2310

<https://www.mtholyoke.edu/academics/find-your-program/dance>

(<https://www.mtholyoke.edu/academics/find-your-program/dance/>)

## Learning Goals

The dance department's learning goals incorporate the broader learning goals of the college by educating students to think analytically about dance and acquire in-depth methodological expertise and historical understanding of the art form.

The curriculum encourages artistic expression by developing skills in the language of dance while concurrently connecting inquiry to disciplines in and outside the arts.

Students engage in the community through performance and site-specific work and practice self-assessment and reflection through process papers, choreographic showings and the senior capstone course.

## Departmental Learning Goals

- Develop a multi-faceted literacy for dance—kinesthetic, visual, musical.
- Undertake an in-depth study and practice of technique and performance.
- Promote the integrated study of a broad spectrum of dance:
  - Choreography, performance, creative studies, rhythmic analysis.
  - History, culture, and aesthetics.
  - Teacher licensure, dance education, and community outreach.
  - Design, production and arts management.
- Encourage personal and cultural connections through somatic learning, imaginative exploration, and historical understanding.
- Enhance interdisciplinary awareness and collaboration and apply creative and artistic modes of inquiry across disciplines.

## Mount Holyoke Faculty

Shakia Barron, Assistant Professor of Dance

Barbara Diewald, Assistant Professor of Dance

Peter Jones, Senior Lecturer and Accompanist in Dance

William Seigh, Distinguished Visiting Professor of Dance

Meredith Bove, Visiting Artist in Dance

Andres Ramirez, Visiting Artist in Dance

Chavi Bansal, Visiting Lecturer in Dance

Eleanor Goudie-Averill, Guest Artist

## Five College Faculty

Professors Aiken (Smith), Blum (Smith), Vacanti (UMass), Woodson (Amherst); Associate Professor Tomé (Smith); Assistant Professors Aiken (Smith), Cox (UMass) Dennis (UMass), Goffe (Hampshire), González (UMass), Hauser (Smith), Holland (UMass), Kim (Amherst), McCullough (UMass), Riegel (UMass), Weidman (Hampshire); Lecturer Cox (UMass); Musician in Dance Meginsky (Smith)

## Requirements for the Major

A minimum of 48 credits:

Code	Title	Credits
<b>Core Courses:</b>		
DANCE-151	Elementary Composition	4
DANCE-171	Studies in Dance History	4
DANCE-241	Scientific Foundations of Dance	4
DANCE-272	Dance and Culture	4
DANCE-287	Rhythmic Analysis	4
DANCE-390	Senior Capstone Seminar (2 cr fall and 2 cr spring)	4
Six 2-credit dance courses (12 cr) of technique in at least two idioms		12
<b>Concentration:</b>		
Declare one of the following concentrations and complete 12 credits, including a minimum of 8 credits at the 300 level:		12
Choreography and Performance		
Dance Science, Somatics, and Arts Therapies		
History, Theory, and Criticism		
<b>Total Credits</b>		<b>48</b>

## Other Requirements

- Program plan. The dance major's program is designed in consultation with the advisor and approval of the department chair.
- Concentration. Planning for each concentration may include, but is not limited to, the courses listed below. In some cases, courses from other departments may be substituted for the concentrations and will require the approval of the department chair.
- Crew. Dance majors must serve on crew in the first two years, for a minimum of two dance concerts.

### Choreography and Performance

Code	Title	Credits
DANCE-252	Intermediate Composition	4
DANCE-309	Dance Repertory: Ballet Variations	4
DANCE-387	Rhythmic Analysis II: Performance	4
Two 2-credit 300-level technique or repertory courses		4
DANCE-353 Advanced Composition		

### Dance Science, Somatics, and Arts Therapies

Code	Title	Credits
DANCE-377	Advanced Studies	4
Dance 285 Laban Movement Analysis		4
Kinesiology 311 at UMass Amherst: Anatomy of Human Motion		4

### History, Theory, and Criticism

Code	Title	Credits
DANCE-377	Advanced Studies	4
Dance 323 at UMass Amherst: Dance in the New Millennium		4
Dance 368 at UMass Amherst: Writing about Dance		4

The dance minor is intended to provide a well-rounded and in-depth introduction to dance as an art form.

## Requirements for the Minor

A minimum of 24 credits:

Code	Title	Credits
DANCE-151	Elementary Composition	4
DANCE-171	Studies in Dance History	4
DANCE-241	Scientific Foundations of Dance	4
DANCE-272	Dance and Culture	4
A minimum of two courses of dance technique or repertory (DANCE-305)		4
An additional 4 credits of dance at the 300 level, either in theory or technique		4
<b>Total Credits</b>		<b>24</b>

## Other Requirements

- Approval. All minors must be approved by the department chair.
- Crew. Dance minors must serve on crew in the first two years, for a minimum of two dance concerts.

## Teacher Licensure

Students interested in pursuing licensure in the field of dance can combine the core courses in the dance major and required technique courses with a minor in education. Students need to consult with the dance department chair and faculty for the teacher licensure program.

See further information in the catalog about the minor in education (p. 352) and Teacher Licensure (p. ), and consult the Teacher Licensure program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

The department is renowned for its extensive studio offerings in ballet technique, contemporary/modern technique, and repertory/performance, as well as its rotating offerings in West African dance, hip hop, tap, jazz, Indian classical dance, tango, contact improvisation, and musical theater. Theory courses range from Scientific Foundations in Dance to Studies in Dance History, Analysis of Rhythm, and Choreography. All courses are designed to contribute in various ways to the College's Learning Goals. This range of courses is further augmented by more than 100 theory and studio courses offered annually through the Five College Dance Department (<https://www.fivecolleges.edu/dance/>).

## Dance Theory

### DANCE-151 Elementary Composition

*Fall. Credits: 4*

A study of the principles and elements of choreography. How is movement design and meaning constructed? How do the different dimensions of the medium of dance inform and inspire choreographic choices? Course work will focus on experiential and analytical approaches to these questions through readings, video viewings and guided improvisational and compositional explorations of such issues as sensation, time, rhythm, desire, image, shape, space, and effort quality. Students will experiment with a range of tools and strategies for dance making, including movement phrasing, musical structure, collage, group forms, improvisational scoring, and the design of movement in relation to objects and environments.

*Applies to requirement(s): Humanities*

*S. Barron*

### DANCE-171 Studies in Dance History

This course is designed to present an overview of dance as a performing art, starting at the turn of the twentieth century to contemporary times. Each offering of the course has topical focus through which dance history is explored.

### DANCE-171BH Studies in Dance History: 'Ballet History'

*Not Scheduled for This Year. Credits: 4*

Through readings, video and film viewings, individual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance, with special attention to their historical and cultural contexts. This semester, the topical focus of the course will be ballet history. The dance world and ballet in particular are thought of as microcosms of Eurocentric history and society. Through this particular lens, we can explore how these concepts shape our view of ballet today and of dance history more broadly.

*Applies to requirement(s): Humanities*

*The department*

### DANCE-171HP Studies in Dance History: 'Contemporary Issues in History and Performance'

*Not Scheduled for This Year. Credits: 4*

This course investigates the development of dance as a performing art in the 20th/21st century. The course will examine major trends, multi-cultural aspects and significant global events affecting the development of dance. We will observe the work of principal artists and companies, and we will investigate aesthetic points of view, beliefs, and assumptions inherent in dance practices, dance criticism and writing of history. The course will investigate topical groupings of events and artists that, in historical perspective, share similar artistic issues and influences. We will look at artists' work and the context of their dance-making and collaboration. Aspects of the work to investigate include: movement description, genre, choreographic methods, production, relationship to music, content, analysis, and economic, geographical or political climates.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*The department*

*Restrictions: This course is limited to Dance majors and minors*

### DANCE-171MT Studies in Dance History: 'Beginning Modern Dance in History and Practice'

*Not Scheduled for This Year. Credits: 4*

This class is an introduction to the practice of contemporary modern dance at the beginning level, from both the theoretical and embodied perspectives. The course introduces the basic principles of dance movement: body alignment, coordination, locomotion, artistry, and is studied alongside the study of the histories and contexts of modern dance development. Class time will alternate between in-studio dance practice, and lecture-based classes with readings, class discussions, video viewings and short written and creative assignments.

*Applies to requirement(s): Humanities*

*The department*

*Advisory: No previous dance experience required.*

### DANCE-241 Scientific Foundations of Dance

Selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.

**DANCE-241AM Scientific Foundations of Dance: 'Anatomy of Movement'**

*Not Scheduled for This Year. Credits: 4*

Designed for dance students, this course is an experiential study of the human body's musculoskeletal system. The structure of this course includes lectures, movement laboratory sessions, somatic exercises, and developing a personal warmup for full-bodied dancing. Anatomical understanding becomes a springboard for clearer movement choices and deeper engagement in dance practice.

*Applies to requirement(s): Humanities*

*B. Dieward*

*Prereq: 2 credits in Dance.*

*Advisory: Previous dance experience is recommended.*

**DANCE-252 Intermediate Composition**

*Spring. Credits: 4*

Intermediate Composition is structured as a workshop for you to explore and expand your own artistic vision. It will increase your understanding of inspiration and intention as they relate to choreography as well as encourage active consideration of choreographic possibilities for space, time, performer/audience interaction, energetic qualities, use of text, music, and physical and environmental intelligences.

*Applies to requirement(s): Humanities*

*C. Bansal*

*Prereq: DANCE-151.*

**DANCE-262 Somatic Studies****DANCE-262HP Somatic Studies: 'Somatic Studies and Dance Practices Toward Healing and Justice'**

*Not Scheduled for This Year. Credits: 4*

This course introduces students to a range of somatic therapy practices and their application toward healing and justice work. This will occur within legacies of African-rooted dance and performance that we witness being expressed in a traditional community practice throughout the continent and within the Diaspora. The philosophies and methodologies of these therapies will be investigated, invoked and experienced through the honoring of personal stories within the transformational framework of the community circle – a nourishing and replenishing space welcome to beings of all races, genders and cultural backgrounds.

*Applies to requirement(s): Humanities; Physical Education*

*The department*

**DANCE-267 Embodied Archives: Reading, Writing, and Researching Dance**

*Not Scheduled for This Year. Credits: 4*

This course, open to all, is an introduction to qualitative research methods employed by dance scholars and practitioners. Texts will include live and recorded performances, movement-based workshops, and theoretical secondary sources. Students will gain an understanding of epistemology, autoethnography, and phenomenology as they pertain to dance practices; articulate the felt experience of dance in concrete writing; conduct interviews; develop a practice archive; and craft a detailed research proposal and review of literature. Trips to regional dance archives and local rehearsal visits will contextualize the work done in class.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*B. Dieward*

*Advisory: This course is designed for students who have a sustained dance or movement-based art practice, and is intended to prepare sophomore and junior dance majors for the rigors of independent choreographic practice and capstone projects.*

**DANCE-272 Dance and Culture****DANCE-272AF Dance and Culture: 'Improvisation from an Africanist Perspective'**

*Not Scheduled for This Year. Credits: 4*

This course will be a contemporary exploration of the physical, emotional, and spiritual dimensions of the African-rooted community dance circle. Through technical, literary, and media-based explorations, students will examine the circle as a culture of healing and transformation that sustains people of African heritage across geographic spaces spanning both oceans and time. By investigating dance improvisation as a practice of deep listening and as a method of negotiating with precarity and the unknown, we will conduct in-depth research on the potentials of the circle as a place of embodiment, resource, and belonging that can be participated in by people across all cultures, races, and backgrounds.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*The department*

**DANCE-272FD Dance and Culture: 'Funk Styles'**

*Not Scheduled for This Year. Credits: 4*

This course introduces students to funk dance styles such as Locking, Popping, and Breaking. We will examine the evolution of African American music and its relationship to what's happening historically in the U.S. Students will learn the terminology and rhythmic patterns of each dance form and how to find their own relationship to the movement. This class will focus on becoming grounded in the basics through technique drills and combinations. There will be many sessions where the students can freestyle using the foundation they've learned and incorporating their own uniqueness to the movement. The study of music and movement will take form in research, through books, scholarly journals, and documentaries. This will allow students to have many discussions throughout the course on the many artists and pioneers of the form.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Barron*

**DANCE-272HP Dance and Culture: Hip Hop**

*Not Scheduled for This Year. Credits: 4*

This course will be a literary, media-based, and technical exploration of the history and influence of contemporary Hip Hop culture creation. Students will engage in an embodied study of various hip-hop dance techniques and a rigorous investigation of the influence of Hip Hop culture on music, fashion, language, media, and personal style throughout the world. The technical aspect of the course will support their study of history and culture through media, readings, discussion and research. Works cited will include peer reviewed articles, as well as the brilliance of materials created outside of the narrow academic lens. Each reading, film, or documentary that is assigned will be followed by written responses and discussions, and students will present their in-depth research findings at the end of the course.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*S. Barron*



**DANCE-272PM Dance and Culture: 'Dance and Payatt Movement Across the Diaspora'***Spring. Credits: 4*

This course offers an in-depth exploration of Kalaripayattu, an ancient Indian martial art, and its diverse influences on movement arts worldwide. Through research and practical application, students will delve into the intricate techniques, philosophical foundations, and therapeutic potential of this dynamic practice, tracing the rich lineage and global journey from Kalaripayattu's originals in Kerala, India, to its impact on worldwide modern dance, healing arts practices, Kung Fu styles in China and the broader narrative of Asian martial arts. Equipped with practical techniques, philosophical insights, and a broader movement vocabulary, students will leave the course better positioned for their own expressive and dynamic journey in contemporary dance, classical forms, or therapeutic practices.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
C. Bansal

**DANCE-272QF Dance and Culture: 'Queer and Feminist Performance'***Fall. Credits: 4*

What does performance teach us about subjectivity? How do bodies' cultural inscriptions shape meaning in dance? How does choreography complicate the performance of gender? This course poses an inquiry into euro-american contemporary dance performance through the lenses of queer and feminist thought. Students will study the body as a site of knowledge production and investigate how movement and performance can highlight the intersection of theory and lived experience. Class will read from authors including adrienne marie brown, Audre Lorde, Sarah Ahmed, Ann Cooper Albright, Petra Kuppens, José Muñoz, Fiona Buckland, and others. We will watch and be in conversation about performances by choreographers like Rosie Herrera, Jawole Willa Jo Zollar, Ananya Chatterjea, Miguel Gutierrez, and Ralph Lemon.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
The department

**DANCE-287 Rhythmic Analysis***Fall. Credits: 4*

The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition (visual aspects of music and movement), communication between dancer and musician, and music listening.

*Applies to requirement(s): Humanities*  
P. Jones

**DANCE-295 Independent Study***Fall and Spring. Credits: 1 - 4*

Students interested in independent study in dance (Dance 295) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week).

*The department*  
*Instructor permission required.*

**DANCE-338 Mobilizing the Hippocampus***Spring. Credits: 4*

This course will provide a research site to investigate the functions of the hippocampal brain region to then embody that learning through choreographic structures. In particular, students will use dance expression to aid the understanding of complex neuroscience topics, and apply neuroscience knowledge to deepen creative expression. "Mobilizing the hippocampus" will help to bridge a gap between science and art, serving as a tool to stimulate a heightened understanding of both disciplines.

*Crosslisted as: NEURO-338**Applies to requirement(s): Meets No Distribution Requirement**B. Diewald, M. Sabariego*

*Restrictions: This course is open to juniors and seniors; This course is limited to Dance and Neuroscience majors.*

**DANCE-377 Advanced Studies****DANCE-377DW Advanced Studies: 'Oscillating Viewpoints in Dance-Making: Dance Writing and Dramaturgy'***Not Scheduled for This Year. Credits: 4*

How can we activate the tension between language, movement, and performance to reveal subterranean aspects of dancing experience? How do layers of relationship, dialogue, attention, sensation, and subjectivity shape meaning? In this upper-level seminar, students will explore practices of writing and dramaturgy in relation to dance-making process and performance. Taking a cue from dramaturg Katherine Profeta, we will oscillate between multiple vantage points – stepping in and out of roles such as that of researcher, questioner, witness, archivist, translator, outside eye, and inside eye. Considerable attention will be given to how writing and dramaturgical practices can be sites of care. This course is designed for students who have a dedicated, ongoing dance practice. Coursework will consist of compositional studies, readings, discussion, writing, and research in addition to outside studio and rehearsal visits and attendance at live performances.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**The department**Prereq: Two dance technique courses and either DANCE-171 or DANCE-272.**Notes: Repeatable for credit.***DANCE-377ST Advanced Studies: 'Dance Styles: Street and Club'***Not Scheduled for This Year. Credits: 4*

This house and hip-hop class will develop the student's dance while preserving the essence of the styles the student is learning. It is important to be capable of using technique within the groove as it is the soul and the identity of the dancer. The groove which is often perceived as an esthetic can also be an invitation to question its social meaning. The objective is to investigate the student's identity and to turn this very technical style into something more natural. This method develops the coordination, the rhythm, the musicality, polyrhythm and a strong sense of body control. Elements of social justice will be discussed during the class. This course also involves discussion, research and journal assignments.

*Applies to requirement(s): Humanities**The department**Prereq: Two dance technique courses and either DANCE-171 or DANCE-272.**Notes: Repeatable for credit.*



**DANCE-387 Rhythmic Analysis II: Performance**

*Not Scheduled for This Year. Credits: 4*

A continuation of Dance 287. The focus now shifts specifically to performance and the notation of complex rhythmic structures. Working as an ensemble, the class will create a music/dance suite, using body music, movement, vocal work, and music visualization as our inspiration. Emphasis will be placed on odd and mixed meters and rhythmical accuracy. Students will contribute both movement and musical material. Class time will be run like a professional rehearsal. Outside work will focus on musical research, choreography, and music notation. This suite will be performed at Blanchard Campus Center at a date to be determined.

*Applies to requirement(s): Humanities*

*P. Jones*

*Prereq: DANCE-287.*

**DANCE-390 Senior Capstone Seminar**

*Fall and Spring. Credits: 2*

Each dance major will be expected to be involved in a senior project during their final year of study. One should sign up for Dance 390, Senior Seminar for both fall and spring semesters. Senior projects can vary, from choreographic or performance work to research topics.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Barron, B. Diewald*

*Restrictions: This course is limited to seniors.*

*Notes: Repeatable for credit.*

**DANCE-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

Students interested in independent study in dance (Dance 395) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week).

*The department*

*Instructor permission required.*

**Performance Studies****DANCE-107 Introduction to Ballet and Modern**

*Fall and Spring. Credits: 2*

This course is an introduction to the basic principles of ballet and modern dance. Students will learn and practice common forms, pathways, and footwork in both styles. The class will focus on momentum, weight shift, and dynamic alignment.

*C. Bansal, E. Goudie-Averill*

*Notes: Repeatable for credit.*

**DANCE-113 Beginning Modern**

*Not Scheduled for This Year. Credits: 2*

An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required.

*The department*

*Notes: Repeatable for credit.*

**DANCE-119 Contact Improvisation**

*Not Scheduled for This Year. Credits: 2*

Contact improvisation is a duet movement form that explores communicating through the language of touch, momentum, and weight. Classes will develop simple solo and duet skills - rolling, falling, balance, counterbalance, jumping, weight sharing, and spirals.

*F. Wolfzahn*

*Notes: Repeatable for credit.*

**DANCE-120 Beginning Ballet**

*Not Scheduled for This Year. Credits: 2*

Students will study the basic movements and fundamentals of classical ballet. The movements are taught in a pure form, at a relaxed pace before proceeding to more complex combinations. Ballet I sets the groundwork for the movements and musicality of the ballet lesson.

*The department*

*Notes: Repeatable for credit.*

**DANCE-121 Advanced Beginning Ballet**

*Not Scheduled for This Year. Credits: 2*

A continuation of the knowledge gained in Ballet I. The course will emphasize maintaining correct body placement, coordination of the arms and head while using the whole body for dance. Curriculum covered will include the small and big classical poses and an increase in the allegro portion of the class.

*The department*

*Notes: Repeatable for credit.*

**DANCE-127 Renaissance and Baroque Dance I**

*Fall. Credits: 1*

Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: MUSIC-147D*

*N. Monahin, M. Pash*

*Notes: Repeatable for credit.*

**DANCE-128 Renaissance and Baroque Dance II**

*Spring. Credits: 1*

Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: MUSIC-147F*

*N. Monahin, M. Pash*

*Prereq: DANCE-127 or MUSIC-147D.*

*Notes: Repeatable.*

**DANCE-132 Introduction to Hip Hop**

*Spring. Credits: 2*

This class will introduce students to the basic elements of hip-hop dance including bouncing, rocking, waving, swinging, and much more. The class will include drills and combinations, which will ask the dancers to find their relationship to musicality, athleticism, dynamics, and articulation of the body. In addition, students will learn the history of hip-hop's core four elements: Deejaying, Emceeing, Breakin', and Graffiti.

*S. Barron*

*Notes: Repeatable for credit.*

**DANCE-133 Introduction to Breakin'***Fall. Credits: 2*

In this course we will learn about the history and foundation of Hip Hop culture from its birth to both the current underground and commercial scene. We will work on foundational techniques and dynamic movements to continue to develop the growth within each student. Documentaries shown in class will inform the students about the underground battle scene and its evolution to the big-stage events like the Olympics. Students will learn battle etiquette and, as community engagement, the class will attend a local event where they can showcase what they've learned and be in community within the Hip Hop culture. Students will also be prepared for commercial work by practicing choreography in class that includes auditioning techniques and working on-stage presence. The goal of the course is to physically train and educate students in Breakin' as well as prepare them for any path they want to follow in dance.

*A. Ramirez**Notes: Repeatable for credit.***DANCE-142 West African Dance***Not Scheduled for This Year. Credits: 2*

The objectives of the course are for students to understand the profound influence African dance has had on American dance forms, to understand the significance of dance in African culture, and to understand the connection between drummer and dancer and to appreciate and respect a culture that is different yet similar in many ways to American culture.

*The department**Notes: Repeatable for credit.***DANCE-144 Tango***Not Scheduled for This Year. Credits: 2*

Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Cuban Salsa Rueda is a unique Salsa Game developed in Havana, Cuba. Class will include the steps, the history, and anecdotes about the culture of tango and salsa. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather-soled shoes or bring socks.

*The department**Notes: Repeatable for credit.***DANCE-146 Afro-Fusion Dance***Not Scheduled for This Year. Credits: 2*

An introductory course in Afro-fusion dance with an emphasis on Afro-centric drums, music and movement. Exploration of a fusion of West African, Jazz technique and Afro-beats dance styles. Development of dance technique, and performance principles as well as history, culture and life.

*The department**Notes: Repeatable for credit.***DANCE-147 Bollywood Dance***Fall. Credits: 2*

Throughout the course, students will build a solid foundation in rhythm, coordination, strength, and stamina, all of which are applicable to various dance styles. By focusing on these fundamental aspects, participants will not only develop their skills in Bollywood dance but also enhance their abilities across various dance styles. Students will also engage in ear training exercises to develop their ability to discern various beats, enabling them to recognize and appreciate the unique sounds of traditional Indian instruments. Through this practice, they will gain a deeper understanding of the intricate rhythm system that underpins Indian music.

*C. Bansal**Notes: Repeatable for credit.***DANCE-216 Intermediate Modern****DANCE-216MA Intermediate Modern 2x/week***Fall and Spring. Credits: 2*

This course is a continued practice of modern dance. Physically, the emphasis is on aligned, articulate and efficient dancing through modern dance technique and principles. Students will build capacity for physical endurance and active presence as well as a deepening awareness of the body's potential. Course work will include improvisation, moving into and out of the floor, shifting the centers of gravity, and finding agility and clarity in movement and thought.

*C. Bansal, E. Goudie-Averill**Notes: Repeatable for credit.***DANCE-217 Site-Specific Intermediate/Advanced Modern Improvisation***Not Scheduled for This Year. Credits: 2*

This course will focus on the development of site-specific improvisational dance skills. Beginning in indoor environments, and moving outdoors when the weather gets warmer. Students will perform solo, duet and group improvisations inspired by nature, architecture and public spaces. Students will then collaboratively build movement choreographies using compositional methods that draw from the improvisations. There will be repeated opportunities to perform with and for each other.

*The department**Notes: Repeatable for credit.***DANCE-218 Improvisation from an Africanist Perspective***Spring. Credits: 2*

This course is a contemporary exploration of the physical, emotional, and spiritual dimensions of the African-rooted community dance circle. Through movement, literary, and media-based explorations, students will examine the history of the circle and investigate dance improvisation as a practice of deep listening, researching the potential of the circle to engage people across many cultures, races, and backgrounds.

*S. Barron**Prereq: One course in Dance.**Notes: Repeatable for credit.***DANCE-219 Intermediate Improvisation***Fall. Credits: 2*

This course focuses on dance improvisation. The class studies structured improvisation through the use of scores, tasks, imagery, and other methods for generating and crafting movement. Students will sharpen their awareness of attention and intention in instant decision-making practices as individuals and in group settings. This is a movement class intended for students with a regular dance practice in any form.

*C. Bansal**Notes: Repeatable for credit.*

**DANCE-222 Intermediate Ballet**

*Spring. Credits: 2*

This course is designed for the intermediate-level dancer. It will include a logical and efficient development of exercises culminating with varied allegro combinations. The class will provide the student the opportunity to acquire endurance and learn artistic expression. The importance of musicality within the technique will be a fundamental aspect of the class.

*B. Diewald*

*Notes: Repeatable for credit.*

**DANCE-223 Intermediate Ballet**

*Not Scheduled for This Year. Credits: 2*

Continues to perfect the classical ballet technique, concentrating on small and big poses at the barre, pirouettes and adagio work in the big poses in the center, and jumps in the small and big poses in the allegro section of the class. More complex grand allegro will be presented.

*The department*

*Notes: Repeatable for credit.*

**DANCE-232 Intermediate Hip Hop**

*Fall and Spring. Credits: 2*

Journey through time and experience the evolution of hip-hop from its old-school social dance roots to the contemporary phenomenon of commercial choreography that hip-hop has become. Using film and text in addition to studio work, this class will create a framework from which to understand and participate in the global culture of hip-hop dance.

*S. Barron, The department*

*Notes: Repeatable for credit.*

**DANCE-234 House Dance**

*Fall. Credits: 2*

This course is designed for dancers to learn the fundamentals of House dance. Students will learn the history and culture of House along with terminology of the dance movements. Class will include across the floor drills and center combinations, which will ask the dancers to find their relationship to musicality, athleticism, dynamics, and articulation of the body. Improvisation is a critical component of this course. This will empower them to embody the movement, feel comfortable improvising, and have a greater capacity to learn more intricate choreography.

*S. Barron*

*Notes: Repeatable for credit.*

**DANCE-236 Funk Styles**

*Spring. Credits: 2*

This course introduces students to funk dance styles such as Locking, Popping, and Breaking. It contextualizes the history of funk dance and examines its relationship to the evolution of African American music. Students will learn terminology and the rhythmic patterns of each dance form as they find their own relationship to the movement. This course will focus on becoming grounded in specific movement techniques through drills and combinations, and students will freestyle incorporating learned foundations and their own unique movement styles.

*S. Barron*

*Prereq: One course in Dance.*

*Notes: Repeatable for credit.*

**DANCE-305 Dance Repertory****DANCE-305CR Dance Repertory: 'Contemporary Repertory'**

*Not Scheduled for This Year. Credits: 2*

This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Fall Faculty Concert.

*The department*

*Instructor permission required.*

*Advisory: Students must attend the Five College Dance Department audition at the beginning of the fall semester for permission to register for this course.*

*Notes: Repeatable for credit.*

**DANCE-305HP Dance Repertory: 'Hip Hop Repertory'**

*Not Scheduled for This Year. Credits: 2*

This course is designed for intermediate and advanced hip hop dancers interested in performing a premiere hip hop work for the Fall Faculty Dance Concert.

*S. Barron*

*Instructor permission required.*

*Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.*

*Notes: Repeatable for credit. Course meeting times will be determined following the audition.*

**DANCE-305NT Dance Repertory: 'Exploring the Intersection of Movement, Choreography, and Performance'**

*Fall. Credits: 2*

Throughout the semester, students will actively participate in the choreographic process as they create or rework dance pieces. A strong background in modern dance technique and improvisational skills is preferred as these technical elements will serve as a solid base for the choreographic and performance aspects of the course. Students will have the opportunity to refine their technique, expand their movement vocabulary, and explore improvisational skills within the context of choreography. This course offers a comprehensive experience exploring intersections of dance and performance studies, choreographic processes, and technology.

*C. Bansal*

*Instructor permission required.*

*Notes: Repeatable for credit. Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.*

**DANCE-305RB Dance Repertory: 'Ballet Repertory'**

*Not Scheduled for This Year. Credits: 2*

This course is designed for intermediate and advanced dance students interested in performing. The work developed will be performed in the Fall Faculty Concert.

*The department*

*Instructor permission required.*

*Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.*

*Notes: Repeatable for credit.*

**DANCE-305RM Dance Repertory: 'Modern Repertory'**

*Fall. Credits: 2*

This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Fall Faculty Concert.

*B. Craig-Quijada, B. Diewald*

*Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.*

*Notes: Repeatable for credit.*

**DANCE-305ST Dance Repertory: 'Street Styles'***Fall. Credits: 2*

This course is designed for intermediate and advanced street style dancers interested in performing a premiere work for the Fall Faculty Dance concert.

*S. Barron**Instructor permission required.*

*Notes: Repeatable for credit. Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.*

**DANCE-309 Dance Repertory: Ballet Variations****DANCE-309BV Dance Repertory: 'Classical Ballet Variations'***Not Scheduled for This Year. Credits: 4*

This course is designed for intermediate- to advanced-level dance students who wish to study classical ballet variations. The course examines the evolution of classical ballet choreography and compares and contrasts the many revivals and remakes of classical full-length productions. Students will learn variations from Swan Lake, Giselle, and Cinderella. Requirements outside of the classroom include viewing videotapes, researching choreography, and attending live performances. Pointe shoes are optional.

*Applies to requirement(s): Humanities**The department***DANCE-318 Advanced Modern***Spring. Credits: 2*

Intermediate and Advanced study in modern technique focuses on body level issues of strength, support, alignment, articulation, and initiation; and performance issues of rhythmic clarity, spatial clarity, intention, embodiment, intricate coordinations, and expanding personal vocabularies. Students will build capacity for physical endurance and active presence as well as a deepening awareness of the body's potential.

*C. Bansal*

*Advisory: Students must pass the Advanced Placement Audition to take this course.*

*Notes: Repeatable for credit.***DANCE-319 Advanced Modern and Improvisation***Not Scheduled for This Year. Credits: 2*

In studying dance at the advanced level, students are expected to define their own priorities, thresholds, and modes of working. This course is an opportunity for students to physically engage with dance forms rooted in modern dance and improvisational forms of the mid-twentieth century and the twenty-first century. Daily creative and physical practice and building a resilient and collective dance culture are the foundations of this course. Meeting times will be dedicated to codified modern forms, improvisational practice, and discussion. Advanced placement or instructor permission is required.

*The department**Prereq: 8 credits in Dance.**Advisory: Placement occurs during the first class meeting.**Notes: Repeatable for credit.***DANCE-325 Advanced Ballet***Fall. Credits: 2*

Course is for advanced dancers and will stress complex classical ballet technique combinations, concentrating on turns at the barre, turns in the big poses in the centre, and batterie in the allegro. Artistry, presentation, and musicality of dance will be incorporated, with the grande allegro serving as the focus of the class. The last half hour will be devoted to advanced pointe technique.

*B. Diewald**Advisory: Advanced placement**Notes: Repeatable for credit.*

## Data Analytics and Society

### Overview and Contact Information

Data analytics and society offers an explicit focus on social and historical context, emphasizing critical literacies for data analysis and ethical decision-making. This Nexus focuses on acquiring concrete skills and data and visual literacies in hands-on research application. Students will link courses in data analysis across disciplines to engage with fundamental data literacies for citizenship, in particular visual, communicative and interpretive capabilities in social context. The Nexus in Data Analytics and Society can enhance a range of different majors by adding a concentration in social research and will help students represent their applied analytical skills in problem solving and data analysis.

### See Also

- Data Science (p. 145)
- Sociology (p. 371)

### Contact Information

**Eleanor Townsley, Nexus director****Katie Walker, coordinator**

108 Daniel L. Jones Building

413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/data-analytics-and-society> (<https://www.mtholyoke.edu/academics/find-your-program/data-analytics-and-society/>)

### Faculty

**This area of study is administered by the following Nexus track chairs:**

Eleanor Townsley, Andrew W. Mellon Professor of Sociology; Director of Nexus

Dylan Shepardson, Robert L. Rooke Associate Professor of Mathematics, On Leave 2023-2024

### Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
<b>Four 4-credit courses, of which:</b>		<b>16</b>
one must be in statistics at the 200 level or higher, from the list of courses approved for this Nexus		
one must be in computer science at the 200 level or higher, from the list of courses approved for this Nexus		



one must be in an application area (e.g., biology, economics, English, psychology, sociology) at the 200 level or higher, from the list of courses approved for this Nexus

one is an elective course that demonstrates an interest in data science and that may be taken at the 100 level and must be taken before the internship

Note: at least one of these four courses must be an approved 300-level capstone course that goes into depth in statistics, computer science, or a data science application area. Appropriate courses include: COMSC-335, ECON-320, SOCI-316NT, STAT-340 or STAT-344

A substantive internship

COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
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A presentation at LEAP Symposium

## Additional Specifications

- In one of the four courses for this Nexus, students must work intimately with data to explore, visualize, contextualize, and present conclusions.
- Students who entered the College before fall 2020 may choose to complete the precursor Nexus in Data Science.
- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkcky9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkcky9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Astronomy</b>		
ASTR-226	Cosmology	4
ASTR-228	Astrophysics I: Stars and Galaxies	4
<b>Biological Sciences</b>		
BIOL-223	Ecology	4
BIOL-234	Biostatistics	4
<b>Computer Science</b>		
COMSC-100	Computing and the Digital World	4
COMSC-106	Fundamentals of Applied Computing	4
COMSC-133DV	Data Visualization: Design and Perception	4
COMSC-151DS	Introduction to Computational Problem Solving: 'Big Data'	4
COMSC-205	Data Structures	4
COMSC-311	Theory of Computation	4

COMSC-312	Algorithms	4
COMSC-334	Artificial Intelligence	4
COMSC-335	Machine Learning	4
COMSC-341NL	Topics: 'Natural Language Processing'	4
COMSC-343	Programming Language Design and Implementation	4

### Economics

ECON-220	Introduction to Econometrics	4
ECON-320	Econometrics	4

### Environmental Studies

ENVST-200	Environmental Science	4
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### Geography

GEOG-205	Mapping and Spatial Analysis	4
GEOG-210	GIS for the Social Sciences and Humanities	4
GEOG-320	Research with Geospatial Technologies	4

### International Relations

IR-200	Research Methods	4
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### Mathematics

MATH-211	Linear Algebra	4
MATH-301	Real Analysis	4
MATH-339PT	Topics in Applied Mathematics: 'Optimization'	4
MATH-342	Probability	4

### Philosophy

PHIL-180DE	Topics in Applied Philosophy: 'Data Ethics'	4
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### Psychology

PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
PSYCH-310AP	Laboratory in Social Psychology: 'Community-Based Participatory Action Research'	4
PSYCH-310QR	Laboratory in Social Psychology: 'Qualitative Research in Psychology'	4
PSYCH-330RD	Lab in Developmental Psychology: 'Laboratory in Romantic Development: Observational Coding Methodology'	4

### Sociology

SOCI-225	Social Science Research and Data Analysis	4
SOCI-316ST	Special Topics in Sociology: 'Storytelling Sociology: Data for the People'	4

### Statistics

STAT-242	Intermediate Statistics	4
STAT-331	Design of Experiments	4
STAT-340	Applied Regression Methods	4
STAT-343	Mathematical Statistics	4
STAT-344TM	Seminar in Statistics and Scientific Research: 'Time Series Analysis'	4

## Data Science

### Overview and Contact Information

The major in data science aims to guide students to be effective, ethical, and judicious users, interpreters, analyzers, and communicators of data and data-related concepts. The major offers students a foundational understanding of the data generating process, the appropriate and efficient translation of analytic strategies to specific data settings, the

potential biases arising from missing data or data collection, the means for drawing accurate conclusions, and the techniques and principles of integrity in data visualization and communication. As part of their data science education, students will develop excellent communication skills and the ability to make clear and persuasive arguments framed by logic and supported by data. The data science curriculum reflects the increasingly collaborative and interdisciplinary academic landscape.

## See Also

- Computer Science (p. 112)
- Statistics (p. 385)
- Data Analytics and Society (p. 144)

## Contact Information

**Martha Hoopes, Chair**  
**Connell Heady, Academic Department Coordinator**

415A Clapp Laboratory  
 413-538-2162

<https://www.mtholyoke.edu/academics/find-your-program/data-science>  
 (<https://www.mtholyoke.edu/academics/find-your-program/data-science/>)

## Learning Goals

- Apply core concepts of statistics, computing, and domain knowledge to extract insight from data sets.
- Understand the social and ethical issues surrounding data collection, analysis and use.
- Be able to communicate in multiple modalities the results of large scale data analysis.

## Faculty

**This area of study is administered by the Data Science Program Committee:**

Maria Gomez, Elizabeth Page Greenawalt Professor of Chemistry

Dylan Shepardson, Robert L. Rooke Associate Professor of Mathematics, On Leave 2023-2024

Benjamin Gebre-Medhin, Assistant Professor of Sociology, On Leave 2023-2024

Marie Ozanne, Clare Boothe Luce Assistant Professorship in Statistics, Teaching Spring Only

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
STAT-140	Introduction to the Ideas and Applications of Statistics	4
STAT-242	Intermediate Statistics	4
As a prerequisite for MATH-211:		
MATH-102	Calculus II (or above)	
MATH-211	Linear Algebra	4
COMSC-151	Introduction to Computational Problem Solving <sup>1</sup>	4
COMSC-205	Data Structures	4

12 credits at the 300 level from at least two departments or programs and chosen from the approved list of elective courses for Data Science. One course must be either: <sup>2, 3, 4, 5</sup>

COMSC-335 Machine Learning <sup>6, 7</sup>

or STAT-340 Applied Regression Methods

8 additional credits chosen from the approved list of elective courses for Data Science <sup>2, 3, 4, 5</sup> 8

**Total Credits** 40

<sup>1</sup> Any COMSC-151 offering, for example, COMSC-151CP, COMSC-151DS, or COMSC-151HC.

<sup>2</sup> Students who do not elect both COMSC-335 and STAT-340 will need to choose two other 300-level courses from this list, one of which is from a department other than their COMSC-335/STAT-340 choice.

<sup>3</sup> Many elective courses require prerequisites. Students are encouraged to plan their elective courses early in order to ensure that they meet the requirements to access chosen courses.

<sup>4</sup> Students are strongly encouraged to take an elective course in ethics.

<sup>5</sup> Other courses that focus on ethics, cover data analytic methods, or involve an independent project with data can be substituted with approval of the Data Science Program Committee.

<sup>6</sup> Students intending to attend graduate school in data science are advised to take both of these courses.

<sup>7</sup> COMSC-335 Machine Learning requires MATH-232 as a prerequisite.

## Additional Specifications

- Students who declare a Data Science major automatically fulfill the College's "outside the major" requirement.

## Course Advice

### Students Considering a Major in Data Science

Data science is new and evolving; there are many important combinations of theoretical, applied, and field-specific knowledge that may provide a foundation for future work. If you are interested in a data science major, we recommend that you work with your advisor to choose a set of related courses that reflect your interests and priorities from the list of electives. Course combinations that focus on individual topics, disciplines, or domains are strongly recommended. We also strongly recommend substantial engagement with issues of ethics, which could be in one focused course or across multiple courses.

### Students Considering Graduate School or a Career as a Data Scientist:

While there are many fields for which the combination of data analysis and computational tools may be valuable, we have particular recommendations for students seeking a future as a data scientist. We strongly recommend that you take both COMSC-335 Machine Learning and STAT-340 Applied Regression Methods. Ideally, at least one course should involve an extended project requiring the analysis of data. We also recommend that you contextualize your data science preparation in the content of a domain or area of study that is theoretically and empirically cohesive.

## Course Offerings

### DATA-113 Introduction to Data Science

Fall and Spring. Credits: 4

Data scientists answer questions with scientific and social relevance using statistical theory and computation. We will discuss elementary topics in statistics and learn how to write code (in Python) to visualize data and perform simulations. We will use these tools to answer questions about real data sets. We will also explore ethical issues faced by data scientists today.

Applies to requirement(s): Math Sciences

K. Mulder, L. Tupper

### DATA-225 Topics in Data Science:

#### DATA-225AR Topics in Data Science 'Ethics and Artificial Intelligence'

Spring. Credits: 4

Artificially intelligent technologies are prominent features of modern life – as are ethical concerns about their programming and use. In this class we will use the tools of philosophy to explore and critically evaluate ethical issues raised by current and future AI technologies. Topics may include issues of privacy and transparency in online data collection, concerns about social justice in the use of algorithms in areas like hiring and criminal justice, and the goals of developing general versus special purpose AI. We will also look at ethics for AI: the nature of AI 'minds,' the possibility of creating more ethical AI systems, and when and if AIs themselves might deserve moral rights.

Crosslisted as: PHIL-260AR, EOS-299AR

Applies to requirement(s): Humanities

L. Sizer

#### DATA-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

#### DATA-390 Data Science Capstone

Fall and Spring. Credits: 4

The Capstone is a research seminar that brings together the three pillars of the Data Science curriculum. The course will start with common readings about research projects across a range of disciplines, including readings that address issues of ethics involved with the collection, treatment, and analysis of data. Concurrently, each student will develop an individual research topic and identify relevant data resources. The remainder of the term will be dedicated to exploring these topics through extensive data analysis, visualization, and interpretation, leading to a final report with complete results and a presentation.

Applies to requirement(s): Math Sciences

K. Mulder

Prereq: COMSC-205 and STAT-340. STAT-340 may be taken concurrently

(contact instructor for permission).

#### DATA-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

#### DATA-395P Independent Study w/Practicum

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

## Required Core Courses for the Data Science Major

Code	Title	Credits
<b>Chemistry</b>		
CHEM-348	Using Data Science to Find Hidden Chemical Rules	4
<b>Computer Science</b>		
COMSC-151CP	Introduction to Computational Problem Solving: 'Computing Principles'	4
COMSC-151DS	Introduction to Computational Problem Solving: 'Big Data'	4
COMSC-151HC	Introduction to Computational Problem Solving: 'Humanities Computing'	4
COMSC-151SG	Introduction to Computational Problem Solving: 'Computing for Social Good'	4
COMSC-205	Data Structures	4
COMSC-335	Machine Learning	4
<b>Mathematics</b>		
MATH-211	Linear Algebra	4
<b>Statistics</b>		
STAT-140	Introduction to the Ideas and Applications of Statistics	4
STAT-242	Intermediate Statistics	4
STAT-340	Applied Regression Methods	4

## Elective Courses for the Data Science Major

Code	Title	Credits
<b>Biological Sciences</b>		
BIOL-223	Ecology	4
BIOL-234	Biostatistics	4
<b>Chemistry</b>		
CHEM-291	Scientific Illustration and Data Visualization	4
CHEM-328	From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering	4
CHEM-348	Using Data Science to Find Hidden Chemical Rules	4
<b>Computer Science</b>		
COMSC-133DV	Data Visualization: Design and Perception	4
COMSC-312	Algorithms	4
COMSC-334	Artificial Intelligence	4
COMSC-335	Machine Learning	4
COMSC-341NL	Topics: 'Natural Language Processing'	4
COMSC-341TE	Topics: 'Text Technologies for Data Science'	4
<b>Data Science</b>		
DATA-113	Introduction to Data Science	4
DATA-225AR	Topics in Data Science 'Ethics and Artificial Intelligence'	4
DATA-390	Data Science Capstone	4
<b>Economics</b>		
ECON-320	Econometrics	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-299AR	Topic: 'Ethics and Artificial Intelligence'	4
<b>Geography</b>		

GEOG-205	Mapping and Spatial Analysis	4
GEOG-210	GIS for the Social Sciences and Humanities	4
GEOG-320	Research with Geospatial Technologies	4
<b>Mathematics</b>		
MATH-339PT	Topics in Applied Mathematics: 'Optimization'	4
MATH-339SP	Topics in Applied Mathematics: 'Stochastic Processes'	4
MATH-342	Probability	4
<b>Philosophy</b>		
PHIL-180DE	Topics in Applied Philosophy: 'Data Ethics'	4
PHIL-260AR	Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'	4
<b>Sociology</b>		
SOCI-216TX	Special Topics in Sociology: 'Text as Data I: From Qualitative to Quantitative Text Analysis'	4
SOCI-316TX	Special Topics in Sociology: 'Text as Data II: Computational Text Analysis for the Social Sciences'	4
<b>Statistics</b>		
STAT-244MP	Intermediate Topics in Statistics: 'Survey Sampling'	4
STAT-244NF	Intermediate Topics in Statistics: 'Infectious Disease Modeling'	4
STAT-331	Design of Experiments	4
STAT-340	Applied Regression Methods	4
STAT-343	Mathematical Statistics	4

## Development Studies

### Overview and Contact Information

Sustainable development implies use of natural resources and organization of economic activity in ways that can be maintained indefinitely. In order for development to be sustainable, all regions of the world and all social classes must have political and economic agency. This recognizes that as people meet the needs (including social, political, cultural, economic, and health) of current generations without compromising the ability of future generations to also meet their needs, they do so through fair and equitable processes of production, distribution, and consumption.

For the Development Studies Nexus, students devise their own plan in consultation with the track chair and must seek advance approval from the chair.

### See Also

- Environmental Studies (p. 180)
- Sustainability Studies (p. 388)

### Contact Information

Eleanor Townsley, Nexus director

Katie Walker, coordinator

108 Daniel L. Jones Building  
413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/development-studies> (<https://www.mtholyoke.edu/academics/find-your-program/development-studies/>)

## Faculty

This area of study is administered by the following Nexus track chairs:

Ayca Zayim, Assistant Professor of Sociology

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus or selected with approval of the track chair		12
One approved 300-level course from the list of courses approved for this Nexus or selected with approval of the track chair		4
A substantive internship <sup>1</sup>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> At least 200 work hours and responsibilities that exercise ability to think analytically and creatively, and contribute meaningfully to the organization's stated mission and complements the student's area of focus

### Additional Specifications

- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkckyh9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkckyh9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-216HR	Special Topics in Anthropology: 'Anthropology and Human Rights'	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Economics</b>		
ECON-213	Economic Development	4
ECON-241	Critical Development Studies	4
ECON-314	Globalization and Development	4



**Environmental Studies**

ENVST-210	Political Ecology	4
ENVST-346	Global Inequality, Smart Earth Technology, and Environmental Governance	4

**Entrepreneurship, Orgs & Soc**

EOS-299RJ	Topic: 'Research, Ethics, Justice, and Campus Sustainability'	4
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**Geography**

GEOG-105	World Regional Geography	4
GEOG-204	Human Dimensions of Environmental Change	4
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-313	Third World Development	4
GEOG-319	Africa: Problems and Prospects	4

**History**

HIST-357	History of British Capitalism	4
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**Politics**

POLIT-246	American Political Thought	4
POLIT-249	African Politics	4

**Religion**

RELIG-181	Introduction to African Diaspora Religions	4
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4

**Sociology**

SOCI-240	Collective Behavior and Social Movements	4
SOCI-316DG	Special Topics in Sociology: 'Sociology of Development and Globalization'	4

## East Asian Studies

### Overview and Contact Information

One of three interdisciplinary majors within the Asian Studies program, East Asian studies allows students to specialize in the history, languages, cultures, and politics of East Asia. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

Language study is the core component of the major. We offer four levels of instruction in Chinese, three in Japanese, and two in Korean. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke and particularly the large numbers of students from Asian countries or with an Asian background.

Most of our students spend a semester or a summer in study abroad programs. Mount Holyoke College has affiliated programs or exchanges in China at Shanghai University of Finance and Economics, Peking University (summer), and University of Hong Kong; in Japan at the Associated Kyoto Program (year) and the Japan Women's University; and in South Korea at the Ewha Womans University and the Sookmyung Women's University.

East Asian Studies majors and minors graduate to pursue graduate studies and careers in fields as varied as law, education, business, NGOs, journalism, the arts, and government service.

Minors in Chinese and Japanese are available; see their own sections of the catalog.

## See Also

- Asian Studies (p. 77)
- Chinese (p. 105)
- Japanese (p. 266)

## Contact Information

**Naoko Nemoto, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/east-asian-studies> (<https://www.mtholyoke.edu/academics/find-your-program/east-asian-studies/>)

## Learning Goals

By majoring in East Asian Studies, students should:

- Develop proficiency in Chinese, Japanese, or Korean. By "proficiency" we mean the ability to:
  - Read newspapers, magazines, and popular literature.
  - Converse with a native speaker on non-technical subjects.
  - Write coherent paragraphs on non-technical subjects.
- Develop knowledge of the history of premodern and modern East Asia.
- Develop knowledge of the arts, literature, religions, and philosophies of East Asia.
- Develop knowledge of the geography, politics, economics, and societies of East Asia.

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Satyananda Gabriel, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Amina Steinfelds, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Associate Professor of History, Teaching Fall Only

Lisha Xu, Senior Lecturer in Asian Studies, Teaching Fall Only

Jinhwa Chang, Lecturer in Japanese

Kyae-Sung Park, Five College Lecturer in Korean

May George, Five College Lecturer in Middle East Studies

Alice Kao, Teaching Associate in Chinese

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
Four courses (16 credits) in, equivalent to two years of college-level study of, an East Asian language: Chinese, Japanese, or Korean <sup>1</sup>		16
HIST-137	Modern East Asia, 1600-2000	4
or POLIT-228	East Asian Politics	
At least three non-language courses (12 credits) on East Asia, including at least one from each of the following two groups: <sup>2</sup>		12
Group One: Humanities (literature, art, history, philosophy, and religion and interdisciplinary courses in these areas) <sup>3,4</sup>		
Group Two: Social Sciences (anthropology, economics, geography, international relations, linguistics, politics, and sociology interdisciplinary courses in these areas)		
Two additional courses (8 credits) to complete the major <sup>2</sup>		8
At least three courses (12 credits) must be at the 300 level. One of the three 300-level courses must be a non-language and non-independent study course. <sup>5</sup>		
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Japanese, Chinese, and Korean are taught at Mount Holyoke and elsewhere in the Five Colleges. A maximum of 16 lower-level language credits and a total of 24 language credits can be counted toward the major.

<sup>2</sup> A full list of the approved courses (p. 150) for the major appears at the end of the East Asian Studies Courses section.

<sup>3</sup> Language courses are not included in this group

<sup>4</sup> In order to count toward the major, Studio Art or performance courses must be supplemented with analytical written work

<sup>5</sup> A course that is taught outside of Mount Holyoke College must be approved by the chair of the Asian Studies program to count as a 300-level course.

## Additional Specifications

- Any course that devotes 50 percent or more of its substance to East Asian countries, peoples, or issues may be included in the major.
- One course on East Asian diasporas (e.g., Asian American studies) may count toward the major.
- Students who declare an East Asian studies major automatically fulfill the College's "outside the major" requirement.

## Related Courses Counting toward the East Asian Studies Major

Most East Asian studies courses at Mount Holyoke are listed below, but students should also consult the catalog entries or websites of other departments, including art history, history, international relations, politics, and religion. East Asian Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses/>) or individual college websites).

Please consult the chair of Asian Studies for guidelines regarding Asian languages not taught in the Five Colleges.

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-204	Anthropology of Modern Japan	4
<b>Art History</b>		
ARTH-262	Arts of Japan	4
<b>Asian Studies</b>		
ASIAN-110	First Year Chinese I	6
ASIAN-111	First Year Chinese II	6
ASIAN-120	First Year Japanese I	6
ASIAN-121	First Year Japanese II	6
ASIAN-160	First Year Korean I	4
ASIAN-161	First Year Korean II	4
ASIAN-212	Second Year Chinese I	6
ASIAN-213	Second Year Chinese II	6
ASIAN-215	Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	4
ASIAN-222	Second Year Japanese I	6
ASIAN-223	Second Year Japanese II	6
ASIAN-247	Chinese Women Writers in the 20th and 21st Centuries	4
ASIAN-262	Second Year Korean I	4
ASIAN-263	Second Year Korean II	4
ASIAN-310	Third Year Chinese I	4
ASIAN-311	Third Year Chinese II	4
ASIAN-312	Newspaper Reading and Journalistic Practice in China	4
ASIAN-314	Learning Chinese Through Film	4
ASIAN-315	Business Culture and Communication in China	4
ASIAN-324	Third Year Japanese I	4
ASIAN-326	Third Year Japanese II	4
ASIAN-340	Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone	4
<b>Film, Media, Theater</b>		
FMT-230CW	Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
<b>Gender Studies</b>		
GNDST-204CW	Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4

GNDST-206CG	Women and Gender in History: 'Women and Gender in China'	4
GNDST-333HH	Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> '	4
<b>History</b>		
HIST-137	Modern East Asia, 1600-2000	4
HIST-239CD	Topics in Asian History: 'Chinese Diasporic Communities in the World: Race, Empire, and Transnationalism'	4
HIST-239GF	Topics in Asian History: 'Global Food and Local Tastes in Modern East Asia'	4
HIST-239HH	Topics in Asian History: 'History of Humans and Other Living Beings'	4
HIST-239MC	Topics in Asian History: 'Borderlands and Ethnicity in Modern China'	4
HIST-239ME	Topics in Asian History: 'Cities in Modern East Asia'	4
HIST-296CG	Women in History: 'Women and Gender in China'	4
HIST-332	Environmental History of China	4
<b>Philosophy</b>		
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	4
<b>Politics</b>		
POLIT-208	Chinese Politics	4
POLIT-228	East Asian Politics	4
POLIT-359	Democratization and Civil Society in East Asia	4
<b>Religion</b>		
RELIG-163	Introduction to Buddhism	4
RELIG-241	Women and Gender in Buddhism	4
<b>Russian &amp; Eurasian Studies</b>		
RES-312	Silk Roads: Ancient and Modern Highways Across the Eurasian Continent	4

## Economics

### Overview and Contact Information

An economics student will acquire the necessary analytical tools to understand contemporary economic issues and to take reasoned positions in debates about economic and social policy. The student will be in a position to apply these tools in a multitude of areas in a future career. Many of the world's most pressing problems—discrimination, environmental destruction, inequality, inflation, poverty, underdevelopment, unemployment—are economic in nature. Economics is concerned with the study of the causes and the possible solutions to these and other economic and social problems.

Macroeconomics deals with the economy as a whole, with the forces behind economic growth, the problems occurring in the growth process (such as business cycles, inflation, and unemployment), and government policies to address these problems. Microeconomics focuses on the efficient allocation of resources among alternative uses and addresses such questions as how individuals, firms, and societies decide what to produce, how to produce, and how to distribute the output.

Economists study these important issues by combining theoretical models and data analysis. The great human interest of the subject,

together with the rigor of its analysis, gives the study of economics its stimulating quality.

### Contact Information

**Michael Robinson, Chair**

**Dominique Rampton, Academic Department Coordinator**

115 Skinner Hall

413-538-2432

<https://www.mtholyoke.edu/academics/find-your-program/economics>

(<https://www.mtholyoke.edu/academics/find-your-program/economics/>)

### Learning Goals

An economics major who graduates from Mount Holyoke College will have mastered the necessary analytical tools to understand contemporary economic issues and to take reasoned positions in debates about economic and social policy. More specifically, achievement of this overarching learning goal entails that the graduating senior:

- Has mastered the core body of economic theory, which necessitates solid quantitative, problem solving and critical thinking skills.
- Understands how different theoretical approaches in economics lead to different explanations and policy conclusions.
- Understands how economic inquiry differs from other approaches to social inquiry.
- Has conducted research on questions of economic theory and policy usually combining theoretical models and data analysis.

Students begin with the core courses (Macroeconomic Theory, Microeconomic Theory, and Econometrics), the objective of which is to intensively examine the theoretical tools used in professional economic research (see below for specific course goals). Seminars at the 200- and 300-level then allow students to choose from a wide array of classes that apply economic theory to particular areas, drawing and building on the concepts and analytical tools developed in these introductory courses

#### Macroeconomic Theory (ECON-211)

- Students will be able to explain the concepts of opportunity cost, trade-offs, and the benefits of exchange.
- Students will demonstrate knowledge of the laws of supply and demand and equilibrium and to analyze responses of markets to external events.
- Students will understand the concepts of gross domestic product, inflation and unemployment.
- Students will demonstrate knowledge of the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
- Students will understand and describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.
- Students will learn to define fiscal and monetary policies and how these affect the economy.
- Students will be able to identify the causes of prosperity, growth, and economic change over time and to explain the mechanisms through which these causes operate in the economy.

#### Microeconomic Theory (ECON-212)

- Students will be able to explain the concepts of opportunity cost, trade-offs, and the benefits of exchange.

- Students will demonstrate knowledge of the laws of supply and demand and equilibrium and to analyze responses of markets to external events.
- Students will learn to apply supply and demand analysis to examine the impact of government regulation.
- Students will be able to explain and calculate price elasticity and will demonstrate an understanding of producer choice, including cost and break-even analysis.
- Students will learn to compare common market structures.
- Students will be able to apply microeconomic principles and models to define and address market failures and to describe issues such as wage inequality or other policy matters.

### Introduction to Econometrics (ECON-220)

- Students will be able to explain core concepts and techniques in econometrics and will understand the assumptions upon which econometric models are based and their implications.
- Students will be able to estimate and interpret linear regression models and distinguish between economic and statistical importance.
- Students will be introduced to statistical software used to estimate regression models and analyze data, and will demonstrate the ability to understand and assess results.
- Students will learn to interpret and critically evaluate applied work and econometric findings in order to be able to critique reported regression results in applied academic papers and interpret the results for someone who is not trained as an economist.

## Faculty

### This area of study is administered by the Department of Economics:

Sarah Adelman, Professor of Economics

Satyananda Gabriel, Professor of Economics

James Hartley, Professor of Economics

Katherine Lande, Professor of Economics

Eva Paus, Professor of Economics on the Ford Foundation, Teaching Spring Only

Michael Robinson, Professor of Economics

Lisa Sullivan, Professor of Economics ; Provost and Dean of Faculty

Lucas Wilson, Professor of Economics and Critical Race and Political Economy on the Ford Foundation

Theodore Gilliland, Associate Professor of Economics

M. Gretchen Lay, Associate Professor of Economics

Johannes Norling, Associate Professor of Economics

Steven Schmeiser, Associate Professor of Economics

Amanda Awadey, Assistant Professor of Economics

Rick Feldman, Senior Lecturer in Entrepreneurship, Organizations and Society; Entrepreneurship Coordinator

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
As prerequisites for economics core courses:		
ECON-110	Introductory Economics	
MATH-101	Calculus I	
<b>Economics Core Courses:</b>		
ECON-211	Macroeconomic Theory	4
ECON-212	Microeconomic Theory	4
ECON-220	Introduction to Econometrics	4
	or ECON-320 Econometrics	
<b>Economics Electives:</b>		
Three 300-level courses (two of these must be taken at Mount Holyoke)		12
8 additional credits at either the 200 or 300 level		8
<b>Total Credits</b>		<b>32</b>

### Additional Specifications

- Students typically begin their study of economics with Introductory Economics (ECON-110), which is the prerequisite for intermediate level courses. There are a number of 200-level courses that can be taken as a first course in economics, though these courses are not open to first-semester students without previous economics experience.
- The objective of the core courses is to examine intensively the theoretical tools used in professional economic research. One or more of the core courses is required for each 300-level course in the department. At the intermediate level, a student can choose from a wide array of courses that apply economic theory to particular areas, drawing and building on the concepts and analytical tools developed in the introductory courses. Most 300-level courses are applied courses as well, but the level of analytical sophistication is higher, and students are expected to write substantial analytical research papers. The applied areas offered in the department cover a wide range of subjects, including corporate governance, economic development, economic history, economics of corporate finance, environmental economics, health economics, industrial organization, international economics, macroeconomic advanced game theory, Marxian economic theory, and public finance.

Students considering developing a special major in mathematics and economics or statistics and economics should consult the Special Major (p. 385) chapter.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
12 credits at the 200 level or above		12
4 credits at the 300 level		4
<b>Total Credits</b>		<b>16</b>

### Additional Specifications

- Students are encouraged to consult a faculty member for advice in planning a coherent economics minor.



## Course Advice

### Introductory Courses

Students may begin the study of economics with Introductory Economics (ECON-110). Students should consult the department chair before selecting courses if they received a 4 or 5 on one or both of the advanced placement exams in economics, took "A-levels," or took the International Baccalaureate in economics.

## Course Offerings

### 100-Level Courses

#### ECON-110 Introductory Economics

*Fall and Spring. Credits: 4*

Introduction to economic issues and the tools that economists use to study those issues: supply and demand, decision making by consumers and firms, market failures, economic output and growth, fiscal and monetary policy in relation to unemployment and inflation, and international economics. Topics include both the study of markets and the need for public policy/government action to address market failures.

*Applies to requirement(s): Social Sciences*

*A. Awadey, J. Hartley, J. Norling, M. Robinson*

#### ECON-165 International and Development Economics

*Not Scheduled for This Year. Credits: 4*

In this course we analyze the determinants and patterns of economic flows between countries (trade in goods and services, capital flows, foreign direct investment, labor) and their impact on economic growth, inequality and poverty in today's industrialized countries and developing countries. We study the theories behind different development strategies and their outcomes for structural transformation and well-being in the developing world.

*Applies to requirement(s): Social Sciences*

*K. Schmeiser Lande*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: ECON-110.*

*Notes: This course has been pre-approved by the International Relations department to count in place of ECON-213 or ECON-218 towards the International Relations major requirements.*

### 200-Level Courses

#### ECON-201 Game Theory

*Not Scheduled for This Year. Credits: 4*

The course will illustrate and analyze the strategies used in making interrelated decisions. Concepts from game theory will be developed using examples and cases drawn from economics, business, politics, and even sports. Applications will include the Prisoner's Dilemma and related games, signaling, bargaining, voting and power, brinkmanship, and nuclear deterrence.

*Applies to requirement(s): Social Sciences*

*The department*

*Prereq: Not open to first-year students in their first semester.*

#### ECON-207 Special Topics

This 200-level course investigates a particular topic in economics at some depth without presupposing prior knowledge of economics. Many students may find one or more of these courses useful complements to majors and minors other than economics.

#### ECON-207BF Special Topics: 'Behavioral Economics and Finance'

*Not Scheduled for This Year. Credits: 4*

Empirical research has located serious flaws in the concept of rational economic decision making and efficient markets. The evidence indicates that actual decision makers and markets deviate from expected rational outcomes frequently enough to require rethinking of the way decision makers think and markets behave, including unexpected market crashes and sustained market bubbles. This course is designed to examine new theoretical work that seeks to provide more accurate predictions of market behavior, improved assessments of underlying risk to portfolio holders, and better estimates of the underlying value of securities.

*Applies to requirement(s): Social Sciences*

*S. Gabriel*

*Prereq: Not open to first-year students in their first semester.*

#### ECON-210 Marxian Economic Theory

*Fall. Credits: 4*

Introduction to the Marxian theory of capitalism, as presented in the three volumes of *Capital*. Marxian theory is applied to analyze the causes of contemporary economic problems, such as unemployment and inflation, and the effectiveness of government policies to solve these problems. Comparisons made between Marxian theory and mainstream macro- and microeconomics.

*Applies to requirement(s): Social Sciences*

*L. Wilson*

*Prereq: Not open to first-year students in their first semester.*

#### ECON-211 Macroeconomic Theory

*Fall and Spring. Credits: 4*

Intermediate macroeconomic theory. Analysis of causes of long-run economic growth and short-run business cycles. Study of different macroeconomic models, consumption, investment, government spending, net exports, money supply, and money demand. Examination of fiscal and monetary policy and U.S. economic relations with the rest of the world.

*Applies to requirement(s): Social Sciences*

*J. Hartley, S. Schmeiser*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: ECON-110 and MATH-101.*

*Advisory: Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.*

#### ECON-212 Microeconomic Theory

*Fall and Spring. Credits: 4*

Microeconomic theory explores the foundations of consumer and firm theory as well as their theoretical applications. We examine the assumptions of models, market structures, and explore topics such as game theory and public goods.

*Applies to requirement(s): Social Sciences*

*K. Lande, J. Norling*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: ECON-110 and MATH-101.*

*Advisory: Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.*

**ECON-213 Economic Development***Fall and Spring. Credits: 4*

Economic development is the study of the macro and micro dynamics that shape economic and social outcomes in low and middle-income countries in Africa, Asia, Latin America and transition economies. The outcomes we focus on in this course are human well-being, poverty, and inequalities as well as structural transformation, economic growth, sustainability, and the creation of decent jobs. We will pay particular attention to the implications of the nature of an economy's insertion into the global economy and the global economic context, and to the role of government policies in advancing economic development.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Adelman, E. Paus**Prereq: ECON-110.***ECON-215 Economics of Corporate Finance***Spring. Credits: 4*

An investigation of the economic foundations for investment, financing, and related decisions in corporations. Topics include capital markets and institutions; analysis of financial statements; sources and uses of funds; capital budgeting and risk; cost of capital; portfolio theory; the impact of corporate decisions on the economy. Some attention given to recent developments in the stock market, in the merger movement, and in international finance.

*Applies to requirement(s): Social Sciences**S. Schmeiser**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-110.***ECON-218 International Economics***Spring. Credits: 4*

The first part of the semester investigates reasons why nations trade and factors that determine trade patterns, focusing on examples of agricultural and food trade. Using the basic tools of microeconomics, it considers the welfare and distributional impacts of free trade among countries. Further topics include barriers to trade, reasons for limiting trade, international food and agricultural policy, and current trade policy issues. The second part introduces the students to basic models in international finance and studies applications of current policy issues such as fixed exchange rates and the Euro.

*Applies to requirement(s): Social Sciences**S. Adelman, J. Hartley**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-110.***ECON-219 Environmental Economics***Spring. Credits: 4*

In this class, we will use the lens of economic analysis to examine how environmental problems arise and what can be done to resolve them. This will include an assessment of relevant environmental policies (e.g., carbon tax & cap-and-trade programs), how these policies function, and what impacts they have on people and the economy. Topics include market failures and externalities, pollution, climate change, management of renewable and nonrenewable resources, sustainability, biodiversity, and others.

*Applies to requirement(s): Social Sciences**T. Gilliland**Prereq: ECON-110.***ECON-220 Introduction to Econometrics***Fall and Spring. Credits: 4*

A study of statistical methods applied to economic and social data. Measures of central tendency and dispersion, point and interval estimation, hypothesis testing, simple correlation, and simple and multiple regression analysis.

*Applies to requirement(s): Meets No Distribution Requirement**S. Adelman, T. Gilliland**Prereq: ECON-110 and MATH-101.***ECON-228 Political Economy***Spring. Credits: 4*

This course introduces students to the modal interdisciplinary approach of political economy, an approach that de-centers economics from a narrow focus on optimization and hyper-rationality to a broader vision of how the behavior of homo sapiens acting as economic agents is shaped by social and psychological processes. Thus, the determinants of economic outcomes are similarly impacted by emotional and social context. This course will offer a critical exploration of how the works of Adam Smith, David Ricardo, Karl Marx, Amartya Sen, and others have informed approaches to the study of political economy. Topics to be explored include: how socially constructed concepts of gender (as opposed to biological sex) and race/ethnicity impact value distribution; power dynamics in the workplace and larger society; and social investment thereby shaping the cultural architecture and economic processes that contribute to inequality. One of the objectives of this course is to specifically address the role of capital accumulation and mercantilist tendencies in modern capitalist economies in the diminution of productive self-employment, family businesses, and other alternatives to large-scale enterprises, leading to distorted forms of development resulting in catastrophic effects to the global ecology.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**S. Gabriel**Restrictions: Course limited to sophomores, juniors and seniors***ECON-241 Critical Development Studies***Fall. Credits: 4*

Critical development studies explore the economic, political, cultural, and environmental conditions underpinning global economic systems (i.e. large-scale industrial, merchanting, and financial systems). Critical development studies seek to understand the dynamics of such systems and to develop methodologies for reducing marginalization and inequalities, to give the voiceless a voice in shaping public policies. These political economic studies often draw links between imperialism, colonization, slavery, and unequal trading relationships. In this course, we will seek to understand and evaluate proposals for advancing a better development path for the marginalized along constructed class, gender, and racial lines.

*Applies to requirement(s): Social Sciences**S. Gabriel**Prereq: ECON-110.*

**ECON-249 Topics in Economics****ECON-249ED Topics in Economics: 'Economics of Education'**

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to the economics of education. We will apply basic economic concepts and empirical methods to the analysis of education. We will examine the U.S. educational system from preschool to higher education both as an industry and from a labor economics perspective. Topics include human capital theory (the relationship of education to earnings and other outcomes); the role of early childhood education; the structure, reform, and financing of elementary and secondary education (public, charter, magnet, and private schools); the market for teachers, teaching training and performance; and the economics of higher education with particular emphasis on liberal arts colleges.

*Applies to requirement(s): Social Sciences*

*M. Robinson*

*Prereq: ECON-110.*

**ECON-249HP Topics in Economics: 'Economics of Shopping: An Introduction to Industrial Organization'**

*Spring. Credits: 4*

The economics of shopping is a course that explores how consumers buy goods and how firms get products onto shelves, covering topics such as consumer preferences, store choice, and consumer influence, but also research and development of patents, advertising, distribution, shelf competition, and store location choices. We will look at a variety of industries such as fast fashion and beer and students will perform their own semester long case study. We will apply basic microeconomic concepts and empirical methods and focus on developing economic thinking. This course is an introduction to the field of industrial organization.

*Applies to requirement(s): Social Sciences*

*K. Lande Schmeiser*

*Prereq: ECON-110.*

*Advisory: Students who have taken ECON-307 may not take this course without prior permission.*

**ECON-249ME Topics in Economics: 'Introduction to Managerial Economics'**

*Not Scheduled for This Year. Credits: 4*

This course will introduce students to the field of applied economics in which microeconomic and macroeconomic theory and concepts are applied in real-world planning and decision making in a variety of business organizations having particular yet varying priorities and goals. For example, one question to explore is how do decision makers in a socially responsible Benefit Corporation, a worker-owned cooperative, a more traditional company, and a startup apply economic analysis in their pursuit of having a successful enterprise? Expect some lectures, multiple readings, projects, writing, presentations to class, and class discussions.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

*R. Feldman*

*Prereq: ECON-110.*

**ECON-249PA Topics in Economics: 'Applied Policy Analysis'**

*Not Scheduled for This Year. Credits: 4*

An introduction to the empirical study of economic policies. This course will focus on quantifying the impact of policies through the lens of economics and statistics. Through research articles, reports, and other media, we will explore how economists measure the effects of policies and test economic theory. Policy applications may include labor and health policy, economic development, and other policies at the microeconomic level.

*Applies to requirement(s): Social Sciences*

*J. Yuen*

*Prereq: ECON-110.*

*Advisory: Familiarity with statistical methods is recommended, but not required.*

**ECON-249PB Topics in Economics: 'Introduction to Public Economics'**

*Not Scheduled for This Year. Credits: 4*

Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include public goods, externalities, social welfare, public choice, the U.S. "safety net," social security, budget deficits, the U.S. tax system, and the effects of taxation and government programs on behavior.

*Applies to requirement(s): Social Sciences*

*J. Yuen*

*Prereq: ECON-110.*

**ECON-270 Accounting**

*Fall. Credits: 4*

The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret, and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic (+, -, \*, /) and algebra is suggested.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Schmeiser*

*Prereq: Not open to first-year students in their first semester.*

*Advisory: Not open to students who have taken EOS-225.*

**300-Level Seminars****ECON-301 Advanced Game Theory**

*Spring. Credits: 4*

The course will illustrate and analyze the strategies used in making interrelated decisions. We will develop game theoretical tools and apply them to examples from economics, business, politics, and even sports. Topics include the prisoner's dilemma, signaling, coordination, voting, and competition. We analyze games in static and dynamic environments with perfect and imperfect information.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Schmeiser*

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-211 and ECON-212.*

**ECON-306 Political Economy of Inequality***Spring. Credits: 4*

This seminar develops a historical and theoretical analysis of issues and concerns arising from a Marxian specification of social and economic inequality. Using class as a lens for examining relationships between individuals, institutions, and society, the course examines the role of markets and the state in social and economic life, and the challenges of achieving class justice for all. Issues of governance, subjectivity, production, and reproduction in economic and social spheres are addressed in the writings of Darity, Hamilton, DeMartino, Marx, Williams, Robinson, Taylor, Loury, and others.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
L. Wilson

*Prereq: ECON-210, ECON-211, or ECON-212.*

*Advisory: ECON-212.*

**ECON-307 Seminar in Industrial Organization***Fall. Credits: 4*

Analysis of theoretical models and empirical studies on the economic performance of industries. Approaches studied include transaction cost economics, game theory, and pricing models. Topics include advertising, research and development, and relationships between government and business such as regulation and antitrust laws.

*Applies to requirement(s): Meets No Distribution Requirement*  
K. Lande

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-212.*

**ECON-308 Advanced Macroeconomics***Not Scheduled for This Year. Credits: 4*

This course provides an introduction to the micro-founded theories of modern macroeconomic research. The course will cover the workhorse models used to understand economic growth, business cycles, unemployment, consumption, and monetary and fiscal policy. Emphasis will be on mathematical models complemented by empirical evidence from academic articles.

*Applies to requirement(s): Social Sciences*

M. Lay

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-211 and ECON-212.*

**ECON-310 Seminar in Public Economics***Not Scheduled for This Year. Credits: 4*

This course provides an overview of the ways in which government policies on taxation and spending affect outcomes for individuals (e.g., poverty, health, income) and for society (e.g., inequality, social mobility, economic growth). Topics will include the theory of taxation, public goods, and externalities. Students will apply these theories to current policy debates. Possible applications include healthcare, education, TANF, unemployment insurance, and Social Security.

*Applies to requirement(s): Social Sciences*

M. Lay

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-212.*

**ECON-311 Law and Economics***Not Scheduled for This Year. Credits: 4*

This course uses economic analysis to examine the legal system. Tools from economics have become the dominant paradigm for evaluating the legal system, creating new laws, and jurisprudence. We use microeconomic theory and game theory to analyze topics such as property rights, liability, privacy, crime and punishment, antitrust, and discrimination.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

S. Schmeiser

*Prereq: ECON-211 and ECON-212.*

**ECON-314 Globalization and Development***Spring. Credits: 4*

Many developing countries face significant economic challenges today: slow economic and productivity growth, premature de-industrialization, limited creation of decent jobs, large foreign debt burdens, growing climate change impacts, and high inequality. In this seminar, we analyze how the interactions between domestic economic dynamics and globalization (unfettered cross-border flows of trade, financial capital, foreign direct investment as well as the rise of China) have shaped economic development outcomes. We study how they led to success in some countries and huge challenges in others, and what domestic and international policy changes are needed to achieve more equitable and sustainable development.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

E. Paus

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-211 or ECON-213.*

**ECON-319 Environmental Economics, Ecology and Conservation Policy***Fall. Credits: 4*

Understanding and solving environmental problems requires interdisciplinary perspectives. This course links tools from economics with tools from ecology and environmental sciences to design effective policies for protecting the environment. We will examine topics such as the protection of rare and endangered species, rainforest conservation, climate change and others. We will also study important domestic and international policies related to these topics.

*Applies to requirement(s): Social Sciences*

T. Gilliland

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-212 or ECON-219.*

**ECON-320 Econometrics***Fall. Credits: 4*

A study of advanced statistical methods in quantifying economic theory. Emphasis on the practical application of regression analysis to test economic theory, especially where the assumptions underlying ordinary least squares analysis are violated. Examines several different subjects that illustrate empirical economic research.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Robinson

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-211, ECON-212 and ECON-220.*



**ECON-325 Economics of Health Care and Health Service Organizations**

*Not Scheduled for This Year. Credits: 4*

Economic aspects of health and health care in developing countries. Topics cover measuring health outcomes for welfare analysis, economic determinants of health and health care demand, the contribution of improved health and nutrition on economic development, and considerations in designing and evaluating health care interventions. Additionally, the course will cover micro-economic topics related to specific public health problems in developing countries.

*Applies to requirement(s): Social Sciences*

*S. Adelman*

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-212 and ECON-220.*

**ECON-326 Economics of the Digital Economy**

*Spring. Credits: 4*

This seminar explores the economic impact of the Internet, information technology, digitalization, and the networked information economy on manufacturing and manufacturing networks, global and local finance, goods and services markets, innovation and invention, intellectual property rights, public finance and taxation, security and cybercrime, media, and social networking. We investigate the implications of the networked information economy and digitalization, more broadly, for the creating of new economic (and social) relationships and the internet of everything. We also examine the continuing struggle over regulation of cyberspace across international borders and the definition and enforcement of intellectual property rights in a global context.

*Applies to requirement(s): Social Sciences*

*S. Gabriel*

*Prereq: ECON-211 and ECON-212.*

**ECON-338 Money and Banking**

*Fall. Credits: 4*

Monetary theory and policy. Overview of financial markets and institutions. Explores the nature of money and the effects of changing money supply on the economy, theories of money demand, the various methods by which monetary policy can be conducted and the advantages and disadvantages of each, methods of banking regulation and the attendant problems that arise, and important episodes in monetary history (e.g., the Great Depression).

*Applies to requirement(s): Social Sciences*

*J. Hartley*

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-211.*

*Advisory: MATH-101 recommended.*

**ECON-349 Advanced Topics in Economics****ECON-349CV Advanced Topics in Economics: 'The Economics of the Covid-19 Pandemic'**

*Not Scheduled for This Year. Credits: 4*

The Covid-19 pandemic has manifested itself in a variety of micro- and macro-economic phenomena. In this course, we will examine several of these from the perspective of economics, attempting to understand what has happened and to identify possible policy options. We'll consider questions such as: Why are there shortages of certain consumer products? Which industries have been hurt the most/least? What permanent changes may result from workplace experiments during the pandemic? What is the nature of the recession and how does it differ from the Great Recession? What is the thinking behind the stimulus package? What are the anticipated impacts on higher education and on Mount Holyoke in particular? How does one do epidemiology modeling? How can we use econometric modeling to answer questions about the pandemic? How could economic incentives be used to improve our response? Each student will write two short essays and one longer paper to answer questions of their choice.

*Applies to requirement(s): Social Sciences*

*M. Robinson*

*Prereq: ECON-211, ECON-212, and ECON-220.*

**ECON-349DE Advanced Topics in Economics: 'Advanced Economic Development'**

*Not Scheduled for This Year. Credits: 4*

This course analyzes microeconomic concerns in less-developed countries, specifically economic behavior for agricultural households facing missing and incomplete markets. Topics include agricultural production and input markets, risk and uncertainty, microfinance, and health and education. This course will focus on developing microeconomic models and analyzing empirical evidence.

*Applies to requirement(s): Social Sciences*

*S. Adelman*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: ECON-212 and ECON-220.*

**ECON-349DV Advanced Topics in Economics: 'Development Economics: A Closer Look in Africa'**

*Spring. Credits: 4*

Questions like "How can a country achieve sustainable development?" or "What is the cause of poverty?" can be daunting and overwhelming to examine, with no immediate answers. Why have some countries remained poor with few successes? Are there interventions in these countries that have increased well-being in specific areas? In this seminar, we focus on this last question and explore research studies in Africa that ask smaller questions with specific answers. We will critically examine what has worked and learn from what has not in addressing outcomes in micro-economic topics related to education and entrepreneurship, among others. We will also consider how these studies can be generalized and extended.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*A. Awadey*

*Restrictions: This course is open to juniors and seniors*

*Prereq: ECON-212 and ECON-220.*



**ECON-349EC Advanced Topics in Economics: 'Analysis of Empire of Cotton'***Fall. Credits: 4*

This course focuses on analyzing the "Empire of Cotton," as it was labeled by Pulitzer Prize nominee Sven Beckert. This course explores the nexus between war capitalism as epitomized by British subjugation of peoples around the world, notably in India (the jewel in the crown) and China; the massive seizure of advanced textile manufacturing machines and raw materials (notably raw cotton), and the industrial revolution. The course also examines the history of globalization in this period of knowledge transfer, mass human trafficking, and slave economies of the USA, Caribbean, and South America. A basic hypothesis explored in the course will be whether this Empire of Cotton played a pivotal role in creating income and wealth inequalities between the so-called North and the marginalized South, inequalities that persist in the present.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Gabriel**Prereq: 8 credits in Economics, Critical Social Thought, or Critical Race and Political Economy.***ECON-349PE Advanced Topics in Economics: 'International Political Economy'***Not Scheduled for This Year. Credits: 4*

The course will address international problems and issues that are multi-dimensional, including those shaping and shaped by political, cultural, economic, and ecological processes. Each issue or problem will be analyzed from multiple theoretical perspectives, drawing upon a wide range of theories in economics, politics, and sociology. The course will provide students with experience debating complex problems that have both global and local implications, including upon international trade and development, civil unrest, human rights, innovation in material and process technologies, inequality and political, economic, and cultural tensions between nation-states.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**S. Gabriel**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211.***ECON-352 Advanced Economic Development***Not Scheduled for This Year. Credits: 4*

This course analyzes microeconomic concerns in less-developed countries, specifically economic behavior for agricultural households facing missing and incomplete markets. Topics include agricultural production and input markets, risk and uncertainty, microfinance, and health and education. This course will focus on developing microeconomic models and analyzing empirical evidence.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**S. Adelman**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-212 and ECON-220.***Independent Research**

We strongly encourage students to pursue independent research under ECON-295 or ECON-395. These courses, which are offered for a variable number of credits, provide opportunities for many different kinds of independent projects. Both ECON-295 and ECON-395 typically encompass a small research project, possibly in conjunction with faculty research.

A student works individually on her thesis over a two-semester period, first by registering for ECON-395 in the fall and then by finishing with ECON-395 in the spring (4 credits in each semester) for a total of 8 credits. Each thesis is supervised by a committee of two faculty members, one of whom serves as the primary advisor.

A one-semester ECON-395 project may not be counted toward the courses required for the major or minor at the 300 level. For a two semester ECON-395 project culminating in a thesis, the second semester may count toward this requirement.

**ECON-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ECON-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Educational Policy and Practice Overview and Contact Information

The Nexus in Educational Policy and Practice is intended to provide students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the Nexus offers varied perspectives on contemporary contexts and historical moments that shape and define knowledge, behavior, structures, organizations, and policies both in and out of educational settings. Examples of these varied perspectives include Education: Policy and Politics; Philosophy and the Child; International Education; Women, Leadership and Higher Education; Education, Health, and Sports Pedagogy; Education and the Arts; Environmental Education.

## See Also

- Educational Studies (p. 159)
- Psychology and Education (p. 350)

## Contact Information

**Eleanor Townsley, Nexus director****Katie Walker, coordinator**

108 Daniel L. Jones Building

413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/educational-policy-and-practice> (<https://www.mtholyoke.edu/academics/find-your-program/educational-policy-and-practice/>)

## Faculty

**This area of study is administered by the following Nexus track chair:**

Sarah Frenette, Five College Coordinator of Teacher Licensure

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
	Three courses above the 100 level chosen from the list of courses approved for this Nexus or selected with approval of the track chair	12

One approved 300-level course from the list of courses approved for this Nexus or selected with approval of the track chair	4
A substantive internship <sup>1</sup>	
COLL-211 Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium	
<b>Total Credits</b>	<b>18</b>

<sup>1</sup> At least 200 work hours and responsibilities that exercise ability to think analytically and creatively, and contribute meaningfully to the organization's stated mission and complements the student's area of focus

## Additional Specifications

- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkckyh9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkckyh9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Selection of Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Education</b>		
EDUC-205	Social Justice in Education	4
EDUC-220	Foundations of Multicultural Education	4
EDUC-233	Educational Psychology	4
EDUC-267	Children's Literature for Educators	4
<b>Educational Studies</b>		
EDUST-339EP	Seminar in Educational Studies: 'Educational Policy'	4
EDUST-351LG	Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-299ND	Topic: 'Individuals and Organizations'	4
EOS-349MV	Topic: 'Motivation'	4
<b>Psychology</b>		
PSYCH-213	Psychology of Racism	4
PSYCH-230	Developmental Psychology	4

PSYCH-331	Laboratory in Early Childhood Learning and Development	4
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## Educational Studies

### Overview and Contact Information

The minor in educational studies provides students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the minor offers varied perspectives on contexts and historical moments that shape and define knowledge, behavior, structures, and policies both in and out of classrooms. Students planning to minor in educational studies must consult with a member of the program committee to discuss an area of interest and design a plan of study. A brief proposal and plan of study outlining the focus of the minor and the courses making up the minor must be approved by the program chair. The culminating experience of the minor is a 2-credit Educational Studies course requiring students to analyze and synthesize key ideas that have emerged from their focused study. Students will work with a faculty advisor as they write and present a capstone paper or project.

Please note: this minor in educational studies does not lead to teacher licensure. For information on the education minor (p. 352) leading to teacher licensure (p. 352), please consult the Psychology and Education chapter, which provides detailed information on the course requirements and application procedures for teacher licensure programs.

### See Also

- Psychology and Education (p. 350)
- Educational Policy and Practice (p. 158)

### Contact Information

Jennifer Jacoby, Co-chair

Jackson Matos, Co-chair

Cheryl McGraw, Academic Department Coordinator

303 Reese Psychology and Education Building  
413-538-2844

<https://www.mtholyoke.edu/academics/find-your-program/educational-studies> (<https://www.mtholyoke.edu/academics/find-your-program/educational-studies/>)

### Faculty

**This area of study is administered by the Educational Studies Committee:**

Preston Smith II, Class of 1926 Professor of Politics

Lucas Wilson, Professor of Africana Studies and Economics

Bruce Arnold, Associate Professor of Classics

Jennifer Jacoby, Associate Professor of Psychology and Education; Director of First-Year Seminars

Jackson Matos, Assistant Professor of Psychology and Education, Teaching Spring Only

Lenore Reilly, Senior Lecturer in Education

Sarah Frenette, Five College Coordinator of Teacher Licensure

## Requirements for the Minor

A minimum of 18 credits:

Code	Title	Credits
EDUC-205 or EDUC-220	Social Justice in Education Foundations of Multicultural Education	4
Three courses at the 200 level or above focusing on a specific area of study <sup>1</sup>		12
EDUST-290	Capstone in Educational Studies	2
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> Some possible areas of study include: Knowledge and the Humanities, National and International Perspectives on Education, Teaching and Learning, Sport Pedagogy, Social Justice, and Educational Policy.

### Additional Specifications

- One Independent Study (EDUST-395) can be applied to the minimum minor requirements but cannot be substituted for EDUC-205 or EDUST-290.

## Course Offerings

### EDUST-215 Ideas and Ideals in Public Education

*Not Scheduled for This Year. Credits: 4*

Using an interdisciplinary framework, this course will examine the social, historical, legal, philosophical, economic, and political foundations of education in the United States. It is designed to engage students in an examination of the enduring questions, debates, and tensions that revolve around the institution of schooling in the U.S. Topics covered will include an examination of political ideologies that have informed past and current education reform movements, an historical perspective on access to education, and an analysis of trends in funding of public education, among others.

*Applies to requirement(s): Social Sciences*

*L. Reilly*

### EDUST-250 Special Topics in Educational Studies

#### EDUST-250PH Special Topics in Educational Studies: 'Introduction to Sport Pedagogy'

*Spring. Credits: 4*

This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*D. Allen*

### EDUST-290 Capstone in Educational Studies

*Fall and Spring. Credits: 2*

This two-credit independent study course, which is the culminating experience of the educational studies minor, requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educational Studies Program Committee as they plan, write, and present a capstone paper.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Jacoby, J. Matos*

*Instructor permission required.*

*Prereq: EDUC-205 and permission of instructor.*

### EDUST-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### EDUST-339EP Seminar in Educational Studies: 'Educational Policy'

*Spring. Credits: 4*

In this course, students will explore educational policy including why policy-making and policies matter, what makes compelling evidence to various stakeholders, ways to identify levers for change, and the negotiation processes. We will consider local, state, federal policy, and international comparative cases. Students will analyze the ways in which policy, practice, and theory intersect or diverge, and why. Beyond course materials, students will choose a topic, draft and revise a written policy brief, as well as practice pitching policy through spoken word.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*B. Packard*

*Restrictions: This course is open to juniors and seniors*

*Advisory: One 200-level course in Educational Studies or relevant area recommended.*

### EDUST-351 Topics in Education

#### EDUST-351AD Topics in Education: 'Adult Literacy'

*Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore a number of literacy issues as they relate to the ever-present challenge of adult illiteracy. We will examine the following topics as they relate to adults with low-literacy skills: vocabulary acquisition, reading comprehension, and writing abilities. This is a Community-Based Learning course, and students will spend time each week tutoring adults in local Adult Basic Education centers to gain first-hand insights into these issues.

*Crosslisted as: PSYCH-349AD*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Community-Based Learning*

*K. Binder*

*Prereq: PSYCH-204.*

**EDUST-351AE Topics in Education: 'Self-Awareness in Education'**

*Not Scheduled for This Year. Credits: 4*

Educators and policymakers bring our whole selves when entering educational spaces. With us, we bring lived experiences and social identities as well as expectations, ideals, and emotional reactions to oppression (Adams et al., 2007). This course will assist future educators and policymakers in exploring social identities within their intended roles in education, whether implementing a curriculum or policy. Frameworks and theories around oppression and liberation will be used for reflection and action related to racism, classism, gender, and adulthood. Students will examine contemporary issues in education on the local community and federal level, and submit a complete curriculum design or policy utilizing course-related social justice frameworks.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*J. Matos*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Education and/or Educational Studies, or 4 credits in Education and/or Educational Studies and 4 credits in Psychology.*

**EDUST-351CH Topics in Education: 'Childhood and Adolescence in the U.S. Today'**

*Spring. Credits: 4*

This course will explore conceptualizations of childhood and adolescence in the United States today. Using both academic articles and media resources, the course will address topics such as: early education and school readiness; play and extracurricular involvement; college access and attendance; mental health, self-esteem, and social media; and youth activism. We will use developmental psychology as the lens for most of our readings and discussion, although the course will integrate concepts from sociology, history, and education. We will also examine the roles of relationships (e.g., family, teachers, and peers) and contexts (e.g., policy, schools, and culture) on youth experience.

*Crosslisted as: PSYCH-337CH*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*K. O'Carroll*

*Prereq: PSYCH-200 or PSYCH-204.*

**EDUST-351LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'**

*Not Scheduled for This Year. Credits: 4*

This course explores how home and school learning environments influence the development of language and literacy skills of children ages 3-8. It examines situations in which families and schools, although utilizing different languages, dialects, and ways of communicating, can work together to enhance children's language learning. Particular attention is given to children's development of academic language – the written and spoken language needed to understand and create texts required for success in school.

*Crosslisted as: PSYCH-339LG*

*Applies to requirement(s): Social Sciences*

*J. Jacoby*

*Prereq: PSYCH-230, PSYCH-233, or PSYCH-241.*

*Advisory: Prior coursework in developmental psychology, educational psychology, or cognitive psychology required.*

**EDUST-351SJ Topics in Education: 'Social Justice and Education'**

*Spring. Credits: 4*

As U.S. racial group populations are on the rise, educational institutions need to prepare for racial diversity reflected in classrooms from elementary school to college. In this lab course, students will use qualitative research methods and social justice frameworks to code and analyze three distinct data sets, one collected from Puerto Rican parents in Holyoke; one from a college course on social justice; and one from pre-service teachers in public schools. Students will create posters to display their findings on the presence (or absence) of social justice in education at the end-of-semester event.

*Crosslisted as: PSYCH-310SJ*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*J. Matos*

*Instructor permission required.*

*Prereq: PSYCH-204 and EDUC-205 or a multicultural perspectives course that covers race and racism.*

*Notes: If there are openings in the second week of pre-registration, the course may open to junior majors.*

**EDUST-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Engineering

### Overview and Contact Information

The Engineering Nexus provides a path from the traditional disciplines of the liberal arts to a career in engineering. Engineers are trained to solve a diverse set of problems, and a student may major in the field of science or mathematics most closely allied to the engineering subfield in which the student is interested. Combining a science or mathematics major with some additional course work and summer internships in engineering is excellent preparation for future graduate work in engineering or employment in engineering-related fields.

While the Engineering Nexus explicitly is not an engineering degree or accreditation, it is intended as a route into the field of engineering. The experiential portion of the Nexus involves completing a summer internship in the field of engineering. This may be participating in a formal Research Experiences for Undergraduates (REU) program in an academic laboratory, a summer internship with an engineering firm, working abroad for the summer in an engineering laboratory, or other options.

### See Also

- Dual-Degree in Engineering (p. 12)

### Contact Information

**Eleanor Townsley, Nexus director**

**Katie Walker, coordinator**

108 Daniel L. Jones Building

413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/engineering>  
(<https://www.mtholyoke.edu/academics/find-your-program/engineering/>)



## Faculty

**This area of study is administered by the Engineering committee:**

Katherine Aidala, Kennedy-Schelkunoff Professor of Physics; Director of the Fimbel Maker & Innovation Lab

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level approved by the Nexus in Engineering advisor		12
One 300-level course approved by the Nexus in Engineering advisor or selected with approval of the track chair		4
A substantive internship <sup>1</sup>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> At least 200 work hours and responsibilities that exercise ability to think analytically and creatively, and contribute meaningfully to the organization's stated mission and complements the student's area of focus

### Additional Specifications

- Given the diversity of the engineering field, a wide range of courses can count toward the Nexus. Note that a random selection from the list of Nexus in Engineering courses provided will not be automatically approved by an Engineering Nexus advisor. It is critical for students to understand what subfields of engineering they wish to pursue and how they enhance their existing majors.
- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkcky9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkcky9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Students craft their selection of courses in consultation with a Nexus in Engineering advisor. These courses are examples of courses that have been used in the past for a particular program. See the Nexus in Engineering website (<https://www.mtholyoke.edu/academics/find-your-program/engineering/>) for examples of how some of these courses may fit together with majors and subfields of engineering.

Code	Title	Credits
<b>Chemistry</b>		
CHEM-328	From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Computer Science</b>		
COMSC-226	Engineering Robotic Systems	4
<b>Economics</b>		
ECON-212	Microeconomic Theory	4
ECON-307	Seminar in Industrial Organization	4
<b>Mathematics</b>		
MATH-333	Differential Equations	4
MATH-342	Probability	4
<b>Physics</b>		
PHYS-290	Advanced Laboratory Practicum	1-8
PHYS-308	Electronics	4
PHYS-325	Electromagnetic Theory	4
PHYS-390	Advanced Laboratory Practicum	1-8

## English

### Overview and Contact Information

English courses at Mount Holyoke offer students an opportunity to study texts and writers from the many cultural traditions that have shaped, and been shaped by, the English language. Our offerings range from the seventh through twenty-first centuries and encompass multiple national, racial, and cultural identities. The department's courses cultivate skills in close reading, critical thinking, and persuasive writing. For students interested in writing, a number of courses offer practical instruction in the techniques of fiction, poetry, and other literary genres. The major helps prepare students for a wide range of careers, including teaching at all levels, law, business, and graduate study in literature and culture.

The department reflects in its offerings a balanced variety of historical and theoretical approaches to the study of language, literature, and culture. Many courses locate British and American literary texts within their historical contexts; many courses employ approaches drawn from gender studies, queer theory, and postcolonial theory. We regularly offer courses on African American, Asian American, and other ethnically defined American literatures, as well as on writings from Africa, Asia, the Pacific Rim, and Ireland. Some members of the department study visual culture in many different media, including film. The department expects its majors to study texts from a variety of historical periods and challenges students to respond to new questions about the theoretical relationships of literary and cultural forms and historical transformation.

Additional information is found on the MHC English Department Resource Room website (<https://sites.google.com/mtholyoke.edu/englishdeptresourceroom/home/>).

### Contact Information

**Iyko Day, Co-chair**

**Mark Shea, Co-chair**

**Shana Hansell, Academic Department Coordinator**

111 Shattuck Hall

413-538-2146

<https://www.mtholyoke.edu/academics/find-your-program> (<https://www.mtholyoke.edu/academics/find-your-program/>)

## Learning Goals

By participating in coursework and experiences constituting a major in English, students are expected to acquire the following knowledge and skills:

- Become skilled in the close reading of literature and culture.
- Become familiar with literary works from diverse traditions, periods, and genres.
- Understand literature and culture in relation to multiple forms of difference.
- Apply a variety of critical and theoretical interpretive lenses to literature and culture.
- Learn to write about literary and cultural texts with clarity, argument, and evidence.
- Learn to produce creative works with craft, imagination, and experiment.

## Faculty

**This area of study is administered by the Department of English:**

lyko Day, Elizabeth C. Small Professor of English

Amy Martin, Professor of English on the Emma B. Kennedy Foundation; Director of the Harriet L. and Paul M. Weissman Center

Kate Singer, Mary Lyon Professor of Humanities

Elizabeth Young, Carl M. and Elsie A. Small Professor of English

Nigel Alderman, Associate Professor of English

Anna Maria Hong, Associate Professor of English

Andrea Lawlor, Associate Professor of English

Suparna Roychoudhury, Associate Professor of English; Associate Provost and Associate Dean of Faculty

Wesley Yu, Associate Professor of English

Kristen Maye, Assistant Professor of English

Mark Shea, Faculty Director of SAW ; Coordinator of ESOL; Senior Lecturer in English

Jude Hayward-Jansen, Visiting Lecturer in English

T Kira Madden, Visiting Lecturer in English

Caitlin Mahaffy, Visiting Lecturer in English

Alex Moskowitz, Visiting Lecturer in English

Lucas de Lima, Visiting Lecturer in English

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
ENGL-199	Introduction to the Study of Literature	4
<b>Three approved disciplinary perspectives courses in English at the 200 level:</b> <sup>1</sup>		<b>12</b>
	One Literary History and Period course	
	One Race, Power, and Difference course	
	One Theory and Methods course	
Three English courses at the 300 level <sup>1</sup>		12
Two additional English courses at the 200 or 300 level		8
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> See Courses section (p. 164) for lists of approved courses in these specific areas. A student may not double count a single course to fulfill more than one area.

<sup>2</sup> At least two 300-level courses must be taken at Mount Holyoke.

## Additional Specifications

- First-Year Seminars do not count toward the completion of the English major.
- ENGL-295 and ENGL-395 do not count toward the completion of the English major.
- An English major offers the opportunity to study various texts written in English, both those in traditions of British and American literature as well as those from other parts of the world. A student of English should be acquainted with works from different historical periods and different national traditions and different genres—fiction, nonfiction, poetry, and drama.
- This discipline consists of a variety of intellectual-interpretive approaches. Each major should take advantage of the department's diverse offerings by thoughtfully devising their own path of study while becoming familiar with all genres. Core requirements provide an acquaintance with writings and critical methodologies essential to a mastery of the field.
- We also urge majors to explore the creative process by taking writing courses and to link the study of literature in English with the study of history, the arts, and other literatures. Courses in classical and modern languages and literatures, art history, music, dance, theater, film, politics, anthropology, psychology, philosophy, religion, history, and the sciences complement and supplement courses in English.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
Two courses in English at the 200 level		8
Two courses in English at the 300 level		8
<b>Total Credits</b>		<b>16</b>

## Additional Specifications

- At least one course at each level should be taken at Mount Holyoke.
- The choice of courses is at the discretion of the student, with no departmental approval required. Members of the department are, of course, available for consultation about possible minor programs. The approval of the chair is necessary for any exception to the requirements.
- ENGL-295 and ENGL-395 do not count toward the completion of the English minor.

- First Year Seminars do not count toward the completion of the English minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of English can combine their course work in English with a minor in education. In some instances course work in the major may coincide with course work required for licensure. For specific course requirements for licensure within the major of English, please consult the chair of the English Department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Writing

The department offers two kinds of courses particularly intended for first-year students: many first-year seminars offered by English faculty under the FYSEM designation and Spring sections of ENGL-199, which second semester first years are welcome to take. The first-year seminars taught by English department faculty are writing-intensive seminars on various topics which strengthen a student's proficiency and confidence as a writer. ENGL-199, also writing-intensive, is an introduction to literary studies and a required gateway to the major. Students who, in the fall, take a writing-intensive first year seminar and who are considering a major in English ordinarily take ENGL-199 in the spring. First-year students interested in ENGL-201 require the permission of the instructor.

Sophomores, juniors, and seniors may elect ENGL-201 or courses such as Poetry Writing I (ENGL-204).

## Course Offerings

### ENGL-104 Academic Discourse and Multilingual Speakers

*Not Scheduled for This Year. Credits: 4*

In this course we seek to achieve clarity and precision of expression within a discussion of a complex topic. Course readings and writing assignments guide students through an examination of topics related to language, culture, and academic convention. Past semesters' topics include: the role of education in society; the relationship between religion, culture, and nature; and family relationships across cultures. In addition to the academic content, the course focuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*The department*

### ENGL-199 Introduction to the Study of Literature

*Fall and Spring. Credits: 4*

This course examines various strategies of literary representation through a variety of genres, including such traditional literary forms as the novel, lyric poetry, drama, and autobiography, as well as other cultural forms, such as film. Particular attention is given to student writing; students are expected to write a variety of short essays on selected topics. Though the themes of specific sections may vary, all sections seek to introduce students to the terminology of literary and cultural discourse.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*I. Day, J. Hayward-Jansen, C. Mahaffy, A. Moskowitz, K. Singer, E. Young, W. Yu, The department*

*Notes: English 199, required for the English major, introduces students to critical issues in the study of English literature. Students considering an English major will ordinarily take English 199 after taking a first-year seminar.*

### ENGL-209 Writing, Reading, and Constructed Languages

*Spring. Credits: 4*

Languages are created by communities, shaped by each generation and passed on to the next. Constructed Languages (conlangs), in contrast, are created intentionally to serve philosophical or artistic goals. Conlangs are often seen in science fiction and fantasy genres, contributing texture to the fictional world. Constructing a language is an act of creativity, but conlangs can never be as complex as natural languages. Which aspects of language do conlangs illuminate, and which do they flatten? How do they critique or reinforce ideologies of oppression? We will approach these questions from linguistic, literary, cognitive, and sociological perspectives.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*M. Shea*

### ENGL-248 Effective Public Speaking

*Not Scheduled for This Year. Credits: 2*

This course provides the opportunity to develop speaking skills in a range of academic and professional situations. Through speaking, revision, and reflection, students identify their strengths as speakers, evaluate their improvement, and develop strategies for formal and informal speaking contexts.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive*

*M. Shea*

*Restrictions: This course is open to juniors and seniors*

*Notes: Half semester course. This section is designed to consider the needs of multilingual and second language speakers, but it is open to upper-level students of any language background.*

**ENGL-249 Style, Voice, and Self in Academic Discourse**

*Not Scheduled for This Year. Credits: 4*

Academic discourse (writing and speaking) is often described as impersonal and objective. Expertise, evidence, and argument are valued. Clarity and concision are expected. Individuality and creativity are rarely mentioned, but can they have a place in academic discourse? This course will explore that question while discussing the relationship between academic and public discourse, social media in academic conversations, academic ethics, and Standard English as a default language for academic communication.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*M. Shea*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: The course is designed for students who do not identify as native speakers of English, but it is open to all students.*

**Writing Courses: Prose and Poetry****ENGL-201 Introduction to Creative Writing**

*Fall and Spring. Credits: 4*

This course offers an introduction to the composition of multiple genres and modes of creative writing, which may include poetry, fiction, creative nonfiction, hybrid forms, graphic novels, and digital texts. Students will learn strategies for generating ideas, drafting, giving and receiving feedback, revising creative work, and building literary community.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*S. Cassarino, L. de Lima, A. Hong, A. Lawlor, T. Madden*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: A first-year seminar.*

**ENGL-204 Poetry Writing**

*Fall. Credits: 4*

In this introductory course, students will read widely in contemporary poetry. Through prompts and project-based inquiry, both within the workshop and in take-home assignments, students will have the opportunity to produce and share writing based on the conceptual frameworks explored in the class.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Hong*

*Restrictions: Course limited to sophomores, juniors and seniors*

**ENGL-205 Playwriting**

*Not Scheduled for This Year. Credits: 4*

This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in a significant writing project. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.

*Crosslisted as: FMT-240PW*

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*The department*

*Prereq: One course in Film, Media, Theater or Theatre Arts or a creative writing English course.*

*Notes: Cannot be taken at the 300 level.*

**ENGL-219 Topics in Creative Writing****ENGL-219AT Topics in Creative Writing: 'Writing Animal Tales'**

*Not Scheduled for This Year. Credits: 4*

What do writings about animals reveal about their lives? How do human beings engage with mammals, fish, reptiles, and birds as food, competitors, and companions? We will explore these questions as we read works focusing on the real and imagined lives of animals from ancient fables through 21st-century novels, essays, and hybrid-genre works. Reading discussions will be followed by writing experiments designed to spark original thinking and develop facility with writing. You will gain insight into the fine and ferocious literature concerning the great and small beasts, writing creative and analytical pieces toward a final portfolio. Some classes will involve field trips to observe animals.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*A. Hong*

*Prereq: ENGL-201.*

**ENGL-219BC Topics in Creative Writing: 'Building Literary Community'**

*Spring. Credits: 4*

Writing is a necessary but not sufficient condition for the creation of literature. Together, we will study and participate in various literary communities. We will investigate literary ecosystems, looking at how writing is published, circulated, and rewarded; as well as at labor conditions, ongoing inequities, and possibilities for disruption. Our class will serve as an incubator for new and existing student literary production. Students will work individually and collaboratively on projects such as writing reviews, producing broadsides or chapbooks, hosting readings, advocacy, and more. Visitors may include agents, book or journal editors, reviewers, designers, booksellers, and organizers.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Lawlor*

*Prereq: ENGL-201.*

*Advisory: Open to all; experience with campus literary productions welcome but not required.*

**ENGL-219CH Topics in Creative Writing: 'Climate Changes Everything: Telling Stories at the End of the World As We Know It'**

*Fall. Credits: 4*

In this moment of climate emergency, how and why do we make meaning? What possibilities might various textual practices offer for engaging with, and positioning ourselves in relationship to, the unfathomable? If we are telling stories in the face of a radically uncertain future, who is our audience? Together, we will find ways of telling stories that help us relate to this moment, and, crucially, to each other. This is a creative writing course. Expect to encounter and create texts in many possible forms, including climate fiction, agitprop, documentary poetry, lyric essay, interactive narrative, and more.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Lawlor*

*Prereq: ENGL-201.*



**ENGL-219CP Topics in Creative Writing: 'Creative Process'***Not Scheduled for This Year. Credits: 4*

This is a space where students can explore their own creative impulses, develop ideas, and generate material. Here, we will stretch beyond the boundaries of any particular creative practice as it may be defined within disciplinary limits. We will engage in contemplative practices while using writing, movement, theater games, and time-based media in order to germinate seeds for projects – projects we might explore further and possibly complete either within or beyond the bounds of the class itself. More importantly, we will begin to identify our own inner rhythms as makers, create patterns that support our creative process, and develop the capacity to listen deeply to what speaks to us. We will turn to makers and writers of all kinds for inspiration and guidance as we develop a vocabulary for process, including but not limited to: Judi Bari, Lynda Barry, CA Conrad, Louise Erdrich, Jozen Tamori Gibson, Alexis Pauline Gumbs, Bernadette Mayer, Dori Midnight, Pauline Oliveros, Yoko Ono & Rainer Maria Rilke.

*Crosslisted as: FMT-240CP, ARTST-280CP**Applies to requirement(s): Humanities**A. Lawlor**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: FMT-102, FMT-103, FMT-104, FMT-106, ARTST-120, or ARTST-131.**Advisory: Priority from waitlist will be given to FMT and Art Studio majors and minors but students from other arts disciplines are encouraged to enroll, space allowing.***ENGL-219FM Topics in Creative Writing: 'Four Memoirs: Writing Through Radical Self-Inquiry'***Fall. Credits: 4*

In this class, we will read four full-length memoirs, each representing radically different structures and styles. Students will write four short memoirs mirroring the forms of these books. These "memoirs" will run between 2,000-2,500 words, and they will represent the pillars of the final grade. Memoir projects will receive instructor feedback, and will also be shared in smaller "care groups" to offer and receive feedback. Mary Oliver once wrote that "attention is the beginning of devotion." Together, we will nurture our attention to the world, and, therefore, devote ourselves to bettering it. We will nurture our sensitivities, our wonder, our awe, and identify not only who we are through rigorous self-inquiry, but what conversations we are participating in when we write, what literary traditions we perpetuate, and, perhaps most importantly, what traditions we break. Sample texts (full-length and excerpted) include Carmen Maria Machado, Alexander Chee, Barry Jenkins, Jaquira Díaz, Michelle Zauner, Saeed Jones, Natasha Trethewey, Alex Marzano-Lesnevich, Cyrus Simonoff, Yuko Tsushima, and others.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Madden**Prereq: ENGL-201.***ENGL-219MT Topics in Creative Writing: 'Retelling Myth and Fairy Tale'***Spring. Credits: 4*

This course explores contemporary fiction that retells old myths and fairy tales to create new writing. We will read short stories and novels from a diversity of cultures that adapt received texts to generate new works, which often implicitly question the original tales' messages, providing feminist, racial, and/or queer correctives. Students will read these retellings as creative writers, glean techniques and approaches to write their own contemporary retellings. Everyone will give and receive critique in small groups and workshops throughout the course and revise writing for the final project.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Hong**Prereq: ENGL-201.***ENGL-219QT Topics in Creative Writing: 'Queer and Trans Writing'***Spring. Credits: 4*

What do we mean when we say "queer writing" or "trans writing"? Are we talking about creative writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work that challenges you in terms of form and content. Some writers we may read include Ryka Aoki, James Baldwin, Tom Cho, Samuel R. Delany, kari edwards, Elisha Lim, Audre Lorde, Cherríe Moraga, Eileen Myles, and David Wojnarowicz.

*Crosslisted as: GNDST-204QT**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Lawlor**Prereq: ENGL-201.***ENGL-265 Children's and Young Adult Literature****ENGL-265YA 'Young Adult Fiction Writing'***Not Scheduled for This Year. Credits: 4*

This creative writing course provides an introduction to the field of young adult (YA) fiction writing. Students will study and practice writing in a workshop atmosphere and will read a wide range of novels and short stories, including works by writers such as Laurie Halse Anderson, Coe Booth, Agnes Borinsky, Adam Rapp, Tanuja Desai Hidier, Elizabeth Acevedo, and Mary H. K. Choi. We will discuss the fundamentals of fiction writing (characterization, plot, setting, structure, point of view) with an emphasis on the elements that distinguish YA writing from writing intended for adults. The readings will seek to encompass both a diversity of voices and a diversity of approaches to YA fiction.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**The department**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-201.*

**ENGL-304 Advanced Poetry Writing**

*Not Scheduled for This Year. Credits: 4*

In this workshop students will have the opportunity to generate new poems, with an eye to revision, critical thinking, and longer manuscript projects. We will read and discuss work by contemporary poets and will occasionally incorporate other media – visual art, music, performance, film, work that defies genre – to learn about what we might want to do with language and poetry. Together, we will work to build a community through our reading and our work.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*The department*

*Prereq: ENGL-204 and 4 additional credits in English.*

*Notes: Repeatable.*

**ENGL-306 Advanced Projects in Creative Writing**

*Spring. Credits: 4*

This semester-long course is designed for students already at work on a longer project (a novel or novella, a short story collection, a collection of poems, longform creative nonfiction, a graphic novel, or a hybrid form). Students will build on the skills and insights gained in previous creative writing courses to draft, workshop, and revise a full-length creative manuscript. Workshop and revision will comprise much of our time, along with readings on craft by authors such as Lynda Barry, Italo Calvino, and Samuel R. Delany. Students will also have an opportunity to meet literary publishing professionals.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Hong*

*Instructor permission required.*

*Prereq: ENGL-201 or equivalent.*

*Advisory: Interested students must complete an application using: [this link](#)*

**ENGL-361 Advanced Creative Writing Topics****ENGL-361AR Advanced Creative Writing Topics: 'Creative Writing from the Archives'**

*Not Scheduled for This Year. Credits: 4*

In this creative writing course, we will draw on MHC's archives of the Glascock Poetry Contest, which celebrates its 100th year in 2023. Reading the writings of past contestants and judges including Muriel Rukeyser, Marianne Moore, Sylvia Plath, James Merrill, Adrienne Rich, Audre Lorde, Marilyn Nelson, Marilyn Chin, and Maggie Nelson, we will gain insights into the evolution of American poetry over the last century and investigate how the evaluation of poems has also changed. We will view and listen to archival materials such as photographs, judges' correspondence, and audiotapes to expand our inquiry and spur new creative writing in any genre inspired by these texts and unique holdings.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Hong*

*Prereq: ENGL-201.*

**ENGL-361HY Advanced Creative Writing Topics: 'Hybrid Genre Writing'**

*Not Scheduled for This Year. Credits: 4*

Students will read and discuss a diverse array of hybrid-genre works or writing that combines and coalesces two or more genres: poetry, fiction, criticism, and/or memoir. Some books will also cross media incorporating painting, photography, or film. Students will consider how drawing upon different prose, verse, and multi-media modes can complement and augment the way writers shape their personal and political stories and will complete writing, speaking, and other assignments designed to build toward a hybrid-genre work. Everyone will give and receive critique in a workshop environment, expand approaches to drafting, and revise work for the final assignment.

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*A. Hong*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: ENGL-201.*

**ENGL-361KA Advanced Creative Writing Topics: 'Korean American Feminist Poetry'**

*Not Scheduled for This Year. Credits: 4*

Poetry by Korean American feminist writers has burgeoned in the 21st century with new generations of poets contributing to life of American letters. Reading works by Theresa Cha, Myung Mi Kim, Don Mee Choi, Mary-Kim Arnold, and others, we will discuss how each writer evokes racial and ethnic identity and intersections with gender and other political concerns, as well as the choices each poet makes regarding form and style. Students will gain insight into a great diversity of approaches to writing poetry and will create a portfolio of their own poems based on our discussions. Most classes will involve group critique of writing; several will involve visits with our authors. All are welcome.

*Crosslisted as: GNDST-333KA*

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*A. Hong*

*Prereq: ENGL-201.*

**ENGL-361LP Advanced Creative Writing Topics: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'**

*Spring. Credits: 4*

This creative writing course turns to poetry and narrative that comes alive off the page. Reading work by Raquel Gutiérrez, Clarice Lispector, Jenni(f)fer Tamayo, Ricardo Bracho, and tatiana nascimento, among others, students will write and perform across genres while in dialogue with voices from across the Americas. To place ourselves in our bodies as well as our words, we will explore not just the innovative aesthetics taken up by writers of Latin American descent but also the politics activated in forms as varied as the butch memoir, the sissy play, the travel diary, and the sound poem. Central to our experiments will be the relationship between writing and other artistic mediums as we navigate topics such as race, colonialism, gender, sexuality, class, disability, ecology, and spirituality.

*Crosslisted as: FMT-330LP*

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*L. de Lima*

*Prereq: ENGL-201.*

**ENGL-361PM Advanced Creative Writing Topics: 'Poetry and Image: Formations of Identity'***Not Scheduled for This Year. Credits: 4*

With an emphasis on producing creative texts, the course will examine the parallel and often overlapping impulses of poetry and image-making (photography, painting, and other visual arts). We will explore concepts of identity through the work of artists such as Alice Neel, Mikalene Thomas, Claude Cahun, Cindy Sherman, Kehinde Wiley, Glenn Ligon, Catherine Opie, Kara Walker, Diane Arbus, Vivian Maier, and Nan Goldin. Writers will include Ocean Vuong, Danez Smith, Sherwin Bitsui, Robert Seydel, Ari Baniyas, Safia Elhillo, Gloria Anzaldua, Morgan Parker, Layli Longsoldier, Judy Grahn, Audre Lorde, Ronaldo Wilson, Shane McCrae, Adrienne Rich, David Wojnarowicz, Eileen Myles, and others.

*Crosslisted as: GNDST-333PM**Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives Other Attribute(s): Writing-Intensive**The department**Prereq: A 200-level creative writing course.***ENGL-361PR Advanced Creative Writing Topics: 'Poetry and/as Response'***Spring. Credits: 4*

Part of poetry's work involves the response to material and spiritual conditions – those that are shared, and those that may initially seem interior, even private. Too, poetry elicits reactions in the body of its reader or hearer; it wants to move you. In reaching us, the most affecting poems can spur us to write. To respond is to offer something in return: be it complication, corrective, question, outcry, reinvention, intervention, dream. In this course, students will cultivate responsiveness as poetic writing and reading practice, from tracking somatic reactions to their encounters with language, to generating poems from art and archives, to building ethical and receptive critical feedback processes together in the classroom. Along with full collections of poetry and individual poems, assigned texts may include film, performance, visual art, and/or music.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Baniyas**Prereq: ENGL-201.***ENGL-361SW Advanced Creative Writing Topics: 'Screenwriting'***Fall. Credits: 4*

The screenplay is a unique and ephemeral form that exists as a blueprint for something else: a finished film. How do you convey on the page a story that will take shape within an audio-visual medium?

The screenwriter must have an understanding of both the language of narrative film as well as the general shape and mechanics of film stories. This advanced course will cover dialogue, characterization, plot, story arc, genre, and cinematic structure. We will analyze scenes from fictional narrative films – both short and feature length – and read the scripts that accompany these films. By the end of this course, each student will have written two original short films. In workshop style, the class will serve as practice audience for table readings of drafts and writing exercises.

*Crosslisted as: FMT-340SW**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**E. Montague, F. Telegraf**Restrictions: Course limited to sophomores, juniors and seniors**Instructor permission required.**Prereq: 8 credits in Film, Media, Theater.**Advisory: Preference will be given to majors. Application and permission of instructor required.***ENGL-361TR Advanced Creative Writing Topics: 'Introduction to Literary Translation'***Fall. Credits: 4*

This creative writing course explores literary translation as a transformative and political practice. Throughout short writing experiments, collaborations, workshops, and a final project, we will work with a range of genres and forms in order to grasp the stakes and possibilities of translation across cultures, mediums, historical epochs, and literary styles. Reading texts by Katrina Dodson, John Keene, Don Mee Choi, and Alejandro Zambra, among others, we will build an expansive vocabulary for discussing our translation projects while keeping in mind questions of context and power. Basic skills in any second language are required.

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives Other Attribute(s): Writing-Intensive**L. de Lima**Prereq: Some knowledge of a foreign language required.***ENGL-378 Another World Is Possible: Writing Utopias***Not Scheduled for This Year. Credits: 4*

How and why do narrative artists envision whole new worlds? What is the role of fantasy in social change? How can we make art about social change in the middle of a global crisis? In this course we will investigate contemporary utopian fictions and their historical antecedents as models for our own utopian writing. We will encounter novels and films from various lineages, including Afrofuturist, anarchist, critical utopian, ecotopian, and feminist. Authors we may read include Sir Thomas More, Ursula K. Le Guin, Samuel R. Delany, Ernest Callenbach, Octavia E. Butler, Walidah Imarisha, Carolina De Robertis, and Margaret Kiljoy. Interdisciplinary research and collaboration will make up a substantial portion of the work of the course.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Lawlor**Prereq: 4 credits in creative writing and either 4 additional credits in English or 4 credits in Gender Studies, Critical Race and Political Economy, African Studies, Critical Social Thought, Latina/o Studies, or Environmental Studies.**Notes: This course is in conversation with ENGL-366 Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters.***Intermediate Literature Courses****ENGL-211 Shakespeare***Fall and Spring. Credits: 4*

A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

*Crosslisted as: FMT-230SK**Applies to requirement(s): Humanities**C. Mahaffy**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English department legacy pre-1700 requirement*

**ENGL-213 The Literature of the Later Middle Ages**

*Spring. Credits: 4*

This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our concentration will be principally on the *Gawain*-poet, Chaucer, Langland, Margery Kempe, and Lydgate. Most of our readings are in Middle English.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*  
W. Yu

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: ENGL-199.*

*Notes: meets English department legacy pre-1700 requirement*

**ENGL-214 Topics in Medieval Studies****ENGL-214BE Topics in Medieval Studies: 'Beowulf, Gawain, Ishiguro: Medieval Mythmaking and the Idea of Britain'**

*Spring. Credits: 4*

This course explores early-medieval English literature that focuses on migration, cultural and religious inter-mixing, and histories of invasion and conquest. We'll read early-English literature to study its frameworks of historiography and its imperial interests, the mythologies behind early-English identities, the culture of English learning, and the afterlives of invasion. Course readings will include modern English translations of *Beowulf*, the works of Gildas and Bede, and selections from post-Conquest history and Arthuriana. With the semester's worth of knowledge about early-English history and literary production, we'll spend the final weeks of the course reading Kazuo Ishiguro's novel *The Buried Giant*.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*  
W. Yu

*Prereq: ENGL-199 and 4 additional credits in the English department.*

*Notes: meets English department legacy pre-1700 requirement*

**ENGL-214LR Topics in Medieval Studies: 'Love and Reason in Medieval Romance'**

*Fall. Credits: 4*

Arthurian legend conjures enduring stereotypes of chivalry and romantic love, but how do we go about situating medieval romance in literary history? Where does it come from, why was it written, who read it, and how did it change over time? In this course, students will learn about romance's historical and social contexts, its form, tropes, and imagery. We will think about romance's contemplation of justice, loyalty, subjectivity, love, and shame, especially as this body of literature grapples with the conflicts that arise between the mortal and divine. Course readings will include works by Marie de France, Chrétien de Troyes, Chaucer, Lydgate, and Spenser. We will read in Middle English where possible.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

W. Yu

*Advisory: ENGL-210 or ENGL-213 recommended.*

*Notes: meets English department legacy pre-1700 requirement*

**ENGL-214RE Topics in Medieval Studies: 'Riddling in Old English'**

*Not Scheduled for This Year. Credits: 4*

This course will acquaint students with English as it was written and spoken over 1,000 years ago. By introducing Old English as a language system, this course will provide insight into early medieval literacy with special attention paid to the genre of riddles. The first several weeks will be spent on learning the basics of Old English alongside the contexts in which Old English writing was produced. Toward the end of the term, we'll focus our attention on translating select riddles from the Exeter Book. Assignments will include primary and secondary readings, a translation exam, and essays.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*  
W. Yu

*Advisory: No prior knowledge of Old English is presumed, but some familiarity with foreign language learning will be helpful. At least one 200-level course in a literary genre or period strongly recommended but not required.*

*Notes: meets English department legacy pre-1700 requirement*

**ENGL-217 Topics in English****ENGL-217GE Topics in English: 'Global English: Its Written and Spoken Forms'**

*Not Scheduled for This Year. Credits: 4*

What is the relationship between language and social and political power? This course is an interdisciplinary study of the global role of the English language. Migration, education, and identity are major themes of the course, and we look at how linguists, policy-makers, and individuals grapple with these complex topics. This course also focuses on students' development of their written and spoken communication skills and is open to students in all disciplines. Our approach to writing and speaking may be particularly effective for students who do not identify as native speakers of English.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*  
M. Shea

**ENGL-217SA Topics in English: 'South African Literature: Postapartheid and Beyond'**

*Spring. Credits: 4*

This course is a survey of postapartheid South African literature. In the aftermath of apartheid post-1994, South African literature has wrestled with ideas about what kind of future is livable and possible. Labeling itself as the "Rainbow Nation," South African politicians, activists, and artists (literary, visual, musical) have sought to create a democratic vision of South Africa that celebrates differences of race, culture, gender, and sexual orientation. Using 1994 as our moment of departure, this course will examine the "future" of South Africa as told through postapartheid South African fiction. Acknowledging that there are many ways to imagine the future, this course examines how portrayals of race, of gender and sexuality, and of the nation serve to construct and disrupt ideas about the future.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

J. Hayward-Jansen

*Restrictions: Course limited to sophomores, juniors and seniors*



**ENGL-217TR Topics in English: 'Transgender Literature'***Fall. Credits: 4*

Transgender literature has had a significant impact on how we talk about transness (and gender) and the kinds of trans stories we are able to tell. Although trans identities may find expression in texts as early as *Metamorphoses* (Ovid), this course will look at literature from the 20th and 21st centuries. Considering a wide range of genres – novels, poetry, short stories, memoir, and young adult literature – we will think about how writers talk about their bodies, their transitions, and their histories. Drawing upon fields such as history, medicine, and social science, this course will look at trans literature as both a product of these histories and as a powerful tool for critical liberation.

*Crosslisted as: GNDST-204TR**Applies to requirement(s): Humanities; Multicultural Perspectives**J. Hayward-Jansen**Restrictions: Reserved at present for students who will be registered from the waitlist.; Course limited to sophomores, juniors and seniors***ENGL-232 Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century***Fall. Credits: 4*

With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cis-gender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration's reinvention of ribald theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.

*Crosslisted as: GNDST-204ET**Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but students are encouraged to take either course separately. Meets the department's legacy 1700-1900 requirement*

**ENGL-233 Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution***Not Scheduled for This Year. Credits: 4*

With the onslaught of American, French, Haitian, and South American revolts and revolutions, the Atlantic world, much of Europe, and its colonial/industrial empire were thrown into a period of refiguring the concept of the raced, national, and gendered subject. This course considers what new forms of gender, sex, sexuality, and being were created, practiced, or thought, however momentarily, in this tumultuous age. Specific attention is given to conceptions of nonbinary being (of all varieties). Authors may include E. Darwin, Equiano, Wollstonecraft, Lister, M. Shelley, Byron, Jacobs.

*Crosslisted as: GNDST-204NB**Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: This course is a second part of a two-course sequence with ENGL-232, but each may be taken separately. Meets the department's legacy 1700-1900 requirement*

**ENGL-238 Modern Irish Literature***Not Scheduled for This Year. Credits: 4*

This course will introduce students to the literature of modern Ireland beginning with Swift, moving through the nineteenth century, examining the Irish Literary Revival and Irish modernism, and finally contemporary drama, poetry, and fiction. We will focus on Irish women writers and their literary interventions concerning colonial history, nationalism, and Unionism. We will pay particular attention to representations of Irishness, the relationship between literature and national history, and questions of violence and representation. The course will explore how the genres, styles, and forms of Irish writing are determined by the experience of colonial trauma and the imperative to imagine national identity.

*Applies to requirement(s): Humanities**A. Martin**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-199 or ENGL-200.***ENGL-240 American Literature I***Fall and Spring. Credits: 4*

A survey of American literature from the literature of exploration to the Civil War, with special attention to the formation of an American literary tradition, along with the political, social, and religious contexts that helped shape the imaginative responses of American writers to their culture.

*Applies to requirement(s): Humanities**A. Moskowitz**Restrictions: Course limited to sophomores, juniors and seniors**Notes: Meets the department's legacy 1700-1900 requirement***ENGL-242 Topics in American Literature****ENGL-243 American Gothic***Fall and Spring. Credits: 4*

An examination of the gothic – a world of fear, haunting, claustrophobia, paranoia, and monstrosity – in U.S. literature and visual culture. Topics include race, slavery, and the gothic; gender, sexuality, and the gothic; regional gothic; the uncanny; cinematic and pictorial gothic; pandemic gothic. Authors, artists, and filmmakers may include Dunbar, Elmer, Faulkner, Gilman, Hitchcock, Jackson, Kubrick, LaValle, Lovecraft, McCullers, Morrison, O'Connor, Parks, Peele, Poe, Polanski, Romero, and Wood.

*Crosslisted as: FMT-230AG**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: English 240 or 241 recommended***ENGL-254 Topics in African American Literature****ENGL-257 Survey of African American Literature***Spring. Credits: 4*

This course surveys Black literary production with special attention to the idea of genre as a choice of form made by Black writers from the antebellum era through the present to communicate critique, effect political change, and render new worlds. Structured around debates about the genre status of Black writing, this course introduces students to slave era texts by Harriet E. Wilson, David Walker, Phillis Wheatley; 20th century works by Nella Larsen, Zora Neale Hurston, Amos Tutuola, Chester Himes, Bill Gunn, James Baldwin, Toni Cade Bambara; and contemporary work by Saidiya Hartman, Octavia Butler, Jeremy O. Harris, and Rita Dove. Reading, writing, and critical viewership will be central to the course.

*Applies to requirement(s): Humanities; Multicultural Perspectives**K. Maye*

**ENGL-274 Introduction to Asian American Literature***Fall. Credits: 4*

This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choi, and Jhumpa Lahiri.

*Applies to requirement(s): Humanities; Multicultural Perspectives**I. Day**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-279 Sherlock Holmes and Interpretation***Fall. Credits: 4*

This course will explore the Sherlock Holmes stories and their various afterlives as a case study to explore the problematics of interpretation, especially literary interpretation. Some of the questions raised will concern evidence, inductive and deductive thought, applying theoretical paradigms, historical and material contexts, character and narrative, form and genre, popular culture, ideology, and the aesthetic.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Alderman**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-280 Literary and Cultural Theory***Spring. Credits: 4*

How and why do we read literature and cultural expression? What kinds of knowledge can different cultural media offer us about ourselves and the world? This introduction to literary and cultural theory will survey later 20th- and 21st-century thought, including theorists asking questions about labor, power, ideology, subjectivity, identity, race, gender, sexuality, indigeneity, empire, colonialism, language's figurality, affect, technology, and the nonhuman. We will think about these theories as their own forms of cultural expression and as methodologies that can help us discuss and make meaning of textual, visual, and digital culture.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-282 Writing London: the Modern City Novel***Spring. Credits: 4*

This course will chart London's progress from the center of an empire to a node in the global world's economy, and the novel's movement from realism to postmodernism and beyond. Beginning by contrasting the London of Conan Doyle's Sherlock Holmes with that of Virginia Woolf's Mrs. Dalloway, we will then trace the development of a multiethnic city in which according to a recent report there are more than 300 languages spoken in London schools. By so doing we will also examine the history and tradition of the twentieth and twenty-first century novel and investigate its various theories, genres, and styles.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Alderman**Restrictions: Course limited to sophomores, juniors and seniors***Advanced Literature Courses****Prerequisites for Advanced Courses**

The stated prerequisites for 300-level courses are junior and senior standing and 8 credits of work in English beyond a first-year seminar, often including a specified course such as ENGL-199 or ENGL-240. A sophomore who has completed the specified 8 credits may enroll with

prior permission of the instructor. Any student without the prerequisites should consult the instructor.

**Seminars and Courses on Special Topics**

These courses offer advanced study of literature in English. Reading texts from different periods and genres, seminars aim for depth and specific focus and require of every student both original work and partial responsibility for leading class discussions.

Each year the department offers various upper-level seminars and special topics courses. Enrollment in these seminars and courses is restricted (15 to 20 in seminars; 30 or fewer in courses). Interested students should pay particular attention to the prerequisites; preference for admission is usually given to seniors.

**ENGL-311 Chaucer: Stories & Storytellers****ENGL-311CT Chaucer: 'The Canterbury Tales'***Not Scheduled for This Year. Credits: 4*

Known as a storyteller *par excellence*, Chaucer was also a famous reader of classical epic, romance, and philosophy. This research seminar will give students the opportunity to read the *Canterbury Tales* in light of the work's cultural, historical, and literary contexts. Throughout the semester, students will engage with Chaucer's tales and his favorite sources to examine and discuss his representations of gender and class, his perspectives on religious authority, his use of the English vernacular, and his commitment to poetry.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Yu**Prereq: ENGL-199 and 8 credits in the department.**Advisory: ENGL-213 or ENGL-214 strongly recommended**Notes: meets English department legacy pre-1700 requirement***ENGL-312 Shakespeare****ENGL-312TH Shakespeare: 'Thinking with Shakespeare'***Not Scheduled for This Year. Credits: 4*

A research seminar in which we will think not merely about Shakespeare but with him, engaging a variety of topics that concerned him as deeply as they do us. These include virtue, authority, nature, faith, the mind, and difference. We will read the plays and poems alongside thinkers who preceded Shakespeare and influenced his time as well as those who came after and learned from him in turn. We will encounter both established figures such as Plato, Lucretius, and Freud as well as modern critical methodologies such as new historicism, cognitive theory, and ecocriticism. Texts may include the sonnets, *Romeo and Juliet*, *As You Like It*, *Hamlet*, *Coriolanus*, and *The Winter's Tale*.

*Applies to requirement(s): Humanities**S. Roychoudhury**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from English beyond the 100 level, including ENGL-211.**Notes: meets English department legacy pre-1700 requirement*

**ENGL-314 The Curious Middle Ages***Not Scheduled for This Year. Credits: 4*

Curiosity suggests both a yearning for knowledge and the discernment of something unusual or strange. While influenced by Augustine's warning that worldly inquiry could endanger the pilgrimage of the soul, medieval literature contains many instances of curious looking. Exploring the medieval desire to know, this course considers how the period's tendencies toward spiritual and metaphysical thought are balanced against its fascinations with the observable world. We will study the ways allegories, travel narratives, romances, and dream visions intersect with natural philosophy, historiography, cartography, and architecture. Literary analysis is the basis for our investigative work to uncover the epistemological impulses that inform medieval art and literature. Some critical concepts will preoccupy us as we examine this body of literature as literature – among them: lyric, history, romance, vernacular and secular poetry, courtly love, mysticism, and dream vision poetry.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Yu**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English including ENGL-199.**Notes: meets English department legacy pre-1700 requirement***ENGL-321 Studies in Nineteenth-Century British Literature****ENGL-321WD Studies in Nineteenth-Century British Literature: 'William Wordsworth and George Eliot'***Spring. Credits: 4*

William Wordsworth and George Eliot grew up in a revolutionary age: the American Revolution, the French Revolution, the Haitian Revolution, wars of independence and of imperial conquest, and, behind it all, the social transformations arising from the industrial revolution. Both Wordsworth and Eliot wrestled with how to adapt their art to these new realities: he introduced dramatically new content into poetry and experimented with a startling variety of poetic forms; she transformed the various prose genres to construct a novelistic form able to represent the totality of British society. By so doing, they forged a revolution in literary forms with the emergence of the modern lyric and the realist novel.

*Applies to requirement(s): Humanities**N. Alderman**Prereq: 8 credits from English.**Notes: meets the English department legacy 1700-1900 requirement***ENGL-323 Gender and Class in the Victorian Novel***Not Scheduled for This Year. Credits: 4*

This course will investigate how gender and class serve as structuring principles in the development of the Victorian novel in Britain, paying attention to the ways in which the form also develops in relation to emerging ideas about sexuality, race, nation, and religion. Novelists include Bronte, Dickens, Eliot, and Gaskell and we will read examples of domestic fiction, detective fiction, social realist novels, and the Victorian gothic.

*Crosslisted as: GNDST-333SS**Applies to requirement(s): Humanities**A. Martin**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets the English department legacy 1700-1900 requirement***ENGL-325 Victorian Literature and Visual Culture***Fall. Credits: 4*

This course will examine literary texts that represent new forms of visuality in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.

*Applies to requirement(s): Humanities**A. Martin**Prereq: Take 8 credits in English.**Notes: meets the English department legacy 1700-1900 requirement***ENGL-334 Asian American Film and Visual Culture****ENGL-334BG Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'***Spring. Credits: 4*

This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visuality, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

*Crosslisted as: FMT-330BG**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**I. Day**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English or Film, Media, Theater.***ENGL-338 Aesthetics of Racial Capitalism***Fall. Credits: 4*

Race is the modality in which class is lived," wrote the late cultural theorist Stuart Hall. This course takes Hall's axiom as a starting point for considering the racial, gendered, and sexualized character of capitalist domination. Throughout the course students will explore both the political economy and the cultural imagery of racial capitalism. One question we will grapple with is the following: if capital itself is as imperceptible and objectively real as gravity, what are the common tropes we use to apprehend its circulation? Is it the stock market ticker tape, the shipping container, or the industrial wasteland? Drawing on writers and artists of color from around the world, we will consider ways they offer cognitive maps of the gendered and sexualized contours of racial capitalism. Authors may include Octavia Butler, Chang-rae Lee, Leslie Marmon Silko, Nana Kwame Adjei-Brenyah, and Ruth Ozeki. Visual artists may include Xu Bing, Otobong Nkanga, Allan deSouza, Rodney McMillian, Mark Bradford, Takahiro Iwasaki, Anicka Yi, and Candace Lin.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**I. Day**Prereq: 8 credits in English or CST-200.*

**ENGL-349 Cosmopolitanism**

*Not Scheduled for This Year. Credits: 4*

Nothing that is human can be alien to me." This is the motto of cosmopolitanism, a way of thinking that stretches back to the Greeks, and which emphasizes our common status as citizens of the world, urging us to value the universal as highly as the local. How are we to balance our duty to humankind broadly in relation to those nearby? How are the stories that we tell about immigration, asylum, global capital, tourism, and environmentalism involved in this conversation? This course explores the premises of cosmopolitanism in conjunction with contemporary transnational literature; authors may include Rushdie, Naipaul, Coetzee, Adichie, Hemon, and Bulawayo.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*S. Roychoudhury*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in English.*

**ENGL-350 Studies in African American Literature****ENGL-350AB Topics in African American Literature: 'Abolition and Climate Change'**

*Fall. Credits: 4*

What makes change so difficult? Why do people always seem to be so apathetic to the most pressing political and social issues? In the face of climate change and racial injustice, why do so many people remain absolutely unmoved? Questions like these were central problems for the abolitionist movement in the nineteenth century, and they remain crucial issues for people today who similarly believe that another world is possible. This class will consider how the abolitionist movement was intertwined with the birth of environmentalism to understand the nature of struggle today. We will read a range of antislavery writing, nineteenth-century Black radical figures, and various critical theorists of capitalism and climate change.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*A. Moskowitz*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 8 credits in English.*

*Notes: Meets the department's legacy 1700-1900 requirement*

**ENGL-350AT Topics in African American Literature: 'Race and the Aesthetics of Taste'**

*Fall. Credits: 4*

This 300-level seminar will examine race and taste in the literatures of slavery and colonialism. We will analyze taste as a mode of racial perception and a practice of racial discrimination. To do this, taste will be interpreted as a metaphor for aesthetic discernment ('you have great taste!') and at the register of gustatory perception ('what does it taste like?') to reveal that taste does not name a neutral operation of judgment; rather it names a field of interaction with the world that produces and extends social values, cultural commonsense, and racial categories. Together we will trace how subjectively experienced affects associated with the consumption of food and drink recapitulate arrangements of racial and epistemic power.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*K. Maye*

*Restrictions: This course is open to juniors and seniors*

**ENGL-350CB Topics in African American Literature: 'Contemporary Black Memoir'**

*Not Scheduled for This Year. Credits: 4*

This course traces the formation of the Black public intellectual in the internet age. All memoirs read in this class have been published within the last decade, and include works by luminaries such as Kiese Laymon, Tressie McMillan Cottom, Roxane Gay, Hari Ziyad, and Da'Shaun Harrison. Students will examine the elasticity of memoir as a category, and assignments will compare and contrast authors' online personas to their published work.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*The department*

*Prereq: 8 credits in English, Critical Race and Political Economy, or Africana Studies.*

**ENGL-362 Virginia Woolf and the Bloomsbury Group**

*Not Scheduled for This Year. Credits: 4*

This seminar will examine the Bloomsbury Group, the most important British cultural formation in the first half of the twentieth-century. The group included artists, art critics, biographers, economists, literary critics, novelists, philosophers and translators such as Vanessa Bell, E. M. Forster, John Maynard Keynes, George Moore, Bertrand Russell, Lytton Strachey, and Virginia Woolf. We will emphasize the ways in which they sought to dismantle the artistic, political, and sexual repressions of the Victorian period and to replace them with new forms of art, community, and society.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*N. Alderman*

*Prereq: 8 credits in the English department.*

**ENGL-366 Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters**

*Not Scheduled for This Year. Credits: 4*

The "Anthropocene" has been defined as the era when humans exert change on the earth's climate, but this term has become a dynamo for theories, political discussions, and art about man's anthropocentric relation to the nonhuman world. This course will read theories of the Anthropocene alongside artistic contemplations of the shifting, ethical relations among humans, animals, and other beings of the world. How are we to live, die, and reproduce ourselves in a time when we have egregiously affected the earth? How does the critique of anthropocentrism shift our understanding of sex, gender, race, and the nonhuman? Finally, how does art speak within political conversations of climate change?

*Crosslisted as: GNDST-333AN*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Singer*

*Prereq: 8 credits in English, Critical Race and Political Economy, or Critical Social Thought.*



**ENGL-367 Topics in Film Studies****ENGL-367AD Topics in Film Studies: 'Adaptation: A Study in Form'***Not Scheduled for This Year. Credits: 4*

The *Oxford English Dictionary* defines "adaptation" as "the bringing of two things together so as to effect a change in the nature of the objects." Rather than studying adaptation as a project that attempts to reproduce an original work in another medium, our course considers the complex relationship between narratives and their retellings and revisions. In particular, we will focus on how such retellings permanently alter their so-called "source" material and how each incarnation of a given narrative offers us insight into and commentary upon a particular historical moment and its unique political and ideological challenges. We will also consider the ways in which literary and visual representations differ in their communicative and affective mechanisms, and challenge where we draw the line between "art," "history," and "entertainment."

*Crosslisted as: FMT-330AD**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Rodgers**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English or in Film, Media, Theater.***ENGL-367CM Topics in Film Studies: 'Cinematic Masculinities in Contemporary American Film, 1970-present'***Not Scheduled for This Year. Credits: 4*

Film critics Manohla Dargis and A.O. Scott contend that "movies may be male dominated, but images of men are surprisingly narrow." This course both explores various constructs of postmodern American masculinity as they are portrayed and disseminated through contemporary film, and seeks to understand some of what is at stake (culturally, ideologically, economically) in perpetuating certain cinematic archetypes. Of particular relevance to our investigation are the ways in which film yokes masculinity to race, gender, and class. Films include *Full Metal Jacket*, *No Country for Old Men*, *The Big Lebowski*, *Boyz in the Hood*, *Paris is Burning*, *Fight Club*, and *Moonlight*.

*Crosslisted as: FMT-330CM**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Rodgers**Prereq: 8 credits in ENGL or FMT.***ENGL-367RE Topics in Film Studies: 'Revenge on Stage and Screen'***Spring. Credits: 4*

Revenge plots display an enduring popularity. We will examine plays and films that show the range of possibilities, exploring: narratives focused on gender, race, and class; the place of family in revenge plots; the "underdog" tale; the importance of religion to ideas of justice; and the way in which genre influences notions of vengeance. Films and plays include the following: Euripides' *Medea*, Shakespeare's *Hamlet*, Ji Junxiang's *The Orphan of Zhao*, Suzan-Lori Parks's *Fucking A*, Fritz Lang's *The Big Heat*, Damián Szifron's *Wild Tales*, Quentin Tarantino's *Kill Bill*, and Emerald Fennell's *Promising Young Woman*. Students will design their own final research projects.

*Crosslisted as: FMT-330RE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**H. Holder**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Film, Media, Theater or English.***ENGL-368 Shapeshifting Through the Nineteenth Century and Beyond***Fall. Credits: 4*

How can we change our ideas and enactments of white, Western subjectivity and being? This course contends that one transhistorical figure for such revolution is shapeshifting, and we will read examples in novels, poetry, memoir, and other nineteenth-century and contemporary media. Special attention will be paid to texts, then and now, that speak to queer/trans, disability, and critical race discourses as significant sites of resistance to Western being through bodily transformation. A substantial amount of time will be spent on individual research and methodologies.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Singer**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets English department legacy 1700-1900 requirement***ENGL-374 Hitchcock and After***Not Scheduled for This Year. Credits: 4*

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in shifting historical contexts, including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include *Spellbound*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Man Who Knew Too Much*, *Marnie*, and *The Birds*; additional works by Brooks, Craven, and De Palma. Readings in film and cultural theory; screenings at least weekly.

*Crosslisted as: FMT-330HA**Applies to requirement(s): Humanities**E. Young**Prereq: 4 credits in Film, Media, Theater and 4 credits in English.***ENGL-382 Advanced Topics in English****ENGL-382AN Advanced Topics in English: 'American Animality'***Spring. Credits: 4*

This course will investigate the representation of nonhuman animals in North American literature and culture over the 200 years. Topics include: the relation of literary animals to racism; reimaginings of animals by writers of color; gender and sexuality; taxidermy and extinction; and experiments in representing animal perspectives. Substantial readings in Animal Studies, Black Studies, feminist and queer theory, environmental humanities, and other fields. Authors and artists may include Octavia Butler, Zora Neale Hurston, Jack London, Alice Munro, Eadweard Muybridge, Jordan Peele, Edgar Allan Poe, Kelly Reichardt, Marshall Saunders, Mark Twain, and Jesmyn Ward.

*Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in English.*

### ENGL-382PW Advanced Topics in English: 'Once More With Feeling: Intimacies and Affects in a Posthuman World'

*Not Scheduled for This Year. Credits: 4*

Affect theory offers a varied and rich critical language to explore how emotion circulates within and among human bodies-and nonhuman ones as well. If emotions operate through bodily changes and chemical exchanges, then animals and nonhumans might similarly be seen as bodies replete with affective materials in motion and at rest. In this course we will read through an array of affect theory from cognitive science, animal studies, and posthumanist debates on the affect of objects. We will consider how humans know what they feel (and when), how animals love, how forests think, and how affects might cross human and nonhuman boundaries.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive*

*K. Singer*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: Prior experience with theory is helpful but not necessary.*

### ENGL-382QM Advanced Topics in English: 'The Queer Early Modern'

*Fall. Credits: 4*

This course combines early modern texts with various related secondary readings that will enable students to better understand the way that sexuality-both normative and nonnormative-was portrayed and interpreted in Renaissance literature. As we progress through the course, we will discuss what defines queer history and histories of sexuality, how the history of sexuality in the past informs the present, and, ultimately, the ways in which we can use early modern literature to better understand ourselves today. Course texts will include Christopher Marlowe's *Edward II*, John Lyly's *Galatea*, Shakespeare's sonnets, and the poetry of Aemilia Lanyer and Katherine Philips.

*Crosslisted as: GNDST-333QM*

*Applies to requirement(s): Humanities*

*C. Mahaffy*

*Restrictions: This course is open to juniors and seniors*

*Notes: Meets the department's legacy pre-1700 requirement*

### ENGL-389 Revolution and Change in the Age of Necropolitics

*Not Scheduled for This Year. Credits: 4*

The "age of revolution" saw revolts in the Black Atlantic world: Americans rebelled against the British; Native Americans opposed white colonists; bourgeoisie vied for power against the aristocracy; women decried patriarchal imprisonment; Latin American creoles resisted Spanish imperialists; and slaves threw off their masters. This course considers these diverse narratives of revolution as a series of social, political, and philosophical movements to change "biopolitics" (control of life) and "necropolitics" (control via death). We will read revolutionary tracts, slave narratives, and abolitionary literature alongside critical theory to consider how these authors offer ways of living and surviving Western, racial imperialisms.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*K. Singer*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits combined in English, Critical Social Thought, history, or Africana Studies.*

*Notes: meets English department 1700-1900 requirement*

## Independent Study

Students with special interests, adequate preparation, and a capacity to work well on their own may apply for independent study, either ENGL-295 or ENGL-395. An application for independent study must be submitted the semester prior to which the work will be completed. Note: ENGL-295

and ENGL-395 do not count toward the completion of the English major or minor.

Sophomores, juniors, and seniors may take ENGL-295 for 1 to 4 credits, if suitable directors for the proposed projects are available.

Juniors and seniors who have devised projects in literary criticism and scholarship, or in writing prose and poetry, and demonstrate strong preparation, are encouraged to take ENGL-395 for 4 credits. They should discuss their ideas for projects with their academic advisor and others in the department who might serve to direct the project. In most cases, students should seek out department members with whom they have already studied; but if this is not possible, their advisors or the department chair will help find someone to supervise the project. (Students studying off campus may pursue such arrangements by email.) The department will try to find such advisors for students, but cannot guarantee a student will be allowed to undertake independent study. Planning ahead increases the probability of success. Again, preference is given to students who can demonstrate thorough preparation, normally through appropriate course work at the 300 level.

Seniors who have done well in one semester of ENGL-395, and who meet the College requirement of a 3.00 grade point average, may, with the approval of the director of the project, continue the independent work for an additional 4 credits, with the intent of writing a thesis to be submitted for honors.

### ENGL-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### ENGL-395 Independent Study

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Courses Meeting Disciplinary Perspectives Requirements Literary History and Period

Code	Title	Credits
<b>English</b>		
ENGL-211	Shakespeare	4
ENGL-213	The Literature of the Later Middle Ages	4
ENGL-214BE	Topics in Medieval Studies: 'Beowulf, Gawain, Ishiguro: Medieval Mythmaking and the Idea of Britain'	4
ENGL-214LR	Topics in Medieval Studies: 'Love and Reason in Medieval Romance'	4
ENGL-214RE	Topics in Medieval Studies: 'Riddling in Old English'	4
ENGL-232	Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century	4
ENGL-233	Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution	4
ENGL-240	American Literature I	4
ENGL-243	American Gothic	4

## Race, Power, and Difference

Code	Title	Credits
<b>English</b>		
ENGL-217SA	Topics in English: 'South African Literature: Postapartheid and Beyond'	4
ENGL-240	American Literature I	4
ENGL-257	Survey of African American Literature	4
ENGL-274	Introduction to Asian American Literature	4

## Theory and Methods

Code	Title	Credits
<b>English</b>		
ENGL-209	Writing, Reading, and Constructed Languages	4
ENGL-219BC	Topics in Creative Writing: 'Building Literary Community'	4
ENGL-219CH	Topics in Creative Writing: 'Climate Changes Everything: Telling Stories at the End of the World As We Know It'	4
ENGL-219QT	Topics in Creative Writing: 'Queer and Trans Writing'	4
ENGL-232	Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century	4
ENGL-257	Survey of African American Literature	4
ENGL-279	Sherlock Holmes and Interpretation	4
ENGL-280	Literary and Cultural Theory	4

# Entrepreneurship, Organizations, and Society

## Overview and Contact Information

Every one of us must ask what can I do and what we can we do as a community to frame the vexing problems of our time, find collaborators and together explore and discover solutions.

The interdisciplinary minor in Entrepreneurship, Organizations, and Society (EOS) offers students a knowledge framework and practical competencies to make a positive contribution to communities, locally and globally.

Envisioning socially impactful action requires an understanding of problems from multiple perspectives, of difference along multiple axes, of the dynamics of organizations, and of individual and collective agency in social context. And advancing solutions demands creative thinking, resilience and risk-taking, collaboration with multiple stakeholders, and command of basic business practices.

In EOS, students learn to develop such understandings and competencies through engagement in four subject areas, applied learning experiences, and connections with practitioners in the field.

The curriculum consists of four subject areas:

1. Entrepreneurship
2. Organizations and Power
3. Structures of Inequality
4. Financial Analysis

Students minoring in EOS choose one approved course from each of the four areas, with one course at the 300 level. We strongly encourage students to integrate their course work with applied learning experiences and to interact with practitioners in their field. Student should select a coherent set of courses and applied learning experiences that fit their specific interests and aspirations. We urge students to seek advice from the member of the EOS committee who best matches their interest.

See Also:

- Nexus in Global Business (p. 247)
- Nexus in Nonprofit Organizations (p. 308)

## Contact Information

**Rick Feldman, Entrepreneurship Coordinator**  
**Dominique Rampton, Academic Department Coordinator**

115 Skinner Hall  
 413-538-2432  
<https://www.mtholyoke.edu/academics/find-your-program/entrepreneurship-organizations-and-society> (<https://www.mtholyoke.edu/academics/find-your-program/entrepreneurship-organizations-and-society/>)

## Faculty

**This area of study is administered by an interdisciplinary committee:**

Katherine Aidala, Kennedy-Schelkunoff Professor of Physics; Director of the Fimbel Maker & Innovation Lab

Patricia Banks, Professor of Sociology, On Leave 2023-2024

Catherine Corson, Miller Worley Professor of Environmental Studies

Becky Packard, Professor of Psychology and Education

Eva Paus, Professor of Economics on the Ford Foundation, Teaching Spring Only

Michael Robinson, Professor of Economics

Preston Smith II, Class of 1926 Professor of Politics

Eleanor Townsley, Andrew W. Mellon Professor of Sociology; Director of Nexus

Lucas Wilson, Professor of Africana Studies and Economics

Tian Hui Ng, Orchestra Director; Associate Professor of Music, On Leave 2023-2024

Rick Feldman, Senior Lecturer in Entrepreneurship, Organizations and Society; Entrepreneurship Coordinator

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
One course in Area One: Entrepreneurship <sup>1</sup>		4
One course in Area Two: Organizations and Power <sup>1</sup>		4
One course in Area Three: Structures of Inequality <sup>1</sup>		4
One course in Area Four: Financial Analysis <sup>1</sup>		4

Of the four courses, one must be at the 300 level <sup>1</sup>

**Total Credits**

**16**

<sup>1</sup> A full list of the approved courses (p. 177) for each required area within the minor appears at the end of the Entrepreneurship, Organizations, and Society Courses section.

## EOS Course Offerings

### EOS-210 Opportunities, Impact and Social Entrepreneurship

*Spring. Credits: 4*

Problem identification and analysis, opportunity recognition, and engaging with the local manifestation of global challenges is at the foundation of addressing social and environmental challenges, developing beneficial social impacts, and being engaged in all aspects of entrepreneurship. Students will learn about global-local intersection and about addressing significant problems through team projects to create an action, business, social enterprise or organization that involves local stakeholders and creates solutions. Project-based learning with readings, lectures, and classroom discussions.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*R. Feldman*

*Restrictions: Course limited to sophomores, juniors and seniors*

### EOS-229 Enterprise Startups and Social Entrepreneurship

*Fall. Credits: 4*

This is a project-based experiential learning course teaching entrepreneurial teams to rapidly build, test, and cycle through models on the way to discovering and implementing an organization, designing and providing a product or service, and offering a solution to a global-to-local problem. Students will learn about and engage in the creation and building process, while exploring and discovering key issues in social impact, organizations and groups, creative solutions, economics, and finance. The course will adapt the Lean LaunchPad methodology, involve case-studies, and provide research and analytical articles.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*R. Feldman*

*Restrictions: Course limited to sophomores, juniors and seniors*

### EOS-231 Global Entrepreneurship

*Not Scheduled for This Year. Credits: 4*

We will explore and discuss the policies, procedures, demands, related data (costs, investment levels, success rates, etc.) and impacts of entrepreneurship and entrepreneurial activity in a variety of countries and at the global level, making use of reports, case studies, data centers and organizations. Expect to explore comparisons such as: who are entrepreneurs? who tends to be successful? which governments, societies and economic systems are most supportive? which are least supportive? what are the varieties of entrepreneurial activity? has entrepreneurial activity had economic and social impacts?

*Applies to requirement(s): Social Sciences*

*R. Feldman*

*Prereq: ECON-110.*

### EOS-239 Fundamentals of Business Organizations and Finance

*Not Scheduled for This Year. Credits: 4*

Students will create and manage organizations, learn from topical lectures, readings and case studies, and hear from guest speakers. The course will cover core organizations: not-for-profits, "C" corporations, "S" corporations, partnerships, and the LLC (limited liability company) plus special variations like workers cooperatives and social venture variations known as benefit corporations and L3C companies. Students will also learn how to analyze and present financial information and gain competency with basic spreadsheets and analytical tools. Finally, students will consider organizations in their social contexts, discussing the relationship of organization types to social issues at global and local scales.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*R. Feldman*

*Restrictions: Course limited to sophomores, juniors and seniors*

### EOS-249 Ethics in Entrepreneurship and Business

*Not Scheduled for This Year. Credits: 4*

This course uses the traditional approaches of moral philosophy to explore ethical challenges and obligations faced by individuals, businesses, and organizations in an increasingly complex global environment. Through consideration of philosophical theories and particular cases we explore issues such as the social roles and ethical obligations of businesses or organizations; rights and responsibilities of workers, managers, and owners; ethics in sales and marketing; and ethics in a global business environment.

*Crosslisted as: PHIL-260EB*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*L. Sizer*

*Notes: This course is strongly recommended for students interested in participating in the International Business Ethics Case Competition.*

### EOS-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### EOS-295P Independent Study with Practicum

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### EOS-299AR Topic: 'Ethics and Artificial Intelligence'

*Spring. Credits: 4*

Artificially intelligent technologies are prominent features of modern life – as are ethical concerns about their programming and use. In this class we will use the tools of philosophy to explore and critically evaluate ethical issues raised by current and future AI technologies. Topics may include issues of privacy and transparency in online data collection, concerns about social justice in the use of algorithms in areas like hiring and criminal justice, and the goals of developing general versus special purpose AI. We will also look at ethics for AI: the nature of AI 'minds', the possibility of creating more ethical AI systems, and when and if AIs themselves might deserve moral rights.

*Crosslisted as: PHIL-260AR, DATA-225AR*

*Applies to requirement(s): Humanities*

*L. Sizer*



**EOS-299LA Topic: 'Leadership in the Liberal Arts'**

*Not Scheduled for This Year. Credits: 4*

What makes a great leader? Can we identify who should be a leader? Are leaders born or made? How does an education in the liberal arts prepare someone to become a leader? Through reading a mix of the Great Books of Western Civilization (e.g., Homer, Plato, Shakespeare) and contemporary classics in leadership studies, we will explore these and other related questions.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

*J. Hartley*

**EOS-299ND Topic: 'Individuals and Organizations'**

*Spring. Credits: 4*

This course focuses on individual and small-group behavior in the organizational setting. The class will focus on: (1) understanding human behavior in an organizational context; (2) understanding of oneself as an individual contributor and/or leader within an organization, and ways to contribute to organizational change; (3) intergroup communication and conflict management; and (4) diversity and organizational climate.

*Crosslisted as: PSYCH-212*

*Applies to requirement(s): Social Sciences*

*B. Packard*

*Restrictions: Course limited to sophomores, juniors and seniors*

**EOS-299RJ Topic: 'Research, Ethics, Justice, and Campus Sustainability'**

*Fall. Credits: 4*

The course is designed for students interested in learning about and doing qualitative research on campus sustainability. We will discuss the logic of qualitative social research and examine a range of methods, considering the specific advantages and limitations of different techniques. Students will also discuss ethical issues, including the challenges of conducting research in cross-cultural settings, reflect on our own underlying assumptions, motivations and values in research, and consider what it means to decolonize methodologies. The course is a term-based learning course in which students work in teams to conduct research on a topic of their choice related to sustainability literacy on the Mount Holyoke College campus. Students share and discuss weekly assignments in class, and then analyze and present their results.

*Crosslisted as: ENVST-251*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*C. Corson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 8 credits of social science or humanities courses.*

*Advisory: Students from a variety of disciplines are welcome.*

**EOS-310 Social Entrepreneurship Capstone**

*Spring. Credits: 4*

Project-based learning course: students bring ideas, projects, and plans to develop toward implementation. Learn about organization startup in social and environmental context. Students engage in class discussions and attend short lectures and, working individually or in teams, develop projects to an implementation stage. Results include having a well-designed solution that delivers real benefit to identified stakeholder(s).

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*R. Feldman, V. Pastala*

*Instructor permission required.*

*Prereq: EOS-210 or EOS-229.*

*Advisory: During advising week, students should email Professor Feldman with a request and brief explanation as to why they are interested.*

**EOS-341 Advanced Managerial Economics**

*Not Scheduled for This Year. Credits: 4*

This course will use an intensive case-study approach mixed with lectures, readings, and discussions. The focus is investigating the economics of management and enterprise (firms, organizations) decision-making in local/regional, national, and global settings, the intersections of economic considerations with social and political considerations, and the frameworks and tools for analyzing the behaviors and decisions of various enterprises. Class participation in the discussions is essential. Students will also develop and provide presentations of case analyses.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*The department*

*Prereq: ECON-110 plus at least one other upper-level Economics or EOS/Entrepreneurship course.*

**EOS-349BC Topic: 'History of British Capitalism'**

*Spring. Credits: 4*

This is a research seminar, designed to introduce students to classic and recent debates on the "history of capitalism" and to support original research on a broad array of topics related to the social and cultural history of economic life. Rather than take British capitalism as exemplary of modernization we will situate that which was particular about the British case against the pluralities of capitalism that have evolved over the past three centuries. Topics include revolutions in agriculture, finance, commerce and manufacturing; the political economy of empire; the relationship between economic ideas, institutions and practice; and, the shaping of economic life by gender, class and race.

*Crosslisted as: HIST-357*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*D. Fitz-Gibbon*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 4 credits in History.*

**EOS-349MV Topic: 'Motivation'**

*Fall. Credits: 4*

In this course we will examine multiple theories of motivation and their relevance across a range of organizational settings (including corporations, special programs, and schools or colleges). How do we spark interest in a new subject or inspire people to undertake a challenging project? How do we sustain persistence in ourselves and others? This course is relevant for students interested in motivation, whether for attainment (such as within in human resources, talent development, or management) or for learning (whether for students, teachers, or leaders). Because motivation is closely linked to learning and achievement, in addition to well-being and purpose, we will also consider these topics and more.

*Crosslisted as: PSYCH-337MV*

*Applies to requirement(s): Social Sciences*

*B. Packard*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in psychology or entrepreneurship, organizations, and society (EOS).*

**EOS-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Courses Counting toward the Minor in Entrepreneurship, Organizations, and Society

A student minoring in EOS must take one course from each subject area, with at least one course at the 300 level.

### Area One: Entrepreneurship

Being an entrepreneur in today's rapidly changing world requires the ability to apply critical, analytical and creative thinking to the global and local problems at hand, process large amounts of information from a range of knowledge areas, work in teams, assess financial resource requirements and feasibility, and communicate effectively. In these courses, students start to develop these capabilities.

Code	Title	Credits
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-210	Opportunities, Impact and Social Entrepreneurship	4
EOS-229	Enterprise Startups and Social Entrepreneurship	4
EOS-231	Global Entrepreneurship	4
EOS-299RJ	Topic: 'Research, Ethics, Justice, and Campus Sustainability'	4
EOS-310	Social Entrepreneurship Capstone	4
EOS-349MV	Topic: 'Motivation'	4

### Area Two: Organizations and Power

Organizations are central structures of society. Nonprofits, public institutions, and private businesses are all shaped by the particular histories, legal traditions, and relationships of power in different societies. To function well in organizations and leverage them to affect social needs, students need to understand the roles of different types of organizations, hierarchies of power, regulatory frameworks, social impacts, and ethical decision-making in organizational structures. These courses provide students with such understandings.

Code	Title	Credits
<b>Economics</b>		
ECON-249ED	Topics in Economics: 'Economics of Education'	4
ECON-249HP	Topics in Economics: 'Economics of Shopping: An Introduction to Industrial Organization'	4
ECON-307	Seminar in Industrial Organization	4
ECON-326	Economics of the Digital Economy	4
ECON-349DV	Advanced Topics in Economics: 'Development Economics: A Closer Look in Africa'	4
<b>Educational Studies</b>		
EDUST-339EP	Seminar in Educational Studies: 'Educational Policy'	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-249	Ethics in Entrepreneurship and Business	4
EOS-299AR	Topic: 'Ethics and Artificial Intelligence'	4
EOS-299LA	Topic: 'Leadership in the Liberal Arts'	4
EOS-299ND	Topic: 'Individuals and Organizations'	4
EOS-349BC	Topic: 'History of British Capitalism'	4
<b>Gender Studies</b>		
GNDST-206MA	Women and Gender in History: 'Mary Lyon's World and the History of Mount Holyoke'	4

### History

HIST-259	Mary Lyon's World and the History of Mount Holyoke	4
HIST-357	History of British Capitalism	4

### Philosophy

PHIL-260AR	Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'	4
PHIL-260EB	Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'	4

### Politics

POLIT-232	Introduction to International Political Economy	4
POLIT-248GR	Topics in Politics: 'Grassroots Democracy'	4

### Psychology

PSYCH-212	Individuals and Organizations	4
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### Sociology

SOCI-216MK	Special Topics in Sociology: 'Marketing and Society'	4
SOCI-216QD	Special Topics in Sociology: 'Qualitative Research and Data Analysis'	4
SOCI-316NQ	Special Topics in Sociology: 'Organizations and Inequality'	4
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4
SOCI-316SY	Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'	4

### Area Three: Structures of Inequality

To effect positive change, students need to understand the structures of inequality underlying many of the problems they aim to address. In these courses, students learn how systemic forces shape inequality along different axes (e.g., race, class, gender, sexuality, religion, and nationality), and how individual, collective and government actions interact with these dynamics in pursuit of greater social justice.

Code	Title	Credits
<b>Economics</b>		
ECON-213	Economic Development	4
ECON-215	Economics of Corporate Finance	4
ECON-228	Political Economy	4
ECON-241	Critical Development Studies	4
ECON-306	Political Economy of Inequality	4
ECON-314	Globalization and Development	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
<b>Environmental Studies</b>		
ENVST-210	Political Ecology	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-349BC	Topic: 'History of British Capitalism'	4
<b>Geography</b>		
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-223	Development Geography	4
GEOG-313	Third World Development	4
<b>History</b>		
HIST-208	The Consumer Revolution: A History of Shopping	4

HIST-276	U.S. Women's History Since 1890	4
HIST-357	History of British Capitalism	4
<b>Politics</b>		
POLIT-252	Urban Politics	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-277	Dislocation: Class and Politics in the U.S.	4
POLIT-355	Race and Housing	4
POLIT-387PE	Advanced Topics in Politics: 'The 1%'	4
<b>Sociology</b>		
SOCI-239	How Capitalism Works: Social Class, Power, and Ideology	4
SOCI-316DG	Special Topics in Sociology: 'Sociology of Development and Globalization'	4
SOCI-316FN	Special Topics in Sociology: 'Finance, Globalization, and Inequality'	4
<b>Spanish</b>		
SPAN-350MG	Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'	4

## Area Four: Financial Analysis

Assessing, accessing and effectively employing resources to address social needs are important elements of entrepreneurship. In these courses students learn and gain practice in understanding, analyzing and using financial resource information and processes.

Code	Title	Credits
<b>Economics</b>		
ECON-218	International Economics	4
ECON-249ME	Topics in Economics: 'Introduction to Managerial Economics'	4
ECON-270	Accounting	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-239	Fundamentals of Business Organizations and Finance	4
EOS-341	Advanced Managerial Economics	4

# Environmental Studies

## Overview and Contact Information

Environmental Studies is a cross-divisional department with natural science, social science, humanities, and interdisciplinary courses. Our students learn about the origins and impacts of, as well as potential solutions to, environmental issues by studying the behavior of natural systems and their interactions with political, economic, social, and cultural factors. Because the study of environmental concerns is inherently interdisciplinary, students develop integrative thinking skills and a broad foundation of knowledge in their time at Mount Holyoke College. Environmental Studies majors graduate with the intellectual tools, practical skills, and depth of understanding to confront environmental challenges of the present and future.

Please note that the departments of Geology, Geography and Environmental Studies plan to launch a new department and a new major and minor. Details of the transition plan to the new major and minor are awaiting final approval, but current and matriculating students will remain eligible to complete the existing majors/minors in Geology, in Geography, and in Environmental Studies.

## Contact Information

**Catherine Corson, Chair**  
**Debra LaBonte, Academic Department Coordinator**

302 Clapp Laboratory  
 413-538-2278  
<https://www.mtholyoke.edu/academics/find-your-program/environmental-studies> (<https://www.mtholyoke.edu/academics/find-your-program/environmental-studies/>)

## Learning Goals

The department emphasizes approaches to learning that engage students more actively in the scientific, social/human, and global dimensions of environmental study. Each approach is a fundamental component of environmental literacy.

- **Interdisciplinary Thinking:** Students develop the ability to integrate knowledge using modes of inquiry that conceptually organize and link ideas, methods, and data from several fields.
- **Critical Thinking:** Students cultivate the capacity to listen and think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments. They also develop quantitative and qualitative methodological expertise.
- **Depth of Knowledge:** Students gain a solid understanding of how the natural world operates, how it has been impacted by human activities, and how it has influenced human actions and development through time. They recognize that solving environmental challenges requires knowledge of the underlying physical and biological processes involved as well as the complex ways these processes interact with cultural, historical, political, and economic forces.
- **Intercultural Competence:** Students appreciate the diverse cultures that make human society, and develop perspectives, skills, and knowledge to engage with values, beliefs, attitudes, and behaviors of communities other than their own in environmental education, activism, development projects, and domestic and international research projects.
- **Global Consciousness:** Students recognize and understand global, national, regional, and local environmental concerns, perspectives, and experiences, including the impacts of economic, cultural, and political contexts on various communities and resources.

## Skills

In order to meet the above goals, the Environmental Studies curriculum places a strong emphasis on habits of critical thinking and questioning across academic disciplines:

- **Problem Identification, Assessment, and Solution:** Students gain analytical skills in determining the scale and parameters of environmental problems. They develop an in-depth understanding of the scientific method, employing both quantitative and qualitative analyses to clarify and understand data. They become familiar with scientific, historical, and ethical analyses of environmental problems and are able to propose imaginative and creative solutions appropriate to specific issues, based on in-depth study of local to global factors.
- **Communication and Information Literacy:** Students recognize the breadth depth of environmental information, across a range of formats and fields. They strengthen writing and communication skills and develop a broad foundation of information literacy. They learn how to formulate and articulate questions, frame research projects, locate needed resources, evaluate information, and make

critical judgments about the presentation of research. They are able to synthesize, present, and use this information in a way that helps answer a question, solve a problem, or educate self or others.

- **Reflective Learning and Application of Knowledge:** Students practice and develop their capacity for reflective learning in all courses, but especially in the capstone senior seminar. They develop the skills for peer feedback, self-reflection, and assessment of learning impacts. Experiential learning opportunities (e.g., community-based work, internships, and study abroad) allow students to increase their range of interactions with diverse peoples. They also develop leadership and decision-making skills including facility in working constructively with diverse perspectives, personalities, and groups. They develop pre-professional confidence in future options for environmental work in a range of government, education, business, and non-profit contexts.

These core foundational approaches and skills are important in all facets of environmental studies and will serve graduates well in their post-college lives and careers.

## Faculty

**This area of study is administered by the Department of Environmental Studies with participation from faculty members of related departments:**

Catherine Corson, Miller Worley Professor of Environmental Studies

Michelle Markley, Professor of Geology, On Leave 2023-2024

Thomas Millette, Director of the Geo-Processing Lab; Professor of Geography, Teaching Fall Only

Lauret Savoy, David B. Truman Professor of Environmental Studies

Alan Werner, Professor of Geology, Teaching Fall Only

Olivia Aguilar, Associate Professor of Environmental Studies; Leslie and Sarah Miller Director of the Miller Worley Center for the Environment, Teaching Spring Only

Kate Ballantine, Marjorie Fisher Associate Professor of Environmental Studies

Timothy Farnham, Associate Professor of Environmental Studies, Teaching Fall Only

Sylvia Cifuentes, Assistant Professor of Environmental and Social Equity and Justice

Kevin Surprise, Lecturer in Environmental Studies

Gretchen Peltier, Visiting Lecturer in Environmental Studies

## Requirements for the Major

A minimum of 44 credits:

Code	Title	Credits
<b>Introductory Courses</b>		
ENVST-100	Introduction to Environmental Studies <sup>1</sup>	4
or ENVST-150D	Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'	
or ENVST-150P	Introductory Topics in Environmental Studies: 'Introduction to Environmental and Public Health'	

One Science with Lab Course:		4
BIOL-145	Introductory Biology <sup>2</sup>	
BIOL-160	Integrated Introduction to Biology and Chemistry	
CHEM-150	General Chemistry: Foundations	
CHEM-160	Integrated Introduction to Biology and Chemistry	
PHYS-100	Foundations of Physics	
PHYS-110	Force, Motion, and Energy	
PHYS-150	Phenomena of Physics	
NEURO-100	Introduction to Neuroscience and Behavior	
<b>Intermediate Core <sup>3</sup></b>		
One Natural Science Course:		4
ENVST-200	Environmental Science	
BIOL-223	Ecology	
GEOL-203	The Earth's Surface	
One Social Science Course:		4
ENVST-210	Political Ecology	
ENVST-241	Environmental Issues	
One Humanities Course:		4
ENVST-240	The Value of Nature	
ENVST-216	Global Environmental Justice	
<b>Senior Seminar</b>		
ENVST-390	Senior Seminar in Environmental Studies	4
<b>Additional Electives</b>		
Three courses at the 300 level <sup>4</sup>		12
Two additional electives at the 200 or 300 level		8
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> Or a 4 or 5 on the Environmental Studies AP exam

<sup>2</sup> BIOL-145 or any of its offerings; for example BIOL-145AB, BIOL-145EX, BIOL-145GW, or BIOL-145MB.

<sup>3</sup> A full list of the approved elective courses (p. 182) appears at the end of the Environmental Studies Courses section.

<sup>4</sup> Independent study may be substituted for one of the 300-level courses, with approval of advisor. Independent study cannot be substituted for ENVST-390.

## Additional Specifications

- When declaring their Environmental Studies major, students must choose an advisor who can help them select the elective courses that best suit their curricular goals.
- Students may take up to two 200- or 300-level courses off campus (study abroad, Five Colleges, etc.). Two additional 200- or 300-level courses may be taken within the Five Colleges. All off-campus courses are subject to advisor approval.
- Students who declare an environmental studies major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
ENVST-100	Introduction to Environmental Studies	4
or ENVST-150D	Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'	



or ENVST-150PH Introductory Topics in Environmental Studies:  
'Introduction to Environmental and Public Health'

**From the approved Environmental Studies course lists:**<sup>1, 2</sup>

8 credits in natural sciences at the 200 or 300 level	8
8 credits in social sciences and/or humanities at the 200 or 300 level	8
<b>Total Credits</b>	<b>20</b>

<sup>1</sup> A full list of the approved courses (p. 182) for the minor appears at the end of the Environmental Studies Courses section.

<sup>2</sup> At least one course must be at the 300 level

## Additional Specifications

- These courses should be chosen from the list of approved courses. The list is included in this catalog and is also available at the department office or website or from any member of the environmental studies faculty. Other courses may be counted toward the minor, with the approval of the environmental studies department chair.
- Courses in the same department as the student's major may not be counted towards the minor in environmental studies.

## Course Advice

In addition to courses in Environmental Studies, many courses for the major and minor in environmental studies are offered by other departments. Appropriate courses taken at Amherst, Hampshire, or Smith colleges or the University of Massachusetts may be counted toward the major or minor with the approval of environmental studies advisor. Courses taken at other colleges or universities, or through accredited field studies around the world, may also be counted toward the major or minor with the approval of environmental studies advisor.

### Selecting Initial Courses

Students interested in environmental issues should register for a 100-level Environmental Studies course during their first year. An introductory course is required for both the major and the minor in environmental studies and provides a broad overview of the field. It also gives students a good sense of how to continue their studies in the environmental field.

Other courses that are very useful for first-year students include:

Code	Title	Credits
BIOL-145	Introductory Biology	4
or BIOL-160	Integrated Introduction to Biology and Chemistry	
CHEM-150	General Chemistry: Foundations	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
GEOG-105	World Regional Geography	4
GEOG-107	Introduction to the Physical Environment	4
GEOL-103	Oceanography	4
GEOL-107	Environmental Geology	4
PHYS-104	Renewable Energy	4
STAT-140	Introduction to the Ideas and Applications of Statistics	4

A 100-level science course with lab is a required prerequisite for the 200-level science courses that environmental studies majors and minors must take.

## Intermediate Courses

Intermediate courses for the major and minor should be chosen from the list approved by the environmental studies faculty. Other courses may be counted toward this requirement with the approval of environmental studies advisor.

## Advanced Courses

All majors must complete ENVST-390, and complete three other 300-level courses. Independent study (ENVST-395) may be substituted for one of the required advanced courses (though not ENVST-390), with approval of advisor.

## ENVST Course Offerings

### ENVST-100 Introduction to Environmental Studies

*Not Scheduled for This Year. Credits: 4*

This course introduces students to the field of environmental studies and to some of the scientific, historical, political, economic and cultural aspects of environmental concerns. Through interdisciplinary lenses, we explore the complexities of many issues and problems such as climate change, threats to biodiversity, and toxic environments. In addition to fostering an understanding of their origins, the course focuses on potential solutions.

*Applies to requirement(s): Meets No Distribution Requirement  
T. Farnham*

### ENVST-104 Renewable Energy

*Spring. Credits: 4*

We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

*Crosslisted as: PHYS-104*

*Applies to requirement(s): Math Sciences  
A. Arango*

### ENVST-150 Introductory Topics in Environmental Studies

#### ENVST-150DV Introductory Topics in Environmental Studies:

##### 'Introduction to the Histories and Theories of Development'

*Not Scheduled for This Year. Credits: 4*

What is so compelling about the idea of development? Why does it fail much of the global south? Do colonialism and capitalism have anything to do with it? Why do hunger, poverty, inequality, unemployment, and ecological crises persist in the so-called developed world? What are the parameters of the proposed solutions to underdevelopment such as neoliberal market reforms versus those of alternative models? What are the connections between development and environmental issues? development and war? Can development be sustainable? Are gender and race incidental or central to these issues? This course engages these questions through readings, lectures, discussions, and writing assignments.

*Applies to requirement(s): Social Sciences  
K. Surprise*

**ENVST-150PH Introductory Topics in Environmental Studies:****'Introduction to Environmental and Public Health'***Fall. Credits: 4*

This course offers a broad introduction to the problems and solutions in the field of environmental and public health. Students will read about and discuss issues that occur in both industrialized and developing countries. Topics include the biological, physical, and chemical agents of environmental contamination; methods used in epidemiology and toxicology to evaluate environmental hazards; policies currently in place to reduce health risks and protect populations from exposure; and emerging global environmental health problems.

*Applies to requirement(s): Meets No Distribution Requirement**G. Peltier***ENVST-200 Environmental Science***Fall. Credits: 4*

Most of the environmental challenges we face are complex and interdisciplinary in nature. This course introduces students to the scientific principles, concepts, and methodologies required to both understand the interrelationships of the natural world, as well as to identify and analyze environmental problems and think critically about alternative solutions for addressing them. Key concepts from ecology, biogeochemistry, and other fields inform our study of climate change, water resources, soil sustainability, food production, and other topics. Fundamental and emerging issues are examined using regional case studies, hands-on problem solving, and field and laboratory experiments in this interdisciplinary field-based course.

*Applies to requirement(s): Math Sciences**K. Ballantine**Restrictions: This course is limited to Environmental Studies majors.; Course limited to sophomores, juniors and seniors**Prereq: One 100-level lab science. Coreq: ENVST-200L.**Advisory: One course in statistics is recommended.**Notes: Pre-registration will open to environmental studies majors only. In the second week of pre-registration, remaining seats and waitlisting will be open to all sophomores, juniors, and seniors.***ENVST-210 Political Ecology***Fall. Credits: 4*

This course will explore the historical, political, economic, social, and cultural contexts in which human-environment interactions occur. We will cover critical topics and trends in the field of political ecology, from its early manifestations to more recent expansions. Using case studies from the global south and north, we will discuss factors that shape social and environmental change across scales from the personal to the global, and we will examine the role of gender, race, class, and power in struggles over resources. Students will become familiar with the academic debates in which political ecologists are engaged, and they will apply the concepts discussed in a case of their choice.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**C. Corson**Restrictions: Course limited to sophomores, juniors and seniors***ENVST-216 Global Environmental Justice***Fall and Spring. Credits: 4*

From struggles for racial justice and Indigenous self-determination, to action for biodiversity conservation, many of the world's most urgent issues are also environmental justice challenges. This course will survey the theoretical questions, concepts, and perspectives on environmental justice at local and global scales. In the first part of the course, we will do a brief historical overview of the environmental justice movement and environmentalism(s), and we will discuss global contemporary issues like e-waste and food justice. In the second part of the course, we will analyze the multiple definitions and meanings that social movements and collectives give to justice. As such, we will engage with decolonial, Indigenous, eco-feminist, queer, and multispecies perspectives. Throughout the semester, students will analyze a case study of environmental (in)justice, which will culminate in a research-grounded sci-fi creative piece that represents a more just future in their chosen case.

*Applies to requirement(s): Humanities; Multicultural Perspectives**S. Cifuentes**Prereq: ENVST-100 or 4 credits in humanities or social science.***ENVST-233 Topics in Environmental Studies****ENVST-233HC Topics in Environmental Studies: 'Human Health and Climate Change'***Spring. Credits: 4*

Human health is directly and indirectly impacted by climate change. Throughout this course we will investigate the diverse human health impacts that are linked to climate change. We will ask how changes to our air quality, water quality, vector-borne disease distribution, and food production impact our health. We will examine how extreme weather events lead to changes in morbidity, mortality, and mental health conditions in communities. Through both lecture and discussion, we will critically review and evaluate our current knowledge regarding climate and human health as well as identify solutions for adapting to these changes.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**G. Peltier**Prereq: ENVST-150 or 4 credits in science.***ENVST-240 The Value of Nature***Not Scheduled for This Year. Credits: 4*

Through this seminar, students develop an in-depth knowledge of and articulate vocabulary for the significant and diverse ways that humans value the natural world - utilitarian, scientific, aesthetic, naturalistic, symbolic, ethical, and spiritual. We use these different typologies of human environmental values as frameworks for readings and discussion, extending our examination to historical and cultural variations in values, competing perspectives of the natural world, and other value concepts, including intrinsic and transformative value. We examine the concept of biophilia and probe the role values play in the concern over losses of biological diversity and its implications.

*Applies to requirement(s): Humanities**T. Farnham**Prereq: ENVST-100 or ENVST-150PH.*

**ENVST-241 Environmental Issues**

*Not Scheduled for This Year. Credits: 4*

In this course, we will explore the different facets of numerous environmental policy issues and review the substantive aspects, legal themes, and regulatory structure of the major federal environmental laws. The laws covered in this course include the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, and others. The course objectives are for the student to learn the basic regulatory characteristics of the major laws and to become well-versed in the current environmental issues which we will focus upon throughout the semester, such as global climate change, ocean degradation, energy resources, and biodiversity loss.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Farnham*

*Prereq: ENVST-100, or ENVST-150PH, or ENVST-150DV.*

**ENVST-251 Research, Ethics, Justice and Campus Sustainability**

*Fall. Credits: 4*

The course is designed for students interested in learning about and doing qualitative research on campus sustainability. We will discuss the logic of qualitative social research and examine a range of methods, considering the specific advantages and limitations of different techniques. Students will also discuss ethical issues, including the challenges of conducting research in cross-cultural settings, reflect on our own underlying assumptions, motivations and values in research, and consider what it means to decolonize methodologies. The course is a term-based learning course in which students work in teams to conduct research on a topic of their choice related to sustainability literacy on the Mount Holyoke College campus. Students share and discuss weekly assignments in class, and then analyze and present their results.

*Crosslisted as: EOS-299RJ*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*C. Corson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 8 credits of social science or humanities courses.*

*Advisory: Students from a variety of disciplines are welcome.*

**ENVST-254 The Climate Humanities, Futures, and Activism**

*Spring. Credits: 4*

The climate humanities are uniquely positioned to imagine, question, and promote the necessary changes for more just climate futures. Thus, this course asks, how just are climate solutions for those who will be most impacted, and for those who have contributed the least, to climate change? How can we imagine alternative modes of existence and just futures? What can we learn from diverse climate imaginaries? We will first analyze climate change and history, climate ethics, and climate fiction. Next, through post/decolonial approaches, we will examine the contradictions of some climate mitigation and adaptation mechanisms, and how they can reinforce inequalities. Lastly, we will learn about the meanings of climate justice and the perspectives of Indigenous and other marginalized communities.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*S. Cifuentes*

*Prereq: ENVST-100 or 4 credits of social science or humanities courses.*

**ENVST-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**ENVST-316 Restoration Ecology**

*Spring. Credits: 4*

A key test of our ecological knowledge is whether we can successfully apply it to create or restore ecosystems that have been damaged or destroyed. As we take on the role of restoration ecologists this semester, we will use principles and methods of ecology, conservation biology, hydrology, soil science, and related disciplines to learn about the theory, practice, and politics of ecosystem restoration. This course emphasizes fieldwork, interdisciplinary teamwork, and ecological planning to evaluate and design restoration projects in our surrounding communities and regional landscapes. On a few occasions, meetings may last until 5:05 pm so that we can go on fieldtrips that are farther from campus.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Community-Based Learning*

*K. Ballantine*

*Prereq: ENVST-200 or at least 8 credits of 200 or 300-level laboratory science.*

**ENVST-321 Conference Courses in Environmental Studies**

Selected topics in areas of environmental interest, determined by faculty expertise and student needs. Study in small groups or by individual students working with faculty.

**ENVST-321CP Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'**

*Fall. Credits: 4*

Can an economic system predicated on infinite growth achieve sustainability on a finite planet? This question will likely define the twenty-first century. This course aims to grapple with this paradox, examining the relationships and tensions between the globally dominant form of economy - capitalism - and global climate change. We will explore the interwoven rise of capitalism and emergence of fossil fuel energy, as well as the global expansion of capitalism and the connections between resources, economic growth, and political power. We will engage with various theoretical approaches to capitalism-environment relations, such as metabolic rift theory, the second contradiction of capitalism, and the production of nature thesis. These theories provide insight into recent forms of capitalism (i.e. neoliberalism) and the increasing degradation and commodification of the environment. We end by studying contemporary debates, examining institutions and policies seeking to manage climate change from with liberal-capitalist frameworks, the emergence of the "green economy", and the politics of climate denialism, concluding with alternatives economies and the climate justice movement. This course will provide students with theoretical knowledge and analytical skills for understanding economy-environment relationships.

*Applies to requirement(s): Social Sciences*

*K. Surprise*

*Restrictions: Course limited to sophomores, juniors and seniors*

**ENVST-321EQ Conference Courses in Environmental Studies: 'Food Equity and Empowerment' Change'**

*Not Scheduled for This Year. Credits: 4*

This course uses a critical lens to examine the conflicts around equity and justice in our food systems, from production to consumption. Using race, ethnicity, gender and socioeconomic factors as the lens through which to examine the impacts associated with how we grow and consume food, this course seeks to understand an alternative to the dominant Western narrative on food systems. As a class, we will engage with readings, discussion and actual hands-on participation with food equity issues in the Pioneer Valley, so that we can reflect on our own power and privilege in the food system and come to a more holistic understanding of the challenges within the field.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*O. Aguilar*

*Prereq: 8 credits in Environmental Studies or Geography including ENVST-100 or ENVST-150PH.*

**ENVST-321GW Conference Courses in Environmental Studies: 'Water Is Life: Human Health, Disease, and the Environment'**

*Fall. Credits: 4*

Water is essential for life. Human health, both morbidity and mortality, is directly impacted by the accessibility of safe drinking water and the scarcity of water. Amidst a changing climate, population pressures on finite water supplies continue to increase. This course will focus on the human health implications and challenges of water access, scarcity, and quality in different parts of the world. We will cover threats to water quality including water-borne diseases, inorganic contaminants, and emerging contaminants of concern. We will also discuss the disproportionate burden of water-related diseases on children, which impacts their long-term physical and cognitive development.

*Applies to requirement(s): Math Sciences*

*G. Peltier*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in ENVST or science courses.*

**ENVST-321HC Conference Courses in Environmental Studies: 'Human Health and Climate Change'**

*Not Scheduled for This Year. Credits: 4*

Climate change presents a global public health problem, with serious health impacts predicted to manifest in varying ways in different parts of the world. Through this course, we will investigate these health effects which include increased respiratory and cardiovascular disease, injuries and premature deaths related to extreme heat, weather, and other disaster events, and changes in the prevalence and geographical distribution of food- and water-borne illnesses and other infectious diseases. We will critically review the literature documenting recent and current impacts and predictions for the future. We will also look at solutions in place for adapting to these changes.

*Applies to requirement(s): Math Sciences*

*J. Albertine*

*Restrictions: This course is open to juniors and seniors*

*Prereq: ENVST-200.*

**ENVST-321TX Conference Courses in Environmental Studies: 'Toxic Entanglements: Environmental (In)Justice in the United States'**

*Not Scheduled for This Year. Credits: 4*

Toxic water in Flint, Michigan. Oil pipelines through sacred sites in North Dakota. These manifestations of environmental injustice and inequality are only the most recent incarnations of larger legacies. Environments are never simply natural or given: they are imbued with unequal entanglements of gender, race, class, and power. Environmental justice asks questions about the ways in which environments are produced, and the relations of risk, harm, benefit, access, privilege, domination, oppression, and liberation therein. In this course, we will study the theory and practice of environmental (in)justice in the United States. We will briefly explore histories of environmental injustice in the U.S. (from colonization and slavery, to industrialization and pollution); past and current struggles over the siting of production facilities, toxic waste, and pollution; and recent events around water (be they floods, toxicity, or protection): Hurricane Katrina, Flint, and Standing Rock. We will pay particular attention to questions of food and justice, examining gender, race, and class in agricultural labor, corporate power in agribusiness, food deserts, food access/health and white privilege, and gender in alternative community food movements.

*Applies to requirement(s): Social Sciences*

*K. Surprise*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 4 credits from a related subject.*

**ENVST-333 Landscape and Narrative: Finding Place, Finding Home**

*Fall. Credits: 4*

Different types of stories or narratives – whether myth, literature, maps, oral tradition, or scientific theory – have been created about nearly every region or environment on Earth as attempts to describe and understand that place and human connections to it. In this seminar we'll explore how braided strands of human history and natural history contribute to stories we tell of the land, and to stories we tell of ourselves in the land. We'll consider examples of how lifeways, homeplace, and identity are linked with environment or landscape. We'll also create written, visual, and/or aural narratives of our own.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*T. Farnham, L. Savoy*

*Instructor permission required.*

*Prereq: 8 credits in Environmental Studies.*

*Advisory: Preference will be given to junior and senior Environmental Studies majors, but other students who meet the prerequisite of 8 credits in the department are welcome to apply. Application: <https://tinyurl.com/envst333>.*

**ENVST-335 Wetlands Ecology and Management**

*Spring. Credits: 4*

Although they cover ~0.6% of the earth's surface, wetlands perform more ecosystem services per hectare than any other ecosystem type. Alarming, over half of the earth's wetlands have been lost to agriculture and development. With these wetlands were also lost the valuable ecosystem functions wetlands perform. This course takes an interdisciplinary approach to examine the biogeochemical, ecological, societal, and regulatory aspects of wetland ecosystems. Group discussion of primary scientific literature, as well as independent experimental design and the writing of a research proposal are core components. Field trips will sometimes keep us until 5:05 pm, and will provide an opportunity to explore these fascinating ecosystems in person.

*Applies to requirement(s): Math Sciences*

*K. Ballantine*

*Prereq: ENVST-200 or at least 8 credits of 200- or 300-level laboratory science.*



**ENVST-339 Indigenous and Decolonial Ecologies***Fall. Credits: 4*

From protesting pipelines in Standing Rock to fighting fires in Brazil, Indigenous peoples have been at the forefront of environmental struggles. But how do Indigenous peoples characterize relationships with land/territories? How do Indigenous and other marginalized groups contest colonialism when engaging with their territories, and in politics? What alternative worlds do they imagine? This course will seek to answer these questions in connection to theories, concepts, and cases focused on the Americas/Abya-Yala. It will further center Indigenous and other marginalized ways of knowing, worldviews, and lifeways, when analyzing issues like pollution, conservation, or environmental conflicts.

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives*  
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*S. Cifuentes*

*Prereq: 8 credits in the department or in humanities or social science at the 200-level or above.*

**ENVST-342 Living in the Anthropocene: Development, Technology, Futures***Not Scheduled for This Year. Credits: 4*

The concept of the Anthropocene (the "human epoch") signifies that human activity has become the dominant physical force on the planet. Mainstream narratives envision three phases of the Anthropocene: industrial origins (1800 - 1950); global expansion and the nuclear age (1950 - 2000+); and an emergent third phase marked by massive shifts in land-use and biodiversity. This course undertakes a critical examination of the Anthropocene concept. We will analyze debates over geological demarcation, the term itself and the "anthropos" it embodies, and eco-modernist conceptions of a "good" Anthropocene. We aim to historically contextualize the socio-technical phases of the Anthropocene (industrial revolution, post-WWII global expansion, and contemporary globalization), situating them as processes emerging within a specific political-economic context (capitalism). Finally, we examine struggles over the socio-ecological entanglements shaping its future directions: urbanization, industrialized agriculture, genetic technology, and geoengineering/Earth System management. This course explores what it means to live in an era where a subset of one species can determine the conditions of possibility for life on the entire planet.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Surprise*

*Restrictions: Course limited to sophomores, juniors and seniors*

**ENVST-346 Global Inequality, Smart Earth Technology, and Environmental Governance***Spring. Credits: 4*

This course is an interdisciplinary advanced seminar for students interested in learning about global environmental governance and inequality. We review the major theories about the intertwined challenges of poverty and environmental degradation, explore how legacies of colonialism persist, and examine how actors from nation states to Indigenous Peoples influence official state negotiations. Finally, we explore how advanced technologies like artificial intelligence and environmental sensor networks, and novel financial instruments, such as cryptocurrencies and nature-based video games, are changing conservation. As a curriculum-to-career course, there is strong emphasis on research, writing and speaking skills needed to advocate for environmental sustainability and social justice.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*C. Corson*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits of social science or humanities courses.*

**ENVST-347 Environmental Geopolitics and Security***Spring. Credits: 4*

Food insecurity, warfare, disasters, energy, climate crises: how are environments enrolled in and entangled with questions of power, security, and geopolitical strategy? This course will explore relationships between population, resources, and scarcity, starting from the premise that scarcity is more often manufactured to maintain power than it is a "natural" condition. We examine the weaponization of environments in modern warfare, relationships between racism, pollution, (in)security and slow violence, the ways that climate change is being militarized and securitized and energy transitions are raising new questions of geopolitical power. We conclude with perspectives on rethinking security.

*Applies to requirement(s): Social Sciences*

*K. Surprise*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in humanities or social science.*

**ENVST-390 Senior Seminar in Environmental Studies***Fall. Credits: 4*

This is the capstone course of the environmental studies major. The course explores linkages among the diversity of disciplines that contribute to the environmental studies major, illustrates how these disciplines that contribute to the environmental studies major are used in environmental decision making, enables students to inform one another's roles as environmentalists, and provides students with opportunities to develop individual and cooperative projects.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*T. Farnham*

*Restrictions: This course is limited to Environmental Studies majors.*

**ENVST-395 Independent Study***Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

# Courses Approved as Environmental Studies Electives

## Natural Sciences

Code	Title	Credits
<b>Biological Sciences</b>		
BIOL-200	Introductory Biology II: How Organisms Develop	4
BIOL-223	Ecology	4
BIOL-226	Evolution: Making Sense of Life	4
BIOL-315	Behavioral Ecology	4
BIOL-323	Plant Growth and Development	4
BIOL-325	Plant Diversity and Evolution	4
BIOL-331	Conservation Biology	4
<b>Chemistry</b>		
CHEM-202	Organic Chemistry I	4
<b>Environmental Studies</b>		
ENVST-150PH	Introductory Topics in Environmental Studies: 'Introduction to Environmental and Public Health'	4
ENVST-200	Environmental Science	4
ENVST-233HC	Topics in Environmental Studies: 'Human Health and Climate Change'	4
ENVST-316	Restoration Ecology	4
ENVST-321GW	Conference Courses in Environmental Studies: 'Water Is Life: Human Health, Disease, and the Environment'	4
ENVST-321HC	Conference Courses in Environmental Studies: 'Human Health and Climate Change'	4
ENVST-335	Wetlands Ecology and Management	4
<b>Geography</b>		
GEOG-205	Mapping and Spatial Analysis	4
GEOG-224	Atmosphere and Weather	4
GEOG-230	Environmental Soil Science	4
<b>Geology</b>		
GEOL-201	Rocks and Minerals	4
GEOL-202	History of Earth	4
GEOL-203	The Earth's Surface	4
GEOL-211	Uranium	4
GEOL-227	Groundwater Geology	4
GEOL-229	Hydrology and Hydrogeology: Hydrological Cycle, Surface, and Groundwater Movement	4
GEOL-240	Geological Resources and the Environment	4
GEOL-342CC	Seminar in Geology: 'Global Effects of Climate Change'	4
GEOL-342HY	Seminar in Geology: 'Geology and Hydrology Underfoot'	4
GEOL-342PE	Seminar in Geology: 'Plastics in the Environment'	4
GEOL-342WA	Seminar in Geology: 'Water Issues Worldwide'	4

## Humanities

Code	Title	Credits
<b>Architecture</b>		
ARCH-225ED	Intermediate Studies in Architecture: 'Environmental Principles'	4
<b>Critical Race &amp; Political Econ</b>		

CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
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## English

ENGL-219CH	Topics in Creative Writing: 'Climate Changes Everything: Telling Stories at the End of the World As We Know It'	4
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ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
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ENGL-366	Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters	4
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## Environmental Studies

ENVST-216	Global Environmental Justice	4
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ENVST-240	The Value of Nature	4
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ENVST-254	The Climate Humanities, Futures, and Activism	4
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ENVST-333	Landscape and Narrative: Finding Place, Finding Home	4
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ENVST-339	Indigenous and Decolonial Ecologies	4
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## Gender Studies

GNDST-333AN	Advanced Seminar: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters'	4
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GNDST-333MS	Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'	4
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## History

HIST-239GF	Topics in Asian History: 'Global Food and Local Tastes in Modern East Asia'	4
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HIST-239HH	Topics in Asian History: 'History of Humans and Other Living Beings'	4
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HIST-277	History of Energy	4
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HIST-280DD	Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'	4
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HIST-332	Environmental History of China	4
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## Music

MUSIC-203	Acoustic Ecology and Sonic Art	4
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## Philosophy

PHIL-161	Science and Human Values	4
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## Religion

RELIG-172	Religion and Ecological Movements	4
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RELIG-225AP	Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'	4
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RELIG-331 CA	Advanced Topics in Religion: 'Carbon Christianity'	4
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## Spanish

SPAN-250AT	Concepts and Practices of Power: 'The Agency of Things: Material Culture of Latin America, Spain, and the U.S. Border'	4
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## Social Sciences

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-316MT	Special Topics in Anthropology: 'Multispecies Ethnography: 'Across Humans, Animals, and Plants'	4

## Critical Race & Political Econ

CRPE-239	Latina/o/x Urbanism	4
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## Economics

ECON-219	Environmental Economics	4
ECON-319	Environmental Economics, Ecology and Conservation Policy	4
<b>Environmental Studies</b>		
ENVST-210	Political Ecology	4
ENVST-241	Environmental Issues	4
ENVST-251	Research, Ethics, Justice and Campus Sustainability	4
ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4
ENVST-321EQ	Conference Courses in Environmental Studies: 'Food Equity and Empowerment' Change'	4
ENVST-321TX	Conference Courses in Environmental Studies: 'Toxic Entanglements: Environmental (In)Justice in the United States'	4
ENVST-342	Living in the Anthropocene: Development, Technology, Futures	4
ENVST-346	Global Inequality, Smart Earth Technology, and Environmental Governance	4
ENVST-347	Environmental Geopolitics and Security	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-299RJ	Topic: 'Research, Ethics, Justice, and Campus Sustainability'	4
<b>Geography</b>		
GEOG-204	Human Dimensions of Environmental Change	4
GEOG-206	Political Geography	4
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-210	GIS for the Social Sciences and Humanities	4
GEOG-241RE	Topics in Geography: 'Geographies of Renewable Energy Transition'	4
GEOG-304UP	Planning and the Environment: 'Urban Planning'	4
GEOG-313	Third World Development	4
GEOG-314	China in the Global South	4
GEOG-319	Africa: Problems and Prospects	4
GEOG-331	Water, People, and Politics in the Anthropocene	4

## Ethnomusicology

### Overview and Contact Information

The Five College Certificate Program in Ethnomusicology allows students interested in studying music from a multidisciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner, and to receive credit for their accomplishments, even while completing a major in another field.

In reflecting interdisciplinary trends in Ethnomusicology, students are encouraged to combine the certificate with degrees in various overlapping fields, such as Africana studies, anthropology, Asian studies, Asian American studies, cultural studies, European studies, gender studies, language studies, Latin American studies, religion, sociology, as well as other courses of study in music (composition, performance, jazz studies/improvisation, and musicology).

The Certificate Program in Ethnomusicology provides a framework for navigating course offerings and engaging with ethnomusicologists

throughout the Five Colleges. While “music” is the centerpiece of the certificate program, the wide range of topics that appear under the rubric of “ethnomusicology” extend far beyond “music in a cultural context” to include history, political science, economics, evolution, science and technology, physiology, media studies, and popular culture studies, among others.

### See Also

- Music (p. 287)

### Contact Information

**Olabode Omojola, Five College Professor of Music**

[www.fivecolleges.edu/ethnomusicology](http://www.fivecolleges.edu/ethnomusicology) (<http://www.fivecolleges.edu/ethnomusicology/>)

### Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
<b>Seven approved courses distributed as indicated in the following four categories, with no more than five courses from any one department/discipline:</b>		
Area Studies or Topics courses: at least two courses		
Methodology: at least two courses		
Performance: at least one course		
Additional Electives negotiated in consultation with the student's ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as Africana studies, Asian studies, or Middle East studies; or others related to a particular student's ethnomusicological interests		
<b>Total Courses</b>		<b>7</b>

### Additional Specifications

- Introductory courses in basic musicianship do not count towards the requirements. Introductory courses in related disciplines may only be counted in certain circumstances determined by the research goals of the individual student.
- Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to acquire proficiency in a language relevant to their focus. Students are also encouraged to include experiential learning, a study abroad or domestic exchange experience, in-depth study of a single musical tradition, or comparative studies of several musical traditions.
- A list of courses typically approved for the certificate is available on the program's website (<https://www.fivecolleges.edu/academics/ethnomusicology/#courses>).

## Film, Media, Theater

### Overview and Contact Information

The Department of Film, Media, Theater (FMT) offers students an innovative, project-based curriculum that integrates two practices of learning and knowing in the presentational and representational arts. One practice focuses on the critical study of film, media, and theater, while the other focuses on production and performance. The flexible curriculum offers both writing-intensive courses in the history of and

theoretical approaches to the cinema, media, and theater, as well as moving image production and performance courses in new, state-of-the-art production spaces. Students majoring in FMT combine creative, critical thinking with the practice of making theater, film, and other media-based communicative forms through the major requirements and production-based opportunities, as well as those offered across multiple disciplines in the arts, humanities, and social sciences.

## Contact Information

Noah Tuleja, Chair

Amanda Dumais, Academic Department Coordinator

201 Art Building; Rooke 100

413-538-3097; 413-538-2834

<https://www.mtholyoke.edu/academics/find-your-program/film-media-theater> (<https://www.mtholyoke.edu/academics/find-your-program/film-media-theater/>)

## Learning Goals

Students majoring in Film, Media, Theater will:

- Understand and be able to explain, as well as engage – as thinkers and as makers – with the global histories, languages, theories, and practices of film, media, and theater.
- Think and write critically about images, sound, performance, and text-based media, dissecting the arguments they make, how they ask us to see the world around us, and why.
- Develop skills required to conceive and produce creative projects, including interdisciplinary innovative projects that reimagine existing practices.
- Identify, critique, and engage with how these forms are embedded within and respond to global structures of power, including racism and other forms of oppression.
- Understand the relationships among critical and production practices in film, media, and theater, and how they mutually inform one another.

## Faculty

Vanessa James, Professor of Film Media Theater

Amy Rodgers, Associate Professor of Film Media Theater, On Leave 2023-2024

Hannah Goodwin, Assistant Professor of Film and Media Studies

Elliot Montague, Assistant Professor of Film Media Theater

Noah Tuleja, Assistant Professor of Film Media Theater

Jensen Glick, Lecturer in Film Media Theater

Bianka Ballina, Visiting Lecturer in Film Media Theater

Lisa Cornfeld, Visiting Lecturer in Film Media Theater

Heidi Holder, Visiting Lecturer in Film Media Theater

Michael Ofori, Visiting Lecturer in Film Media Theater

Flonia Telegrafi, Visiting Lecturer in Film Media Theater

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
One introductory course. Choose from:		4
FMT-102	Introduction to Film Studies	
FMT-104	Introduction to Media Studies	
FMT-106	Introduction to Theater	
Two approved courses in FMT in these areas:		8
One Critical Studies course at the 200 level <sup>1</sup>		
One Production/Performance course at the 100 or 200 level <sup>1</sup>		
Three additional 200-level FMT courses <sup>2</sup>		12
One Critical Studies course in FMT at the 300 level <sup>1</sup>		4
Two additional 300-level FMT courses <sup>2</sup>		8
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> See Courses section (<http://catalog.mtholyoke.edu/film-media-theater/#coursestext>) for lists of approved courses in these specific areas.

<sup>2</sup> Eight credits of independent study (FMT-295 or FMT-395) or practicum can count towards the major.

## Additional Specifications

- At least 16 credits must be completed at Mount Holyoke, including at least eight credits at the 300 level.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
One introductory course:		4
FMT-102	Introduction to Film Studies	
FMT-104	Introduction to Media Studies	
FMT-106	Introduction to Theater	
One 200-level FMT course in Critical Studies <sup>1</sup>		4
One 200-level FMT course in Production/Performance <sup>1</sup>		4
One FMT elective course at the 300 level		4
Four additional FMT credits at the 200 or 300 level		4
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> See Courses section (p. 190) for lists of approved courses in these specific areas.

## Additional Specifications

- Independent study (FMT-295 or FMT-395) cannot be used to count toward the minor.
- A minimum of 12 credits in FMT must be completed at Mount Holyoke.

## Teacher Licensure

Students interested in pursuing licensure in the field of theater can combine their course work in theater with a minor in education. In some instances, course work in the Film, Media, Theater major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for teacher licensure in Theater, please consult your advisor or the chair of the Film, Media, Theater department. Further



information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult the Department of Psychology and Education.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

### FMT-102 Introduction to Film Studies

*Fall and Spring. Credits: 4*

This course teaches the basic concepts, vocabulary, and critical skills involved in interpreting film. Through readings and lectures, students will become more informed and sophisticated observers of the cinema, key examples of which will be screened weekly. While the focus will be on the form and style of narrative film, documentary and avant-garde practices will be introduced. The class will also touch upon some of the major theoretical approaches in the field.

*Applies to requirement(s): Humanities*

*B. Ballina*

*Restrictions: This course is limited to first-years and sophomores.*

### FMT-103 Talking Pictures: An Introduction to Film

*Not Scheduled for This Year. Credits: 4*

Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Battleship Potemkin, Citizen Kane, Contempt, The Bicycle Thief, Ugetsu, Rear Window, Woman in the Dunes, The Marriage of Maria Braun, Days of Heaven, and Moulin Rouge!*

*Crosslisted as: ARTH-104*

*Applies to requirement(s): Humanities*

*P. Staiti*

### FMT-104 Introduction to Media Studies

*Fall and Spring. Credits: 4*

This course introduces students to the critical study of media, focusing on electronic media, digital technologies, and network cultures. We will analyze the aesthetics, politics, protocols, history, and theory of media, paying attention to the ways they create and erase borders; affect how we form and articulate identities; invade privacy while providing a platform for exploration; foster hate speech and progressive movements alike; and participate in capitalist economies and the acceleration of climate change. While tracing the global flows of media creation, distribution, and consumption, we will also consider the different issues that arise in diverse national and local contexts.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Cornfield*

### FMT-106 Introduction to Theater

*Fall and Spring. Credits: 4*

This course offers the student a study and practice of theater as a collaborative art. Course includes the analysis of the dramatic text in terms of the actor; the director; the scenic, costume, lighting, and sound designers; and technicians. Close analytical readings of play texts and critical/theoretical essays will be supplemented by attending theater productions both on and off campus and by staging students' own theatrical projects.

*Applies to requirement(s): Humanities*

*H. Holder, V. James*

### FMT-121 Acting I

*Fall and Spring. Credits: 4*

This course will focus on basic techniques in realistic acting. Students will be introduced to the seminal work of Stanislavski and engage through concentration, relaxation, objective/action, and beats/scene analysis. Each student will apply these concepts to different texts.

*Applies to requirement(s): Humanities*

*M. Ofori, B. Sloan, N. Tuleja*

### FMT-131 Costume Construction

*Fall and Spring. Credits: 4*

This course takes students through the theatrical process of creating clothing and accessories for the stage. Topics covered are hand sewing techniques, working from commercial patterns, and basic pattern drafting and draping.

*Applies to requirement(s): Humanities*

*J. Glick*

*Prereq: 4 credits in the department.*

*Notes: lab; materials fee \$50*

### FMT-132 Lighting Design I

*Not Scheduled for This Year. Credits: 4*

An introduction to the art and practice of lighting design for the theater. This course will cover the basics of light, lighting equipment and how to develop a design for a theatrical production. Students will have the opportunity to use the Black Box Light Lab to create their own lighting designs from selected scenes of plays and musicals and learn the basics of programming a computerized lighting board. Students enrolled in this class will automatically be signed up for the Theatre Arts Department Light Prep Crew for the semester, where students learn to hang and focus lights on the Rooke Stage for the department's mainstage productions.

*Applies to requirement(s): Humanities*

*A. Schneider*

### FMT-133 Introduction to Lighting and Sound Design

*Spring. Credits: 4*

An introduction to the art and practice of lighting and sound design for the theater. This course will cover the basic tools and techniques of designing light and sound and provide an understanding of the designer's role in the collaborative process of producing a show. Students will have the opportunity to create their own lighting and sound designs in the Black Box classroom and present them to the class. In addition to class time students are required to complete 24 hours of light prep crew – this is an extension of the class where students will learn how to hang and focus lights, read a light plot, and work as a lighting team on the Theater Department main stage productions.

*Applies to requirement(s): Humanities*

*L. Dubin*

*Prereq: 4 credits in the department.*

*Notes: lab*

**FMT-137 Introduction to Technical Theater***Spring. Credits: 4*

This course will examine the materials and techniques used in building and operating theatrical scenery. It will include prop building, rigging, and welding for the theater. Students will learn the skills to work in the scene shop interpreting scenic designs for department productions.

*Applies to requirement(s): Humanities**N. Lee**Notes: lab; \$50 materials fee. Theater tickets and any design supplies are the responsibility of the student***FMT-230 Intermediate Courses in History and Theory****FMT-230AG Intermediate Courses in History and Theory: 'American Gothic'***Fall and Spring. Credits: 4*

An examination of the gothic – a world of fear, haunting, claustrophobia, paranoia, and monstrosity – in U.S. literature and visual culture. Topics include race, slavery, and the gothic; gender, sexuality, and the gothic; regional gothic; the uncanny; cinematic and pictorial gothic; pandemic gothic. Authors, artists, and filmmakers may include Dunbar, Elmer, Faulkner, Gilman, Hitchcock, Jackson, Kubrick, LaValle, Lovecraft, McCullers, Morrison, O'Connor, Parks, Peele, Poe, Polanski, Romero, and Wood.

*Crosslisted as: ENGL-243**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: English 240 or 241 recommended***FMT-230BC Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'***Spring. Credits: 4*

Indian popular cinema, known commonly as Bollywood, is usually understood to have weak storylines, interrupted by overblown spectacles and distracting dance numbers. The course explores the narrative structure of Bollywood as what scholar Lalitha Gopalan calls a "constellation of interruptions". We will learn to see Bollywood historically, as a cultural form that brings India's visual and performative traditions into a unique cinematic configuration. We will analyze a selection of feature films, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers in order to understand Bollywood's uniqueness in relation to world cinema.

*Crosslisted as: ARTH-290BC**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha**Restrictions: Course limited to sophomores, juniors and seniors***FMT-230CC Intermediate Courses in History and Theory: 'Cinema and the City'***Not Scheduled for This Year. Credits: 4*

This course offers an historical survey of film theory, from the work of its earliest authors and practitioners at the birth of the 20th century (who first struggled to define the medium), to those who are working still to elucidate the place of the cinema in relation to new media in its ever-evolving and ever more complex place in culture. As a way of focusing the discussion of the various theoretical positions, we will watch and discuss films that represent that most modern of phenomena—the city.

*Applies to requirement(s): Humanities**The department**Prereq: One of the following: FMT-102, FMT-103 (ARTH-104), FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.***FMT-230CN Intermediate Courses in History and Theory: 'Latin American Cinema'***Fall. Credits: 4*

This course offers a broad introduction to the history, politics and aesthetics of Latin American cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.

*Crosslisted as: SPAN-240CN**Applies to requirement(s): Humanities; Multicultural Perspectives**J. Crumbaugh**Prereq: SPAN-212 or native fluency in Spanish.**Notes: Taught in Spanish.***FMT-230CW Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'***Fall. Credits: 4*

Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Romance of the Western Bower*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: ASIAN-215, GNDST-204CW**Applies to requirement(s): Humanities; Multicultural Perspectives**Y. Wang**Notes: Taught in English***FMT-230EF Intermediate Courses in History and Theory: 'Ethnographic Film'***Not Scheduled for This Year. Credits: 4*

Anthropologists have made films since the origins of the discipline and have long debated the role of film in the production of knowledge about others. This course explores the history, evolution, critiques, and contemporary practices of ethnographic film. We will consider key works that have defined the genre, and the innovations (and controversies) associated with them; we will engage documentary, observational, reflexive, and experimental cinema; and we will consider Indigenous media as both social activism and cultural reproduction. We will learn about film as a signifying practice, and grapple with the ethical and political concerns raised by cross-cultural representation.

*Crosslisted as: ANTHR-216EF**Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Thorer**Prereq: ANTHR-105, or FLMST-201 or FLMST-202, or FMT-102 or FMT-103.*

**FMT-230HP Intermediate Courses in History and Theory: 'Histories of Performance I'***Fall. Credits: 4*

A survey of world performance history, including: the evolution of human language and consciousness; the rise of oral, ritual, and shamanic performance; religious and civic festivals; and imperial theater practices that position the stage at the dangerous intersection of religious worship, public taste, royal patronage, and government censure. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force in various societies. We explore not only how performances were created—in terms of design, dramaturgy, architecture, and acting—but also for whom, and why.

*Applies to requirement(s): Humanities; Multicultural Perspectives**H. Holder***FMT-230HR Intermediate Courses in History and Theory: 'Histories of Performance II'***Spring. Credits: 4*

A historical survey of dramatic texts and world performance traditions from the seventeenth to the twentieth centuries, with attention given to: the influence of print culture on early modern theatrical movements; the rise of nationalism and the creation of dramatic genres; and the effects of industry and technology on experimental modernist forms. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force. As such, we explore not only how performances are created—in terms of design, dramaturgy, architecture, and acting—but for whom, and why.

*Applies to requirement(s): Humanities; Multicultural Perspectives**H. Holder***FMT-230LA Intermediate Courses in History and Theory: 'Latin American Film History'***Fall. Credits: 4*

This course offers an overview of the history of sound cinema in Latin America, from its Golden Age to the contemporary period. We address key cinematic movements and aesthetic traditions, including Golden Age Mexican Cinema, Cinema Novo, Third Cinema, and New Latin American Cinema. The course also explores significant political, cultural, and economic changes that have altered the Latin American cinematic landscape in recent decades.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**B. Ballina***FMT-230LX Intermediate Courses in History and Theory: 'Latinx Media'***Not Scheduled for This Year. Credits: 4*

This course explores the recent history of Latinx media production and representation in the United States, linking the varying meanings of Latinidad to critical shifts in US and Latin American media landscapes. The course highlights vital exchanges across national and linguistic markets which inform the production of media by and about Latinxs.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department***FMT-230MA Intermediate Courses in History and Theory: 'Music and Animation'***Not Scheduled for This Year. Credits: 4*

This course offers a critical introductory survey of music and animation from the silent era to the digital age. After establishing a joint vocabulary for describing music and animated film, we will explore their interaction in shorts and feature films by studios like Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music, such as the Silly Symphonies short "Music Land," Hayao Miyazaki's "Mimi wo Sumaseba" (Whisper of the Heart), and the video game Guitar Hero. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

*Crosslisted as: MUSIC-222**Applies to requirement(s): Humanities**A. Mueller**Prereq: At least one 4-credit course in Music, or one 4-credit course in Film Media Theater.***FMT-230MC Intermediate Courses in History and Theory: 'The Musical Film'***Not Scheduled for This Year. Credits: 4*

This course explores the American Musical Film from its first appearance in the late 1920s in early experiments with sound, through the films of Busby Berkeley and the MCM Musicals to its more recent revival in films such as Baz Luhrmann's 'Moulin Rouge.' The course also examines musical films from other national cinemas that either comment self-reflexively on the genre and its American context and/or expand common definitions of the genre.

*Applies to requirement(s): Humanities**The department**Prereq: FMT-102 (or FMT-103), or FLMST-201 (or FLMST-202).***FMT-230MU Intermediate Courses in History and Theory: 'Music and Film'***Fall. Credits: 4*

This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.

*Crosslisted as: MUSIC-220**Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies/Film, Media, Theater course.*

**FMT-230MV Intermediate Courses in History and Theory: 'Media and Surveillance'***Spring. Credits: 4*

With corporations using our data to anticipate our desires and counterterrorism units tapping into our communications, we are increasingly embedded in a surveillance society. This course considers practices of surveillance across media platforms, from smartphones, fitness trackers, and baby monitors to the biometric technologies that determine who may cross borders. We will explore how different governments, corporations, and individuals use new media to surveil others, as well as the ways racism and transphobia are inscribed in surveillance practices. We will also discuss and try out protective measures and various subversive practices of "sousveillance".

*Applies to requirement(s): Humanities**H. Goodwin**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 4 credits in FMT.***FMT-230NC Intermediate Courses in History and Theory: 'Social Media: Networked Cultures'***Not Scheduled for This Year. Credits: 4*

Social media connects communities, informs us about friends' lives, and give us a platform on which to share ideas and form identities. Beyond that, social media play an increasingly conspicuous role in national and transnational politics, from the Arab Spring to the viral spread of fake news around the 2016 US election. While social media connects people across the globe to an unprecedented degree, this course will explore how they also reveal divisions and borders, as well as alarming transgressions of borders, that complicate any utopian visions of a "global village." Throughout, we will be attuned to how corporate and governmental interests shape and are shaped by social media communities.

*Applies to requirement(s): Humanities; Multicultural Perspectives**H. Goodwin***FMT-230PR Intermediate Courses in History and Theory: 'African Opera in Theory and Practice'***Not Scheduled for This Year. Credits: 4*

In this course, African opera will provide the framework for exploring salient features of African music. The course will begin by examining African performance practices, including the organization of ensembles, the role of dance, musical storytelling, and operatic forms. The course will then feature rehearsals and class visits by professional vocalists and African drummers, followed by an ethnographic reflection. The course will culminate in a public performance of an African opera by students and professional musicians at Chapin Auditorium, Mount Holyoke College. The opera to be performed this semester is a newly composed work titled *Funmilayo*. It focuses on the life of Funmilayo Ransome-Kuti (1900-1978), a Nigerian pioneer activist who, in the 1940s, campaigned against British colonial rule and resisted the marginalization of women in local government administration. The practical sessions will allow students to reflect on the theoretical and cultural issues examined earlier in the semester and gain practical knowledge of the African operatic tradition.

*Crosslisted as: MUSIC-228**Applies to requirement(s): Humanities; Multicultural Perspectives**B. Omojola**Notes: The performance will be accompanied by the Mount Holyoke Symphony Orchestra conducted by Professor Ng Tian Hui.***FMT-230SK Intermediate Courses in History and Theory: 'Shakespeare'***Fall and Spring. Credits: 4*

A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

*Crosslisted as: ENGL-211**Applies to requirement(s): Humanities**C. Mahaffy**Restrictions: Course limited to sophomores, juniors and seniors***FMT-230TV Intermediate Courses in History and Theory: 'History of U.S. Television'***Fall. Credits: 4*

This course traces the history of television in the United States from its invention to the present, including how U.S.-based television has circulated globally. In addition to looking at how the medium was developed and regulated as a technology, we will analyze the aesthetic and thematic content of television across the medium's history and within particular genres (sitcom, drama, reality, etc.), exploring how television has represented aspects of U.S. society including race, gender, sexuality, and socioeconomic class. We will give particular attention to how television has reflected and influenced moments of political and social change, including the Civil Rights Movement, the Vietnam War, and 9/11. Students will conduct historical research and produce written and audiovisual content presenting their work.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**H. Goodwin**Prereq: 4 credits in the department.***FMT-230TW Intermediate Courses in History and Theory: 'Twentieth-Century Fashion'***Not Scheduled for This Year. Credits: 4*

The course is on the development of fashion and wearable art from the end of the nineteenth century to the year 2000. The course provides an overview of styles and a closer look at the work of individual artists including Charles Frederick Worth, Paul Poiret, Mario Fortuny, Elsa Schiaparelli, Coco Chanel, Cristobal Balenciaga, Emilio Pucci, Mary Quant, Rudi Gurenreich, Alix Gres, Yves Saint Laurent, Christian LaCroix, Issey Miyake, Hussein Chalayan, Jean-Paul Gaultier, Anna Sui, and Vivienne Westwood, most of whom have also designed iconic costumes for theater or film. Lectures will be accompanied by PowerPoint presentations and where possible original examples of clothing will be shown.

*Applies to requirement(s): Humanities**V. James***FMT-230WC Intermediate Courses in History and Theory: 'History of World Cinema Through 1960'***Not Scheduled for This Year. Credits: 4*

This course offers an historical survey of the cinema as a developing art form and a means of communication. We will examine the history of this international medium from its 19th-century beginnings through the mid-20th century. The national and thematic focus of the course shifts through the semester. For example, we will focus on U.S. film in studying the earliest developments in film technology and narrative, and on Soviet and French films to study the formal and social experimentation of the 1920s. The course provides a background for understanding film history and pursuing further studies in the field.

*Applies to requirement(s): Humanities**The department*



**FMT-230WF Intermediate Courses in History and Theory: 'Global Film and Media After 1960'***Spring. Credits: 4*

This course examines films and topics central to the study of global cinema since 1960. We will begin with the New Waves of France, Italy, England, and Japan, and Direct Cinema of the '60s and '70s in the U.S. We will explore films of Third Cinema in Latin America, Asia and Africa in the late '60s and '70s, and examine films of New Zealand and Australia from the '70s to the current moment, with an emphasis on stories that center indigenous peoples. We also will focus on significant film movements of the last three decades, such as New Queer Cinema in the U.S. and New Cinema of East and Southeast Asia. Analysis will focus on formal and stylistic techniques within a political and social context.

*Applies to requirement(s): Humanities; Multicultural Perspectives**B. Ballina, F. Telegrafi**Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.**Notes: There are film screenings for this course.***FMT-230WM Intermediate Courses in History and Theory: 'History of World Media'***Not Scheduled for This Year. Credits: 4*

This course looks at the history of global broadcast media from 1945 to 2010. We will focus on radio and television, with consideration of the role digital technologies have played in increasing global connectivity and the convergence of previously separate media formats. Students will learn how global media infrastructures came into existence over the airwaves, via undersea cables and via satellite networks. We will study the circulation of television shows and formats across national boundaries. We will also trace and analyze evolving representations of race, gender, and sexuality on television and in the creative responses of audiences and fan communities.

*Applies to requirement(s): Humanities**H. Goodwin***FMT-240 Intermediate Courses in Production and Practice****FMT-240AD Intermediate Courses in Production and Practice: 'Audio Storytelling'***Fall. Credits: 4*

Audio storytelling is an art form that enables you to communicate effectively with an audience. In this course, you will learn how to produce audio stories with a strong narrative and compelling characters. Students will practice pitching story ideas, scripting and reporting, develop interviewing skills, field recording techniques and learn the fundamentals of multi-track audio production software during in-class tech labs. In addition, students will perform listening exercises, readings, and have the opportunity to participate in seminar discussions and feedback sessions.

*Applies to requirement(s): Humanities**F. Telegrafi**Prereq: FMT-102 and FMT-104.***FMT-240AT Intermediate Courses in Production and Practice: 'Acting II'***Not Scheduled for This Year. Credits: 4*

A continuation of techniques developed in Acting I. Concentration is on scene work with 'classic' and contemporary realist playwrights, i.e., Chekhov, Ibsen, Williams, Churchill, Kane, etc. Students will perform at least four scenes using the Stanislavski method as their base. Practical tools explored in class are intended to offer the student greater vocal, physical, and imaginative freedom and clarity, as well as text analysis skills.

*Applies to requirement(s): Humanities**The department**Prereq: FMT-121 or FMT-240AC.***FMT-240AU Intermediate Courses in Production and Practice: 'Audition Techniques'***Not Scheduled for This Year. Credits: 4*

The purpose of this course is to prepare students for the challenges that accompany auditioning for film and theater. During the semester students will be asked to work on a series of monologues (between four and six) that range from classical to contemporary in style. Time will also be spent on cold readings, taped auditions, resume and headshot workshops, and singing auditions. The pace will be brisk and students will be required to perform or present material almost every week.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**N. Tuleja**Prereq: FMT-121 or FMT-240AC.***FMT-240AX Intermediate Courses in Production and Practice: 'Acting for Film and Media'***Not Scheduled for This Year. Credits: 4*

This course builds on the techniques and skills covered in Acting I and Acting II and applies them to acting for the camera. Through a series of classroom exercises and scene study, students will focus on expanding their range of emotional, intellectual, physical, and vocal expressiveness for the camera. Students will learn camera acting techniques by being in front of the camera as much as possible, as well as serving as "crew" for their classmates' scenes. The class will include extensive scene memorization, class discussions, and written and discussion-based performance critique.

*Applies to requirement(s): Humanities**N. Tuleja**Prereq: FMT-121 or FMT-240AC.***FMT-240CD Intermediate Courses in Production and Practice: 'Costume Design'***Not Scheduled for This Year. Credits: 4*

An introduction to the art and work of the costume designer in the performing arts. Students will learn how a costume designer analyzes a script, approaches research, renders costume sketches, and helps to shape a production.

*Applies to requirement(s): Humanities**The department**Notes: Lab; \$50 materials fee. Any additional design supplies and materials are the responsibility of the student.***FMT-240CM Intermediate Courses in Production and Practice: 'Stage Combat'***Fall. Credits: 4*

The purpose of this course is to help the actor discover a full awareness of their body so it can be used as an effective tool in creating and performing stage combat. Through a series of classroom exercises and performances this course will focus on giving students a strong foundation in stage combat techniques, including basic martial training, unarmed combat, quarterstaff, and sword and dagger/shield work. Students must be comfortable analyzing scenes of violence from contemporary film and stage and be prepared to work in a highly physical setting.

*Applies to requirement(s): Humanities**N. Tuleja**Instructor permission required.**Prereq: FMT-121 or FMT-106.*

**FMT-240CP Intermediate Courses in Production and Practice: 'Creative Process'**

*Not Scheduled for This Year. Credits: 4*

This is a space where students can explore their own creative impulses, develop ideas, and generate material. Here, we will stretch beyond the boundaries of any particular creative practice as it may be defined within disciplinary limits. We will engage in contemplative practices while using writing, movement, theater games, and time-based media in order to germinate seeds for projects – projects we might explore further and possibly complete either within or beyond the bounds of the class itself. More importantly, we will begin to identify our own inner rhythms as makers, create patterns that support our creative process, and develop the capacity to listen deeply to what speaks to us. We will turn to makers and writers of all kinds for inspiration and guidance as we develop a vocabulary for process, including but not limited to: Judi Bari, Lynda Barry, CA Conrad, Louise Erdrich, Jozen Tamori Gibson, Alexis Pauline Gumbs, Bernadette Mayer, Dori Midnight, Pauline Oliveros, Yoko Ono and Rainer Maria Rilke.

*Crosslisted as: ARTST-280CP, ENGL-219CP*

*Applies to requirement(s): Humanities*

*The department*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: FMT-102, FMT-103, FMT-104, FMT-106, ARTST-120, or ARTST-131.*

*Advisory: Priority from waitlist will be given to FMT and Art Studio majors and minors but students from other arts disciplines are encouraged to enroll, space allowing.*

**FMT-240DA Intermediate Courses in Production and Practice: 'Drafting'**

*Fall. Credits: 4*

Introduction to the fundamentals of theatrical/production drafting. We will cover basic techniques, tools and approaches to communicating three-dimensional objects in a two-dimensional language including orthographic projections, ground plans, and sections. Course will begin with basic hand drafting tools and techniques before moving into an introduction to computer-aided drafting (CAD) using Vectorworks.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Lee*

*Prereq: 4 credits in Film, Media, Theater.*

*Notes: \$50 course material fee.*

**FMT-240DF Intermediate Courses in Production and Practice: 'Costume Design for Stage and Film'**

*Fall. Credits: 4*

This course introduces students to the history, art, and techniques of designing costumes for stage and narrative film. Students will learn how a designer approaches a script, how the designer's work supports the actors' and the director's vision and how it illuminates a production for the audience. Students will have the opportunity to develop their visual imaginations through the creation of designs for stage and film scripts. They will engage in play analysis, research, collaborative discussion, sketching, drawing, rendering, and other related techniques and methodologies.

*Crosslisted as: ARTST-226DF*

*Applies to requirement(s): Humanities*

*V. James*

*Advisory: Some drawing and painting skills along with an interest in costume history are recommended but not required.*

**FMT-240DR Intermediate Courses in Production and Practice: 'Directing'**

*Not Scheduled for This Year. Credits: 4*

This course is designed to be an introduction to the fundamental theories and principles of directing for the stage. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises, including the direction of a major scene. Each student will be required to cast, rehearse, and present to the public a fully realized scene by the end of term. Directing is a complicated activity that requires you to do and be many things, and this course will help you lay the foundation to discovering your own process.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: FMT-106 or FMT-240AC.*

**FMT-240EV Intermediate Courses in Production and Practice: 'Experimental Video: Theory and Practice'**

*Spring. Credits: 4*

This production course grounds practice in theory and history. It will introduce students to canonical and contemporary works from avant-garde cinema while engaging them in experimental filmmaking concepts, aesthetics, and practices. Through lectures and screenings, students will be exposed to groundbreaking filmmakers and analyze their works. These will serve to inform and inspire students' own film projects which will cover a range of experimental film approaches including archival and found footage, structural, surrealist, and poetic. This course is open to students with any level of video production experience, including those new to the practice. Students taking this course will gain experience in planning, shooting and editing their work using DSLR cameras and the option of cell phones

*Applies to requirement(s): Humanities*

*F. Telegrafi*

*Instructor permission required.*

*Prereq: FMT-102, FMT-104, ARTST-131, or ARTST-142 and permission of instructor.*

*Advisory: Students must request permission using the application form.*

**FMT-240MH Intermediate Courses in Production and Practice: 'Stage Makeup and Hair'**

*Not Scheduled for This Year. Credits: 4*

Using basic painting and three-dimensional techniques, students will learn the fundamentals of stage and film makeup design and application. Included in the course are units on enhancement makeup, aging techniques, realistic and fantasy character makeup, facial prosthetics, hair, and facial hair. Along with learning the fundamentals of makeup and hair design, students will be exposed to designing for a variety of hair textures and skin tones. This class is geared to those who are interested in pursuing makeup and hair design and for guiding performers with their own application.

*Applies to requirement(s): Humanities*

*J. Glick*

*Prereq: 4 credits in the department.*

*Notes: Students will be responsible for the purchase of a student makeup kit, the list of materials will be provided the first week of classes.*

**FMT-240MP Intermediate Courses in Production and Practice: 'Movement for Performance'***Not Scheduled for This Year. Credits: 4*

This course introduces students to a range of physical techniques for creative expression in performance. Through a series of classroom exercises, readings and performances, students develop a process for reducing habitual tensions, enabling them to find maximum effect with minimum effort, connect their movement to imagery and text and increase the strength, flexibility and dynamic qualities of their physical expression. Techniques are drawn from a wide variety of movement pedagogies including, but not limited to, Zarrilli, Feldenkrais, Oida and Pisk. This course will require outside rehearsals for class performances as well as one research project on a major movement practitioner.

*Applies to requirement(s): Humanities**N. Tuleja**Prereq: FMT-240AC.***FMT-240PE Intermediate Courses in Production and Practice: 'African Performance Aesthetics'***Spring. Credits: 4*

This class explores African approaches to performance, premised on the interdisciplinarity of theater in many African societies. We take our inspiration from centuries of apprentice-style artist training in some indigenous West African societies. The evolution of oral and popular performance traditions into literary theater has also necessitated a similar trend in the training of the modern actor. The primary object of this class is to be able to embody a plethora of idiomatic expressions. Thus, we will move to the energy of the drums, we will train the ears to transmit the complex musicality of several sonic elements and raise our voices in song and apply them in scene explorations. Ultimately, we intend to unlock new ways of using our minds, bodies, and voices as conduits of exciting storytelling.

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Ofori***FMT-240PW Intermediate Courses in Production and Practice: 'Playwriting'***Not Scheduled for This Year. Credits: 4*

This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theater, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in a significant writing project. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.

*Crosslisted as: ENGL-205**Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**The department**Prereq: One course in Film, Media, Theater, or Theater Arts, or a creative writing English course.**Notes: Cannot be taken at the 300 level.***FMT-240SD Intermediate Courses in Production and Practice: 'Scene Design for Theater and Film'***Fall. Credits: 4*

The purpose of this course is to introduce the history, art, and techniques of designing sets for theater and film. Students will learn how sets have been created in the past, how a designer approaches a script, how a designer's work supports the director's vision, how it illuminates a production for the audience, and what methods and techniques are used in the execution of the process. Students will have the opportunity to exercise their visual imaginations, through the creation of designs for a script. They will engage in script analysis, research, collaborative discussion, sketching, technical drawing, model building, and related techniques and methodologies.

*Crosslisted as: ARCH-203**Applies to requirement(s): Humanities**V. James**Notes: Lab; \$50 materials fee. Any additional design supplies and materials are the responsibility of the student.***FMT-240SG Intermediate Courses in Production and Practice: 'Stage Management'***Not Scheduled for This Year. Credits: 4*

This course is designed to provide students with an overview of what a stage manager does and why a stage manager is integral to any theatrical production. Students will understand the technical and artistic skills required of a stage manager, and will examine a dramatic text from a stage manager's perspective. Through group activities and in-class projects, students will use the text to execute stage management duties during the pre-production, rehearsal, and performance process. This will include creating paperwork, taping out a ground plan, notating blocking, prompting, running a tech rehearsal, creating a prompt book, and calling cues.

*Applies to requirement(s): Humanities**The department**Prereq: FMT-106 (or THEAT-100).**Notes: Theater tickets, supplies, and materials are the responsibility of the student.***FMT-240SP Intermediate Courses in Production And Practice: 'solo Performance: Live Art to Livestream'***Not Scheduled for This Year. Credits: 4*

This course traces solo performance traditions from the stages of Off-Broadway theaters in the 1960s through digital platforms such as Twitch and TikTok today. Across this history, we will explore how artists under-represented in mainstream theater and media, including people of color, women, queer and trans people, have pioneered experimental performance sites and storytelling practices. The course will combine critical analysis of key works in media and performance history with hands-on experimentation in both live and digital forms of solo performance.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**L. Cornfeld**Prereq: FMT-102, FMT-103, FMT-104, or FMT-106.*

**FMT-240VE Intermediate Courses in Production and Practice: 'Video Editing'**

*Spring. Credits: 4*

This hands-on course will explore creative video editing practice and modes through the production of several short projects, revisions, group screenings and feedback sessions. While this is primarily a production course, we will learn about the history of the craft, read iconic texts, and view selected films to help inform our process and understanding of editing.

*Applies to requirement(s): Humanities*

*F. Telegraf*

*Instructor permission required.*

*Prereq: FMT-102.*

*Advisory: Students must request permission using the application form.*

**FMT-240VP Intermediate Courses in Production and Practice: 'Introduction to Video Production'**

*Fall and Spring. Credits: 4*

This course provides a foundation in the principles, techniques, and equipment involved in video production. Students will make several short videos over the course of the term as well as one final piece. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production skills. In addition to technical training, classes will include critiques, screenings, readings, and discussion.

*Applies to requirement(s): Humanities*

*E. Montague, F. Telegraf*

*Instructor permission required.*

*Prereq: FMT-102 or FMT-103.*

*Advisory: Application and permission of instructor required. Application is found here: <https://forms.gle/8NNAHqjQw8jHNTFQA>*

*Notes: A lab fee may be charged*

**FMT-282 Theater Practicum**

*Fall and Spring. Credits: 1 - 4*

Fall 2023 Productions: *The Wolves* (section 01) and *Night of Scenes* (section 02).

Spring 2024 Productions: *Marisol* (section 01) and *As You Like It* (section 02)

This course is open to any student cast in a mainstage production or serving as a stage manager, assistant stage manager, or assistant director. The student is expected to attend all rehearsals and performances under the supervision of the director. Rehearsals include table reads, blocking and staging, scene work, run-throughs, dress rehearsals, technical rehearsals, invited dress, which culminates in performances for the public. Outside work includes line memorization, character work, and scene preparation. Total contact hours range anywhere from 75-125 over the course of the production.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Ofori, N. Tuleja*

*Instructor permission required.*

*Advisory: by audition or interview only*

*Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits.*

**FMT-284 Theater Practicum: Costumes**

*Fall and Spring. Credits: 1*

The practicum covers crew for hair and makeup or wardrobe on a production. The student fulfilling a run crew must be present for all technical rehearsals and performances plus a training session scheduled before the start of tech. No previous experience is necessary for any of these positions; training will be provided as part of the practicum.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Glick*

*Instructor permission required.*

*Notes: Repeatable. Contact Costume Shop Manager for specific dates and times.*

**FMT-286 Theater Practicum: Lighting and Sound**

*Fall and Spring. Credits: 1*

This course is for students interested in the production crew positions listed below. No previous experience is necessary for any of these positions; training will be provided as part of the practicum. The student will need to be present for all technical rehearsals and performances and a training session scheduled before the start of tech. *Light Board Operator*: Program and run the light control board under the guidance of the Lighting Designer and Stage Manager. *Sound Board Operator*: Program and run the sound board and sound computer under the guidance of the Sound Designer and Stage Manager. *Follow Spot Operator*: Operate a follow spot under the guidance of the Lighting Designer and Stage Manager. Must be comfortable with heights. *Projection Operator*: Program and run the projection equipment and computer under the guidance of the Projection Designer and Stage Manager.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Glick*

*Instructor permission required.*

*Notes: Repeatable.*

**FMT-288 Theater Practicum: Scenic Run Crew**

*Fall and Spring. Credits: 1*

This course is for students interested in working on Scenic Run Crew. No previous experience is required for this position; training will be provided as part of the practicum. Students will need to be present at all technical rehearsals and performances and will need to help with the strike of the set for the final performances.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Glick*

*Instructor permission required.*

*Notes: Repeatable.*

**FMT-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*



**FMT-330 Advanced Courses in History and Theory****FMT-330AD Advanced Courses in History and Theory: 'Adaptation: A Study in Form'**

*Not Scheduled for This Year. Credits: 4*

The *Oxford English Dictionary* defines "adaptation" as "the bringing of two things together so as to effect a change in the nature of the objects."

Rather than studying adaptation as a project that attempts to reproduce an original work in another medium, our course considers the complex relationship between narratives and their retellings and revisions. In particular, we will focus on how such retellings permanently alter their so-called "source" material and how each incarnation of a given narrative offers us insight into and commentary upon a particular historical moment and its unique political and ideological challenges. We will also consider the ways in which literary and visual representations differ in their communicative and affective mechanisms, and challenge where we draw the line between "art," "history," and "entertainment."

*Crosslisted as: ENGL-367AD*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Rodgers*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in English or in Film, Media, Theater.*

**FMT-330AT Advanced Courses in History and Theory: 'African Theater'**

*Fall. Credits: 4*

This course introduces the oral traditions, important playwrights, and aesthetic innovations in postcolonial literary theater in some African societies. The oral theater traditions of Africa are an example of the innate human quest to perform and will eventually be the basis for understanding some of the innovations made in African literary theater.

We shall also focus on writings by African writers and writers of African descent who deal with the post-colonial conditions of Black Africa and the African Diaspora. This class is designed to serve as a window into the continent of Africa: its people, its ideas, triumphs, struggles, and the complex histories emerging from its vastness and diversity.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Ofori*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Film, Media, Theater or Africana Studies.*

**FMT-330AV Advanced Courses in History and Theory: 'Artists vs. Audiences'**

*Not Scheduled for This Year. Credits: 4*

Usually, an artist produces a work, and then an audience experiences that work. However, sometimes audiences influence what a work means and even how an ongoing story unfolds. This course focuses on works of popular, serialized art in which the possibilities for artist/audience interaction are great, and so is the potential for conflict. We look at serial novels, film series, television shows, and new media (such as TikTok), among others. What are the rights of artists to control their works?

What rights do audiences have to alter or create new works based on an existing work? What should we do when these rights conflict? What makes a "bad fan" bad? When do audiences become artists?

*Crosslisted as: PHIL-375AV*

*Applies to requirement(s): Humanities*

*J. Harold*

*Prereq: 8 credits in Philosophy or 4 credits in Philosophy and 4 credits in Film, Media, Theater.*

**FMT-330BG Advanced Courses in History and Theory: 'Beyond Geishas and Kung Fu Masters'**

*Spring. Credits: 4*

This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visuality, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

*Crosslisted as: ENGL-334BG*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*I. Day*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in English or Film, Media, Theater.*

**FMT-330CM Advanced Courses in History and Theory: 'Cinematic Masculinities in Contemporary American Film, 1970-present'**

*Not Scheduled for This Year. Credits: 4*

Film critics Manohla Dargis and A.O. Scott contend that "movies may be male dominated, but images of men are surprisingly narrow." This course both explores various constructs of postmodern American masculinity as they are portrayed and disseminated through contemporary film, and seeks to understand some of what is at stake (culturally, ideologically, economically) in perpetuating certain cinematic archetypes. Of particular relevance to our investigation are the ways in which film yokes masculinity to race, gender, and class. Films include *Full Metal Jacket*, *No Country for Old Men*, *The Big Lebowski*, *Boyz in the Hood*, *Paris is Burning*, *Fight Club*, and *Moonlight*.

*Crosslisted as: ENGL-367CM*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Rodgers*

*Prereq: 8 credits in English or FMT.*

**FMT-330EA Advanced Courses in History and Theory: 'Envisioning Apocalypse'**

*Not Scheduled for This Year. Credits: 4*

With ever more dire news about our planetary future hitting the headlines regularly, what better time to look at how human beings past and present have envisioned the demise of the earth or our species? In this course we will study representations of apocalyptic futures from illuminated manuscripts, from illustrated poetry, and from science fiction films that waver between hope for escape and doomsday scenarios. Along the way we will also take seriously nonfiction representations of global crises, analyzing how phenomena like climate change and galactic collision are represented across media forms, including infographics, visual models, digital memes, and documentary films

*Applies to requirement(s): Humanities*

*H. Goodwin*

*Restrictions: This course is open to juniors and seniors*

*Prereq: FMT-102 (or FLMST-201) or FMT-104 (or FLMST-220MD).*

**FMT-330EX Advanced Courses in History and Theory: 'Women Experimental Filmmakers'**

*Not Scheduled for This Year. Credits: 4*

This seminar examines experimental cinema made by women from the early 1950s, during the earliest years of the movement known as the American Avant-Garde, through the 1990s. While the class will read feminist film theory and see the work of such well-known filmmakers as Yvonne Rainer, Sally Potter, and Chantal Akerman, we will also examine the less familiar but highly influential films of women working in the home movie or diary mode, with particular emphasis on the work of Marie Menken.

*Crosslisted as: GNDST-333VV*

*Applies to requirement(s): Humanities*

*The department*

*Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.*

**FMT-330GH Advanced Courses in History and Theory: 'Ghosts, Specters, and Hauntings: Mediating the Dead'**

*Not Scheduled for This Year. Credits: 4*

The course considers the connections between media as channels for communication and expression, on the one hand, and mediums as those who claim to have contact with the dead, on the other. Students will study the ways communication and performance media, from Shakespearian theater, to films and photographs of deceased loved ones, to legacy accounts on Facebook, have served as conduits of the dead and even spawned occult practices. The course will address: how do theater, film, and other media bridge us to what has been lost and animate our connections to those who have died? How do ghostly media ask us to confront a past that has been buried?

*Applies to requirement(s): Humanities*

*H. Goodwin*

*Prereq: 8 credits in Film, Media, Theater including Intro to Film or Intro to Media.*

**FMT-330HA Advanced Courses in History and Theory: 'Hitchcock and After'**

*Not Scheduled for This Year. Credits: 4*

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in shifting historical contexts, including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include *Spellbound*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Man Who Knew Too Much*, *Marnie*, and *The Birds*; additional works by Brooks, Craven, and De Palma. Readings in film and cultural theory; screenings at least weekly.

*Crosslisted as: ENGL-374*

*Applies to requirement(s): Humanities*

*E. Young*

*Prereq: 4 credits in Film, Media, Theater and 4 credits in English.*

**FMT-330LP Advanced Courses in History and Theory: "Writing as Performance: Latinx and Latin American Poetry and Narrative"**

*Spring. Credits: 4*

This creative writing course turns to poetry and narrative that comes alive off the page. Reading work by Raquel Gutiérrez, Clarice Lispector, Jenni(f)fer Tamayo, Ricardo Bracho, and Tatiana Nascimento, among others, students will write and perform across genres while in dialogue with voices from across the Americas. To place ourselves in our bodies as well as our words, we will explore not just the innovative aesthetics taken up by writers of Latin American descent but also the politics activated in forms as varied as the butch memoir, the sissy play, the travel diary, and the sound poem. Central to our experiments will be the relationship between writing and other artistic mediums as we navigate topics such as race, colonialism, gender, sexuality, class, disability, ecology, and spirituality.

*Crosslisted as: ENGL-361LP*

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives Other Attribute(s): Writing-Intensive*

*L. de Lima*

*Prereq: ENGL-201.*

**FMT-330MA Advanced Courses in History and Theory: 'Music and Animation'**

*Fall. Credits: 4*

An in-depth exploration of music and animation from the silent era to the digital age. We will draw on film-music theoretical and critical approaches to analyzing the interaction of music and image in shorts and feature films by studios like Warner Brothers, Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music and music-making, from Visual Music and Silly Symphonies to Mamoru Hosoda's *Belle* and the video game *Guitar Hero*. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

*Crosslisted as: MUSIC-371MA*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Prereq: 8 credits in classroom Music or Film, Media, Theater courses including at least 4 credits at the 200 level or above.*

*Advisory: This course should not be taken by students who took MUSIC-222/ FMT-230MA previously.*

**FMT-330MD Advanced Courses in History and Theory: 'Mediating "Motherhood"'**

*Spring. Credits: 4*

This course investigates the ways media have mediated cultural perceptions of "moms" and "motherhood," from the maternal melodramas of Hollywood Cinema to ultrasound images used to justify government policies regulating women's health decisions. Along the way we consider how reality TV has represented moms as figures of excess, nurture, irresponsibility, and domesticity; how the horror genre probes the uncanny, creepy, and violent aspects of motherhood; motherhood as refracted through social media influencer culture; and counter-hegemonic representations of trans parenthood. We discuss the entanglements between representation, regulation, and resistance around these mediations of mothers.

*Applies to requirement(s): Humanities*

*H. Goodwin*

*Prereq: 8 credits in Film, Media, Theater.*

**FMT-330MT Advanced Courses in History and Theory: 'Digital Intimacies'***Not Scheduled for This Year. Credits: 4*

Drawing on intersectional feminist theories of gender, sexuality, and affect, this course looks at digital modes of interpersonal communication that inform emerging senses of intimacy. We will examine digital performances of race, ethnicity, gender, sexuality, ability and disability, with attention to the technical infrastructures and industrial policies that shape access and engagement in digital worlds. Our study will address digital representations of the body, tensions between anonymity and authenticity, socially networked surveillance, and the personal and political sensibilities that digital intimacies inspire.

*Crosslisted as: GNDST-333MT**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Cornfeld**Prereq: 8 credits in Film, Media, Theater.***FMT-330MX Advanced Courses in History and Theory: 'Media and Sexuality'***Fall. Credits: 4*

Sex and sexuality are frequently at the forefront of innovation in media and technology, from the beginnings of photography, film, and video to the rise of the internet, artificial intelligence, and big data. Combining critical frames from Media Studies and Sexuality Studies, this seminar investigates what happens when media and sexuality intersect. We will ask how media and technology bolster new forms of sexual expression, communication, and embodiment. And, at the same time, we will examine how emerging technologies enable new modes of social regulation and surveillance. Throughout, we will foreground queer, trans, and feminist perspectives on media histories and digital futures.

*Crosslisted as: GNDST-333MX**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**L. Cornfeld**Prereq: 8 credits in FMT or Gender Studies.***FMT-330PA Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'***Not Scheduled for This Year. Credits: 4*

This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.

*Crosslisted as: SPAN-340PA, GNDST-333PA**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: Two courses in Spanish at the 200-level above SPAN-212.**Notes: Taught in Spanish.***FMT-330PE Advanced Courses in History and Theory: 'Media and Performance'***Spring. Credits: 4*

Red-curtained theatrical stages, rock concert arenas, and avant-garde galleries all use media technologies to stage acts of live performance. At the same time, live performance frequently plays a role in media exhibition practices, from film screenings to Instagram feeds. Across sites ostensibly devoted to "media" or "performance," this course examines their intersections. Combining theoretical perspectives from media studies and performance studies, we will explore critical approaches to mediation and liveness, production and reception, and performance's digital directions.

*Crosslisted as: ARTST-380PE**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Cornfeld**Prereq: 8 credits in Film, Media, Theater or Art Studio.***FMT-330RC Advanced Courses in History and Theory: 'Reflexivity in the Cinema'***Not Scheduled for This Year. Credits: 4*

Some of the most compelling films in the history of the moving image have been those that make the viewer aware of the processes of their own production. Breaking away from the tradition of what Robert Stam calls the "art of enchantment," they call attention to themselves for reasons that range from the playful to the philosophical to the political. Some of the directors whom we will consider include: Chantal Akerman, Wes Anderson, Julie Dash, Rainer Werner Fassbinder, Federico Fellini, Jean-Luc Godard, William Greaves, Buster Keaton, Spike Lee, David Lynch, Fanta Régina Nacro, and Preston Sturges.

*Applies to requirement(s): Humanities**R. Blaetz**Prereq: 8 credits in Film, Media, Theater (or Film Studies) including one of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.***FMT-330RE Advanced Courses in History and Theory: 'Revenge on Stage and Screen'***Spring. Credits: 4*

Revenge plots display an enduring popularity. We will examine plays and films that show the range of possibilities, exploring: narratives focused on gender, race, and class; the place of family in revenge plots; the "underdog" tale; the importance of religion to ideas of justice; and the way in which genre influences notions of vengeance. Films and plays include the following: Euripides' *Medea*, Shakespeare's *Hamlet*, Ji Junxiang's *The Orphan of Zhao*, Suzan-Lori Parks's *Fucking A*, Fritz Lang's *The Big Heat*, Damián Szifron's *Wild Tales*, Quentin Tarantino's *Kill Bill*, and Emerald Fennell's *Promising Young Woman*. Students will design their own final research projects.

*Crosslisted as: ENGL-367RE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**H. Holder**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Film, Media, Theater or English.*

**FMT-330RR Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'**

*Spring. Credits: 4*

This course analyzes the fight against fascism through the lens of Spanish cinema. Students learn about the history of fascism and anti-fascism in general, Spain's pivotal role in the battle between the two opposing ideologies, the stylistic traits adopted by each in cinema, and how films themselves can wage "reel" revolution. Struggles against capitalism, officially dictated national(ist) histories and cis-hetero-normativity, as well as stances in favor of organized anarchism, are also central to anti-fascist art and politics. The course concludes with reflections on anti-fascism in the Americas, particularly in Argentina, Brazil, Chile, and the United States.

*Crosslisted as: SPAN-340RR*

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*J. Crumbaugh*

*Prereq: Two courses in Spanish at the 200-level above SPAN-212.*

*Notes: Taught in Spanish.*

**FMT-330SF Advanced Courses in History and Theory: 'Shakespeare and Film'**

*Not Scheduled for This Year. Credits: 4*

We will read plays by Shakespeare, watch films based on those plays, and study the plays, the films, and the plays-as-films. "Shakespeare" comes first, of course, both historically and as the source/inspiration for the films. Yet each film has its own existence, to be understood not just as an "adaptation," but also as the product of linked artistic, technical, and economic choices. Considering Shakespeare's plays as pre-texts (rather than pre-prescriptions), we will look at early and recent films, both those that follow closely conventionalized conceptualizations of "Shakespeare," and those that tend to erase or emend their Shakespearean sources.

*Crosslisted as: ENGL-312SF*

*Applies to requirement(s): Humanities*

*H. Holder*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits from English beyond the 100 level, including ENGL-211.*

**FMT-330SP Advanced Courses in History and Theory: 'Shakespeare in Performance'**

*Not Scheduled for This Year. Credits: 4*

To what purpose(s) have Shakespeare's plays been staged, and how has staging practice changed and developed? Our focus will be broad, covering such matters as acting, directing, set and costume design, and criticism and dramaturgy. Units will include period and modern dress productions, realistic staging and the reaction against it, changing acting styles, "historically accurate" productions, global and decolonized Shakespeare, topical and political productions, and gender and race in casting. Several key plays will form the core, including *A Midsummer Night's Dream* and *Macbeth*. Includes a research project of the student's devising.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*H. Holder*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 8 credits in the department.*

**FMT-330SV Advanced Courses in History and Theory: 'Media and Surveillance'**

*Not Scheduled for This Year. Credits: 4*

With corporations using our data to anticipate our desires and counterterrorism units tapping into our communications, we are increasingly embedded in a surveillance society. This course considers practices of surveillance across media platforms, from smartphones, fitness trackers, and baby monitors to the biometric technologies that determine who may cross borders. We will explore how different governments, corporations, and individuals use new media to surveil others, as well as the ways racism and transphobia are inscribed in surveillance practices. We will also discuss and try out protective measures and various subversive practices of "sousveillance."

*Applies to requirement(s): Humanities*

*H. Goodwin*

*Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.*

**FMT-330VM Advanced Courses in History and Theory: 'Viral Media'**

*Not Scheduled for This Year. Credits: 4*

This course will explore the idea of virality and contagion in the media, from early film to social media today, attending to the conceptual and historical links between globalization and the spread of biological and digital viruses. We will study the history of "hygiene films" used to educate publics about contagion and sanitation; explore how cinematic narratives of epidemics both real and imagined have shaped ideas about who spreads disease and how; analyze visualizations of viruses and epidemics; and interrogate the idea of "going viral" and the ways certain kinds of information -- and misinformation -- circulate in online media.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*H. Goodwin*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in the department.*

**FMT-330WD Advanced Courses in History and Theory: 'Women in Design'**

*Not Scheduled for This Year. Credits: 4*

This course will discuss women who have made a substantial contribution, through the arts of design and material culture, to the way we see and experience the visual world. It will introduce students to seminal contemporary and historical designers in the fields of performing arts, film, fashion, architecture, exterior and interior design. Students will research designers, write papers and make visual presentations on their life and work.

*Applies to requirement(s): Humanities*

*V. James*

*Prereq: 8 credits in FMT, studio art, or architecture.*



**FMT-333RR Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'***Spring. Credits: 4*

This course analyzes the fight against fascism through the lens of Spanish cinema. Students learn about the history of fascism and anti-fascism in general, Spain's pivotal role in the battle between the two opposing ideologies, the stylistic traits adopted by each in cinema, and how films themselves can wage "reel" revolution. Struggles against capitalism, officially dictated national(ist) histories and cis-hetero-normativity, as well as stances in favor of organized anarchism, are also central to anti-fascist art and politics. The course concludes with reflections on anti-fascism in the Americas, particularly in Argentina, Brazil, Chile, and the United States.

*Crosslisted as: SPAN-340RR**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: Two courses in Spanish at the 200-level above SPAN-212.**Notes: Taught in Spanish.***FMT-340 Advanced Courses in Production and Practice:****FMT-340AU Advanced Courses in Production and Practice: 'Audition Techniques'***Not Scheduled for This Year. Credits: 4*

The purpose of this course is to prepare students for the challenges that accompany auditioning for film and theater. During the semester students will be asked to work on a series of monologues (4-6) that range from classical to contemporary in style. Time will also be spent on cold readings, taped auditions, resume and headshot workshops, and singing auditions. This is an advanced level course and is intended for students interested in pursuing audition both at Mount Holyoke College and outside of academic institutions. The pace will be brisk and students will be required to perform or present material every week.

*Applies to requirement(s): Humanities**N. Tuleja**Prereq: FMT-240AC, and one of the following: FMT-240AT, FMT-240CM, FMT-240MP, FMT-340AY, THEAT-205, THEAT-215CM, THEAT-215MP, or THEAT-305.***FMT-340AY Advanced Courses in Production and Practice: 'Acting III: Styles'***Fall. Credits: 4*

This performance-intensive course will focus on specific styles, ranging from the Greek, to Shakespeare, to non-realism. Through a series of classroom explorations, students will learn how to craft a believable character, using the gesture, vocal, and physical language of certain styles including but not limited to: chorus work, soliloquies, and scenes.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**N. Tuleja**Prereq: Acting I and one other 200-level performance course (Acting II, stage combat, directing, etc.).***FMT-340CR Advanced Courses in Production and Practice: 'Creative Incubator'***Not Scheduled for This Year. Credits: 4*

The Creative Incubator is a transdisciplinary laboratory of creative explorations. The fundamental objective of this class is to democratize the creative process. As such we shall collectively engage with a wide variety of art forms and artistic processes that will hopefully serve as inspiration for our own creative agency. The class also adopts a highly collaborative approach which deemphasizes the idea of the "disciplinary expert." As a theme-driven and project-based lab, each semester we shall nurture ideas from their inception until they culminate into events. Each project will be approached with a desire for inquiry and risk taking, and a desire to attain the ultimate collective goal.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Community-Based Learning**M. Ofori**Prereq: 8 credits in Film, Media, Theater.***FMT-340CS Advanced Courses in Production and Practice: 'Capstone Seminar'***Not Scheduled for This Year. Credits: 4*

This is a projects-based course, taught by faculty in film/video production, theater, and media, which builds towards a final presentation of one large-scale project involving all members of the class. The course will draw on and build skills students have developed in their respective foci in the FMT major. For example, students might create a film in multiple parts, a multi-media performance which could include live performance, projected image, and interactive sound, or a hybrid play with projected images. Students collaborate with faculty on every phase of the project from pre-production – including dramaturgy, directing, acting, production management, and scenic, lighting, sound, and video design – to post-production.

*Applies to requirement(s): Humanities**N. Tuleja**Prereq: 12 credits in the department above the 100 level.***FMT-340DA Advanced Courses in Production and Practice: 'Directing Actors for the Screen'***Fall. Credits: 4*

Intended for advanced film/video production students, this course will focus on the cinematic directorial skills needed for a successful collaboration with actors. Through discussions, exercises, film director workshops and audition/casting sessions, students will cast, rehearse and shoot short scenes (both original and adapted) from an array of cinematic genres. We will build upon our skills of script and character analysis and creating dramatic conflict. Though we will be collaborating with theater student actors, all students in the class will be expected to direct as well as act.

*Applies to requirement(s): Humanities**E. Montague**Instructor permission required.**Prereq: FMT-240VP.**Advisory: Application and permission of instructor required. Application found here: <https://forms.gle/xrBGbx3bjyZ3pjim6>*

**FMT-340DC Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Documentary'**

*Not Scheduled for This Year. Credits: 4*

Intended for advanced film/video students, this hands-on course will explore creative documentary practice and modes through the production of short non-fiction films. While this is primarily a production course, we will also read about and view selected documentary works to help inform our process. The course will cover the span of documentary storytelling from research and development to shooting and editing, to distributing your work.

*Applies to requirement(s): Humanities*

*E. Montague, F. Telegrafi*

*Instructor permission required.*

*Prereq: FMT-240VP.*

*Advisory: Application and instructor permission required (priority will be given to students who have taken more than one production class and are FMT majors). Application found here: Application*

**FMT-340SP Advanced Courses in Production and Practice: 'Advanced Performance Studio'**

*Not Scheduled for This Year. Credits: 4*

This course is designed for students with a strong grasp of acting, directing, design, film production, and anything in between. This course will focus on creating one major performance, using the talents and interests of all members of the class. The platform for performance will depend on whether we are on campus, remote, or a combination of the two. This will be a fast-paced course meant for students serious about theater, media and film, and who are passionate about working in a collaborative environment to create a unified whole.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: At least 8 credits above the 100 level in Film, Media, Theater performance or production.*

**FMT-340ST Advanced Courses in Production and Practice: 'Collaborative Scene Exploration'**

*Spring. Credits: 4*

In this course, students will engage in the deep exploration of a scene. The rehearsal process is one of the key components of the theater-making endeavor and will be a primary mode of learning. We shall work in small groups, and each student will have the opportunity to experience the process from the point of view of an actor as well as a director. Students will be exposed to a myriad of texts and styles. Our processes will prioritize, among other things, sound textual and character analysis, effective communication, strong process approach and a deep respect for a safe collaborative environment.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive*

*M. Ofori*

*Prereq: Acting I or Directing I and 4 additional credits in Film, Media, Theater.*

**FMT-340SW Advanced Courses in Production and Practice: 'Screenwriting'**

*Fall. Credits: 4*

Description: The screenplay is a unique and ephemeral form that exists as a blueprint for something else: a finished film. How do you convey on the page a story that will take shape within an audio-visual medium? The screenwriter must have an understanding of both the language of narrative film as well as the general shape and mechanics of film stories. This advanced course will cover dialogue, characterization, plot, story arc, genre, and cinematic structure. We will analyze scenes from fictional narrative films – both short and feature length – and read the scripts that accompany these films. By the end of this course, each student will have written two original short films. In workshop style, the class will serve as practice audience for table readings of drafts and writing exercises.

*Crosslisted as: ENGL-361SW*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*E. Montague, F. Telegrafi*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Instructor permission required.*

*Prereq: 8 credits in Film, Media, Theater.*

*Advisory: Preference will be given to majors. Application and permission of instructor required.*

**FMT-340VN Advanced Courses in Production and Practice: 'En Garde, A Study of Stage and Screen Violence'**

*Not Scheduled for This Year. Credits: 4*

All Drama is Conflict. This course investigates how dramatic conflict is represented in theater, television and film and examines its effect on the audience. Through a series of readings, class discussions, and viewings including, but not limited to, *Romeo & Juliet*, *The Duellists*, and *Fight Club*, students will attempt to answer the question: what is it about human nature that makes us fascinated by violence as a form of entertainment?

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: 8 credits in Film, Media, Theater (or Theater Arts).*

**FMT-340VP Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Short-Form Narrative'**

*Spring. Credits: 4*

Intended for advanced Film, Media, Theater students, this course will explore fictional narrative filmmaking through a rigorous script-to-screen process. Students will write, shoot and edit a short fictional narrative film in small groups. In addition to weekly screenings of short and feature narrative films, the class will consist of lectures on advanced narrative filmmaking techniques, working with actors, film discussions, script readings and critiques of footage and various cuts.

*Applies to requirement(s): Humanities*

*E. Montague*

*Instructor permission required.*

*Prereq: FMT-240VP or FLMST-210VP.*

*Advisory: Application and permission of instructor required. Application found here: <https://forms.gle/RQ5J33Wc9CorJ3hJ6>*

**FMT-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Courses Meeting Film, Media, Theater Area Requirements for the Major and Minor

### Critical Studies

Code	Title	Credits
<b>Film, Media, Theater</b>		
FMT-230AG	Intermediate Courses in History and Theory: 'American Gothic'	4
FMT-230BC	Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'	4
FMT-230CC	Intermediate Courses in History and Theory: 'Cinema and the City'	4
FMT-230CN	Intermediate Courses in History and Theory: 'Latin American Cinema'	4
FMT-230CW	Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
FMT-230EF	Intermediate Courses in History and Theory: 'Ethnographic Film'	4
FMT-230HP	Intermediate Courses in History and Theory: 'Histories of Performance I'	4
FMT-230HR	Intermediate Courses in History and Theory: 'Histories of Performance II'	4
FMT-230LA	Intermediate Courses in History and Theory: 'Latin American Film History'	4
FMT-230LX	Intermediate Courses in History and Theory: 'Latinx Media'	4
FMT-230MA	Intermediate Courses in History and Theory: 'Music and Animation'	4
FMT-230MC	Intermediate Courses in History and Theory: 'The Musical Film'	4
FMT-230MU	Intermediate Courses in History and Theory: 'Music and Film'	4
FMT-230MV	Intermediate Courses in History and Theory: 'Media and Surveillance'	4
FMT-230NC	Intermediate Courses in History and Theory: 'Social Media: Networked Cultures'	4
FMT-230PR	Intermediate Courses in History and Theory: 'African Opera in Theory and Practice'	4
FMT-230SK	Intermediate Courses in History and Theory: 'Shakespeare'	4
FMT-230TV	Intermediate Courses in History and Theory: 'History of U.S. Television'	4
FMT-230TW	Intermediate Courses in History and Theory: 'Twentieth-Century Fashion'	4
FMT-230WC	Intermediate Courses in History and Theory: 'History of World Cinema Through 1960'	4
FMT-230WF	Intermediate Courses in History and Theory: 'Global Film and Media After 1960'	4
FMT-230WM	Intermediate Courses in History and Theory: 'History of World Media'	4
FMT-330AD	Advanced Courses in History and Theory: 'Adaptation: A Study in Form'	4
FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4

FMT-330AV	Advanced Courses in History and Theory: 'Artists vs. Audiences'	4
FMT-330CM	Advanced Courses in History and Theory: 'Cinematic Masculinities in Contemporary American Film, 1970-present'	4
FMT-330EA	Advanced Courses in History and Theory: 'Envisioning Apocalypse'	4
FMT-330EX	Advanced Courses in History and Theory: 'Women Experimental Filmmakers'	4
FMT-330GH	Advanced Courses in History and Theory: 'Ghosts, Specters, and Hauntings: Mediating the Dead'	4
FMT-330HA	Advanced Courses in History and Theory: 'Hitchcock and After'	4
FMT-330LP	Advanced Courses in History and Theory: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'	4
FMT-330MA	Advanced Courses in History and Theory: 'Music and Animation'	4
FMT-330MD	Advanced Courses in History and Theory: 'Mediating "Motherhood"'	4
FMT-330MT	Advanced Courses in History and Theory: 'Digital Intimacies'	4
FMT-330MX	Advanced Courses in History and Theory: 'Media and Sexuality'	4
FMT-330PA	Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'	4
FMT-330PE	Advanced Courses in History and Theory: 'Media and Performance'	4
FMT-330RC	Advanced Courses in History and Theory: 'Reflexivity in the Cinema'	4
FMT-330RE	Advanced Courses in History and Theory: 'Revenge on Stage and Screen'	4
FMT-330RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4
FMT-330SF	Advanced Courses in History and Theory: 'Shakespeare and Film'	4
FMT-330SP	Advanced Courses in History and Theory: 'Shakespeare in Performance'	4
FMT-330SV	Advanced Courses in History and Theory: 'Media and Surveillance'	4
FMT-330VM	Advanced Courses in History and Theory: 'Viral Media'	4
FMT-330WD	Advanced Courses in History and Theory: 'Women in Design'	4
FMT-333RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4

### Production/Performance

Code	Title	Credits
<b>Film, Media, Theater</b>		
FMT-121	Acting I	4
FMT-131	Costume Construction	4
FMT-133	Introduction to Lighting and Sound Design	4
FMT-137	Introduction to Technical Theater	4
FMT-240AD	Intermediate Courses in Production and Practice: 'Audio Storytelling'	4

FMT-240AT	Intermediate Courses in Production and Practice: 'Acting II'	4	FMT-340VN	Advanced Courses in Production and Practice: 'En Garde, A Study of Stage and Screen Violence'	4
FMT-240AU	Intermediate Courses in Production and Practice: 'Audition Techniques'	4	FMT-340VP	Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Short-Form Narrative'	4
FMT-240AX	Intermediate Courses in Production and Practice: 'Acting for Film and Media'	4			
FMT-240CD	Intermediate Courses in Production and Practice: 'Costume Design'	4			
FMT-240CM	Intermediate Courses in Production and Practice: 'Stage Combat'	4			
FMT-240CP	Intermediate Courses in Production and Practice: 'Creative Process'	4			
FMT-240DA	Intermediate Courses in Production and Practice: 'Drafting'	4			
FMT-240DF	Intermediate Courses in Production and Practice: 'Costume Design for Stage and Film'	4			
FMT-240DR	Intermediate Courses in Production and Practice: 'Directing'	4			
FMT-240EV	Intermediate Courses in Production and Practice: 'Experimental Video: Theory and Practice'	4			
FMT-240MH	Intermediate Courses in Production and Practice: 'Stage Makeup and Hair'	4			
FMT-240MP	Intermediate Courses in Production and Practice: 'Movement for Performance'	4			
FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4			
FMT-240PW	Intermediate Courses in Production and Practice: 'Playwriting'	4			
FMT-240SD	Intermediate Courses in Production and Practice: 'Scene Design for Theater and Film'	4			
FMT-240SG	Intermediate Courses in Production and Practice: 'Stage Management'	4			
FMT-240SP	Intermediate Courses in Production And Practice: 'solo Performance: Live Art to Livestream'	4			
FMT-240VE	Intermediate Courses in Production and Practice: 'Video Editing'	4			
FMT-240VP	Intermediate Courses in Production and Practice: 'Introduction to Video Production'	4			
FMT-340AU	Advanced Courses in Production and Practice: 'Audition Techniques'	4			
FMT-340AY	Advanced Courses in Production and Practice: 'Acting III: Styles'	4			
FMT-340CR	Advanced Courses in Production and Practice: 'Creative Incubator'	4			
FMT-340CS	Advanced Courses in Production and Practice: 'Capstone Seminar'	4			
FMT-340DA	Advanced Courses in Production and Practice: 'Directing Actors for the Screen'	4			
FMT-340DC	Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Documentary'	4			
FMT-340SP	Advanced Courses in Production and Practice: 'Advanced Performance Studio'	4			
FMT-340ST	Advanced Courses in Production and Practice: 'Collaborative Scene Exploration'	4			
FMT-340SW	Advanced Courses in Production and Practice: 'Screenwriting'	4			

## First-Year Seminars

### Overview and Contact Information

The First-Year Seminar Program welcomes students to Mount Holyoke College, inviting them to join in the pleasure of an intellectually adventurous education in the liberal arts. In these small, discussion-based seminars, students work with faculty to achieve the first Learning Goal of the Mount Holyoke curriculum, which will form the foundation for their education here: the ability to think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments. All First-Year Seminars are writing-intensive.

All entering first-year students must complete a First-Year Seminar in their first semester at Mount Holyoke. Transfer students and Frances Perkins Scholars who enter with sophomore or junior standing are exempt from this requirement, although encouraged to take a First-Year Seminar.

First-year seminars do not meet other graduation requirements and must be approved courses at Mount Holyoke.

All first-year seminars share the same FYSEM subject designation, but they are taught by faculty from departments across the College.

### Contact Information

**Jennifer Jacoby, Director of the First-Year Seminar Program**

Reese 207A  
413-538-3657

### Learning Goals

- Students will develop their ability to think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments.
- Students will develop their writing skills. All first-year seminar courses are "writing-intensive." This designation means that the process of writing in English is a significant focus of the course. There are frequent opportunities for writing (usually at least 15 pages over the course of the semester in at least four assignments or stages of a larger project). Students have opportunities to draft, receive comments, and revise writing, as well as opportunities to reflect on their writing process and progress. Finally, students meet individually with their professor or SAW mentor – ideally both – for further discussion of their development as writers.



## Course Offerings

### FYSEM-110 First-Year Seminar

#### FYSEM-110AC African Cinema

*Not Scheduled for This Year. Credits: 4*

This seminar will explore the genesis, evolution, and different themes of African cinema. We will also discuss the current issues and challenges facing the production, distribution, and critique of films made by Africans in Africa and about Africa. Lectures will be coupled with screening of films.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*S. Gadjigo*

*Restrictions: Mount Holyoke first-year students only, by placement.*

#### FYSEM-110AG The Lives and Afterlives of Antigone

*Fall. Credits: 4*

Antigone's confrontation with the power of the state and her political dissent have made her one of the central global literary figures for political struggle. Reading plays, novels, and poems from Ancient Greece to 20th century Germany, Ireland, and South Africa and 21st Century Britain, Pakistan, and the United States, we will explore the question of a person's conflicted relationship with the demands of state law, family bonds, individual conscience, and collective justice and think about the role of literary representation as a form of historical witness. Writers include Sophocles, Bertolt Brecht, Kamila Shamsie, and Judith Butler.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*N. Alderman*

*Restrictions: Mount Holyoke first-year students only, by placement.*

#### FYSEM-110AM Art and Words

*Fall. Credits: 4*

True, a picture is worth a thousand words, but how do we know which words to use exactly? In this seminar, we will focus on the work of language in relation to the visual arts, and learn to distinguish between different kinds of writing, including art history, art criticism, poetry and fiction. We will visit the Mount Holyoke College Art Museum and the Skinner Museum, and develop provocative ideas about original works of art. We will practice critical thinking and writing on our own, and work collaboratively on various projects. We will find a deeper relationship between words and the arts by expanding our definition of writing to include speaking thoughtfully, listening actively, and cultivating leadership skills by striking idea-driven discussions on the arts.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Sinha*

*Restrictions: Mount Holyoke first-year students only, by placement.*

#### FYSEM-110AS Art and Society

*Not Scheduled for This Year. Credits: 4*

This course explores the interconnections between art and society using a sociological lens. We will examine topics such as the social construction of cultural authenticity; the relationship between cultural capital and group boundaries; and the legitimation of art forms.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*P. Banks*

*Restrictions: Mount Holyoke first-year students only, by placement.*

#### FYSEM-110AV Women, Politics, and Activism in U.S. History

*Not Scheduled for This Year. Credits: 4*

From the founding of the United States to the present, how have women taken the lead to act on their visions of a just, righteous, or sustainable world? Where have they planted their feet on colonized ground and insisted on their own sovereignty, freedom, or citizenship? When have they agitated successfully for fundamental change, whether from homes, fields, and factory floors, or from the halls of power? This course addresses conflicting perspectives within women's politics, with attention to histories of racism, radicalism, feminism, and conservatism.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*M. Renda*

*Restrictions: Mount Holyoke first-year students only, by placement.*

#### FYSEM-110BD Rooted Movements: Dance and Politics

*Fall. Credits: 4*

In this course, we will look at dance as a form of political activism, focusing particularly on Black Dance culture. This will be a literary, media-based, and technical exploration, offering students the opportunity to think analytically and critically as they hone both their writing and discussion skills. Our goal is to understand and appreciate the historical, political, cultural, and social contexts that influenced the creation of Black Dance culture and how the Africanist presence has shaped American dance culture. We will learn and explore dance movement together in the studio, but no previous experience needed!

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*S. Barron*

*Restrictions: Mount Holyoke first-year students only, by placement.*

#### FYSEM-110BT Talking Robots

*Fall. Credits: 4*

Have you ever wondered why Siri or Alexa doesn't understand things you say? Or wondered if actual robots can understand language as well as the ones we see in movies? In this seminar we will learn about social robots and what it takes for robots to converse with humans. We will read research conducted by computer scientists, linguists, and psychologists, as well as investigate representations of social robots in popular media and literature.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*H. Pon-Barry*

*Restrictions: Mount Holyoke first-year students only, by placement.*

#### FYSEM-110BX Where Are the Brain's Limits?

*Fall. Credits: 4*

How does the brain enable otherwise ordinary people to display extraordinary abilities? This course will challenge our understanding of ourselves and each other by using a collection of stories, peer-reviewed research, and podcasts to compare popular media's portrayal of these individuals against science's current understanding of the brain.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. White*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110BZ Bird Migration: The Spectacle and the Science***Fall. Credits: 4*

This class will bring you face to face with one of the most remarkable phenomena of the natural world: bird migration. We will search for tiny Blackpoll Warblers, which migrate through our campus before making three-day, nonstop flights over the Atlantic Ocean from Massachusetts to South America. We will look for Chimney Swifts, which nest in chimneys on campus and spend their winters skimming through the mist and treetops of the Amazon Rainforest. We will learn how to identify birds visually and by song, study the science behind bird migration, practice ecological census techniques, and learn how these incredible creatures can be protected. This class will involve time spent outdoors.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Gilliland**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110CB Cinema and the Brain***Fall. Credits: 4*

Cinema is a form of art that uniquely captures and portrays the human mind. In this course we will explore how mental experience is encoded in the brain, using film as our object of study. Students will, through movies, analyze major topics in psychology and neuroscience such as memory, mental time travel, addiction, and empathy. Course readings and class discussion will further offer students the opportunity to develop their critical thinking skills in order to better understand the multiple layers of cognitive processes and behaviors depicted in movies.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Sabariego**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110CL Representative Works of Modern Chinese Literature***Fall. Credits: 4*

The twentieth century started with the downfall of the Chinese monarchy, numerous humiliations at the hands of Western countries, and the establishment of the Republic of China in 1911. In the spirit of reform and renaissance, a group of young writers, educated in both China and the West, spearheaded a new direction in Chinese literature. This group of writers abandoned the classical Chinese language, was keenly interested in social development and betterment, attacked Confucian tradition, and adopted Western ideals. The class will read representative works of these writers and try to understand their sociopolitical impact, while appreciating the artistic qualities of these writings.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**Y. Wang**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110CP What's to Be Done About Capitalism?***Fall. Credits: 4*

From the writings of Adam Smith in the 18th century to present-day arguments by Bernie Sanders, Elizabeth Warren, and Alexandria Ocasio-Cortez, the benefits and costs of capitalism in human society have been hotly debated. Do the benefits of capitalism outweigh the costs? Is it possible or desirable to "tame" markets to maintain their good elements while minimizing the harm? How has a debate dominated by Europeans and North Americans considered or overlooked perspectives from the rest of the world? In exploring these questions, we will engage with some of the key thinkers on capitalism from Adam Smith and Karl Marx through major thinkers in both the developed and developing world to the present day.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Mitchell**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110CT Concepts of Health: Historical and Ecological Exploration***Fall. Credits: 4*

This course will use an ecological framework to investigate environmental and social factors impacting health-related behavior. Students will research historical social norms around food, drink, sleep, leisure behavior, and recreation. The ever-changing landscape of public health advice and policy will be analyzed through quantitative and qualitative methods of research. Students will critically analyze various modes of information exposure (research journals, blogs, podcasts, news outlets), and develop their written and oral skills in making arguments as to the impacts on health-related behaviors.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**J. Canfield**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110CU Introduction to Latin American Cultures***Fall. Credits: 4*

Examines the confrontation, assimilation, and transformation of Indigenous, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Pitetta**Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110CW Goodbye, Conventional Wisdom***Fall. Credits: 4*

One of the hallmarks of a liberal arts education is to draw on a broad base of knowledge in order to interrogate common assumptions. No one exemplifies this critical approach better than French philosopher Michel Foucault. One of the most influential thinkers of recent times, Foucault revolutionized several academic disciplines and even questioned the very notion of a discipline itself. He did so by revealing the history and transformations of ideas now viewed as self-evident. This first-year seminar invites students to develop similar analytical skills. Following Foucault's lead, the course pays special attention to preconceptions about government, freedom, identity, and sexuality.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110DC Chinese Diasporic Communities Around the World: History, Identity, and Race***Not Scheduled for This Year. Credits: 4*

How does a study of the Chinese diasporic communities in Southeast Asia, the U.S., and other parts of the world help us rethink concepts of 'Chinese-ness'? We seek to answer the question in this introductory history seminar on the Chinese diaspora. Coverage spans from the 1500s to the present. Readings focus on the question of Chinese-ness as constructed and negotiated by different groups and individuals. Themes include imperialism, race, ethnicity, gender, nationalism, transnationalism, orientalism, hegemony, and globalization.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**R. Chu**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110DR American Dreams***Not Scheduled for This Year. Credits: 4*

In this First Year Seminar, students will focus on their critical thinking and writing skills by exploring the meaning of the American Dream. For many people, the United States signifies possibility and individual freedom – indeed, these might be the very ideas and aspirations that bring students to Mount Holyoke! We will spend the semester exploring the history of this idea, thinking alongside classic works like *The Autobiography of Ben Franklin* and *Narrative of the Life of Frederick Douglass*, as well as more contemporary texts like *Slouching Toward Bethlehem* by Joan Didion and *Dream America* by Jose Antonio Vargas. Students will have an opportunity to examine their own assumptions about the "American Dream," to learn to interpret and critically evaluate texts, and to formulate their own reasoned arguments in essay form.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**E. Markovits**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110DY Freedom Dreams and Historical Memory***Fall. Credits: 4*

How do the stories we tell about the past shape our connection to one another and our ability to imagine emancipatory futures? This course will consider how people in – and in relation to – the United States have envisioned more just and inclusive communities, launched democratic initiatives, and reached for solidarity in the context of ongoing histories of harm. We will explore ways to mobilize such vision and initiative even as we work to reveal the histories of injustice obscured by nationalist narratives. What can we learn about the possibilities for achieving and sustaining democracy by reflecting on African American, Indigenous, immigrant, and working-class histories and cultures?

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Renda**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110EG Energy: Past and Future***Fall. Credits: 4*

Revolutions in energy technology have habituated us to wonders our ancestors would have called magic – air-conditioned deserts, intercontinental vacations, pocket-sized devices keeping us always online. The comforts of modern life are also destabilizing Earth's life support systems at an accelerating pace. Can advanced societies reengineer the energy systems on which they depend before it's too late? This course will probe the scientific and philosophical mysteries of energy, time travel through history from the dawn of civilization to the atomic age, trace how power is generated and delivered at scale today, and task students with imagining the innovations that will power humanity's future.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**R. Darrow**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110EL Politics of the Self***Fall. Credits: 4*

In an era where Facebook, Twitter, and Instagram are ubiquitous, self-presentation is a constant concern and practice. What are the politics of self-presentation and -cultivation, if any? Do the choices we make about diet, how to dress, where to shop, and our friends have any political valence? To what extent can these choices be thought of as a form of resistance to popular culture in an era where rebellion is marketed to us? This course will probe these questions by considering the connections among self, appearances, discipline, and the way these are dependent upon the recognition of others. Readings will include the Stoics, American transcendentalists, Rousseau, Nietzsche, and Foucault.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Aslam**Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110EQ Disaster Science: Earthquakes, Floods, and Volcanoes**

*Not Scheduled for This Year. Credits: 4*

This course explores the sometimes catastrophic intersection of geology with people's lives. Earthquakes, volcanoes, and floods are geologic events; they are also natural hazards that pose significant challenges to communities in high risk areas. Where are these risky areas? Why? Is it possible to predict when and where catastrophic geologic events will occur? How do we assess geological risks? Using case studies from around the world, we explore these three natural hazards in the context of plate tectonics, climate change, and community preparedness and recovery.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*M. Markley*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110FE The Science of Food and Cooking**

*Not Scheduled for This Year. Credits: 4*

This course is rooted in hands-on exploration (including a lab experience) of the science of food and cooking. After being introduced to the key chemical and biochemical molecules that comprise food, we will discover how to manipulate these molecules during cooking. The topics that we will discuss include taste, baking, fermentation, whips, and foams. Related cultural and historical approaches to food and cooking will be discussed throughout the course. Readings will complement our hands-on explorations and lab work. Be prepared to taste/eat food and work in small groups throughout the semester and to experiment in the kitchen!

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*K. McMenimen*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110GF God, Free Will, and Morality**

*Spring. Credits: 4*

This first year seminar is a critical thinking boot camp. Students will learn to charitably interpret, logically reconstruct, and critically evaluate arguments. The arguments come from classic and contemporary readings in philosophy about God, free will, and morality. We will focus on questions such as: Does God exist? Is it rational to believe in God? What should I do if I want to do the right thing? When is it ok to criticize other cultures? How much do I owe to others? Do we have free will? Can we ever be held responsible for anything? Students will come out of the class better thinkers, better writers, and better equipped to tackle difficult questions like these with rigor and care.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Vavova*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110GN South Asian Pasts Through Graphic Novels**

*Fall. Credits: 4*

If news debates, Facebook posts, and WhatsApp forwards now form arenas for contesting historical claims -- once mainly a preserve of academic histories -- what might supposedly low-brow media such as comics or graphic novels tell us about how history is produced and consumed? This first-year-seminar shall introduce students to key topics in South Asian history through a selection of comics, graphic novels, and primary sources. We shall read comics and graphic novels as narrative histories and speculative accounts of the lives of ordinary people and their experience of world historical events. In placing them alongside primary sources, the course shall encourage students to ask historical questions.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Medhi*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110GP Gender and Power in the History of Mount Holyoke College**

*Not Scheduled for This Year. Credits: 4*

Mary Lyon, founder in 1837 of Mount Holyoke Female Seminary, held out to her students the possibility that they might transform the world around them -- a tall order for young women who were excluded from proper citizenship and political power. Duty, discipline, and economy would make it possible. What transformations ensued? And what can we learn from them about the complexities of gender and power in worlds shaped by racism, colonialism, capitalist development, national aspirations, Protestant dominance, and normative regimes of gender, sexuality, and bodily comportment? This course will introduce students to the richness of the College Archives and the possibilities of historical thinking.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*M. Renda*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110HD Childhood**

*Spring. Credits: 4*

Did you really learn everything you needed to know in kindergarten? In this course we will explore how children's development, with a focus on early childhood (ages 0-8), is shaped by the family, school, community, cultural, and policy contexts in which they participate and live. We will read research conducted by psychologists, sociologists, and education researchers, as well as investigate representations of childhood in popular media and literature.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*J. Jacoby*

*Restrictions: Mount Holyoke first-year students only, by placement.*



**FYSEM-110HP Happiness and the Good Life***Fall. Credits: 4*

This course introduces the skills needed to navigate college, with a focus on philosophical writing, analysis and argument. Our topic is happiness and 'the good life.' Happiness is something we all want but often struggle to define. We will look at what philosophers have said about the nature and importance of happiness in our lives, as well as recent positive psychology literature on what makes us happy and why. While we draw from multiple disciplines the emphasis of the class is on philosophical analysis and argument. Students will learn to integrate campus resources, such as LITS and the SAW Center, into their coursework, as they hone skills in clear, rigorously argued, analytic writing.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**L. Sizer**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110HY Hybrid Identities: Latin America, Latinx Communities, and Spain***Not Scheduled for This Year. Credits: 4*

With a historical and transnational approach, this course will explore bi/multicultural identities and communities in the Spanish-speaking world, primarily of the 20th and 21st centuries. Mestizos, Cuban-Americans, Chinese-Argentinians, Afro-Puerto Ricans, Chicanos, Moroccans and West Africans in Spanish cities... Is Catalonia Spain? Through literary, visual, and theoretical texts, we will put a wide range of ethnic and linguistic encounters in dialogue with one another and examine how hybrid communities and identities, particularly in an era of global homogenization, reclaim rights and space, are represented, aspired to, separated, and often slip away when we try to define them.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Saltzman**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110ID Shapeshifting and the Idea of Change***Not Scheduled for This Year. Credits: 4*

How do we change? What happens when we cannot change and want to, or change when we would rather not? How can we induce changes, individually, collectively, environmentally to occur? This seminar examines the figure of shapeshifting – bodies and beings that change their shapes – to think about how we alter our material reality and language, or how it alters us. Special attention will be given to fiction and creative nonfiction narratives of transition, illness/disability, environmental disaster, and afro-futurism.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. Singer**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110IP Gender and Nation in Irish Poetry***Not Scheduled for This Year. Credits: 4*

In this first-year seminar, we will read Irish poetry from 1798 to the contemporary moment, examining how a variety of poets engage with urgent questions of gender and nation as well as the gendered tropes of nationalism. We will pay particular attention to interventions by feminist and queer poets and Irish poets of color who resist and in some cases revolutionize dominant poetic traditions and forms. Poets will include Lady Jane Wilde, James Clarence Mangan, W.B. Yeats, Oscar Wilde, Seamus Heaney, Eavan Boland, Nuala Ni Domhnaill, Mary Dorsey, Doireann Ní Ghríofa, Nyaradzo Masunda, and Sinead Morrissey.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Martin**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110LG Slang: Community/Power/Language***Fall. Credits: 4*

Language is a living system. It grows and changes, despite efforts to preserve it. This course examines how slang participates in these changes. What separates slang from standard language, and who sets the standard? Through readings in linguistics and literature, this course examines how we use language to connect, create, and control.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Shea**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110LR Language as a Source of Identity***Not Scheduled for This Year. Credits: 4*

Have you ever wondered how a language's socio-historical and political context shape our everyday language? Would you like to explore how a language or linguistic variation may have shaped experiences in your life and the lives of the ones around you? In this course, we'll explore how language ideologies, at different historical times and places, have an impact on our current language identities and community belonging. We'll first focus on Spanish in contact with indigenous languages, then Spanish in the U.S., and we'll finish by exploring your own language experience.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. García Frazier**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110MG Myth, Magic, and Vibration: Exploring the Human Bond to the Natural World***Not Scheduled for This Year. Credits: 4*

Humans could simply view nature as a repository of material resources for our use. Many would argue that this is the primary perspective of modern society. And yet mythology, history, and science show that there is a much deeper connection to the natural world – one that provides spiritual and psychological sustenance as well as multiple forms of physical support. In this first-year seminar, we will explore the human bond to nature through readings from a wide variety of sources and disciplines, and also through short field trips out into the local landscape.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Farnham**Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110MK Race in the Marketplace**

*Not Scheduled for This Year. Credits: 4*

This course looks at the central concerns of consumer culture through the lens of race and ethnicity. Through exploring issues such as multicultural marketing and advertising, discrimination in e-commerce, consumer boycotts, and urban food deserts, students will gain theoretical and empirical insight on the ways that racial and ethnic boundaries shape, and are shaped by, consumption.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*P. Banks*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110ML U.S. Multiethnic Literatures: Refracting America**

*Not Scheduled for This Year. Credits: 4*

This course examines African American, Asian American, Chicana/o-Latina/o, and Native American literature and cultural politics. Examining the historical intersection of race, gender, and sexuality, we will explore themes of cultural identity, segregation and community formation, citizenship, labor, class, and family. Authors may include Toni Morrison, Danzy Senna, Josefina López, Sherman Alexie, Junot Díaz, Jhumpa Lahiri, and Joy Kogawa.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*I. Day*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110MM Women and Music: Sounding Community**

*Not Scheduled for This Year. Credits: 4*

This course surveys music in a range of women's, and womxn's, communities and ensembles—from medieval convents and "all-girl" swing bands to Cuba's Ibbu Okun and the Transcendence Gospel Choir. While the focus will be on Western art music, we will also encounter music from Afghanistan and the First Nations, working songs and playground songs, and rock/pop groups and DJ collectives. Performers will visit the class, and we will learn about the history of music ensembles at Mount Holyoke College. You do not need to be a musician or know how to read music; listening across cultures and genres, we will contemplate the opportunities and challenges of womxn-only spaces for music in the twenty-first century.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110MZ Music and Childhood**

*Fall. Credits: 4*

Unlike many other categories of identity, childhood is both universal and temporary. That simultaneous omnipresence and transience makes it easy to overlook the role played by children in the history of music. This course surveys significant instances of children as creators, performers, consumers, and subjects of music: from Mozart to Michael Jackson, playgrounds to orphanages, street musicians and choristers to the prodigies of TikTok. We will trace the enlisting of children, childhood, and the childlike across a range of musical traditions and pedagogical, aesthetic, commercial, and cultural-political agendas. Students will also contextualize their own memories of childhood musicking.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110NC Identity, Science, and the Politics of Difference**

*Fall. Credits: 4*

What is an identity? Who gets to declare its "truth?" What role do science and social movements play in categorizing human beings? How has the notion of difference structured our modern political world? In pursuit of answers to these questions, we will explore the twists and turns of history that led us from oppressive race-based scientific ideas of the past century to today's celebration of "born this way" queer identities. We will also consider the role that ideas about "doubt" and "scientific uncertainty" play in conflicts over identity today. In all, we will interrogate the ethics of theories of difference as well as their impact on citizenship and equal rights.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*J. Wuest*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110ND Nomads!**

*Not Scheduled for This Year. Credits: 4*

In this first year seminar, we will learn how to use primary textual and visual sources to critically analyze everyday life of the nomadic communities living in Central Eurasian and Inner Asia steppes, such as the Mongols and the Scythians; and of the Lakota and the Comanche peoples in the Great Plains in North America. Their histories are often told against the rise of their rival powers, mostly sedentary ones. Students will listen to interviews, speak with leading historians on these subjects, study art, and read accounts by and about these nomads. Taken together, we study how certain communities came to be represented and misrepresented in the history and contemporary imagination of others.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*L. Wu*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110NN The Nonhuman**

*Not Scheduled for This Year. Credits: 4*

This course will examine representations of figures not considered human, focusing on the nonhuman animal, with attention to the monster and the machine. We will analyze the literary and visual techniques with which these figures are depicted, the social and political concerns they address, and the tenuous boundary between human and nonhuman. Authors and filmmakers may include Cronenberg, Fowler, Hitchcock, Hurston, Kafka, London, Martel, Poe, Reichardt, Sewell, Spiegelman, Wells, and Woolf.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*E. Young*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110NP New American Opera***Not Scheduled for This Year. Credits: 4*

Since 1980 more than 300 operas have been premiered in the United States. These works collectively represent a major change in creative direction, creating new opportunities for hitherto unrepresented and underrepresented voices. New development processes have allowed the art form to be newly responsive to the issues of our time. We will attend at least one performance of a new opera during the course, practice critical thinking and writing on our own, and work collaboratively on various projects thus exploring this new and rapidly evolving scene, listening deeply, and exploring texts that are shaping a brave new world of music.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**T. Ng**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110PD The Politics of Disruption***Not Scheduled for This Year. Credits: 4*

Uber, Twitter, Facebook, Google – smart technologies have transformed our world, disrupting old patterns of life, communication, work, and politics. As new technologies push us into an uncertain future, thinking critically about the positive and the negative effects of disruption has never been more important. Using a variety of materials, ranging from political philosophy and historical case studies to popular articles, podcasts, television and film, this course will help students develop their college-level critical thinking skills through exploratory and argumentative writing, personal reflection, engaged learning, and analytical discussion.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Hilton**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110PE Performing the Self***Fall. Credits: 4*

How do we represent ourselves as we document our lives and communicate with others? In this seminar we will move beyond critiques of selfie culture, instead analyzing self-representation as an important avenue for forming identities. We will study forms of self-representation across history and will focus on visual and new media as platforms for performing selfhood. Students will discuss the politics and aesthetics of self-fashioning across these media forms, and will execute multiple forms of self-expression, including the argumentative essay, the op-ed, the blog post, and the tweet.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**H. Goodwin**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110PP Pop Science: Science and Culture***Fall. Credits: 4*

Pop science is the term for science communication that distills scientific discoveries for a general audience. Some of these scientific ideas can have striking cultural influence. For example, the "butterfly effect" as an explanation of the mathematical definition of chaos led to a cultural change from belief in a predictable universe to one where small changes can have big effects. Through a range of books, news articles, and social media from the 1980s until today, we will examine the cultural influences of scientific advances in popular understanding. In addition, we will consider critiques of pop science, including concerns about its accuracy and the effects of racism and sexism on science communication.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Hoyer-Leitzel**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110PQ Politics of Inequality: Social Movements in the U.S.***Fall. Credits: 4*

The course explores comparative racial and ethnic politics in the U.S. during the twentieth century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**D. Hernández**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110PS Self-Portraiture***Not Scheduled for This Year. Credits: 4*

How do we represent ourselves? How can the self – that is to say, subjective experience, private life, identity, consciousness – be translated into written form? How, in turn, does writing fashion and construct the self? Throughout history, authors and thinkers have engaged these questions in countless texts and textual forms – in essays, confessions, autobiographies, and poetry. This seminar will sample influential and innovative works of literary self-portrayal from around the world, exploring how a wide variety of writers have rendered themselves in language, narrative, and text. Authors may include Augustine, Shakespeare, Wordsworth, Joyce, Nabokov, and Plath.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**S. Roychoudhury**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110PT Politics and Truth***Fall. Credits: 4*

What is the relationship between truth and politics? Does democracy require truth or pervert it? Can truth thrive in any type of government? What's really at stake here? In this course, we will explore a variety of classic texts, ranging from such authors as Plato to Karl Marx to Hannah Arendt to Martin Luther King, Jr. to contemporary feminist theorists. We will focus on developing the ability to reflect on your own beliefs, analyze authors' arguments, and to articulate and defend your own perspective.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**R. Darrow**Restrictions: Mount Holyoke first-year students only, by placement.**Advisory: for students in their first two semesters at the College only*

**FYSEM-110PX Philosophy Through Science Fiction**

*Not Scheduled for This Year. Credits: 4*

This course introduces the skills needed to navigate college, with a focus on philosophical writing, analysis, and argument. We will pair classical and contemporary readings in philosophy with science fiction films and short stories in order to explore philosophical issues such as the nature of reality, free will, personal identity, artificial intelligence and the nature of mind. While science fiction will be used to animate and explore these issues, the emphasis of the class is on philosophical analysis and argument. Students will learn to integrate campus resources, such as LITS and the SAW Center, into their coursework, as they hone skills in clear, rigorously argued, analytic writing.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*L. Sizer*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110PY Anthropology of Play**

*Not Scheduled for This Year. Credits: 4*

We associate play with childhood, a time of spontaneous and creative activity, in contrast to the boring routine of adult responsibilities. And yet play is more than just fun and games. It is through play that children develop lasting cognitive and social skills. For adults too, there can be serious play—play that has real consequence—play that shapes the intimate lives of individuals, as well as entire social formations. In this course, we will explore play cross culturally, from the Balinese cockfight to American football, from gambling to role playing. We will design games based on the anthropological readings in order to appreciate the game-like qualities of many domains of life.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*J. Roth*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110PZ Interweaving Themes in Physics and Art**

*Fall. Credits: 4*

Physics and art represent the world in seemingly different ways. They share, however, many common themes: the guiding role of symmetry, the tension between order and disorder, and the emergence of structure from many simple constituents. We will explore some of the big ideas in physics, including quantum mechanics, relativity, entropy, and chaos theory, by looking at how these underlying themes are represented in the visual arts. Islamic tessellations, Japanese Suminagashi paper marbling, and works by contemporary artists will guide us toward an intuitive understanding of some of the most exciting ideas in physics, without the need for any prior physics background.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*S. Smith*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110RE Religion and Climate Change**

*Fall. Credits: 4*

Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates their sometimes surprising connections. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God's relationship with nature or with humanity impact adherents' views on climate change? How might the futures predicted by climate models and those prophesied in sacred texts affect people's actions today?

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*W. Girard*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110RJ Explorations in Restorative and Transformative Justice**

*Not Scheduled for This Year. Credits: 4*

This course is a first year seminar on the principles and practices of restorative justice. Restorative justice is a movement that seeks to reimagine justice by building on indigenous theories and practices of human community. Students examine principal restorative justice models and programs for how they understand and respond to harm, especially as they reflect the accountability of key stakeholders (victims, offenders, communities and justice systems). Restorative justice approaches are contrasted with conventional western ways of addressing harm, be they small or large ruptures in the social fabric. The ideas of key activists and theorists in restorative justice circles are critically engaged in institutional settings ranging from schools to prisons.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Wilson*

*Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110RT Reproductive Rights and the State**

*Fall. Credits: 4*

What is the role of governments in regulating human reproduction? How has this changed throughout the 20th and 21st century? Is reproduction an area of our private lives that should be left outside the realm of government? Or is the state actually needed to safeguard our reproductive rights? This course analyzes the history of reproductive policies in the US and compares it with cases from the global South. From family planning to population control, from woman's right to reproductive justice, we will analyze the evolution of language to name this policy arena and the way this has affected policy design. Through the use of a variety of primary and secondary sources, this course will help students improve their critical thinking, argumentative writing, and analytical skills.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*C. Fernandez Anderson*

*Restrictions: Mount Holyoke first-year students only, by placement.*



**FYSEM-110RV Embodied Archives: Movement as a Way of Knowing***Not Scheduled for This Year. Credits: 4*

This course explores the premise of our bodies as archives, through which movement can become a means of knowing, learning, and deepening connections across varied disciplines and modes of thought. The course asserts that the body can be a critical site of knowledge production and discovery, shaping the ways in which we engage in creative and scholarly work. We will study theoretical concepts prevalent in dance research, and analyze those ideas at work in both the choreography of contemporary artists and our own creative bibliographies. In order to contextualize and challenge our thinking, guest speakers are woven into the course, providing varied perspectives on dance, movement and the notion of archive. The course is designed for anyone interested in embodied and creative practice. Dance experience may be useful, but is not required.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**B. Diewald**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110RY Sex, Drugs, and Psychopaths***Not Scheduled for This Year. Credits: 4*

The prevalence of misinformation and disinformation has weakened the public's trust in science. This course will challenge media's coverage of three major topics – sex, drugs, and psychopaths – against the latest findings from neuroscience research. Through readings, podcasts, movies, and class discussions, students will challenge common misconceptions about our brains, by examining the science behind infidelity, gender identity, addiction, mental health, and murder.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**J. Schwartz**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110SD Performing the Self: Shakespeare and Identity***Not Scheduled for This Year. Credits: 4*

Best known as one of the literary canon's pillars, Shakespeare has also provided multiple templates for artists and storytellers who wish to challenge traditional concepts of literature, theatre, and history. Our class will explore four of Shakespeare's plays through the lens of identity, both those forms extant in Shakespeare's own time and those articulated in various contemporary adaptations, both stage and screen. In particular, we will focus on BIPOC, postcolonial, and LGBTQ adaptations.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Rodgers**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110SR Stress and Resilience***Not Scheduled for This Year. Credits: 4*

Is it true that what does not kill us makes us stronger? What is stress management? What is "stress culture"? This first year seminar will explore these questions, focusing on the relationship between stress and resilience. We will consider different ideas about stress, adaptive coping, psychological and resilience and their relationship to psychological and physical well-being. We will consider cultural differences in approaches to stress, as well as explore the impact of stress on our lives and society.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Douglas**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110SV Sustainable Development and Its Discontents***Fall. Credits: 4*

Sustainable development has been the leading paradigm linking economic growth, poverty reduction, and environmental sustainability for decades. Yet, global inequality metrics are scarcely improving, and environmental issues like climate change and biodiversity loss are reaching extreme levels. This course examines the concept of sustainable development and various attempts to put it into practice around the world, as well as the limitations and contradictions of predominant approaches to sustainability and economic development. We will then explore alternatives to mainstream development advanced by global social movements, including food sovereignty, degrowth, and climate justice.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. Surprise**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110SX Sexuality and Society***Not Scheduled for This Year. Credits: 4*

What is the impact of what is included and excluded in formal sex education programs? What does it mean to maintain good sexual health? How does sexual identity relate to behavior and attraction? As a class, we will explore sexuality at an individual, interpersonal, community, and societal level. Primary topics will include sex education, sexual identity, health, consent, relationships, and media portrayals of sexuality.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Flanders**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110TC Why Are We Divided: Inequality, Politics, and Populism***Fall. Credits: 4*

This course explores the intersection of inequality and politics in the United States. We begin the course with an examination of racial, gender, and class inequalities in the U.S. The next section of the class considers the ways in which these inequalities both reflect and influence political divisions in the U.S. today. We end the course with an analysis of populism. While focusing primarily on the Trump campaign and presidency, we will also examine populist movements throughout the globe.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. Tucker**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110TG Transgressive Music***Fall. Credits: 4*

The seminar will introduce and discuss various musical works and genres that fall under rock critic Ann Powers' definitions of 'Violator Art,' exploring them within the context of their wanton and disturbing appeal, as well as their often scandalous social impact. Topics will include the Second Viennese School, free jazz, protest music, punk rock, hip-hop, works such as J. S. Bach's 'Cantata No. 179,' Strauss's 'Salome,' Stravinsky's 'Le Sacre du printemps,' Billie Holiday's 'Strange Fruit,' George Crumb's 'Black Angels,' and artists such as Laurie Anderson, the Sex Pistols, Missy Elliot, and Nirvana.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**D. Sanford**Restrictions: Mount Holyoke first-year students only, by placement.**Notes: Students should be prepared for mature themes and some coarse language.*

**FYSEM-110TS Translate This Page***Fall. Credits: 4*

Smartphones – that superpower in our back pockets – allow us to talk with someone in many languages we don't know, to read unfamiliar character sets and to translate pages from other highly resourced languages. In this seminar, we will explore the implications of the communication revolution powered by artificial intelligence translation tools. How, in the face of digital disparities, should a commitment to language justice shape our use of these technologies? How does Mount Holyoke's mission of "purposeful engagement in the world" depend on the work of translation on campus and globally? We will discuss the translations we do and live regularly in our scholarly, professional and everyday activities. We will explore translation studies scholarship and reflect on our own linguistic and translation experiences through individual, artisanal translation projects.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Shread**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110UA Adolescence in the U.S. Today***Fall. Credits: 4*

What does it mean to be an adolescent? Popular culture has a lot to say about this life stage, not all of it rooted in evidence. In this course, we will examine the range of adolescent experiences in the United States and critically question common assumptions. We will consider how social context and relationships influence youth as they navigate school, college and career expectations, extracurricular activities, and social media. Our interdisciplinary approach will draw on readings from psychology, sociology, history, education as well as media resources.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. O'Carroll**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110UF The Agency of Things: Reflections on Stuff and Material Culture***Fall. Credits: 4*

What is a thing? What is stuff? Water bottles, trash, smartphones, photos, dirt, a broken printer, your favorite socks... Where do they come from and where are they going? In this course we'll gain an understanding of the political, historical, philosophical, ecological, and affective agency of objects and non-human things. We will study how artists, writers, collectors, environmentalists, and migrants engage with the stuff around us. Our study will be enlightened by several excursions to see collections of non-human things, such as the MHC Skinner Museum and the Botanic Gardens. Students will also have a chance to decipher the meaning and global trajectories of their own stuff, in addition to making things in Mount Holyoke's Fimbel Maker & Innovation Lab.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Saltzman**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110UN Underworlds (and Otherworlds)***Not Scheduled for This Year. Credits: 4*

Associated with darkness, disorder, and death, the underworld can seem like a realm of punishment. But beneath its darkness, literary underworlds are sites for a character's evolution. This term, we'll see how narratives variously adapt the underworld topos. Underworlds and otherworlds connote supernatural encounters and obstacles, but they also represent realms of heightened rationalism or optimistic possibility. We'll ask what happens in a hero's passage through an underworld or otherworld that cannot happen anywhere else? How do underworlds expose challenging historical, social, psychological, and philosophical problems? And what happens when the underworld is not an exterior locus but an interior condition? Our principal method of analysis will be the close reading of texts and film.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Yu**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110UW Awakenings***Not Scheduled for This Year. Credits: 4*

An exploration of writing, primarily fiction, by U.S. women from around 1900 to now, focusing on the theme of awakenings. We will examine how women writers represent political awakenings, transformations of physical embodiment and psychological consciousness, and discoveries of new literary forms. We will read a diverse group of writers and foreground interpretive frameworks of race, gender, and sexuality. Authors may include Bechdel, Chang, Chopin, Cisneros, Davis, Dunbar-Nelson, Egan, Far, Gilman, Hurston, Larsen, McCullers, Morrison, Stein, Truong, Wharton, and Yamamoto.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**E. Young**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110VT Jack the Ripper and the Making of Late-Victorian London***Fall. Credits: 4*

In the summer and fall of 1888, a series of gruesome murders captured the attention of Londoners and brought questions of class, gender, race and social-economic change to the forefront of public debate. Though the culprit was never identified, Jack the Ripper became synonymous with the perceived dangers of late-Victorian London. Using newspapers, periodicals, police archives, and other sources from the period, this course will set students on an historical investigation of the "Whitechapel Murders," seeking to understand the event, its historical context, and the way historians have interpreted its meaning.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon**Restrictions: Mount Holyoke first-year students only, by placement.*

**FYSEM-110WK Women and Work in the Global Economy***Fall. Credits: 4*

The reorganization of production across national borders has transformed labor markets around the world, with profound effects on workers' lives. What role have social constructions of gender played in shaping employment outcomes in different countries? What has been the impact of these employment dynamics on gender relations? This course will engage with these questions by examining the impact of labor market transformations on women's work in the global economy. Students will learn to engage critically with multiple perspectives and to formulate and articulate their own arguments in writing.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**L. Pickbourn-Smith**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110WR The West and the Rest: Muslims in Post-9/11 Europe and the U.S.***Fall. Credits: 4*

This course traces the administrative and popular categorizations of Muslim populations in Europe and the United States following the events of September 11, 2001. The course examines the mechanisms through which Muslims are designated as a coherent, timeless category associated with backwardness, violence, and an urgent threat. By the end of the semester, the students will gain a critical, comparative perspective to identify and analyze some common mechanisms such as racialization, securitization, and gendering, as well as practices of border-making and border-crossing that travel across time and space to define certain groups as "dangerous others."

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**E. Babül**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110XT 1619: U.S. Slavery and Its Legacy***Not Scheduled for This Year. Credits: 4*

This seminar will examine *The New York Times'* 1619 Project – an examination of slavery in the historical and ongoing political and social development of the United States – from many sides. Beginning our approach of this work as a body of scholarly and popular writing, we will critically scrutinize how these arguments are presented and why they do or do not work in their current forms, questions that will include the criticism of the series voiced by professional historians. The seminar is geared for students not only interested in learning about how slavery has shaped diverse aspects of American life, such as its arts, music, economics and politics, but also how authors, write and make arguments for the reading public.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Aslam**Restrictions: Mount Holyoke first-year students only, by placement.*

## French

### Overview and Contact Information

The French curriculum is intended to develop skills in the language and provide a broad and varied acquaintance with French and Francophone cultures and literatures. Taking as its premise that language gives access to new and different cultures, the program makes available to students the textual, oral, and visual products of the French-speaking world. It also offers familiarity with the interdisciplinary exchanges – art, literature, history, politics, music, philosophy – that inform French studies today.

The department offers courses in language, culture, and literature at all levels. All courses are conducted in French with the exception of the department's first-year seminars and the Romance Languages and Literature seminar (FREN-321). The Romance Language seminar is taught in English but all reading and writing are done in French.

In language courses students have the opportunity to work with language assistants in small supplementary conversation groups. Many culture and literature courses are either speaking-intensive or writing-intensive, and in some, writing mentors are provided. Students have access to weekly drop-in tutoring sessions as well as one-on-one tutoring. Pedagogical and technological resources and events enable French students to communicate and share ideas with the global community. A comprehensive library of classic French books and movies is maintained in the department office.

Graduates of Mount Holyoke who have majored in French have used the analytical skills and means of expression acquired during their studies to pursue a wide range of career options: education, government service, law, international banking, publishing, and marketing, among others. Each spring, the department sponsors a Major Tea and Career Panel inviting to campus three or four alumnae with diverse occupations who speak about the benefits and opportunities that their French major has brought to their careers.

### Study Abroad

Mount Holyoke College has its own study abroad program in Montpellier, France. Students spending one or two semesters in France or a Francophone country on a program approved by the department will be able to earn credits toward the requirements of their major through study abroad. The programs are open to both majors and non-majors.

To qualify for study abroad, students need to have taken at least two courses in French (not counting Independent Study) and completed at least FREN-201.

Students may be able to accelerate from FREN-101 to FREN-201 or from FREN-102 to FREN-203 upon recommendation of their instructor.

### Bringing Back Credit from Study in France or Other Francophone Country

- French majors who spend one semester abroad are allowed to bring back a maximum of 16 credits including 4 credits worth of advanced language course work, for a total of 16 credits maximum toward the major.
- French majors who spend two semesters abroad are allowed to bring back a maximum of 24 credits, including 4 credits of advanced language course work, for a total of 24 credits maximum toward the major.
- Students with a double major may choose to pursue courses in their other major. They are urged to obtain approval from the adviser of their other major before departure to make sure it will count towards their other major.
- The major program should provide continuity in the study of French. To this end, *at least one 4-credit course taught in French must be elected each semester of the junior and senior years.*
- French minors who spend either one semester or a full year abroad are allowed to bring back a maximum of 8 credits toward the minor.
- All courses taught in the French language may be counted toward the major or minor.

Please consult the French department and the McCulloch Center for Global Initiatives for details about these and other programs. Eligible students who are selected to participate in the Montpellier program may use their Mount Holyoke financial aid to do so. Mount Holyoke financial aid for other approved study abroad programs is awarded on a competitive basis. Scholarships are available to qualified undergraduates. Information about financing study abroad may be obtained from the McCulloch Center for Global Initiatives (<https://www.mtholyoke.edu/academics/centers-and-facilities/mcculloch-center-global-initiatives/>).

## Honors Work

The French department is pleased to support senior independent study projects during their penultimate semester undertaken by students with a proven track record of exceptionally high performance in course work in French. Continuation of these projects toward completion of a thesis to be considered for possible honors is contingent upon approval of the department.

## French Department Prizes

In order to be eligible to receive a French Department prize, students must take a minimum of two French courses over the academic year.

Students may qualify for the Global Competence Award, which is given to seniors with demonstrated achievement in language learning, cultural immersion, global perspective-taking, and cross-cultural learning.

## Contact Information

**Catherine Le Gouis, Chair**  
**Stacey Pare, Academic Department Coordinator**

115 Ciruti Language Center  
413-538-2074

<https://www.mtholyoke.edu/academics/find-your-program/french>  
(<https://www.mtholyoke.edu/academics/find-your-program/french/>)

## Learning Goals

Learning a foreign language is an essential component of a Liberal Arts education, offering broad perspectives on other cultures and enhancing abilities in one's own.

Fluency in the French language along with knowledge of a wide range of literature and life in a variety of Francophone cultures, reached through a structured and flexible sequencing of courses from entry to seminar levels, are the goals of our curriculum for majors and non-majors alike. Since full immersion is the most effective way to achieve fluency, all our courses are taught exclusively in French.

Mount Holyoke French majors are competent global citizens who go on to a wide variety of careers.

## Immersion

Majors and non-majors are fully immersed in French in all our courses. Students who choose to go abroad become able to study alongside French speakers in courses within the regular academic curriculum of French and French-language universities.

## Communication

Students who take courses in the French department become able to engage in substantive and active discussions with French speakers,

ranging in complexity from everyday conversations to abstract intellectual discourse.

## Expression

Students become able to produce written documents and oral or media presentations that are not only grammatically correct, coherent, and well-organized, but display sophistication of thought and analysis.

## Civilization

Students become acquainted with a broad range of written, visual, and digital texts, as well as social and cultural artifacts from all regions of the French-speaking world.

## Exploration

Mount Holyoke French majors are able to conduct independent research, articulate their results in effective spoken and written French, take advantage of internship opportunities, and collaborate in a global environment.

## Faculty

**This area of study is administered by the Department of French:**

Samba Gadjigo, Helen Day Gould Professor of French, Teaching Fall Only

Catherine Le Gouis, Reverend Joseph James Hilary Paradis Professor of French

Carolyn Shread, Senior Lecturer in French

Anouk Alquier, Lecturer in French

Brahim Oulbeid, Visiting Lecturer in French

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
Two of the following 4-credit intermediate courses in culture and literature:		8
FREN-215	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World	
FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	
FREN-225	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World	
Two 4-credit electives in culture and literature at the 200 or 300 level		8
Three additional 4-credit electives in culture and literature at the 300 level <sup>1</sup>		12
Four credits of advanced language study <sup>2</sup>		4
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> 215, 219, or 225, can be used to fulfill the intermediate course requirements if not previously taken to fulfill the advanced 200-level course requirements. One of the electives may be a course in another department and taught in English provided it focuses substantially on French or Francophone content and was pre-approved by the chair of the French department.



<sup>2</sup> French majors who study abroad, for a summer, semester, or year are required to complete at least 4 credits' worth of advanced language work while abroad. When possible, this should include work in both oral French (typically, a course in phonetics) and written French (a course in grammar, composition, stylistics, or translation); in some cases, a single course may cover both written and oral components. French majors who do not study abroad must complete another 300-level course in French in order to fulfill the minimum requirement of 32 credits for the major.

### Additional Specifications

- Note that independent study (FREN-295 and FREN-395) will not be counted among the required courses listed above.
- The major program should provide continuity in the study of French. To this end, at least one 4-credit course taught in French must be elected each semester of the junior and senior years.
- See Study Abroad information in the overview (p. 216) for information about crediting courses taken on study abroad towards the major.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
Two of the following intermediate courses in culture and literature:		8
FREN-215	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World	
FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	
FREN-225	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World	
Two advanced courses in culture and literature (300 level)		8
<b>Total Credits</b>		<b>16</b>

### Additional Specifications

- Independent study (FREN-295 or FREN-395) does not count toward the minor
- See Study Abroad information in the overview (p. 216) for information about crediting courses taken on study abroad towards the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of French can combine their course work in French with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of French, please consult your advisor or the chair of the French department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult Sarah

Frenette, Teacher Licensure Coordinator in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the French department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Course Selection/Foreign Language Requirement

Students who have never studied French should enroll in FREN-101, a course for beginners. Those who have previously studied French at Mount Holyoke and who wish to continue must have the prerequisites stipulated for specific courses.

All students must take a placement test online ([https://www.mtholyoke.edu/academics/find-your-program/french/?\\_ga=2.241237058.1115798967.1659984764-1556106209.1601496778](https://www.mtholyoke.edu/academics/find-your-program/french/?_ga=2.241237058.1115798967.1659984764-1556106209.1601496778)).

### Advanced Courses

The department's 300-level courses represent a variety of approaches to advanced work in French studies and thus reflect the diversity within the field of French today. Specific offerings under the general rubrics change from year to year. Prerequisites for all 300-level courses are two of the following: FREN-215, FREN-219, or FREN-225. Students who do not have the stipulated prerequisites must consult the department chair or the course instructor.

## Course Offerings

### FREN-101 Elementary French I

*Fall and Spring. Credits: 4*

Learn to speak, understand, read and write authentic French in record time. We will use a multimedia approach that accesses language via video, audio and text. The immersive environment students experience will equip them to make active use of the language and provide insight into French and Francophone cultures. Students will have the opportunity to work on language skills in sessions with a language assistant.

*Applies to requirement(s): Humanities; Language*

*B. Oulbeid*

*Prereq: Placement test required even if no previous study of French; FREN-101 is designed for students with no previous training in French. All students must take the online French placement test to register for the class. Advisory: FREN-101 is designed for students with no previous training in French or a maximum of one year of French at the high school level. All students must take the online French placement test to register for the class. Notes: Students who have done strong work in FREN-101 may accelerate to FREN-201 with the approval of their instructor.*

**FREN-102 Elementary French II***Fall and Spring. Credits: 4*

Students will develop their speaking, understanding, reading and writing skills in French. The multimedia approach will provide students with an immersive environment where they will engage actively with the language and culture.

*Applies to requirement(s): Humanities; Language**B. Oulbeid**Prereq: FREN-101 or placement test and department placement.***FREN-201 Intermediate French***Fall. Credits: 4*

Communication and culture in the global French-speaking world. We will explore different media and documents that will enable students to express themselves both orally and in writing in a wide variety of contexts. Students will consolidate and expand their skills and engage in creative activities in literary as well as colloquial French.

*Applies to requirement(s): Humanities; Language**A. Alquier, The department**Prereq: FREN-102 or placement test and department placement.***FREN-203 Advanced Intermediate French***Fall and Spring. Credits: 4*

This course will improve students' writing and speaking skills in French and develop their ability to read and discuss texts. Course materials include authors and films representing cultures of the French-speaking world. Written and oral expression are strengthened through weekly essays, class discussion, and comprehensive grammar review.

*Applies to requirement(s): Humanities; Language**C. Le Gouis, The department**Prereq: FREN-201 or placement test and department placement.**Notes: Note: FREN-203 provides a strong foundation for continued study of French and for study abroad (see <http://www.mtholyoke.edu/acad/french>)***FREN-215 Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World***Fall and Spring. Credits: 4*

This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**C. Le Gouis, C. Shread**Prereq: FREN-203, or placement test and department placement.***FREN-219 Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World***Fall and Spring. Credits: 4*

This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**S. Gadjigo, C. Shread**Prereq: FREN-203, or placement test and department placement.***FREN-225 Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World***Fall and Spring. Credits: 4*

The primary purpose of this course is to familiarize students with contemporary issues in French culture as they are represented in French-speaking media of today. This course will introduce students to contemporary popular culture, through the study of texts, popular music, and feature films. Students will be asked to participate actively in class discussion, do oral presentations, and converse with an exchange partner.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**A. Alquier, The department**Prereq: FREN-203, or placement test and department placement.***FREN-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***Advanced Courses****FREN-321 Genre Courses**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**FREN-321LT Genre Courses: 'Romance Languages Translate'***Not Scheduled for This Year. Credits: 4*

This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

*Crosslisted as: ROMLG-375LT, ITAL-361LT, SPAN-360LT**Applies to requirement(s): Humanities; Language**C. Shread**Restrictions: This course is open to juniors and seniors**Advisory: Two courses in culture and literature at the 200 level.**Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

**FREN-321MT Genre Courses: 'The Mind of the Traveler: Journeys, Expeditions, Tours'***Spring. Credits: 4*

Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: SPAN-360MT, ITAL-361MT, ROMLG-375MT**Applies to requirement(s): Humanities; Language**O. Frau**Advisory: for language majors; two courses in culture and literature at the 200-level**Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.***FREN-331 Courses on Social and Political Issues and Critical Approaches**

These courses examine a definable phenomenon—an idea, a movement, an event, a mentality, a cultural structure or system, an historical problem, a critical mode—relevant to the civilization of France or of French-speaking countries. Readings from a variety of disciplines shed light on the particular aspect of thought or culture being studied.

**FREN-331LM Courses on Social and Political Issues and Critical Approaches: 'Reading "Le Monde"'***Spring. Credits: 4*

Founded in 1944, *Le Monde* is the premier French newspaper, renowned for its in-depth analysis and thought-provoking opinion pieces. In this seminar we will explore the editorial line of the paper, its uncompromising independence, and its evolution from a Paris-centered evening publication to a multi-media enterprise with 24/7 global coverage. For each session, thanks to our online subscriptions, we will examine a wide variety of topics including national and international politics, social and cultural affairs, economics, science and the environment. Students will gain a distinct perspective on current affairs, advance their language skills and develop their communicative competence.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**C. Le Gouis**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.***FREN-331NW Courses on Social and Political Issues and Critical Approaches: 'The French New Wave'***Not Scheduled for This Year. Credits: 4*

The New Wave was a series of films made in the late 1950s and in the 1960s by a group of Cinémathèque-loving pioneers who had seen almost every movie ever produced and particularly admired American and Russian cinema. This creative explosion won an aesthetic and political victory against an increasingly affluent, self-satisfied society, bringing about a revolution in the film industry that still echoes today.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**C. Le Gouis**Prereq: FREN-215, FREN-219, or FREN-225.***FREN-331RE Courses on Social and Political Issues and Critical Approaches: 'Revolutions'***Not Scheduled for This Year. Credits: 4*

We will examine a wide variety of documents, ranging from key historical texts to insurgents' posters, in order to explore the concept of revolution and to analyze how France was dramatically changed by overarching societal, historical, and artistic developments. We will focus on France's relations with racial minorities in times of upheaval at the local, national, and global levels.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**A. Alquier**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225***FREN-341 Courses in Francophone Studies**

These courses study nonmetropolitan French-speaking cultures and literary works written in French outside Europe. Areas of focus are one or more of the following regions: Africa, the Caribbean, or Canada.

**FREN-341AF Courses in Francophone Studies: 'Tales and Legends of French-Speaking Africa'***Not Scheduled for This Year. Credits: 4*

Since the advent of fiction writing in French-speaking Africa in the 1920s, the study of African literatures has been mainly limited to poems, novels, short stories, and plays written by a French-educated elite. In this course we will explore samples of African oral literatures including tales, epic songs, and legends from different African regions. Through translations by writers such as Léopold Sédar Senghor, Birago Diop (Senegal), Djibril Tamsir Niane (Guinea), and Bernard Dadié (Ivory Coast) we will try to view African societies from "within" and gain an understanding of the genealogy of modern African literature in European languages.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**S. Gadjigo**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.***FREN-341HT Courses in Francophone Studies: 'The Haitian Literary Tradition: Revolution, Diaspora, and Writing in French Now'***Spring. Credits: 4*

This course engages with the rich tradition of French writing from Haiti. Beginning with Émeric Bergeaud's *Stella* (1859), the first novel of the first Black republic, we explore the history of Haitian writing across literary genres and movements, including the *Indigénisme* that anticipated *Négritude*. Diasporic authors from the Duvalier dictatorship period include Marie Vieux-Chauvet, author of the cult classic, *Amour, Colère, Folie*, and Dany Laferrière, famous as both the first Haitian and first Quebécois to enter the *Académie française*. In Haiti's contemporary literary scene, we focus on writers such as Yanick Lahens and Marie-Célie Agnant.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**C. Shread**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.*

### **FREN-341NE Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'**

*Not Scheduled for This Year. Credits: 4*

In the interwar period, 1920-1940, black students from Africa and the Caribbean met in Paris to pursue their education. Galvanized by the colonial situation at home and the political situation in France, Aimé Césaire (Martinique), Léopold S. Senghor (Sénégal), and Léon Damas (French Guyana) formed the cultural movement called Négritude. This course will survey the emergence, goals, evolution, achievements, and legacies of that movement. Discussions will be based on major texts by the founders. Their influence on the works of a new generation of African and Caribbean writers will also be examined.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives S. Gadjigo*

*Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.*

### **FREN-341SE Courses in Francophone Studies: 'Ousmane Sembène: The Work of the Militant Artist'**

*Fall. Credits: 4*

Born in 1923 in Senegal, the writer-filmmaker Ousmane Sembène is one of the few witnesses of the three significant periods in the contemporary history of so-called Francophone Africa: the colonial period, the struggle for political and economic independence and the effort to shake off the yoke of neocolonialism through the rehabilitation of the continent's cultural heritage. This course devoted to his work aims to explore the great events of his life, his involvement in European left movements, his coming to writing and especially the dominant features of his film.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Writing-Intensive*

*S. Gadjigo*

*Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.*

### **FREN-351 Courses on Women and Gender**

These courses explore cultural, literary, and social issues relating to women and gender identities in France and French-speaking countries. Topics may include women's writing, writing about women and men, the status of women, feminist criticism, and

### **FREN-351QU Courses on Women and Gender: 'Une Philosophe, Qu'est-ce? Thinking with French Women Philosophers from Simone de Beauvoir to Catherine Malabou'**

*Fall. Credits: 4*

This course focuses on French women writers of philosophy. We start with the existentialism of Simone de Beauvoir, author of the founding text of second wave feminism, *Le deuxième sexe*. We'll consider écriture féminine with the French Feminism triad Hélène Cixous, Julia Kristeva, Luce Irigaray, as an antecedent of contemporary écriture inclusive. After exploring Barbara Cassin's project to define philosophical terms multilingually, we'll have a special focus on Catherine Malabou whose meditation on plasticity resonates with the gender fluidity of our time and whose recent study of anarchism offers a new critique of domination.

*Applies to requirement(s): Humanities; Language*

*C. Shread*

*Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.*

### **FREN-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## **Gender Studies**

### **Overview and Contact Information**

Gender studies majors cultivate the habit of asking how gender—through its connections with other forms of power—shapes bodies, lives, texts, institutions, and worlds. Gender studies is interdisciplinary and cross-cultural in its approaches. The goal is to provide students with multiple angles of vision that enrich their learning in and beyond the major.

At Mount Holyoke, gender studies grew out of women's studies, with its commitment to uncovering the realities of women's lives, understanding the nature of women's oppression, and charting paths to significant social change. Building on this foundation, gender studies encompasses investigations into the very nature of gender; its intersection with other forms of difference and power such as class, race, nation, sexuality, and species; and its intimate connection with myriad forms of knowledge and social practice, from scientific investigation to artistic creation and performance.

Majors are introduced to the foundations of the field in courses on women and gender, feminist and queer theory, and methodology. Drawing on courses offered across the Mount Holyoke curriculum and in the Five Colleges, majors then explore topics such as women's literary and artistic production; gender in imperial and postcolonial contexts; feminist antiracism; women's health; women and labor; violence against women; feminist science studies; queer studies; men and masculinity; transgender politics; U.S. women of color politics; women immigrants and refugees; transnational feminisms.

A field placement seminar, taken in the junior or senior year; and a senior capstone course bring majors together to think through connections among the diverse intellectual and creative approaches they have encountered as well as between scholarship and social action.

### **Contact Information**

**Lynda Pickbourn, Chair**

**Bridget Barrett, Academic Department Coordinator**

109 Shattuck Hall

413-538-2257

<https://www.mtholyoke.edu/academics/find-your-program/gender-studies> (<https://www.mtholyoke.edu/academics/find-your-program/gender-studies/>)

### **Learning Goals**

1. Identify and denaturalize core assumptions embedded in the social construction of gender, race, and sexuality.
2. Understand and employ intersectional and interdisciplinary methodologies to interrogate normative and binary definitions of gender, race, and sexuality.
3. Develop a familiarity with major theoretical perspectives and concepts of feminist theory and praxis, including but not limited to Black feminisms, women of color feminisms, Latina(x) feminisms, transnational feminisms, and feminist science and technology studies.
4. Understand queer, trans\*, and feminist interventions in work on poverty, immigration, policing and imprisonment, disability justice, health care and reproductive rights, science and technology governance, militarization, and imperialism.



5. Demonstrate through oral and written presentations how theoretical frameworks shape the politics of knowledge.

## Faculty

**This area of study is administered by the Department of Gender Studies:**

Christian Gundermann, Associate Professor of Gender Studies

Lynda Pickbourn-Smith, Associate Professor of Gender Studies

Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Race and Political Economy

Sarah Stefana Smith, Assistant Professor of Gender Studies, On Leave 2023-2024

Jacquelyne Luce, Senior Lecturer in Gender Studies; Directorship of the Five College Women's Studies Research Center

Angela Willey, Five College Associate Professor of Feminist Science Studies

Sandra Russell, Visiting Lecturer in Gender Studies

Niamh Timmons, Visiting Lecturer in Gender Studies

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
GNDST-101	Introduction to Gender Studies	4
GNDST-201	Methods and Practices in Feminist Scholarship	4
GNDST-221	Feminist and Queer Theory <sup>1</sup>	4
GNDST-290	Field Placement <sup>2</sup>	4
or an alternative course with a significant community based learning component and a focus on women, gender, and/or sexuality <sup>2</sup>		
Two GNDST-333 Advanced Seminar topics		8
GNDST-392	Senior Seminar	4
The remaining 8 credits may be chosen from gender studies courses at Mount Holyoke or elsewhere in the Five Colleges, or courses approved by the department		8
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> Topics and approaches emphasized in GNDST-221 (Feminist and Queer Theory) vary from semester to semester. Also, other courses may be substituted for this requirement, where indicated, but note that this will neither reduce the number of credits required for the major nor lead to a waiver of prerequisites for GNDST-333.

<sup>2</sup> Permission to have a course other than GNDST-290 fulfill the field placement/community-based learning requirement is given by the department chair. This course may be taken outside the gender studies department. The requirement may not be fulfilled by an internship or an independent study.

## Additional Specifications

- 12 credits of the major must be taken at the 300 level

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
GNDST-101	Introduction to Gender Studies	4
GNDST-201	Methods and Practices in Feminist Scholarship	4
or GNDST-221	Feminist and Queer Theory	
8 credits above the 100 level; may be chosen from gender studies courses or courses approved by the department		8
4 credits at the 300 level; may be chosen from gender studies courses or courses approved by the department		4
<b>Total Credits</b>		<b>20</b>

## Course Offerings

### GNDST-101 Introduction to Gender Studies

*Fall and Spring. Credits: 4*

This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, and the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive*

*S. Russell, N. Timmons*

### GNDST-201 Methods and Practices in Feminist Scholarship

*Spring. Credits: 4*

This is a class about doing research as a feminist. We will explore questions such as: What makes feminist research feminist? What makes it research? What are the proper objects of feminist research? Who can do feminist research? What can feminist research do? Are there feminist ways of doing research? Why and how do the stories we tell in our research matter? Some of the key issues and themes we will address include: accountability, location, citational practices and politics, identifying stakes and stakeholders, intersectionality, inter/disciplinarity, choosing and describing our topics and methods, and research as storytelling. The class will be writing intensive and will culminate in each student producing a research portfolio.

*Applies to requirement(s): Social Sciences*

*S. Russell*

*Prereq: GNDST-101.*

**GNDST-204 Women and Gender in the Study of Culture****GNDST-204CP Women and Gender in the Study of Culture: 'Trap Doors and Glittering Closets: Queer/Trans\* of Color Visual Cultures of Resistance'**

*Not Scheduled for This Year. Credits: 4*

In 2014, *Time* magazine declared the "Transgender Tipping Point" as a popular moment of transgender people's arrival into the mainstream. Using a queer and trans\* of color critique, this course will unpack the political discourses and seeming binaries surrounding visibility/invisibility, recognition/misrecognition, legibility/illegibility, belonging/unbelonging and aesthetics/utility. How might we grapple with the contradictions of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others? This course will center the 2017 anthology *Trap Door: Trans Cultural Production and the Politics of Visibility*.  
*Crosslisted as: CRPE-256*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*R. Hwang*

*Prereq: One course in CRPE, Gender Studies, or CST.*

**GNDST-204CW Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'**

*Fall. Credits: 4*

Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Romance of the Western Bower*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: ASIAN-215, FMT-230CW*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Y. Wang*

*Notes: Taught in English*

**GNDST-204ET Women and Gender in the Study of Culture: 'Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century'**

*Fall. Credits: 4*

With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cis-gender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration's reinvention of ribald theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.

*Crosslisted as: ENGL-232*

*Applies to requirement(s): Humanities*

*K. Singer*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but students are encouraged to take either course separately.*

**GNDST-204FT Women and Gender in the Study of Culture: 'Feminist, Queer, Trans Disability Studies'**

*Fall. Credits: 4*

This course introduces Disability Studies concepts and discussion from a feminist, queer, and trans perspectives, specifically centering on Black, Indigenous, People of Color disabled people. Through this, we'll see the differences in disabled communities, the tensions within the field, and learn to center the most marginalized. Here, the focus is on scholarship, activism, and arts that center disabled people, their histories, struggles, and dreams. We'll also discuss the differences between the Disability Rights and Disability Justice movements and how they represent the demands and needs of disabled communities.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*N. Timmons*

*Prereq: GNDST-101.*

**GNDST-204GQ Women and Gender in the Study of Culture: 'Global Queer Narratives'**

*Not Scheduled for This Year. Credits: 4*

This course explores contemporary transnational representations of LGBTQ+ identities in literature, film, and digital media and cultures. We will examine the role of storytelling in not only reflecting queer lived experiences, but also the possibilities of narrative as a corrective, restorative project for imagining alternative worlds and futures. In considering global contexts, this course does not assume singular definitions of LGBTQ+ identities, but rather uses the transnational to decenter Eurocentric definitions of gender and sexuality as well as intersecting categories of race and ability. Authors may include Audre Lorde, Samra Habib, Frieda Ekotto, and Pajtim Statovci.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Russell*

**GNDST-204GV Women and Gender in the Study of Culture: 'Gendered Violence from Medieval to Contemporary Spain'**

*Not Scheduled for This Year. Credits: 4*

This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and sociocultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), song by Bebé and movie by Boya&iacuten (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).

*Crosslisted as: SPAN-230GV*

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*N. Romero-Díaz*

*Prereq: SPAN-212.*

*Notes: Taught in Spanish.*

**GNDST-204NB Women and Gender in the Study of Culture: 'Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution'***Not Scheduled for This Year. Credits: 4*

With the onslaught of American, French, Haitian, and South American revolts and revolutions, the Atlantic world, much of Europe, and its colonial/industrial empire were thrown into a period of refiguring the concept of the raced, national, and gendered subject. This course considers what new forms of gender, sex, sexuality, and being were created, practiced, or thought, however momentarily, in this tumultuous age. Specific attention is given to conceptions of nonbinary being (of all varieties). Authors may include E. Darwin, Equiano, Wollstonecraft, Lister, M. Shelley, Byron, Jacobs.

*Crosslisted as: ENGL-233**Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors**Notes: This course is a second part of a two-course sequence with ENGL-232/GNDST-204ET, but each may be taken separately.***GNDST-204QT Women and Gender in the Study of Culture: 'Queer and Trans Writing'***Spring. Credits: 4*

What do we mean when we say "queer writing" or "trans writing"? Are we talking about writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work that challenges you in terms of form and content. Some writers we may read include Ryka Aoki, James Baldwin, Tom Cho, Samuel R. Delany, kari edwards, Elisha Lim, Audre Lorde, Cherrie Moraga, Eileen Myles, and David Wojnarowicz.

*Crosslisted as: ENGL-219QT**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Lawlor**Prereq: ENGL-201.***GNDST-204RV Women and Gender in the Study of Culture: 'Perspectives on Revolutionary Parenting'***Not Scheduled for This Year. Credits: 4*

In this space, we center the radical potentials of mothering/parenting alongside reproductive justice. We'll discuss how mothering/parenting operates in relation to the state, medical structures, borders, and other apparatuses. This course also considers what practices make mothering/parenting and reproductive justice as a space of potential liberation. What and who constitutes a mother/parent? How can the practice of parenting and reproductive justice be a liberatory practice? We'll look at texts such as *Revolutionary Mothering* and the history of community mothering spaces such as STAR House.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Timmons**Prereq: GNDST-101.***GNDST-204SJ Women and Gender in the Study of Culture: 'Art, Public Space, and Social Justice Activism'***Not Scheduled for This Year. Credits: 4*

What are some ways that art can disrupt oppressive structures of power? This course explores the ways in which contemporary artists centuries have responded to the call for political change and social justice, particularly with regards to issues of race, gender, sexuality, class, and ability. Drawing from interdisciplinary and intersectional perspectives, we will examine the role of visual and performance art within public spaces in shaping and furthering social movements and protest. Some possible themes and issues include public memory, artistic citizenship, counterpublics, "material" and "immaterial" artistic forms, and the collective impact of art activism on the social imagination.

*Crosslisted as: ARTST-280SJ**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Russell**Prereq: 4 credits in Gender Studies or Art Studio.***GNDST-204TA Women and Gender in the Study of Culture: 'Transgender Literature'***Fall. Credits: 4*

Transgender literature has had a significant impact on how we talk about transness (and gender) and the kinds of trans stories we are able to tell. Although trans identities may find expression in texts as early as *Metamorphoses* (Ovid), this course will look at literature from the 20th and 21st centuries. Considering a wide range of genres – novels, poetry, short stories, memoir, and young adult literature – we will think about how writers talk about their bodies, their transitions, and their histories. Drawing upon fields such as history, medicine, and social science, this course will look at trans literature as both a product of these histories and as a powerful tool for critical liberation.

*Crosslisted as: ENGL-217TR**Applies to requirement(s): Humanities; Multicultural Perspectives**J. Hayward-Jansen**Restrictions: Reserved at present for students who will be registered from the waitlist.; Course limited to sophomores, juniors and seniors***GNDST-204TJ Women and Gender in the Study of Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'***Fall. Credits: 4*

This course will offer an overview of select methodologies and methods from Community-based Participatory Action Research (CBPAR), Participatory Action Research (PAR), collaborative ethnography and other social justice research interventions such as radical oral history, grassroots research collectives, experimental digital archives, research and data justice networks and organizations. We will center on questions of "accountability"; that is, to whom, for whom, and to what end do processes of accountability serve those already in power? Moreover, we will investigate the chasms between academia and activism in order to explore the possibility of unlikely collaborative research alliances.

*Crosslisted as: CRPE-257**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**R. Hwang**Prereq: 4 credits in Gender Studies or Critical Social Thought.*

**GNDST-206 Women and Gender in History****GNDST-206CG Women and Gender in History: 'Women and Gender in China'**

*Not Scheduled for This Year. Credits: 4*

This 200-level seminar introduces students to gender relations in the history of China. It offers students a broad historical narrative of women's lives from early China through the imperial period, and concludes with the power dynamics of gender relations in modern China in the twentieth century. The course is organized chronologically with thematic focus on the politics of marriage and reproduction; the state's shifting perspectives on women's social roles; and how women interpreted and responded to the changing cultural landscape.

*Crosslisted as: HIST-296CG*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Wu*

*Notes: All readings are in English.*

**GNDST-206FA Women and Gender in History: 'Labor and Family in African History'**

*Spring. Credits: 4*

This course will focus on workers and work in African history. It will consider key concepts and theoretical debates, and highlight different types of free and unfree labor in Africa. By analyzing the politics and economics of labor, this course will examine the relationship between workplace and home, and the space between the two. Through class discussion, this course will shift focus from the "masculine" jobs undertaken by men in public spheres, and consider the varied experiences of women and children in African labor history.

*Crosslisted as: HIST-245FA*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Abdulrahman*

*Advisory: 4 credits in History preferred.*

**GNDST-206MA Women and Gender in History: 'Mary Lyon's World and the History of Mount Holyoke'**

*Fall. Credits: 4*

What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? Has her vision persisted or been overturned? We will examine the conditions, assumptions, and exclusions that formed Mount Holyoke and the arrangements of power and struggles for justice that shaped it during and after Lyon's lifetime. Topics include settler colonialism and missionary projects; northern racism and abolitionism; industrial capitalism and the evolution of social classes; debates over women's education, gender, and body politics; religious diversity; and efforts to achieve a just and inclusive campus. Includes research based on primary sources.

*Crosslisted as: HIST-259*

*Applies to requirement(s): Humanities*

*M. Renda*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: Either 8 credits in history or 4 credits in history and 4 credits in either gender studies or critical social thought. All other interested students may apply with an email to the instructor.*

*Notes: Available for 300-level credit*

**GNDST-206NT Women and Gender in History: 'Histories of Native American Women'**

*Spring. Credits: 4*

This course explores the histories of Native American women, from origins to the present day. This course also introduces students to Indigenous methodologies. We will look at topics such as origin stories, Indigenous feminism, the fur trade, Removal, reservations, and Missing and Murdered Indigenous People. Major themes include kinship, community, gender, race, material culture, sovereignty, reproduction, matrilineal societies, survivance, and diplomacy.

*Crosslisted as: HIST-296NT*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*P. Dawson*

**GNDST-206US Women and Gender in the Study of History: 'U.S. Women's History since 1890'**

*Not Scheduled for This Year. Credits: 4*

This course considers the historical evolution of women's private lives, public presence, and political engagement within and beyond the borders of the United States, from the 1890s to the present. How have U.S. racism, consumer capitalism, immigration, and changing forms of state power shaped women's experiences and possibilities? How have regimes of gender, sexuality, bodily comportment, and reproduction evolved in relation to national and global changes? Emphasis will be placed on the experiences and perspectives of working-class women, women of color, and colonized women.

*Crosslisted as: HIST-276*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Renda*

**GNDST-210 Women and Gender in Philosophy and Religion****GNDST-210BD Women and Gender in Philosophy and Religion: 'Women and Gender in Buddhism'**

*Spring. Credits: 4*

Can women become Buddhas? Why is the Buddha called a "mother"? Who gets to ordain? Why would anyone choose celibacy? Who engages in religious sexual practices and why? This course examines the centrality of gender to Buddhist texts, practices, and institutions. We pay particular attention to the challenges and opportunities Buddhist traditions have offered women in different historical and cultural contexts. Throughout the course we consider various strategies of empowerment, including feminist, postcolonial, queer, trans\*, and womanist.

*Crosslisted as: RELIG-241*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Mrozik*

**GNDST-210JD Women and Gender in Philosophy and Religion: 'Women and Gender in Judaism'**

*Fall. Credits: 4*

This course examines gender as a key category in Jewish religious thought and practice. Students examine different theories of gender and intersectional feminisms, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources. Students work with the Judaica collection at the MHC Art Museum and consider material culture as a source for women's and gender studies. Topics may include: how Jewish practice and law regulate sexuality and desire; feminist, queer and trans methods of engaging patriarchal texts; methods of studying women and gender in Jewish cultures; racialization.

*Crosslisted as: JWST-234, RELIG-234*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Benjamin*



**GNDST-210NR Women and Gender in Philosophy and Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'**  
*Spring. Credits: 4*

This course invites its participants to place critical race and gender studies perspectives in dialogue with the emergence of new religious movements in the United States. Course participants rely on the presupposition that only through a thorough examination of religious traditions on the 'margin' can we fully understand the textured meaning of American religious history as a sub-discipline. Privileging the founding stories and institutionalization of minoritized American religious groups, the course considers how subaltern voices have shaped and transformed American religious life.

*Crosslisted as: RELIG-225NR*

*Applies to requirement(s): Humanities*

*M. Coleman-Tobias*

**GNDST-210SL Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'**

*Not Scheduled for This Year. Credits: 4*

This course will examine a range of ways in which Islam has constructed women--and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.

*Crosslisted as: RELIG-207*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfelds*

**GNDST-210WR Women and Gender in Philosophy and Religion: 'Womanist Religious Thought'**

*Fall. Credits: 4*

As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious black women, womanist thought has expanded the interdisciplinary canon of black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa -- as well as theorists who understand womanism as a "spiritual but not religious" orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health -- among others -- to examine contemporary womanist religious thought.

*Crosslisted as: RELIG-246*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Coleman-Tobias*

**GNDST-210YD The Gender of Yiddish**

*Not Scheduled for This Year. Credits: 4*

Yiddish and questions of gender have a long history. The language was called "mame-loshn" (mother tongue); it was associated with home and family. Jewish women were the primary intended readers of Yiddish, beginning with religious literature for those who could not read Hebrew and developing into a modern, secular, often moralizing literature. Despite the strong connections between Yiddish and women, women writers have been marginalized and underestimated. This course will explore the gendered history of Yiddish, including through the lens of queer theory. We will also read English translations of literature by modern Yiddish women writers who are being rediscovered today through new translations and scholarly attention.

*Crosslisted as: JWST-213, GRMST-213*

*Applies to requirement(s): Humanities*

*M. Cohen*

*Notes: Taught in English.*

**GNDST-212 Women and Gender in Social Sciences**

**GNDST-212EC Women and Gender in Social Sciences: 'Gender and Labor in the Global Economy'**

*Spring. Credits: 4*

Globalization has not only changed the way we consume: it has also profoundly transformed production and the nature of work across the globe. Using case-studies of employment and work in the agricultural, manufacturing and service sectors in a range of countries, this course analyzes the gender and class dimensions of these transformations, examines the contradictory tendencies inherent in these processes and explores alternatives for policy and action.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Pickbourn-Smith*

*Prereq: 4 credits in gender studies or in the social sciences.*

**GNDST-221 Feminist and Queer Theory**

**GNDST-221QF Feminist and Queer Theory: 'Feminist and Queer Theory'**

*Fall. Credits: 4*

We will read a number of key feminist texts that theorize sexual difference, and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. The postcolonial critique of feminism is a fourth vector we will examine, as well as anti-racist and postcolonial intersections with queerness. We will also study trans-theory and its challenge to the queer paradigm.

*Applies to requirement(s): Humanities*

*C. Gundermann, The department*

*Prereq: GNDST-101.*

**GNDST-241 Women and Gender in Science**

**GNDST-241HP Women and Gender in Science: 'Feminist Health Politics'**

*Not Scheduled for This Year. Credits: 4*

Health is about bodies, selves and politics. We will explore a series of health topics from feminist perspectives. How do gender, sexuality, class, disability, and age influence the ways in which one perceives and experiences health and the access one has to health information and health care? Are heteronormativity, cissexism, or one's place of living related to one's health status or one's health risk? By paying close attention to the relationships between community-based narratives, activities of health networks and organizations and theory, we will develop a solid understanding of the historical, political and cultural specificities of health issues, practices, services and movements.

*Crosslisted as: ANTHR-216HP*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 4 credits in gender studies.*

**GNDST-241HR Women and Gender in Science: 'Feminist Engagements with Hormones'***Not Scheduled for This Year. Credits: 4*

This course takes a transdisciplinary and multi-sited approach to explore the social, political, biocultural, and legal complexities of hormones. Hormones "appear" in many discussions about reproductive and environmental justice, identity, health and chronicity. But what are hormones? What are their social, political and cultural histories? Where are they located? How do they act? The course will foster active learning, centering feminist pedagogies of collaborative inquiry. Examples of topics to be explored are: transnational/transcultural knowledge production about hormones; hormonal relations to sexgender, natureculture, bodymind; and hormone-centered actions and activism.

*Crosslisted as: ANTHR-216HM**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 4 credits in gender studies.***GNDST-241PH Women and Gender in Science: 'Pharmocracy: Empire by Molecular Means'***Fall and Spring. Credits: 4*

Since the 1950s, the pharmaceutical industry -- one of the world's largest economic sectors and a core constituent of globalized corporate power -- has built a transnational empire that controls not only gender, sex, health, food chains, science, politics, stock markets, and private/public distinctions, but has completely changed what it means to be human or animal. We will study these transformations, and how pharmocracy produces knowledge through experimentation on impoverished humans and animals. In the context of the post-9/11 legal emergency frameworks, pharmocracy is also the nearly impenetrable tangle between pharma, academia, public health, and the military biosecurity bureaucracies.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**C. Gundermann**4 credits in Gender Studies, Critical Social Thought, Critical Race and Political Economy, Anthropology, Sociology, History, Environmental Studies, Biology, or Geography.***GNDST-290 Field Placement***Not Scheduled for This Year. Credits: 4*

This course presents an opportunity for students to apply gender theory to practice and synthesize their work in gender studies. Connections between the academy and the community, scholarship and social action will be emphasized. Students will arrange for a placement at a non-profit organization, business, or institution that incorporates a gender focus. A weekly seminar with other students provides a structured reflection forum to analyze experience and methods.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Speaking-Intensive**C. Gundermann**Prereq: GNDST-101 and either GNDST-201 or GNDST-221.***GNDST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***GNDST-333 Advanced Seminar****GNDST-333AD Advanced Seminar: 'Abolitionist Dreams & Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'***Not Scheduled for This Year. Credits: 4*

This seminar will offer close theoretical readings of a variety of anti-colonial, abolitionist, anti-imperialist, insurgent and feminist-of-color memoir, autobiographical and social justice texts. We will read works from Leanne Betasamosake Simpson, Assata Shakur, Patsisse Cullors, Grace Lee Boggs, Audre Lorde, Leah Lakshmi Piepzna-Samarsinna, Leila Khaled, Fannie Lou Hamer, Sarah Ahmed, Lee Maracle, Kai Cheng Thom, Angela Davis, Sojourner Truth, adrienne maree brown, Alexis Pauline Gumbs, Mary Brave Bird, Jamaica Kincaid, Gabby Rivera and Haunani-Kay Trask. We will center the interlinking and capacious concepts of liberation, revolution, freedom, justice and decolonization.

*Crosslisted as: CRPE-339**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**R. Hwang**Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.***GNDST-333AE Advanced Seminar: 'Race, Gender and Sexual Aesthetics in the Global Era'***Not Scheduled for This Year. Credits: 4*

Reading across a spectrum of disciplinary focuses (e.g. philosophies of aesthetics, post-structural feminisms, Black cultural studies, and queer of color critique) this course asks the question what is the nature of aesthetics when it negotiates modes of difference? This course explores the history and debates on aesthetics as it relates to race, gender, and sexuality with particular emphasis on Black diaspora theory and cultural production. Drawing on sensation, exhibitions, active discussion, observation, and experimentation, emphasis will be placed on developing a fine-tuned approach to aesthetic inquiry and appreciation.

*Crosslisted as: ARTST-380AE**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Smith**Prereq: 8 credits in Gender Studies.***GNDST-333AN Advanced Seminar: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters'***Not Scheduled for This Year. Credits: 4*

The "Anthropocene" has been defined as the era when humans exert change on the earth's climate, but this term has become a dynamo for theories, political discussions, and art about man's anthropocentric relation to the nonhuman world. This course will read theories of the Anthropocene alongside artistic contemplations of the shifting, ethical relations among humans, animals, and other beings of the world. How are we to live, die, and reproduce ourselves in a time when we have egregiously affected the earth? How does the critique of anthropocentrism shift our understanding of sex, gender, race, and the nonhuman? Finally, how does art speak within political conversations of climate change?

*Crosslisted as: ENGL-366**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Singer**Prereq: 8 credits in English or Critical Social Thought.*

**GNDST-333BW Advanced Seminar: 'De Brujas y Lesbiana and Other "Bad Women" in the Spanish Empire'***Not Scheduled for This Year. Credits: 4*

During the Spanish Empire (16th-18th centuries), witches, prostitutes, transvestite warriors, lesbians, daring noblewomen and nuns violated the social order by failing to uphold the expected sexual morality of the "ideal woman." They were silenced, criticized, punished, and even burned at the stake. Students will study contradictory discourses of good and evil and beauty and ugliness in relation to gender in the Spanish Empire. We will analyze historical and literary texts as well as film versions of so-called "bad" women – such as the Celestina, Elena/o de Céspedes, Catalina de Erauso and Sor Juana Inés de la Cruz.

*Crosslisted as: SPAN-330BW**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Romero-Díaz**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***GNDST-333CF Advanced Seminar: 'Free Them All: Abolition Feminism and Anticarceral Action Research'***Not Scheduled for This Year. Credits: 4*

This course will center the activism, theories and praxis of abolition feminism. We will collectively study how interpersonal violence (gender, racial, sexual, ableist) is intertwined with state violence (from domestic policing to militarism abroad). Through investigating the legal history of the criminalization of survivors alongside mainstream antiviolence research and statistics, we will challenge the use of criminological binaries such as victim/perpetrator and violent/nonviolent. Partnering with coalitions like Survived and Punished National, this course is structured by a series of anti-carceral action research projects such as contributing to active survivor defense campaigns.

*Crosslisted as: CRPE-371**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Writing-Intensive**R. Hwang**Prereq: Two courses in Gender Studies or Critical Social Thought at the 200 level or above.***GNDST-333CM Advanced Seminar: 'Gender, Sexuality, and Communism'***Fall. Credits: 4*

Using the frameworks of transnational and anticolonial feminisms, this course explores the genealogies, constellations, and contestations of feminist thought in the post-Soviet world. We will consider its unique formations in Eastern Europe and Eurasia, focusing especially on "peripheral" perspectives, such as Ukraine, Belarus, and Kazakhstan. Taking an interdisciplinary approach, students will engage with narrative, historical, archival, and ethnographic sources, giving attention to the relationship between gendered subjectivity and state practices. Topics may include: cultures of dissent, women's movements, queer intimacies and LGBTQ+ rights, and transnational collaborations.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Russell**Prereq: 8 credits in Gender Studies.***GNDST-333EC Advanced Seminar: 'Gender and Economic Development in the Global South'***Not Scheduled for This Year. Credits: 4*

This course explores the complex relationships between economic development and gender inequality in the global South. Students will be introduced to the theoretical frameworks and debates that shape the analysis of gender and economic development and will draw on these frameworks to analyze interactions between gender relations and economic development policies and processes in different contexts. Topics include the household as a unit of analysis; the gender division of labor: paid and unpaid work; the feminization of the labor force in the global economy; poverty; asset inequality; the informal economy; environmental governance; microfinance; and migration.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**L. Pickbourn-Smith**Restrictions: This course is open to juniors and seniors**Prereq: GNDST-101.***GNDST-333EG Advanced Seminar: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'***Fall. Credits: 4*

This seminar will focus on emerging innovations in the development, use and governance of reproductive and genetic technologies (RGTs). How do novel developments at the interface of fertility treatment and biomedical research raise both new and enduring questions about the 'naturalness' of procreation, the politics of queer families, the im/possibilities of disabilities, and transnational citizenship? Who has a say in what can be done and for which purposes? We will engage with ethnographic texts, documentaries, policy statements, citizen science activist projects, and social media in order to closely explore the diversity of perspectives in this field.

*Crosslisted as: ANTHR-316EG**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***GNDST-333EM Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'***Not Scheduled for This Year. Credits: 4*

What does it mean to be (in?) a body? Who counts as whole, broken or food? How do discipline, punishment, use, reproduction, and illness come into play? What are agency, animacy, knowledge, consciousness in relation to embodiment? Western rationality has produced and disciplined a coherent, bounded, defended, racialized, and gendered bodily Self through medicine, psychiatry, nutrition, education, sexology, thanatology, obstetrics, and other disciplines. We will explore this production and its continual undoing, through topics such as medical diagnosis, disability, death and burial cultures, infection, diet, breastfeeding and dairy, chronic illness, depression, queerness, and hormone replacement.

*Applies to requirement(s): Humanities**C. Gundermann**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: GNDST-101 and GNDST-221 or GNDST-201, or CST-200 or CST-248, or 8 credits in Anthropology, Sociology, History, Environmental Studies or Geography.*

**GNDST-333ER Advanced Seminar: 'Theorizing Eros'***Not Scheduled for This Year. Credits: 4*

The erotic is a rich site of queer feminist thinking about the costs of the imposition of sexuality as an interpretive grid. The course begins with the study of sexuality as a knowledge system, with a focus on racial and colonial histories of sexuality, then moves on to considerations of the erotic. In both Lordean and Foucauldian genealogies, eros operates as a set of possibilities, or capacities – for pleasure, joy, fulfillment, satisfaction – that exceed “sexuality” and can inspire ways of rethinking nature, need, and relationality. Lynne Huffer, L.H. Stallings, Adrienne Marie Brown, Sharon Holland, and Ela Przybylo, among others, help us think capaciously about what the erotic can do.

*Applies to requirement(s): Humanities**A. Willey**Prereq: 8 credits in Gender Studies or Critical Social Thought.***GNDST-333FM Advanced Seminar: 'Latina Feminism(s)'***Fall. Credits: 4*

In this seminar, we will explore the relationship between Latina feminist theory and knowledge production. We will examine topics related to positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

*Crosslisted as: CRPE-323**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in Latina/o Studies, Gender Studies, or Critical Social Thought.***GNDST-333FP Advanced Seminar: 'Women and Writing in French-Speaking Africa'***Not Scheduled for This Year. Credits: 4*

This course explores writings by women in French-speaking Africa from its early beginnings in the late 1970s to the present. Special attention will be given to social, political, gender, and aesthetic issues.

*Crosslisted as: FREN-341FS**Applies to requirement(s): Humanities**S. Gadjigo**Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.***GNDST-333GS Advanced Seminar: 'Gender and Sexual Minority Health'***Fall. Credits: 4*

This course is a critical overview and investigation of health as it relates to the experiences of gender and sexual minority people. We will begin with exploring theoretical understandings of health and marginalization, and use those as frameworks to examine various domains of health. Areas of interest will include mental health, sexual and reproductive health, substance use, disability, and issues related to body size and image. We will end by looking at other structural issues that affect gender and sexual minority health, such as access to care, health education, and health policy.

*Crosslisted as: PSYCH-319GS**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Flanders**Prereq: PSYCH-204 or GNDST-201.***GNDST-333HH Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*'***Spring. Credits: 4*

A seminar on the eighteenth-century Chinese masterpiece *The Story of the Stone* and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of premodern Chinese vernacular fiction in particular.

*Crosslisted as: ASIAN-340**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**Y. Wang**Prereq: 8 credits in Asian Studies or Gender Studies.**Advisory: Intended for East Asian Studies majors and Asian Studies minors.***GNDST-333KA Advanced Seminar: 'Korean American Feminist Poetry'***Not Scheduled for This Year. Credits: 4*

Poetry by Korean American feminist writers has burgeoned in the 21st century with new generations of poets contributing to life of American letters. Reading works by Theresa Cha, Myung Mi Kim, Don Mee Choi, Mary-Kim Arnold, and others, we will discuss how each writer evokes racial and ethnic identity and intersections with gender and other political concerns, as well as the choices each poet makes regarding form and style. Students will gain insight into a great diversity of approaches to writing poetry and will create a portfolio of their own poems based on our discussions. Most classes will involve group critique of writing; several will involve visits with our authors. All are welcome.

*Crosslisted as: ENGL-361KA**Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Hong**Prereq: ENGL-201.***GNDST-333MC Advanced Seminar: 'Latinas/os/x and Housing: *Mi Casa Is Not Su Casa*'***Not Scheduled for This Year. Credits: 4*

Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the "American Dream," homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining the history of exclusionary housing policies in the United States. By exploring a range of topics (affordability, ownership, gentrification, etc), we will develop a sharper understanding of why housing is one of the most pressing issues for Latinas/os/x today.

*Crosslisted as: CRPE-356**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**V. Rosa**Restrictions: This course is open to juniors and seniors*



**GNDST-333MS Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'***Spring. Credits: 4*

How can we change animal exploitation and re-situate the human more equitably with other species? Through animal rights? Justice? Abolition? Dismantle human exceptionalism? Animal emancipation? Companionship? Co-existence? Stewardship? What are the uses and limits of the discourses from which critical animal studies borrows conceptually, for example: antiracism, feminism, disability studies, nationalism, transformative justice, and so on. We will explore different scenarios of human-nonhuman entanglements, such as training, rescue, the animal industrial complex, the politics of extinction, hunting, infection, predation, breeding/reproduction and others.

*Applies to requirement(s): Humanities**C. Gundermann**Prereq: 8 credits in Gender Studies, CST, CRPE, Environmental Studies, Anthropology, Sociology, History, Psychology, or Neuroscience.***GNDST-333MT Advanced Seminar: 'Digital Intimacies'***Not Scheduled for This Year. Credits: 4*

Drawing on intersectional feminist theories of gender, sexuality, and affect, this course looks at digital modes of interpersonal communication that inform emerging senses of intimacy. We will examine digital performances of race, ethnicity, gender, sexuality, ability and disability, with attention to the technical infrastructures and industrial policies that shape access and engagement in digital worlds. Our study will address digital representations of the body, tensions between anonymity and authenticity, socially networked surveillance, and the personal and political sensibilities that digital intimacies inspire.

*Crosslisted as: FMT-330MT**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Cornfeld**Prereq: 8 credits in Film, Media, Theater.***GNDST-333MX Advanced Seminar: 'Media and Sexuality'***Fall. Credits: 4*

Sex and sexuality are frequently at the forefront of innovation in media and technology, from the beginnings of photography, film, and video to the rise of the internet, artificial intelligence, and big data. Combining critical frames from Media Studies and Sexuality Studies, this seminar investigates what happens when media and sexuality intersect. We will ask how media and technology bolster new forms of sexual expression, communication, and embodiment. And, at the same time, we will examine how emerging technologies enable new modes of social regulation and surveillance. Throughout, we will foreground queer, trans, and feminist perspectives on media histories and digital futures.

*Crosslisted as: FMT-330MX**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**L. Cornfeld**Prereq: 8 credits in FMT or Gender Studies.***GNDST-333PA Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'***Not Scheduled for This Year. Credits: 4*

This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.

*Crosslisted as: SPAN-340PA, FMT-330PA**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: Two courses in Spanish at the 200-level above SPAN-212.**Notes: Taught in Spanish.***GNDST-333PG Advanced Seminar: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'***Not Scheduled for This Year. Credits: 4*

Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of 'participatory governance' of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance?

*Crosslisted as: ANTHR-316PG**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***GNDST-333QF Advanced Seminar: 'Monogamy: Queer Feminism and Critical Relationality' Justice'***Not Scheduled for This Year. Credits: 4*

Grounded in queer, feminist, and decolonial concerns with social belonging, this class considers "monogamy" from a range of inter/disciplinary perspectives. From histories of marriage to sciences of mating to politics of polyamory, we will explore monogamy's meanings. Students will become familiar with debates about monogamy, a variety of critical approaches to reading and engaging them, and fields of resistance to a variety of "monogamy stories" within and beyond the academy. We will draw on critical engagements with the nuclear family and queer historicizations of sexuality, foregrounding the racial, national, and settler colonial formations that produce monogamy as we know it.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Willey**Prereq: One course in Gender Studies or Critical Social Thought.*

**GNDST-333QH Advanced Seminar: 'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'**

*Fall. Credits: 4*

The bloody dictatorships that took place in the Southern Cone and the armed conflicts in Colombia, Guatemala and Peru during the 20th century left behind a legacy of political violence and collective trauma. These states themselves became sadistic death machines, where bodies became territories of punishment and discipline as well as of struggle, resistance, and difference. We will analyze how recent cultural production (film, novel, short stories, and theater) along with theoretical texts imagine and represent those "body struggles" through queer and female bodies, and how they replace the masculine icons of the left-wing militants and the state military terrorists.

*Crosslisted as: SPAN-350QH*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Pitetta*

*Prereq: Two 200-level Spanish courses above SPAN-212.*

*Notes: Taught in Spanish.*

**GNDST-333QJ Advanced Seminar: 'Queer Objects'**

*Spring. Credits: 4*

This course explores the relationship between the temporal and material structures of everyday life – including objects, housing, gifts, dress, food, drugs, sex toys, accessories, and technologies – and queer identities, communities, and practices. Taking an intersectional and interdisciplinary approach that includes narrative, archival, ethnographic, visual, and historical sources, we will consider not only how queer life shapes and is shaped by objects, but also the extent to which "objecthood" can be tied to structural and state power through the politics of consumption. Topics and themes may include material feminisms, the queer archive, queer aesthetics, biopolitics, and affect theory.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Russell*

*Prereq: 8 credits in gender studies.*

**GNDST-333QM Advanced Seminar: 'The Queer Early Modern'**

*Fall. Credits: 4*

This course combines early modern texts with various related secondary readings that will enable students to better understand the way that sexuality—both normative and nonnormative—was portrayed and interpreted in Renaissance literature. As we progress through the course, we will discuss what defines queer history and histories of sexuality, how the history of sexuality in the past informs the present, and, ultimately, the ways in which we can use early modern literature to better understand ourselves today. Course texts will include Christopher Marlowe's *Edward II*, John Lyly's *Galatea*, Shakespeare's sonnets, and the poetry of Aemilia Lanyer and Katherine Philips.

*Crosslisted as: ENGL-382QM*

*Applies to requirement(s): Humanities*

*C. Mahaffy*

*Restrictions: This course is open to juniors and seniors*

**GNDST-333RT Advanced Seminar: 'Body and Gender in Religious Traditions'**

*Spring. Credits: 4*

Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.

*Crosslisted as: RELIG-352*

*Applies to requirement(s): Humanities*

*S. Mrozik*

*Prereq: 8 credits in Religion, Gender Studies, or Critical Race and Political Economy.*

**GNDST-333SE Advanced Seminar: 'Black Sexual Economies'**

*Not Scheduled for This Year. Credits: 4*

At once viewed as a dysfunction of normative ideas about sexuality, the family, and the nation, Black sexualities are intimately linked to and regulated by political and socioeconomic discourses. Slavery studies scholars remind us of how it has proven foundational for modern notions of race and sex by making explicit links between labor and exploitation. Thus, this course moves through themes such as slavery historicity, intersections between Black feminisms and Black sexualities, sexual labor/work, pleasure, and the erotic, in order to consider the stakes of our current critical approaches to Black sexual economies and interrogate its silences and possibilities.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*S. Smith*

*Prereq: Two courses in Gender Studies or Africana Studies.*

**GNDST-333SJ Advanced Seminar: 'Art, Public Space, and Social Justice Activism'**

*Not Scheduled for This Year. Credits: 4*

What are some ways that art can disrupt oppressive structures of power? This course explores the ways in which contemporary artists for centuries have responded to the call for political change and social justice, particularly with regards to issues of race, gender, sexuality, class, and ability. Drawing from interdisciplinary and intersectional perspectives, we will examine the role of visual and performance art within public spaces in shaping and furthering social movements and protest. Some possible themes and issues include public memory, artistic citizenship, counterpublics, "material" and "immaterial" artistic forms, and the collective impact of art activism on the social imagination.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Russell*

*Prereq: 8 credits in Gender Studies.*

**GNDST-333SS Advanced Seminar: 'Gender and Class in the Victorian Novel'***Not Scheduled for This Year. Credits: 4*

This course will investigate how gender and class serve as structuring principles in the development of the Victorian novel in Britain, paying attention to the ways in which the form also develops in relation to emerging ideas about sexuality, race, nation, and religion. Novelists include Bronte, Dickens, Eliot, and Gaskell and we will read examples of domestic fiction, detective fiction, social realist novels, and the Victorian gothic.

*Crosslisted as: ENGL-323**Applies to requirement(s): Humanities**A. Martin**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets English department 1700-1900 requirement***GNDST-333TF Advanced Seminar: 'Trans Fem& Arts and Activism'***Spring. Credits: 4*

This course centers the experiences, activism, and creative work of Trans Fem& people, which includes, but is not limited to, trans women, Two-Spirit, Hijra, (c)amab people, and others who identify with trans femininity. Throughout the term, we'll engage historic and contemporary activisms, read and watch creative work, and do our own creative work. We'll focus on activism ranging from Street Transvestite Action Revolutionaries to Familia: Trans Queer Liberation Movement and creative work by artists such as Kai Cheng Thom, Tourmaline, and Arielle Twist.

*Applies to requirement(s): Humanities; Multicultural Perspectives**N. Timmons**Prereq: 8 credits in Gender Studies.***GNDST-333TH Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'***Spring. Credits: 4*

The overall goal of this course is to make explicit connections between mutual aid and transformative justice, and the intertwined place-based and community histories in which these interventions continue to be made. Students will leave with a grounded understanding of the connections, tensions and differences between transformative justice and restorative justice and criminal justice. Alongside Dean Spade's *Mutual Aid Building Solidarity During This Crisis (and the Next)*, students will be introduced to the radical history of mutual aid-- learning the difference between "charity" and "solidarity" -- and how mutual aid might interrupt systemic to interpersonal harm.

*Crosslisted as: CRPE-372**Applies to requirement(s): Humanities**Other Attribute(s): Community-Based Learning**R. Hwang**Prereq: A 200-level course in Gender Studies, Critical Social Thought, or Critical Race and Political Economy.***GNDST-333VV Advanced Seminar: 'Women Experimental Filmmakers'***Not Scheduled for This Year. Credits: 4*

This seminar examines experimental cinema made by women from the early 1950s, during the earliest years of the movement known as the American Avant-Garde, through the 1990s. While the class will read feminist film theory and see the work of such well-known filmmakers as Yvonne Rainer, Sally Potter, and Chantal Akerman, we will also examine the less familiar but highly influential films of women working in the home movie or diary mode, with particular emphasis on the work of Marie Menken.

*Crosslisted as: FMT-330EX**Applies to requirement(s): Humanities**The department**Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.***GNDST-333WE Advanced Seminar: 'Weird Feelings: Unsettling Latin American Short Fiction'***Not Scheduled for This Year. Credits: 4*

In this course we will read and discuss a group of short stories written by contemporary female, queer and trans Latin American authors. These stories deal with (among other weird feelings and states) the uncanny, the unsettling and the horror of daily life as well as processes of becoming, embodiment and disidentification. This course considers the intersections of identity and imagination, race, gender, and class. Special attention is given to the way in which these writings depict oppression and resilience and how they reinvent the Latin American short story writing tradition. Authors may include Ivan Monalisa, Guadalupe Nettel, Mariana Enriquez, Camila Sosa, and Claudia Salazar.

*Crosslisted as: SPAN-330WE**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Pitetta**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***GNDST-333WF Advanced Seminar: 'Women and the Family in Imperial China'***Not Scheduled for This Year. Credits: 4*

This course examines the lives of women in imperial China (221 BCE-1911). How did Confucian didactic texts define women and their place in the family? Seen as the core of the family in a patrilineal, patrilocal, and patriarchal society, men prescribed women's roles in family life. How did women understand and respond to the social expectations imposed on them? What changed over the long history of imperial China? Students consider writings by and about women alongside the evidence of material culture.

*Crosslisted as: HIST-301WF**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**L. Wu**Restrictions: This course is open to juniors and seniors**Prereq: One course on East Asian history, culture, politics, or language.**Notes: meets history department pre-1750 requirement*

**GNDST-392 Senior Seminar***Fall. Credits: 4*

This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies and critical social thought. Majors with diverse interests, perspectives, and expertise will have the opportunity to reflect on, and share with each other, the significance of their major education in relation to their current and past work, their capstone or senior projects, their academic studies as a whole, and their engagements outside of academia. Course readings and discussion will be shaped by students in collaboration with the instructor.

*Crosslisted as: CRPE-392**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**R. Hwang**Restrictions: This course is limited to seniors.; This course is limited to CST or Gender Studies majors.***GNDST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Geography

### Overview and Contact Information

Geography is an integrated discipline that studies the relationships between people, places, society, and the environment. Mount Holyoke College geography majors and minors learn about the impacts of social, economic, environmental, and political processes that shape spaces and places, the science of earth systems, the human dimensions of global environmental and climate change, and the use of geographic information science (GIS) and remote sensing techniques to represent and analyze data and knowledge at different spatial scales.

Please note that the departments of Geology, Geography and Environmental Studies plan to launch a new department and a new major and minor. Details of the transition plan to the new major and minor are awaiting final approval, but current and matriculating students will remain eligible to complete the existing majors/minors in Geology, in Geography, and in Environmental Studies.

### Contact Information

**Jared Schwartzner, Chair****Debra LaBonte, Academic Department Coordinator**

304 Clapp Laboratory

413-538-2278

<https://www.mtholyoke.edu/academics/find-your-program/geography>  
 (<https://www.mtholyoke.edu/academics/find-your-program/geography/>)

### Learning Goals

Students majoring/minoring in geography draw upon their individual interests and passions to chart unique paths through the discipline. Yet, within this diversity, students take courses that are informed by the following key learning goals:

- Understand and use geographic concepts of place, space, and scale to explore human-environment relations.
- Recognize the physical processes that shape the patterns of the earth's surface, including landforms, climate, and ecosystems.

- Explore the many sub-disciplines of geography.
- Apply geographic methods, theories, and perspectives to critically tackle pressing societal questions.
- Articulate geographic research questions and demonstrate effective reading and writing skills.
- Apply mapping and geospatial technologies to analyze geographic data and solve geographic problems.
- Understand and utilize basic quantitative and qualitative research methods.

## Faculty

### This area of study is administered by the Department of Geology and Geography:

Michelle Markley, Professor of Geology, On Leave 2023-2024

Mark McMenamin, Professor of Geology

Thomas Millette, Director of the Geo-Processing Lab; Professor of Geography, Teaching Fall Only

Alan Werner, Professor of Geology, Teaching Fall Only

Serin Houston, Associate Professor of Geography and International Relations, On Leave 2023-2024

Marsha Allen, Assistant Professor of Earth Science

Dinko Hanaan Dinko, Assistant Professor of Geography

Phillip Campanile, Visiting Instructor in Geography

Eugenio Marcano, Manager of the Geo-Processing Lab; Instructor in Geology and Geography

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
GEOG-105	World Regional Geography	4
GEOG-107	Introduction to the Physical Environment	4
or GEOL-107	Environmental Geology	
GEOG-205	Mapping and Spatial Analysis	4
or GEOG-210	GIS for the Social Sciences and Humanities	
Any four of the following 200-level thematic and regional courses:		16
GEOG-202	Cities in a Global Context	
GEOL-203	The Earth's Surface	
GEOG-204	Human Dimensions of Environmental Change	
GEOG-206	Political Geography	
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	
ENVST-210	Political Ecology	
ENVST-216	Global Environmental Justice	
GEOG-224	Atmosphere and Weather	
GEOG-230	Environmental Soil Science	
GEOG-295	Independent Study	
Any two 300-level seminar courses in Geography:		8
GEOG-304UP	Planning and the Environment: 'Urban Planning'	
GEOG-312	Seminar in Geography	
GEOG-313	Third World Development	



GEOG-319	Africa: Problems and Prospects	
GEOG-320	Research with Geospatial Technologies	
ENVST-321 CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	
ENVST-321 EQ	Conference Courses in Environmental Studies: 'Food Equity and Empowerment' Change'	
GEOG-328	Climate Migration	
GEOG-395	Independent Study	
<b>Total Credits</b>		<b>36</b>

### Additional Specifications

- Many geography courses are offered in alternate years. Students should consult the department when planning their major.
- Courses from other departments, the Five Colleges, and abroad may also apply toward the 300-level course requirement in the major.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
GEOG-105	World Regional Geography	4
Any three of the following 200-level thematic and regional courses:		12
GEOG-202	Cities in a Global Context	
GEOL-203	The Earth's Surface	
GEOG-204	Human Dimensions of Environmental Change	
GEOG-206	Political Geography	
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	
ENVST-210	Political Ecology	
ENVST-216	Global Environmental Justice	
GEOG-224	Atmosphere and Weather	
GEOG-230	Environmental Soil Science	
GEOG-295	Independent Study	
Any one 300-level course in Geography:		4
GEOG-304UP	Planning and the Environment: 'Urban Planning'	
GEOG-312	Seminar in Geography	
GEOG-313	Third World Development	
GEOG-319	Africa: Problems and Prospects	
GEOG-320	Research with Geospatial Technologies	
ENVST-321 CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	
ENVST-321 EQ	Conference Courses in Environmental Studies: 'Food Equity and Empowerment' Change'	
GEOG-328	Climate Migration	
GEOG-395	Independent Study	
<b>Total Credits</b>		<b>20</b>

### Additional Specifications

- Many geography courses are offered in alternate years. Students should consult the department when planning their minor.

## Course Offerings

### GEOG-105 World Regional Geography

*Fall and Spring. Credits: 4*

This course surveys the major geographic regions of the world in terms of environmental features and resource distributions, economic mainstays, population characteristics, cultural processes, social relationships, and patterns of urbanization and industrial growth. In addition to these topical foci, we use various sub-fields of geography to animate different regions. This approach provides a sense of depth while we also pursue a breadth of knowledge about the world.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives  
P. Campanile*

### GEOG-107 Introduction to the Physical Environment

*Not Scheduled for This Year. Credits: 4*

A systematic introduction to the ecological processes operating on the surface of the earth, their spatial variation and their contribution to the spatial patterning of life on earth. The course stresses interactions among the earth's energy balance, weather, ecological resources and human impacts on environmental systems.

*Applies to requirement(s): Math Sciences  
T. Millette*

### GEOG-202 Cities in a Global Context

*Fall. Credits: 4*

Cities are dynamic landscapes informed by myriad economic, political, social, environmental, and cultural processes. This course delves into the forces of urbanization and examines how cities have been investigated, built, experienced, and lived in throughout history and around the globe. By accenting a geographic perspective and drawing upon an array of theoretical ideas and empirical examples, this class grapples with the fascinating complexities of the urban context.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives  
P. Campanile*

### GEOG-204 Human Dimensions of Environmental Change

*Not Scheduled for This Year. Credits: 4*

Using regional case studies from across the world, this course examines some of the causes and consequences of human-induced environmental changes. The course explores the fundamental relationships and processes involved in human-environmental interactions; the various impacts that humans have had over time upon soils, water, flora, fauna, landforms, and the atmosphere; and possible alternative development strategies that could create a balance between human needs and environmental sustainability

*Applies to requirement(s): Social Sciences; Multicultural Perspectives  
The department*

### GEOG-205 Mapping and Spatial Analysis

*Fall. Credits: 4*

Provides a comprehensive introduction to maps, including their design, compilation, and computer production. Introduces students to the principles of abstracting the Earth's surface into spatial databases using GIS, remote sensing, and Global Positioning Satellites.

*Applies to requirement(s): Meets No Distribution Requirement  
T. Millette*

**GEOG-206 Political Geography***Fall and Spring. Credits: 4*

Systemically studies political phenomena and their geographic expression, at a variety of spatial scales – national, regional, and international. Major themes include nation-state formation, boundary, territory, and ethnic issues, regional blocs and spheres of influence, and conflicts over access to and use of resources.

*Applies to requirement(s): Social Sciences**K. Surprise***GEOG-208 Global Movements: Migrations, Refugees and Diasporas***Not Scheduled for This Year. Credits: 4*

The voluntary and involuntary movement of people around the globe is the focus of this course on migrations, refugees, and diasporas.

Questions of borders, nativism, transnationalism, the global economy, and legality thread through this course as we consider the many social, cultural, environmental, economic, and political factors shaping decisions to leave a home or homeland. Historical and contemporary case studies, compelling theoretical texts, and geographic perspectives on these topics collectively animate our discussions.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**The department***GEOG-210 GIS for the Social Sciences and Humanities***Spring. Credits: 4*

This course introduces the use of Geographic Information Systems (GIS) and other geospatial technologies in the social sciences and the humanities. The student will learn to collect, process, and analyze quantitative data within the spatial (geographic) context where they occur. Course content may include research topics from current faculty.

*Applies to requirement(s): Meets No Distribution Requirement**E. Marcano**Advisory: Proficiency with computers and quantitative data analysis***GEOG-223 Development Geography***Spring. Credits: 4*

This course explores the major trends and changes in development theory and their bearings on development policy and practice, critically discussing concepts of development and the emergence and evolution of paradigms in development thinking. We will explore what and who drives (under)development, where (location and scales), and what can be done. The course integrates hands-on experiential learning through case studies and guest lectures to enable students to analyze what theoretical foundations informed past and current development thinking and their prospects and limits.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Dinko***GEOG-224 Atmosphere and Weather***Not Scheduled for This Year. Credits: 4*

This course provides a detailed introduction to the earth's atmosphere with particular emphasis on the troposphere extending from the surface to 10km in elevation. Topics include the earth's solar energy budget, atmospheric pressure and wind systems, global and local meteorological processes, and weather forecasting. The class will make significant use of meteorological data and satellite imagery taken from NOAA's National Weather Service to study seasonal weather patterns, rain and snow events, and catastrophic hurricanes.

*Applies to requirement(s): Math Sciences**M. Allen**Prereq: Any 100-level natural science course.**Advisory: Students who have taken high school earth science but not a college-level natural science course are welcome to request instructor permission to enroll.***GEOG-230 Environmental Soil Science***Spring. Credits: 4*

Introduction to the physical, chemical, and biological properties of soils and their relationship to environmental quality, agricultural production, and land management. This course will also describe the processes of origin and development of soils as natural entities and how they affect the different ecosystems where they are located. Some field work required.

*Applies to requirement(s): Meets No Distribution Requirement**E. Marcano**Prereq: Any 100 or 200 level science course or GEOG-107.***GEOG-241GR Topics in Geography: 'Global Radical Geographic Imaginaries: 19th Century to Present'***Spring. Credits: 4*

This survey of radical geographic thought highlights liberatory geographic imaginaries from across the globe from the past two centuries. Radical geographers have developed powerful critiques of capitalism, empire, and modernization. They have also reimagined places capable of supporting deeply democratic social formations. This course will examine the political, economic, and cultural geographical concerns embedded in these critiques and counter-proposals. Among them, we will study 19th century Euro-Asian anarchism, Marx's late work on the "archaic commune," state resistance in Asia, post-colonial nation building in Africa, and feminist re-imaginings of sex, gender, and domesticity.

*Applies to requirement(s): Social Sciences**P. Campanile***GEOG-241RE Topics in Geography: 'Geographies of Renewable Energy Transition'***Not Scheduled for This Year. Credits: 4*

This course explores the variety of ways renewable energy transitions are imagined, planned, implemented, and contested throughout the world. Through empirical case studies, we examine how renewable energies offer new possibilities for restructuring societies but can also perpetuate social practices and worldviews that sustain relations of inequality. We draw on the geographic concepts of landscape, scaling, and spatial embeddedness to investigate why energy transition dynamics vary across space, and consider how cultural frameworks influence climate policies and individual energy choices.

*Applies to requirement(s): Social Sciences**The department***GEOG-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*

**GEOG-304 Planning and the Environment****GEOG-304UP Planning and the Environment: 'Urban Planning'***Fall. Credits: 4*

This course examines in detail the fabric of urban and suburban settlement and commerce in the pre and post WW II U.S. Field trips to the greater Springfield area are used to allow students to develop firsthand understanding of interactions between urban and suburban areas and to recognize the major changes to the human landscape driven by suburbanization and urban abandonment. This class will examine the section of Springfield slated for the MGM Casino Development.

*Applies to requirement(s): Social Sciences**T. Millette**Prereq: Any 200-level Geography course.***GEOG-312 Seminar in Geography**

These seminars present selected topics in geography that reflect contemporary problems, current geographical ideas, philosophical and methodological trends in geography, and/or the history and development of geographical thought.

**GEOG-312NC Seminar: 'The Nature of Cities'***Spring. Credits: 4*

This course critically examines the past, present, and future of thinking about the city from an ecological point of view. For a century, urban ecologists have thought about the city as an ecosystem: it follows the laws of all natural systems. While illuminating, this naturalistic idea has obscured certain historical, social, and political economic forces of urbanization. This is evident today in efforts to make cities more "resilient" and "sustainable." By intersecting urban ecology, urban political economy, and environmental history, this course reassesses the prospects of the ecological city in light of contemporary environmental crisis. Examples will be from across the globe.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**P. Campanile**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in Geography or related social science course.***GEOG-313 Third World Development***Not Scheduled for This Year. Credits: 4*

Offers an interdisciplinary perspective on social, economic, and political features of contemporary development in Africa, Asia, and Latin America, regions referred to as the Third World or the South, and provides an introduction to theoretical origins and definitions of economic growth, development, and underdevelopment. It then addresses more specific aspects of development such as trends in population growth, migration, and urbanization; agrarian change; livelihood strategies and aspects of social welfare such as health, education, and shelter; poverty and the environment; and social justice. The latter part of the course draws extensively on selected case studies.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**The department**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in a related 200-level social science course.***GEOG-314 China in the Global South***Spring. Credits: 4*

China is at the heart of development in the 21st century. In other words, it is impossible to understand the twenty-first century without understanding China. But is China a partner or a neocolonial exploiter in the Global South? How can we make sense of China's current record of infrastructure lending in Africa or the recent uptick in China-Africa trade? What is the geography of China's economic statecraft in Africa? To provide some answers, we will explore the on-the-ground realities of China's increasingly complex engagement with developing countries in aid, trade, investment, agribusiness, and technology transfer. We will examine China's emerging role by focusing on the spatial economic statecraft and geostrategic politics of Chinese capital flow.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Dinko**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in Geography or a related 200-level social science course.***GEOG-319 Africa: Problems and Prospects***Not Scheduled for This Year. Credits: 4*

This course intends to offer an interdisciplinary perspective on selected contemporary development problems in Africa south of the Sahara. Central to the course will be an examination of the social, economic, and political consequences of colonialism, the physical resource base and ecological crisis, agrarian systems and rural development, gender relations and development, urbanization and industrialization, and the problems and prospects of regional cooperation and integration.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**The department**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in a related 200-level social science course.***GEOG-320 Research with Geospatial Technologies***Not Scheduled for This Year. Credits: 4*

Geographic Information Systems (GIS) and remote sensing are essential tools for geographic analysis in both the biophysical and social sciences. This course uses a semester-long project that includes field and laboratory instruction to allow students to develop hands-on skills with spatial data and analysis software. Students will be able to present potential employers with a portfolio containing examples of their ability to develop and execute a GIS/remote sensing application project.

*Applies to requirement(s): Math Sciences**T. Millette**Prereq: GEOG-205 or GEOG-210.*

**GEOG-328 Climate Migration**

*Not Scheduled for This Year. Credits: 4*

This seminar focuses on climate change-induced human migration from both theoretical and applied perspectives. It examines the predicted scope of this population movement and considers international instruments that could shape responses to this growing category of migrants. A set of contemporary case studies from around the world animate our investigation into what it means to adapt to an altered environment and inform our questions about responsibility for climate change. Throughout the semester, students will grapple with the complex environmental, economic, cultural, and political intersections of migration and Earth's changing climate system.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*The department*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 4 credits in a related 200-level social science course*

**GEOG-331 Water, People, and Politics in the Anthropocene**

*Fall. Credits: 4*

Water is not simply a natural biophysical element that flows neutrally through landscapes. In this course, we will focus on the political, ecological, and historical dimensions of human water use in a changing climate. Throughout the course, we will examine ways in which water crises are produced and play out at various scales, ranging from the macro (global) to the micro (household) and human body. We will begin by strengthening our foundational understanding of water resources and laws that affect distribution, quality, use, and sustainability. Then, we'll dig deeper into the complexities that link water, people, and politics. In the last weeks of the course, we'll work on applying these ideas to dissect real-world issues such as the Flint and the Jackson water crisis. We'll also think about how to harness the newest and best ideas to sustainably and inclusively meet societal and ecological water needs now and in the future.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*D. Dinko*

*Restrictions: This course is open to juniors and seniors*

*Prereq: One course in geography or one related social science course.*

**GEOG-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Geology

### Overview and Contact Information

The geology major offers students hands-on learning in the classroom, lab, and field. Intermediate and upper-level courses are relatively small and explore geologic materials, physical and biological processes, and earth history and change. We recommend strongly courses in the cognate sciences (biology, chemistry, and physics), as well as calculus and/or statistics.

Please note that the departments of Geology, Geography and Environmental Studies plan to launch a new department and a new major and minor. Details of the transition plan to the new major and minor are awaiting final approval, but current and matriculating students will remain eligible to complete the existing majors/minors in Geology, in Geography, and in Environmental Studies.

### Contact Information

**Jared Schwartzner, Chair**

**Debra LaBonte, Academic Department Coordinator**

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### Learning Goals

Students majoring or minoring in geology learn about the dynamic processes and history that shaped our planet and provide us with the resources and natural environments on which we rely. This is a fascinating field of study that also prepares one for outstanding employment opportunities. Our courses are designed to achieve the following learning goals:

- Develop observational and quantitative skills appropriate for field, laboratory, analytical, and modeling methods of geoscience inquiry.
- Develop sophisticated and nuanced reasoning skills to evaluate multiple working hypotheses, integrate earth science data gathered at different spatial and temporal scales, and critically assess data, ideas, and methods from the published literature.
- Become an effective communicator, able to ask interesting questions, collaborate with peers, and engage thoughtfully and respectfully in discussion; to write about scientific observations and interpretations using appropriate vocabulary and style; and to orally and graphically present data, ideas, and methods from your own research and from published literature.
- We encourage geology majors to be informed about ideas and methods within the cognate sciences of biology, chemistry, physics, and math and statistics.
- Geology majors will understand the importance of earth processes and materials in shaping the history and future of humanity.

### Faculty

**This area of study is administered by the Department of Geology and Geography:**

Michelle Markley, Professor of Geology, On Leave 2023-2024

Mark McMenamin, Professor of Geology

Thomas Millette, Director of the Geo-Processing Lab; Professor of Geography, Teaching Fall Only

Alan Werner, Professor of Geology, Teaching Fall Only

Serin Houston, Associate Professor of Geography and International Relations, On Leave 2023-2024

Marsha Allen, Assistant Professor of Earth Science

Dinko Hanaan Dinko, Assistant Professor of Geography

Phillip Campanile, Visiting Instructor in Geography

Eugenio Marcano, Manager of the Geo-Processing Lab; Instructor in Geology and Geography



## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
<b>32 credits in geology</b>		
8 credits in geology at the 100 level or above		8
16 credits in geology at the 200 level or above		16
8 credits in geology at the 300 level		8
<b>4 credits in chemistry</b>		
CHEM-150 (or 4 credits of Advanced Placement Chemistry)		4
<b>Total Credits</b>		<b>36</b>

### Additional Specifications

- No more than 4 credits of independent study (GEOL-295 or GEOL-395) may be counted towards the major.
- Geography, environmental studies, astronomy, and other geology courses in the Five Colleges and from abroad may also apply toward the major as electives or, in some cases, as substitutes for required courses.
- A summer field course may also count for 4-6 credits in geology.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
One 100-level geology course		4
12 credits in geology at the 200 level or above		12
4 additional credits in geology at the 300 level		4
<b>Total Credits</b>		<b>20</b>

## Teacher Licensure

Students interested in pursuing licensure in the field of earth and space science can create a special earth science major and combine this course work with a minor in education. For specific course requirements for licensure in earth and space science within the field of geology (and related disciplines), please consult your advisor or the chair of the geology and geography department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog. Students interested in pursuing teacher licensure should set up an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator and director of the Early Childhood/Elementary Teacher Licensure Program, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

### GEOL-103 Oceanography

*Fall. Credits: 4*

Because more than seventy percent of our planet is covered by oceans, the study of marine systems is crucial to our understanding of Earth History and life on the planet. We will examine chemical, physical, geological, and biological processes in the oceans at a variety of scales in time and space. We will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to affect weather and climate, stabilize global chemical cycles, erode coastlines and provide access to resources. We will conclude the semester with a discussion of the human impact on the ocean environment including sea level rise, acidification, coral bleaching and over-fishing.

*Applies to requirement(s): Math Sciences*

*A. Werner*

### GEOL-107 Environmental Geology

*Fall. Credits: 4*

The only planet known to sustain life, Earth provides all the resources that sustain us, yet at the same time it can be an unpredictable and sometimes dangerous home. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. This course examines earth processes, how these affect our lives, and how we can best live with and sustain our environment. May be taken for 200-level credit with permission of instructor.

*Applies to requirement(s): Math Sciences*

*S. Dunn*

### GEOL-116 Art in Paleontology

*Not Scheduled for This Year. Credits: 4*

Paleontological art brings ancient organisms back to life. In this course we will consider the role that "PaleoArt" itself plays as a mode of scientific discovery. Beginning with an analysis of the pioneering paleoart of Charles R. Knight, we will examine how paleoartists have uncovered key information about prehistoric life well in advance of its recognition by the scientific community. In a collaborative class project, we will identify the best and most representative works for a possible display somewhere on campus. For individual final class projects, students may choose between a research paper and presentation, and their own paleontological artwork in any visual medium. For the latter, students will be able to utilize resources of the Fimbel Maker and Innovation Lab.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*M. McMenamin*

### GEOL-126 The Cambrian Explosion

*Spring. Credits: 4*

The origin of animals was arguably the most important event in earth history. In this course we will review the history of earth, learn basic geology, and then examine the problem of the origin of animals by studying Mount Holyoke College's superb and unique collection of Proterozoic and Cambrian fossils. The emergence of animals has been called the Cambrian explosion. We will examine what this means for our understanding of evolution as we evaluate hypotheses proposed to explain the relatively sudden appearance of more than half of known animal phyla during the Cambrian event.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*M. McMenamin*

*Notes: May be taken for 200-level credit with permission of instructor.*

**GEOL-133 Mass Extinction, Dinosaurs and Ecological Recovery**

*Not Scheduled for This Year. Credits: 4*

Beginning in Precambrian time over a half billion years ago, mass extinctions have periodically decimated earth's biota and left the biosphere in ruins. For example, both the Permo-Triassic and the End-Cretaceous mass extinctions reshaped life on earth and initiated new geological eras. In this course we will examine why mass extinctions occur and study the ways in which the biosphere recovers from mass extinction events. We will also evaluate the claim that we humans are causing a mass extinction and examine proposals regarding the steps we might take to hasten biospheric recovery.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*M. McMenam*

*Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.*

**GEOL-137 Dinosaurs**

*Fall. Credits: 4*

The first dinosaur fossils to be recognized in North America, footprints of the creatures, were found in South Hadley. The very first dinosaur species described by a woman researcher, and one of the most ancient dinosaur species in the United States (*Podokesaurus holyokensis*), was discovered close to the Mount Holyoke campus. In this course we will learn the main types of non-avian dinosaurs, compare them to other ancient and modern vertebrates, assess their relationship to birds, debate their physiology (cold-blooded or warm blooded?), examine the ecology of the world they inhabited, and by means of field work, rock drilling and excavation, resume the search for a new specimen of *Podokesaurus*. To complete the final project, students will select a dinosaur species and study its geological age, geographic distribution, environmental preferences, ecological roles, feeding and reproductive strategies, and body form as they review the history of attempts to reconstruct their adopted dinosaur.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive*

*M. McMenam*

**GEOL-141 Making the Past: Geosciences in the Makerspace**

*Not Scheduled for This Year. Credits: 4*

The great German paleontologist Dolf Seilacher once remarked that "drawing enforces careful observation." As a consequence, Seilacher drew all of the illustrations for his influential scientific publications. Taking Seilacher's insight into three dimensions, in this course we will utilize Mount Holyoke's Makerspace to reconstruct ancient organisms. Studies have shown that well-crafted reconstructions of ancient creatures contribute substantially to improved scientific interpretation of their functional morphology, behavior and paleoecological role(s). We will use Makerspace resources, Pixologic's Sculptris, 3D printing and other tools to improve our understanding of the morphologies and activities of ancient organisms, while gleaning information derived from the rock record to analyze their ancient morphologies and behaviors.

*Applies to requirement(s): Math Sciences*

*M. McMenam*

**GEOL-201 Rocks and Minerals**

*Spring. Credits: 4*

In this course you will learn to recognize the common rock-forming minerals and principal rock types, and to understand their origins, properties, associations, and geological significance. Observational skills and hand sample identification will be emphasized in lab.

*Applies to requirement(s): Math Sciences*

*C. Pless*

*Coreq: GEOL-201L.*

*Advisory: Students must have either a one-year high school earth science class or any 100- or 200-level geology course or GEOG-107.*

**GEOL-202 History of Earth**

*Not Scheduled for This Year. Credits: 4*

This course explores the evolution and interaction of life, rocks, oceans, and air during the past 4 billion years of earth history. Some topics covered are: the geologic time scale, significant events in earth history, ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the geology of the anthropocene, and absolute and relative dating of rocks. Oral presentations and writing assignments focus on the design and testing of earth science hypotheses, and critical analysis of recently published research on earth history.

*Applies to requirement(s): Math Sciences*

*M. Markley*

*Prereq: One 100-level Geology course.*

**GEOL-203 The Earth's Surface**

*Fall. Credits: 4*

The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature and every deposit is the result of processes acting at the Earth's surface. In this course we study these processes (e.g. glaciers, rivers, slopes, coastlines, arid regions, frozen ground, cave formation, soil development and groundwater) to understand how they work and to understand the resulting landforms and deposits. With this understanding we can then observe different landforms and deposits and infer past processes (i.e. environments of deposition). Field work and trips allow students to explore first-hand the processes that have created and modified the Earth's surface.

*Applies to requirement(s): Math Sciences*

*A. Werner*

*Prereq: One 100-level Geology course. Coreq: GEOL-203L.*

**GEOL-210 Plate Tectonics**

*Not Scheduled for This Year. Credits: 4*

Plate tectonic theory explains the origins of volcanoes and earthquakes, continental drift, and the locations of mountain belts and oceans. This course focuses on the geometry of plate tectonics. Topics include mid-ocean ridge systems, transform faults, subduction zones, relative plate motion, earthquake analysis, triple point junctions, and stereographic projection. Work includes individual research projects on active plate boundaries.

*Applies to requirement(s): Math Sciences*

*M. Markley*

*Prereq: Any 100-level Geology course.*

*Advisory: Comfort with geometry and trigonometry required.*

**GEOL-211 Uranium**

*Not Scheduled for This Year. Credits: 4*

From the A-bomb to zircon, uranium has revolutionized humanity's destructive potential and wisdom about time. Uranium is the planet's heaviest naturally occurring element, and it transforms by both radioactive decay and nuclear fission. This course explores these two transformations and what we make of them, specifically: the age of the earth, high-precision dating of recent geologic and climate events, nuclear power, nuclear weapons, and radiation and health. Writing and reading assignments focus on science communication for a general audience.

*Applies to requirement(s): Math Sciences*

*M. Markley*

*Prereq: One course in Chemistry, Geology, Math, or Statistics.*

**GEOL-224 Sedimentology**

*Spring. Credits: 4*

Sedimentary rocks provide us with repositories of fresh water, hydrocarbons, and other critical raw materials, as well as geological evidence for the history of planet earth. This course will introduce students to the study of sedimentary rocks and their environments of deposition, with a focus on the varied processes of sediment accumulation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments, paleoclimate, and paleogeography, and use these tools to probe the characteristics of sedimentary basins. Field trips will introduce a variety of analytical techniques used to study sedimentary rocks.

*Applies to requirement(s): Math Sciences*

*M. McMamin*

*Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.*

**GEOL-227 Groundwater Geology**

*Not Scheduled for This Year. Credits: 4*

The demand for and the contamination of groundwater resources are major environmental concerns. To better understand the dynamics of the groundwater system, we will cover topics including the hydrologic cycle, surface and subsurface hydrology, groundwater resource evaluation, and groundwater contamination.

*Applies to requirement(s): Math Sciences*

*A. Werner*

*Prereq: One Geology course or ENVST-200. Coreq: GEOL-227L.*

**GEOL-229 Hydrology and Hydrogeology: Hydrological Cycle, Surface, and Groundwater Movement**

*Spring. Credits: 4*

This course will introduce students to water science where we investigate the hydrological cycle, water distribution on the earth's surface and subsurface at the continental and catchments scale. We will study atmospheric processes such as precipitation, evapotranspiration, and surface runoff to understand how it affects the quantity and quality of potable water availability. Students will learn and practice introductory level groundwater calculations which are mathematical equations that describe the flow and storage of water.

*Applies to requirement(s): Math Sciences*

*M. Allen*

**GEOL-240 Geological Resources and the Environment**

*Not Scheduled for This Year. Credits: 4*

This course surveys the geology and exploitation of important mineral deposits and energy resources. We will discuss factors that govern the economics of their production and the environmental implications of their extraction and use.

*Applies to requirement(s): Math Sciences*

*S. Dunn*

**GEOL-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**GEOL-321 The Science of Paleontology**

*Fall. Credits: 4*

Our understanding of the fossil record is critical for today, as it helps us to comprehend the current state of the planet and its inhabitants. Using a variety of tools and techniques, this course will provide you with a one semester apprenticeship in paleontological science. We will examine the morphology, evolution, survivorship, paleogeography and ecological relationships of ancient organisms. Our subjects will include plants, invertebrate animals, and vertebrate animals, with examples ranging from the Precambrian to the Pleistocene. We will address quantitative questions in paleontology by means of Excel and R Studio.

*Applies to requirement(s): Math Sciences*

*M. McMamin*

*Prereq: Two college-level science courses.*

**GEOL-322 Igneous and Metamorphic Petrology**

*Not Scheduled for This Year. Credits: 4*

This course covers mineralogical and chemical compositions, classification, genesis, and mode of occurrence of igneous and metamorphic rocks, including relationships between rock-forming processes and global plate tectonics; labs involve the study of representative rock suites in hand specimen and thin section, introduction to analytical techniques and in-depth coverage of mineral optics.

*Applies to requirement(s): Math Sciences*

*S. Dunn*

*Prereq: GEOL-201 and CHEM-150. CHEM-150 may be taken concurrently.*

*Coreq: GEOL-322L.*

**GEOL-326 Climate Change: Polar Places and Spaces**

*Not Scheduled for This Year. Credits: 4*

Earth's polar environments have undergone rapid change during the 21st century and scientists have generated important new data and made groundbreaking insights (<https://tinyurl.com/45u7h9x7/>). Using real data, diverse material types, and a range of activities, we have been selected to "Beta-test" education modules designed to teach polar science and polar exploration. Every module uses a combination of 360-degree interactive environment(s), GIS, and other materials to provide students with authentic scientific data and the opportunity to dive into the field experience. According to the PolarPass website, "Each module explores a specific theme, provides a series of units within that theme to walk students through discovery. Learning activities are designed to enhance students' geospatial skills and support development of a sense of polar place, even without traveling to these exciting environments." Note: this is an upper-level climate science course that will involve using real climate and proxy data to better understand past and present climate change. Human dimensions of climate change although incredibly important are not the focus of this course.

*Applies to requirement(s): Math Sciences*

*A. Werner*

*Prereq: GEOL-203 or ENVST-200.*

**GEOL-333 Structural Geology and Orogenesis**

*Not Scheduled for This Year. Credits: 4*

This course covers the basic techniques of field geology and structural analysis. Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, deformation mechanisms, and multidisciplinary approaches to mountain building (orogenesis). Many labs are field trips that involve data collection. Weekly writing assignments focus on presenting original research and distinguishing between observations and interpretations.

*Applies to requirement(s): Math Sciences*

*M. Markley*

*Prereq: 8 credits from Geology including GEOL-201. Coreq: GEOL-333L.*

**GEOL-342 Seminar in Geology**

Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year. Consult the department for information about future seminars.

**GEOL-342CC Seminar in Geology: 'Global Effects of Climate Change'**

*Spring. Credits: 4*

Climate change is shifting the historical climate due to temperature increases and changing weather patterns. Historical monitoring of atmospheric gases has shown that anthropogenic contributions since the Industrial Revolution are the leading causes. Today, the effects of climate change vary by location and are most visible in weather patterns, where some locations are becoming wetter or dryer. The global temperatures of land surfaces and oceans have increased over time, and these shifts have also directly affected biodiversity and human activity. This discussion-based seminar aims to cover peer-reviewed articles on the effects of climate change in different regions of the world.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*M. Allen*

*Prereq: 8 credits in the sciences.*

**GEOL-342DV Seminar in Geology: 'Death Valley Field Course'**

*Not Scheduled for This Year. Credits: 4*

This seminar will cover selected topics on the geology of Death Valley region, California. We will meet for two hours per week up until spring break, then embark on a nine-day field trip to Death Valley National Park, March 2021. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Dunn*

*Instructor permission required.*

*Prereq: Two geology courses.*

**GEOL-342HY Seminar in Geology: "Geology and Hydrology Underfoot"**

*Not Scheduled for This Year. Credits: 4*

To avoid the worst of climate change we must wean ourselves from fossil fuels and develop and use more sustainable methods of heating and cooling. Is it possible to replace our central heating plant with heat from earth? What are the rocks that underlie campus and how does ground water move through them? In this course we will learn about the geology of the Connecticut Valley to better understand the geology under our campus. Using borehole geophysical and temperature data collected from a deep well on campus, we will correlate the borehole stratigraphy with the regional valley stratigraphy and we will assess the hydrology and geothermal potential of the geology beneath campus.

*Applies to requirement(s): Math Sciences*

*M. Markley, A. Werner*

*Prereq: One of the following: GEOL-201, GEOL-202, GEOL-203, GEOL-224, GEOL-247, ENVST-200. Coreq: GEOL-342HYL.*

**GEOL-342PE Seminar in Geology: 'Plastics in the Environment'**

*Not Scheduled for This Year. Credits: 4*

Plastics are a part of everyday life. They are inexpensive, lightweight, last forever, and are accumulating in the environment. Macro-plastics are killing whales and micro-plastics are ingested by plankton. Studies have found micro-plastics in remote areas of the planet and in rainwater indicating wide-scale atmospheric transport and deposition. This seminar is aimed at understanding plastics as a material, how they are used, the ways they enter the environment, the ecological and health impacts and potential solutions to the problem. There will be weekly readings with faculty or student-led discussions. A term paper on a plastics topic of your choice will culminate the course.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Werner*

*Prereq: 8 credits in the sciences.*

**GEOL-342WA Seminar in Geology: 'Water Issues Worldwide'**

*Not Scheduled for This Year. Credits: 4*

Potable water is in much higher demand worldwide because of climate change. This seminar discusses research publications about the problems contributing to current water insecurity. Lectures will focus on assigned weekly readings that discuss each issue, case studies in multiple countries, and the analytical methods used for analyses. In addition, students will be required to complete weekly written assignments and a research project where they will apply the gained knowledge. The structure of this course will be beneficial to students who plan on attending graduate school in the STEM fields.

*Applies to requirement(s): Math Sciences*

*M. Allen*

*Prereq: 8 credits in the sciences.*

**GEOL-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## German Studies

### Overview and Contact Information

The Department of German Studies offers a program that promotes an understanding of the connections between language and its larger cultural contexts worldwide. Our entire curriculum supports the study of the German language within its European and global cultural and historical contexts. We prepare students for diverse career paths in today's globalized world by fostering linguistic and transcultural competence and by integrating curricular innovation, experiential opportunities, and learning abroad.

Language learning in our program emphasizes at all levels the interrelationship between target language and culture and native language and culture; self and community; curriculum and career. We also consistently explore the global interconnections between German and European cultures. From the beginning, students learn strategies for understanding German speakers in a variety of contexts, on many levels, and in diverse situations. In weekly conversation sessions, German or near-native peer assistants provide opportunities for small-group informal conversations. Students studying German or who have an interest in Germany are encouraged to apply to live in the German Language Living Learning Community, to interact with German faculty, to take part in discussions with guest lecturers, and may also co-host events with the German Club. Furthermore, we encourage our students to seek experiential learning by participating in our exchange with the University



of Leipzig, as well as the Berlin School of Economics and Law, and to combine study with internship experience.

The major in German studies integrates learning inside and outside the classroom, the development of language skills with the study of the social, economic, and cultural developments in the German-speaking countries, in the past and present and within a larger transnational context. Students entering the College in Fall 2023 who declare a German Studies major or minor and those from a previous entrance year completing these programs should expect to need some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare a German Studies major or minor.

Following the credo of Mary Lyon, the department has a proud tradition of connecting its rigorous curricular program with career exploration opportunities for students. German studies majors graduating from Mount Holyoke College have used the analytical, cultural, and linguistic competence they acquired to pursue a wide range of careers in banking, business, education, government, international affairs, journalism, law, medicine, publishing, radio and television broadcasting, and the sciences. Our alumnae network provides current students with assistance when searching for internships or employment either in the U.S. or internationally. We also provide students with support as they apply for internship(s) in German-speaking countries in a wide range of fields, as well as study and research and opportunities, including teaching fellowships abroad.

## Study and Internships Abroad in German-Speaking Countries

A junior year or semester, as well as summer programs and internships in Germany, is open to both majors and non-majors. To be appropriately prepared for study in Germany, students who wish to participate are required to have studied German continuously, at least one course taught in German each semester, during their first and second years. Majors spending their junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives normally satisfy some of the minimum requirements of their major while abroad. By completing appropriate course work, including written work, students majoring in German may transfer the equivalent of one course per semester at the 300 level and additional credits at the 200 level. Minors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives may bring back the equivalent of one course at the 300 level and one course at the 200 level. Upon their return, students are required to participate in at least one course per semester in the department so that faculty can evaluate them based on work done in the senior year when writing recommendations for graduate school or employment opportunities.

The department has an exchange program with the University of Leipzig. In addition, the department participates in the College's exchange with the Berlin School of Economics and Law. The department encourages students to apply for DAAD scholarships to help finance study abroad in Germany and DAAD RISE internships (for students in STEM fields). The chair and other faculty will assist each student with selecting an individually appropriate opportunities. See the department's webpage (<https://www.mtholyoke.edu/directory/departments-offices-centers/german-studies/>) for more details. Our students frequently spend time abroad, either in their junior year or in the summer. They also take advantage of diverse internship opportunities at German investment banks or brokerage firms, science laboratories, hospitals, newspapers,

intercultural agencies, schools, radio and television stations, museums, libraries, archives, and other places of professional interest to them.

Our graduating seniors have consistently been awarded such highly regarded national and international graduate fellowships as DAAD (German Academic Exchange Service), Fulbright, PAD (Pädagogischer Austauschdienst), Congress/Bundestag Fellowship for Young Professionals, Bundestag Internship Program (Internationale Parlaments-Praktika Internship Programm), CDS Emigré Parliamentary/Cultural Vistas Internships, and internships with the European Union.

## Contact Information

**Lisa Sullivan, Chair**

**Dominique Rampton, Academic Department Coordinator**

103 Ciruti Center

413-538-2294

<https://www.mtholyoke.edu/academics/find-your-program/german-studies> (<https://www.mtholyoke.edu/academics/find-your-program/german-studies/>)

## Learning Goals

### Department Level

In addition to mastery of the German language (see course specific goals below), a German major or minor who graduates from Mount Holyoke College will have achieved these overarching departmental learning goals:

1. To acquire the analytical, cultural, and linguistic competence in German and German Studies to understand major debates, trajectories, and directions in German history, culture and society.
2. To express analytical ideas, formulate opinions, and discuss topics with relative ease and precision in German, both written and spoken.
3. To have a working knowledge of decolonial and transnational approaches to German Studies, including an understanding of topics such as identity, citizenship and belonging, memory, globalization, nationalism, imperialism, cosmopolitanism, etc.
4. To develop intellectual breadth through study across different disciplines and modes of inquiry relating to German Studies (i.e. language and cultural studies, history, politics, critical social thought, etc.).

### Course Level

#### Elementary (Completion of Sequence of GRMST-101 and 102, or GRMST-103)

- Communicate in German on a range of everyday situations.
- Produce responses to questions (oral & written) using vocabulary and structures as presented in the lesson plans and texts read.
- Understand and produce a variety of text types (personal letters, emails); write (and rewrite) shorter creative essays (Schreibaufgaben) as well as at least 4 progressively longer essays.
- Comprehend German grammar requiring some review and more contextualized analysis and discussion on the next level (GRMST-201).
- Read and summarize the content of German texts, both orally and in writing, written specifically for German learners, and/or authentic texts written for children or young people in Germany.

### Intermediate (GRMST-201)

- Have a sound understanding of the diversity of contemporary life in the German-speaking world with some in-depth knowledge on specific topics.
- Possess global comprehension of authentic materials (including texts, films, videos on YouTube, etc.) and some fine-point knowledge analysis.
- Produce spoken and written discourse from description to narration, to formulation of arguments and/or hypotheses, while incorporating an increasing variety of style and complexity.
- Improve writing and speaking abilities in German through extensive writing and re-writing of assignments as well as recordings and analysis of oral presentations.
- Read at least one (possibly two) longer works written in German.

### Advanced Intermediate (Two 200-level classes above GRMST-201)

- Will know how to work with authentic materials and use acquired knowledge to discuss and understand related issues.
- Produce medium-length analytical essays, a final paper (Hausarbeit) similar to those written by students at a German university and narratives based on first-hand experience, fiction, non-fiction, visual texts, and media.
- Engage in class discussions, debate, and group interactions in German with relative ease using appropriate vocabulary and produce a basic German university-style Referat.
- Analyze visual and printed texts. understand historical perspectives within German cultures that existed prior to the 20th and 21st centuries.
- Produce a basic German-style Hausarbeit and acquire a basic knowledge of how to research a topic.

### Advanced level (300-level courses)

- Formulate, develop, present, and document original research questions, their thesis, and arguments made in oral presentations, written abstracts, and group projects in relatively precise German.
- Write, with revision(s), an analytical study of at least 12 pages (15-20 pages for the senior seminar) including footnotes and bibliography.
- Present analysis of course material, discussion questions, and individual research projects orally (20-minute presentations).
- Understand major debates, trajectories, and directions in the field of German studies. Integrate this study with at least one other discipline (e.g., international relations or European studies) and other transnational contexts.
- Express analytical ideas, formulate opinions, and discuss topics with relative ease in German.

## Faculty

This area of study is administered by the Department of German Studies:

Catherine McNally, Visiting Lecturer in German Studies

## Requirements for the Major

Students should note that completion of this major will likely require them to travel to other institutions within the Five Colleges.

A minimum of 32 credits:

Code	Title	Credits
<b>20 credits beyond GRMST-115 drawn from these or other upper-level courses:</b>		
GRMST-201	Intermediate German	
GRMST-205	Decentering Europe: An Introduction to Critical European Studies <sup>1</sup>	
GRMST-221	German Culture and Histories	
GRMST-223	Topics in German Studies <sup>2,3</sup>	
GRMST-231	Topics in German and European Studies in a Global Context <sup>2</sup>	
<b>Three additional courses (12 credits), taught in German, at the 300 level including:</b> <sup>3</sup>		<b>12</b>
GRMST-325	Advanced Seminar in Transnational and Transdisciplinary German Studies	
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> GRMST-205 may be replaced by other German or European studies courses at Mount Holyoke or the other Five Colleges with the approval of faculty.

<sup>2</sup> GRMST-221 and GRMST-223 courses are taught in German; GRMST-231 courses are taught in English. GRMST-221, GRMST-223, and GRMST-231 may be taken more than once as long as the topic is different.

<sup>3</sup> GRMST-223 may be taken for 300-level credit, with approval of the instructor.

### Additional Specifications

- Students entering the College in Fall 2023 who declare a German Studies major or minor and those from a previous entrance year completing these programs should expect to need some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare a German Studies major or minor.
- A maximum of 8 credits toward the major may include courses taught in English, such as GRMST-231 or, with permission of the department, other cross-listed topics courses at the 200 or 300 level.
- As culture is constructed and expressed through language, students are expected to conduct their work in the department and as much work as possible outside the department, in the German language. The major in German studies is intended to provide a focused concentration in the language and culture of the German-speaking countries within transnational European contexts. Students achieve an advanced level of translingual and transcultural competence.
- Students' trajectory towards completing the requirements for the German major is based on their level of language proficiency when they enter Mount Holyoke. Individual course selection is to be coordinated with the chair or departmental advisor.
- In conjunction with their advisors, students plan an individualized program of study suited to their interests and backgrounds. To ensure breadth of background and context, we strongly encourage students to include at least one pre-twentieth century course and to complement their German Studies major with a second major, minor, Nexus, or Five College certificate. Students may focus on a specific topic, period, or century. Courses focusing on German and/or European culture and taught in other departments or programs may be selected from such fields as anthropology, art, critical social

thought, economics, environmental studies, film studies, gender studies, history, history of science, international relations, Jewish studies, music, politics, philosophy, psychology, religious studies, sociology, and theater arts.

The minor in German studies is intended to provide a focused introduction to the language and culture of German-speaking countries within a larger transnational context. Students achieve a basic level of trans-lingual and transcultural competence.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
GRMST-205	Decentering Europe: An Introduction to Critical European Studies	4
At least one 4-credit course at the 300 level in the Department of German Studies		4
Two additional 4-credit courses in German Studies beyond GRMST-102:		8
The first must be taught in German beyond the 100 level.		
The second may include any of the following: <sup>1</sup>		
GRMST-201, 221, 223 (4 credits, taught in German) <sup>2</sup>		
GRMST-230, 231 (4 credits, taught in English)		
Or an additional course at the 300-level		
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> Other courses may count toward the minor if approved by the department chair.

<sup>2</sup> GRMST-223 may be taken more than once as long as the topics are different.

## Additional Specifications

- Students entering the College in Fall 2023 who declare the German Studies minor and those from a previous entrance year completing these programs should expect to need some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare a German Studies minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work with a minor in education (p. 352). In some instances, coursework in the major coincides with coursework required for licensure; in other cases, it does not. For more information, please consult your advisor, the chair of the German studies department, information in the catalog on the minor in education (p. 352) and teacher licensure (p. 352), or the program's website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program

website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

Most courses are conducted in German, except our seminars GRMST-205 and the various GRMST-231 seminars.

GRMST-231 topics satisfy the Humanities distribution requirement. It may also be possible to count these topics toward the German major or minor with permission of the department.

Courses that satisfy the College language requirement only are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities distribution requirement.

### Advice for New Students

First-Year Seminars offered by German Studies faculty and GRMST-231 are writing-intensive courses taught in English. Both courses are open to first-year students.

### Placement in German Courses

The Department of German Studies will review the course selection of all entering students, taking into consideration school and AP records together with the results of the placement exam (<https://www.mtholyoke.edu/academics/find-your-program/german-studies/>).

All students with prior knowledge of German who plan to elect German in either semester must complete this exam carefully. Final course placement will be based on the following considerations: the student's specific training in German, the results of the student's online placement exam, and scheduling possibilities. Students should take the online placement exam prior to registration, if possible.

Students in Groups II–IV, as described below, are required to complete the online placement exam. Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department during the summer or upon arrival on campus. Email: [kremmler@mtholyoke.edu](mailto:kremmler@mtholyoke.edu)

- Group I: Students with no previous training in German, or with the equivalent of one year of study at the secondary school level, should elect GRMST-101 in the fall. GRMST-101 and GRMST-102 constitute a yearlong Elementary German course.
- Group II: Students who have studied German for more than one year but for fewer than four years, or who feel they need a comprehensive review of grammar, should elect GRMST-201. Students entering in the spring who have studied German for one or two years may choose GRMST-102 in consultation with the chair.
- Group III: Students with three or four years of study in German should ordinarily elect GRMST-221. Students with four or more years of German or extensive experience living in a German-speaking country or speaking German should ordinarily elect GRMST-223 based on the results of the placement exam.
- Group IV: Other students with previous training in German should consult with the department chair ([kremmler@mtholyoke.edu](mailto:kremmler@mtholyoke.edu)) during the summer or in September for individual placement or enroll in GRMST-223.

All students contemplating spending all or part of their junior year in Germany should elect German in the first semester of their first year, since two continuous years of German in college are normally required for junior year programs in Germany.

## Course Offerings

### German Studies Courses

#### GRMST-101 Elementary German

*Fall. Credits: 4*

This course introduces speaking, reading, and writing German. Cultural and literary readings together with frequent use of video and other online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive*

*C. McNally*

*Coreq: GRMST-101L.*

*Notes: Requires conversation session (50 minutes). Labs will begin the week after classes start.*

#### GRMST-102 Elementary German

*Spring. Credits: 4*

Continuation of the elementary German course; practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive*

*C. McNally*

*Prereq: GRMST-101, or see department for placement. Coreq: GRMST-102L.*

*Advisory: It is recommended that students have taken GRMST-101, or the equivalent. Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.*

*Notes: Requires conversation session (50 minutes). Labs will begin the week after classes start.*

#### GRMST-201 Intermediate German

*Fall. Credits: 4*

This course emphasizes further development of contextual reading, writing, and speaking skills in German. Focus on strategies that help students learn vocabulary and use grammatical structures in appropriate ways. Discussion of a variety of texts and genres, as well as exploration of topics such as immigration and social justice. Frequent writing assignments and speaking opportunities.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*C. McNally*

*Coreq: GRMST-201L.*

*Advisory: It is recommended that students have taken GRMST-101 and GRMST-102, or GRMST-103, or the equivalent. Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.*

#### GRMST-205 Decentering Europe: An Introduction to Critical European Studies

*Not Scheduled for This Year. Credits: 4*

Europe embodies crossroads of multiple cultures, memories, migrations, and political demarcations. Taking a critical view of conventional paradigms of European nation states and "master" narratives, we study shifting European cultures and identities through multiple perspectives across time and space. What remains of the ancient and modern regimes? How have global movements, historical upheavals, and shifting boundaries within and adjacent to European borders, from early empires to contemporary global networks, affected the transformation of lives? Where is Europe heading today? Faculty from across the disciplines will join us to discuss Europe as a subject of global imagination and networks.

*Crosslisted as: HIST-255DE*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Remmler*

#### GRMST-213 The Gender of Yiddish

*Not Scheduled for This Year. Credits: 4*

Yiddish and questions of gender have a long history. The language was called "mame-loshn" (mother tongue); it was associated with home and family. Jewish women were the primary intended readers of Yiddish, beginning with religious literature for those who could not read Hebrew and developing into a modern, secular, often moralizing literature. Despite the strong connections between Yiddish and women, women writers have been marginalized and underestimated. This course will explore the gendered history of Yiddish, including through the lens of queer theory. We will also read English translations of literature by modern Yiddish women writers who are being rediscovered today through new translations and scholarly attention.

*Crosslisted as: JWST-213, GNDST-210YD*

*Applies to requirement(s): Humanities*

*M. Cohen*

*Notes: Taught in English.*

#### GRMST-221 German Culture and Histories

Topics in German Studies provide students with an intensive study of major themes, issues, and paradigm shifts in German cultural studies.

#### GRMST-221CW German Culture and Histories: 'Crafting Witches: Tracing the Historical Persecution of Racialized and Gendered Bodies Through Accusations of Witchcraft'

*Spring. Credits: 4*

This course focuses on the persecution of people accused of witchcraft, beginning with European pagan religions and the spread of Christianity; the "Burning Times" in early modern Europe, and 17th-century New England. We examine the connections between the persecution of those accused of witchcraft and the oppression of colonized subjects through global perspectives, looking at aspects of persecution that illuminate broad ideas about race and gender that arose concurrently with colonization and capitalism. Course materials include readings and film examining witch persecutions from contemporary feminist and postcolonial perspectives.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*C. McNally*

*Prereq: GRMST-201.*

*Notes: Taught in German.*



**GRMST-221DE German Culture and Histories: 'Decolonial Approaches to German Culture'***Not Scheduled for This Year. Credits: 4*

This course revisits German cultural production (textual and visual representation) through the lens of decolonial practices. We explore how modes of power, transnational exchange, cultural upheaval, and constructions of identity from the mid-18th century to the present are represented in German-speaking realms, both real and imaginary. What role does colonialism play in shaping early and present-day German national identities? How do particular historical movements, events, and narratives create multifaceted constructions of race, gender, and ethnicities? We will address these questions and others through case studies of pivotal moments in German history.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Remmler*

*Advisory: Recommended German 201 or higher. Students who have not taken a German language course at Mount Holyoke are required to take the German Language Placement Exam.*

*Notes: Taught in German. Can be taken for 300-level credit with permission of instructor.*

**GRMST-221GN German Culture and Histories: 'The Graphic Novel in Germany: Histories and Identities in Words and Pictures'***Not Scheduled for This Year. Credits: 4*

In this course we will read a selection of German-language graphic novels, including Nora Krug's 2018 *Heimat: Ein deutsches Familienalbum*, Birgit Weyhe's 2016 *Madgermanes* and Simon Schwartz's 1983 *Drüben!*. We focus on themes such as the representation of the Holocaust, reunification and migration and we examine the graphic novel as a unique literary genre that has garnered controversy in recent history. We will analyze the relationships between visual art and texts, as well as gain an understanding of how to read the graphic novel.

*Applies to requirement(s): Humanities; Language  
Other Attribute(s): Speaking-Intensive*

*C. McNally*

*Coreq: GRMST-221L.*

*Advisory: GRMST-101, GRMST-102, and GRMST-201 or equivalent.*

*Notes: Taught in German.*

**GRMST-221TH German Culture and Histories: 'Black, Jewish and Muslim Cultures in Germany'***Not Scheduled for This Year. Credits: 4*

This course examines historical, cultural, and political developments that continue to frame debates about the twentieth century, World War II, the former GDR, German unification, and contemporary German identities. As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shape cultural expression and cultural exchange. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production. Thematic focus helps students develop accuracy, fluency, and complexity of expression. Reading, writing, and speaking in German are consistently integrated. Special emphasis is placed on text organization toward expanding students' language abilities, with a gradual movement from personal forms of expression to written and public discourse.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Remmler*

*Advisory: GRMST-201, or previous German Studies course, or placement.*

*Notes: Taught in German.*

**GRMST-223 Topics in German Studies**

Topics in German Studies provide students with an intensive study of major themes, issues, and paradigm shifts in German cultural studies.

**GRMST-223AR Topics in German Studies: 'The Art and Science of Revolution in German Cultures from 1789 to the Present'***Not Scheduled for This Year. Credits: 4*

Revolutions are deeply embedded in cultural, economic, political, and environmental structure. Some are violent, some are peaceful; some evolve out of historical processes over long periods of time; and others emerge spontaneously without warning. Still others are material in nature, such as the industrial revolution or the end of the Berlin wall. The seminar explores the causes, forms, and impact of major revolutions in German cultures from the invention of the printing press to the most recent "Wende" that led to unification. Other revolutions include the French Revolution, the German Revolution of 1848, the founding of the Weimar Republic, and the student movement in 1968.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Remmler*

*Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.*

*Notes: Taught in German. May be taken for 300-level credit with permission of instructor.*

**GRMST-223FR Topics in German Studies: 'Fascism, Gender and Sexuality: Gender and Far-Right Movements in 20th Century Europe'***Fall. Credits: 4*

This course explores the use of gender in historical and contemporary fascist movements, examining the ways in which fascist movements construct images of "masculine" and "feminine" to shape ideology. We will look at the rhetoric of gender equity to enforce regression and oppression systems, and how these rhetorics are used as tools to enforce xenophobic and racist narratives against immigrants to the United States and Europe. This course will incorporate theoretical readings from political and social histories of 20th century Europe, gender and sexuality, as well as media sources like film, journalism and social media.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*C. McNally*

*Prereq: GRMST-221.*

*Notes: Taught in German.*

**GRMST-223MG Topics in German Studies: 'Migration, Identity, and Place in German Cultures'***Not Scheduled for This Year. Credits: 4*

In 2015, Germany opened its borders to over a million asylum-seekers. The ensuing debates about German national belonging, identity, and rights often overlook the contributions of immigrants, refugees, and displaced persons throughout Europe since the Thirty Years' War (1618-1648). Indeed, migrants continue to shape European and German cultures today. Through close-readings and analyses of visual images, narratives, and films produced by or about the experiences of migrants and refugees from the 18th century to the present, this seminar traces how immigrant cultures shape contemporary German culture.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*K. Remmler*

*Advisory: Students with the equivalent of GRMST-201 or higher are welcome to enroll.*

*Notes: Taught in German. The course may also be taken for 300-level credit with permission of instructor.*

### GRMST-231YN Topics in German and European Studies In A Global Context' 'Yiddish Nation: Language as Homeland'

Fall. Credits: 4

For roughly 1000 years Ashkenazi Jewish culture has existed in exile. Since these stateless people were living in diaspora, without a sovereign territory, the Yiddish language itself became a symbolic homeland. This course will explore how some Yiddish-speaking Jews embraced their stateless existence not as a historic tragedy but as a revolutionary form of identity called diaspora nationalism. We will explore Yiddish cultural identity through literature, music, film, and politics. We will read works of history and cultural theory and seek points of intersection with other migrant, refugee, stateless, and diasporic cultures.

Applies to requirement(s): Humanities

M. Cohen

Notes: All readings will be in English, prior knowledge of Yiddish is not required.

### GRMST-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

### GRMST-325 Advanced Seminar in Transnational and Transdisciplinary German Studies

Not Scheduled for This Year. Credits: 4

What constitutes contemporary German culture within global perspectives? How might we apply critical race theory, critical social theory, ethnic studies, and queer studies, in order to interpret trajectories of German cultures, histories, and memories? Building on interdisciplinary close-readings of German-speaking cultural production ranging from novels to documentary film, students develop a research topic that spans the humanities, sciences, and/or social sciences. Students may build on previous scholarly work in German studies and other disciplines, community-based learning, internships, and/or learning abroad to consider major concepts, issues, or problems in an original manner.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive, Writing-Intensive

K. Remmler

Prereq: Open to all students who have completed the equivalent of GRMST-223, have been placed into a 300-level course based on the placement exam, or with permission of the instructor.

Notes: Taught in German. Required seminar for German majors and highly recommended for minors.

### GRMST-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

## Topics in German and European Studies in a Global Context

### GRMST-231 Topics in German and European Studies in a Global Context

An introduction to critical analysis of narrative and visual texts, cultural representation and production. Courses are taught in English.

### GRMST-231HC Topics in German and European Studies in a Global Context: 'Remembering the Holocaust in Global Perspectives'

Not Scheduled for This Year. Credits: 4

This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.

Crosslisted as: JWST-225HC

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

K. Remmler

Notes: Taught in English. Students interested in developing their German language speaking skills in conjunction with this course are encouraged to enroll in the 2-credit discussion section GRMST-295-02.

## Global Business

### Overview and Contact Information

All economic life is increasingly impacted by the forces of globalization. This Nexus track introduces students to the contemporary corporate world, the role of global markets, and debates about appropriate regulation and long-term implications. Students will explore in depth the tools of corporate leadership, the sociology of organizations, and models of regulation. Students may pursue internships with national or international for-profit corporations to complete the experiential requirement for this Nexus track.

### See Also

- Economics (p. 151)
- Entrepreneurship, Organizations, and Society (p. 176)
- Nonprofit Organizations (p. 308)

### Contact Information

Eleanor Townsley, Nexus director

Katie Walker, coordinator

108 Daniel L. Jones Building

413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/global-business> (<https://www.mtholyoke.edu/academics/find-your-program/global-business/>)

## Faculty

This area of study is administered by the following Nexus track chairs:

Rick Feldman, Senior Lecturer in Entrepreneurship, Organizations and Society; Entrepreneurship Coordinator

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus or selected with approval of the track chair		12
One approved 300-level course from the list of courses approved for this Nexus or selected with approval of the track chair		4
A substantive internship <sup>1</sup>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> At least 200 work hours and responsibilities that exercise ability to think analytically and creatively, and contribute meaningfully to the organization's stated mission and complements the student's area of focus

### Additional Specifications

- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkckyh9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkckyh9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

### Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Economics</b>		
ECON-215	Economics of Corporate Finance	4
ECON-249ME	Topics in Economics: 'Introduction to Managerial Economics'	4
ECON-270	Accounting	4
ECON-307	Seminar in Industrial Organization	4
ECON-338	Money and Banking	4
ECON-349PE	Advanced Topics in Economics: 'International Political Economy'	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-210	Opportunities, Impact and Social Entrepreneurship	4
EOS-231	Global Entrepreneurship	4
EOS-239	Fundamentals of Business Organizations and Finance	4
EOS-249	Ethics in Entrepreneurship and Business	4

EOS-299ND	Topic: 'Individuals and Organizations'	4
EOS-310	Social Entrepreneurship Capstone	4
EOS-349MV	Topic: 'Motivation'	4
<b>History</b>		
HIST-252	History of Money	4
<b>Politics</b>		
POLIT-267	The Politics of Finance and Financial Crises	4
<b>Psychology</b>		
PSYCH-212	Individuals and Organizations	4
<b>Sociology</b>		
SOCI-216MK	Special Topics in Sociology: 'Marketing and Society'	4
SOCI-216QD	Special Topics in Sociology: 'Qualitative Research and Data Analysis'	4
SOCI-239	How Capitalism Works: Social Class, Power, and Ideology	4
SOCI-316NQ	Special Topics in Sociology: 'Organizations and Inequality'	4

## Greek

### Overview and Contact Information

Ancient Greek is very much alive, not just in the medical and technical terms that pervade modern life, but in the numerous works that still speak to audiences today. Homer's *Iliad* and *Odyssey*, Greek tragedies, Thucydides' *History of the Peloponnesian War* and, of course, the *New Testament* are just some of the names on Greek's list of "Greatest Hits."

These works, of course, can be read in translation, and the department offers a wide array of courses approaching the culture and history of Greek antiquity through readings entirely in English. But juxtapose any two translations of a work in Ancient Greek and you will quickly realize how much the translator stands between you and the original. For this reason, our language program is designed to allow students to read Homer's *Iliad* in Greek as soon as possible—and to help them learn to use the tools needed for learning Greek on their own. Beyond the first year, we offer a range of courses at all levels.

The Greek major (or minor) complements well the study of philosophy, religion, politics, English, ancient art history, and archaeology, and in some cases Greek is necessary for advanced study in these areas. It is also excellent preparation for law school, while some of our majors have completed their pre-med course work and gone on to medical school. Most important, the study of Greek (Latin, too) provides a strong foundation in the liberal arts, one that challenges students to think deeply about difficult questions and to value the power of language.

In addition to Greek the department offers majors in Latin, classics, and ancient studies. Classics combines the study of both ancient languages with courses in ancient history, art, philosophy, politics, or religion. Ancient studies approaches Greek and Roman civilizations from an interdisciplinary perspective with less emphasis on the ancient languages. There are also minors related to each of these majors.

### Study Abroad

The department encourages study abroad. In recent years, students in the department have spent part of their junior year at Oxford, Saint Andrews, and other institutions in Great Britain. College Year in Athens also offers a one-semester program in Greece. Students who anticipate

taking an advanced degree in archaeology, ancient art history, ancient history, or classics can apply to summer sessions of the American School of Classical Studies at Athens.

## See Also

- Ancient Studies (p. 51)
- Classics (p. 106)
- Latin (p. 271)

## Contact Information

**Ombretta Frau, Chair**

**Geoffrey Sumi, Professor of Classics**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/greek>

(<https://www.mtholyoke.edu/academics/find-your-program/greek/>)

## Learning Goals

Learning goals for students of classics and ancient studies are:

- To analyze critically ancient Greek and Roman texts, in their original languages and in translation, within their literary, philosophical, and historical contexts.
- To understand major monuments and artifacts within their historical and cultural settings; to develop a visual literacy of ancient art and sharpen the ability to see and express what one sees.
- To imagine fully and creatively ancient cultural communities when relying on limited written and material remains.
- To deepen the understanding of current problems by studying the responses of ancient Greeks and Romans to questions about the human condition, including, how to live well, and how to govern.
- To write and speak more confidently and effectively, and to develop well-reasoned arguments using primary evidence and/or secondary material, including print and digital resources.
- To expand intellectual breadth through studying the ancient Greek and Roman worlds through different disciplines and modes of inquiry.

## Faculty

**This area of study is administered by the Department of Classics and Italian. Advisors for Greek:**

Paula Debnar, Professor of Classics on the Alumnae Foundation, Teaching Spring Only

Geoffrey Sumi, Professor of Classics, Teaching Fall Only

Bruce Arnold, Associate Professor of Classics

Catherine Baker, Visiting Lecturer in Classics

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
	At least 12 credits at the 300 level in the language of concentration	12
	20 additional credits in approved courses at the 200 level or above. These may be courses in Latin or Greek and/or a variety of courses in art history, classics (in English), history, philosophy, politics, or religion. <sup>1</sup>	20
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> These courses should be selected after consulting with the student's advisor.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
	12 credits above the 100 level in the Greek language	12
	At least 4 credits at the 300 level in the Greek language	4
<b>Total Credits</b>		<b>16</b>

## Course Offerings

### GREEK-101 Elementary Greek: Homer's *Iliad*

*Spring. Credits: 4*

This course introduces the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated, so that by the middle of the first semester students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.

*Applies to requirement(s): Humanities; Language*  
*P. Debnar*

### GREEK-102 Elementary Greek: Homer's *Iliad*

*Fall. Credits: 4*

A continuation of Greek 101, introducing the ancient Greek language and epic meter through the study of the *Iliad*. By the end of the year students will have read a portion of *Iliad*, Book I.

*Applies to requirement(s): Humanities; Language*  
*G. Sumi*  
*Prereq: GREEK-101.*

### GREEK-250 Intermediate Greek Tutorial

*Fall and Spring. Credits: 2 - 4*

May include further readings in Homer, Herodotus, pastoral poetry, the dialogues of Plato, the Greek novel, or other authors, topics, or genres.

*Applies to requirement(s): Meets No Distribution Requirement*

*B. Arnold*  
*Instructor permission required.*  
*Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits*

### GREEK-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*  
*Instructor permission required.*



**GREEK-350 Advanced Greek Tutorial***Spring. Credits: 2 - 4*

Studies in Greek lyric and tragedy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.

*Applies to requirement(s): Meets No Distribution Requirement*

*P. Debnar*

*Instructor permission required.*

*Prereq: GREEK-222 or above.*

*Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.*

**GREEK-395 Independent Study***Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

# History

## Overview and Contact Information

History is a critical and analytical method of inquiry into our collective past based on our cumulative experience, informed understanding, and careful judgment. It teaches us to look beyond appearance, to evaluate something with clarity and disinterest, to discover and investigate all the causes of an event and evaluate their relative importance. History teaches how to discern the relationship between cause and effect, to analyze motives, to determine agency and assign responsibility, and to understand change over time. These general habits of sorting through the past allow us to appreciate the profound differences between ourselves and others and to imagine (and to some degree experience) the world as people have in times now lost and in places we shall never see.

### Contact Information

**Desmond Fitz-Gibbon, Chair**

**Holly Sharac, Academic Department Coordinator**

309 Skinner Hall

413-538-2377

<https://www.mtholyoke.edu/academics/find-your-program/history>

(<https://www.mtholyoke.edu/academics/find-your-program/history/>)

## Learning Goals

Students of the History department can expect to:

- Understand the dynamics of change over time, the complexity of human experience across time and space, and the ways people both shape and are shaped by the particular worlds they inhabit.
- Evaluate a wide range of historical materials for their credibility, position, and perspective, and for the clues they offer about past worlds and experiences. Discern from such fragmentary evidence meaningful patterns that illuminate our understanding of the past.
- Develop empathy for the people whose lives we seek to understand and a respectful appreciation of the range and diversity of human experience.
- Generate significant, open-ended questions, and devise research strategies to find suitable evidence to answer such questions.
- Engage in lively, meaningful conversation about the nature of historical inquiry and conflicting understandings of the past. Work cooperatively with others to develop positions that reflect deliberation and differing perspectives.

- Write effective and logical prose that describes and analyzes the past, and consider a range of media best suited to communicating a particular argument, narrative, or set of ideas.
- Develop a disciplined, inquiring stance and outlook on the world that demands evidence and sophisticated use of information. Apply historical knowledge and historical thinking to contemporary issues.

## Faculty

**This area of study is administered by the Department of History:**

Jeremy King, Professor of History

Mary Renda, Professor of History, Teaching Fall Only

Desmond Fitz-Gibbon, Associate Professor of History

Lan Wu, Associate Professor of History, Teaching Fall Only

Patricia Dawson, Assistant Professor of History

Abhilash Medhi, Assistant Professor of History

Darius Smith, Assistant Professor of History

Ajibola Abdulrahman, Visiting Lecturer in History

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
<b>36 credits in History, comprising a course of study that meets all of the following requirements.</b>		
<b>The major must include:</b>		
One course each from three of the following different regions: Africa, Asia (including the Middle East), Europe, Latin America, and North America.		
One course with substantial content in a period prior to 1750.		
A minimum of three 300-level courses, to include:		
At least one 300-level research seminar, taken in the department (any course numbered between 302–394), and		
Two additional 300-level history courses, of which only one may be HIST-395.		
Four courses that comprise a topical, chronological, or geographical concentration within the major. <sup>1,2</sup>		
<b>No more than half the 36 credits may be at the 100-level.</b>		
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> One concentration course may be from a field other than history, if the student otherwise meets the requirement of 36 credits for history

<sup>2</sup> The advisor must approve a statement of this concentration during the second semester of the student's junior year.

## Additional Specifications

- The department encourages students to pursue independent work at the 300 level during the senior year. Students who intend to pursue independent work in the senior year should plan to complete their research seminar during the junior year. Students interested in senior independent work, who also plan junior years at institutions other than Mount Holyoke College, will need to take special care to meet this requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
	One research seminar, taken in the department (any course numbered between 302–394)	4
	Four other courses above the 100 level	16
<b>Total Credits</b>		<b>20</b>

## Teacher Licensure

Students interested in pursuing licensure in the field of history can combine their course work in history with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of history, please consult your advisor or the chair of the history department. Further information about minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog.

Students interested in pursuing teacher licensure should set up an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator and director of the Early Childhood/Elementary Teacher Licensure Program, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

### First-Year Seminars

First-Year Seminars taught by History faculty introduce history as a method of inquiry, analysis, and interpretation concerned with understanding the variety of past human experience and with communicating that understanding clearly. The limited enrollment of these course permits a concentration on the close reading and analysis of secondary and primary texts, and on the process of writing and revision. The substantial concentration on writing qualifies such seminars as writing-intensive courses. All first-year seminars are listed together under First Year Seminars (p. 205).

### 100-Level Regional Surveys

The department's 100-level survey courses are designed both for students seeking an introduction to a particular geographic area new to them and, equally, for students wishing to pursue intermediate or advanced work in a particular field. Students interested in pursuing American or European history, for example, are advised to take the pertinent survey as preparation for more advanced work, just as those interested in Africa, Asia, or Latin America should take the survey in their chosen area of interest.

### HIST-124 History of Modern South Asia, 1700 to the Present

*Fall. Credits: 4*

This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
A. Medhi

### HIST-137 Modern East Asia, 1600-2000

*Fall. Credits: 4*

A comparative history of China, Japan, and Korea from the early seventeenth century to the present, with strong focus on regional interaction. After an introduction to early modern histories and cultures, we will examine the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly changing, often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent shape. We will also look at how individuals respond to and are shaped by larger historical movements.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
L. Wu

*Notes: Required for East Asian Studies majors. All readings are in English. Meets history department's pre-1750 requirement.*

### HIST-141 Introduction to Modern African History

*Spring. Credits: 4*

This course provides an introduction to African history over the past three centuries. Venturing beyond the stereotypes, we will explore the complex histories that constitute a diverse continent. Special attention is given to spotlighting the voices of African people through a range of primary and secondary sources, including memoirs, film, music, cartoons, speeches and photography. Students will gain knowledge of African geographies and histories, develop the skill of primary source analysis, and be able to connect events in – and narratives of – present-day Africa to a deeper historical past.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
A. Abdulrahman

### HIST-142 Introduction to Pre Colonial African History

*Fall. Credits: 4*

This course surveys the social, political and economic history of Africa from earliest times to 1750. We will consider developments in early significant units of the continent such as Ethiopia, Kush, Zimbabwe, and Egypt. We will focus on themes such as human origins, agriculture, migration, Islam, gender, slavery and the transatlantic slave trade. By the end of the course, students will have a sound understanding of key developments in African history from ancient times to the eve of European expansion in Africa.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*Other Attribute(s): Writing-Intensive*  
A. Abdulrahman

*Notes: Meets history department's pre-1750 requirement.*

**HIST-151 Modern and Contemporary Europe***Fall and Spring. Credits: 4*

Surveys the major movements and developments in Europe during the era of European expansion and dominance—from the devastations of the Thirty Years War to the Second World War—and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.

*Applies to requirement(s): Humanities**D. Fitz-Gibbon, J. King***HIST-161 British Empire and Commonwealth***Spring. Credits: 4*

This course is an introduction to the expansion, consolidation, and eventual disintegration of the British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes and legacies of empire. We will discuss British attitudes and policies toward empire and the imperial foundations of the British economy. Cutting an arc of territory from the Caribbean to Africa and from South Asia to the Pacific rim, we will consider the role of culture and gender in informing anticolonial resistance. We will interrogate how legacies of colonialism manifest in the contemporary period by shaping post-colonial identities and perceptions of the world.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Medhi***HIST-170 The American Peoples to 1865***Fall. Credits: 4*

This course surveys the history of Indigenous worlds, colonial projects, enslavement, and the contested transformation of lives and communities in North America through the U.S. Civil War. How did settler political and economic strategies shape the land and life upon it? How did Native people and people of African descent claim sovereignty, create new bonds, and partake in the creation of new nations in landscapes of violence and subjugation? Topics include cross-cultural encounters; competing religious and social visions; the formation of the United States and the evolution of its political system; gender and sexuality; the development of racial capitalism; and the coming of the Civil War.

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda**Notes: meets history department pre-1750 requirement***HIST-171 The American Peoples Since 1865***Spring. Credits: 4*

This course introduces the history of Native North America and the United States from the latter half of the 19th century to the present. Themes include the consolidation of the U.S. nation and of the reservation system; struggles over land, settlement, and citizenship; the transformations of the federal government and of capitalism; the evolution of racial, gendered, and class hierarchies; and changing forms of domestic life, work, politics, social protest, and cultural expression from Reconstruction through the coronavirus pandemic. How have ideas about democracy, heritage, blackness, immigration, and criminality shaped the possibilities of national existence and self-determination?

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. C. Smith***HIST-180 Introduction to Latin American Cultures***Fall and Spring. Credits: 4*

Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.

*Crosslisted as: LATAM-180**Applies to requirement(s): Humanities; Multicultural Perspectives**D. Barrios-Beltrán***200-Level Courses: Themes and Periods**

The department's 200-level courses offer focused and intensive studies of particular times and places. They include a variety of courses, ranging from large survey courses to small, limited enrollment reading courses or seminars.

**HIST-208 The Consumer Revolution: A History of Shopping***Not Scheduled for This Year. Credits: 4*

This seminar surveys the history of shopping from the seventeenth to early-twentieth century. From its origin as a term for wastefulness, consumption is now understood as an essential feature of prosperity in modern society. How did shopping change over this period to occupy such an important place in our world? Using primary, secondary and material sources, students will examine the commodities, shopping habits, business strategies, consumer politics, marketplaces, and identities that shaped and sustained the rise of retail. Set primarily in a European context, the course will also emphasize the global and imperial dimensions of consumption and the systems of power that enabled it.

*Applies to requirement(s): Humanities**D. Fitz-Gibbon***HIST-213 History of Turtle Island: Introduction to Native North America***Fall. Credits: 4*

This course surveys the history of Turtle Island, or Native North America, from origins to the present day. It provides an introduction to the many hundreds of diverse Nations across the continent through the use of specific case studies, as well as Indigenous methodologies and interdisciplinary methods such as oral history, art and material culture, literature, film, and more. This course covers themes such as land, sovereignty, survivance, gender, kinship, race, identity, diplomacy, and colonialism.

*Applies to requirement(s): Humanities; Multicultural Perspectives**P. Dawson**Notes: Meets history department's pre-1750 requirement.*

**HIST-222 Muslim Politics in Modern South Asia**

*Not Scheduled for This Year. Credits: 4*

Taken together, Muslims in South Asia constitute the largest population of Muslims worldwide. This course will serve as an introduction to the political history of this diverse group of people. We will begin by considering religious conversion and the rule of Muslim kings in the premodern period. The bulk of the course will, however, concentrate on the modern history of the subcontinent, and especially on events and themes that continue to influence the countries and peoples of South Asia in the present, such as Muslim social reform, the rise of communalism, the partition of the subcontinent, and the influence of religion on contemporary politics.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: First-year students who have taken HIST-124 may join with instructor permission.*

**HIST-226 Bread and Circuses: The Politics of Public Entertainment in Ancient Rome**

*Not Scheduled for This Year. Credits: 4*

Bread and circuses (*panem et circenses*) was a catchphrase in the Roman empire that described the political strategy of controlling an unruly populace through free bread and public entertainment. Against a backdrop of Roman social and political institutions, this course focuses on the imperial ideology, aristocratic ethos, and cultural practices that underpinned this catchphrase, as well as questions concerning the careers of entertainers—gladiators, charioteers, and actors—who were at once celebrities and social outcasts; the rules of spectatorship at the games; the use of these games as a form of social control; and the logistics of feeding the city population.

*Crosslisted as: CLASS-226*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

**HIST-227 Ancient Greece**

*Not Scheduled for This Year. Credits: 4*

This course will trace the emergence and expansion of Greek civilization in the Mediterranean between the Bronze Age and Alexander the Great. Among themes to be explored are political structures, trade, slavery, gender relations, and religion, as well as the contributions of ancient Greeks to literary genres (drama, rhetoric, historiography, philosophy) and to the visual arts. Throughout we will consider how the history of the ancient Greeks can speak to modern concerns. Sources will include works of ancient Greek literature and history (e.g., Homer, Herodotus, Thucydides, Aristophanes, Plutarch) as well as archaeological and epigraphic evidence.

*Crosslisted as: CLASS-227*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

**HIST-228 Ancient Rome**

*Not Scheduled for This Year. Credits: 4*

Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome's republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.

*Crosslisted as: CLASS-228*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

**HIST-229 The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus**

*Not Scheduled for This Year. Credits: 4*

Caligula was a god (or so he thought); Nero fiddled while Rome burned; Commodus dressed as a gladiator and fought man and beast in the arena. The history of the Roman empire is replete with scandalous stories about eccentric and even insane emperors whose reigns raise questions about the nature of the emperor's power and his role in administering the empire. In this course a close study of Roman imperial biography and historiography—the source of so many of these stories of bad emperors—will be weighed against documentary and archaeological evidence in order to reveal the dynamic between the emperor, his court, and his subjects that was fundamental to the political culture of imperial Rome.

*Crosslisted as: CLASS-229*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

**HIST-230 History and Law**

*Fall. Credits: 4*

An introduction to the study of history through law, using a comparative approach to group rights. Case studies, rooted in landmark court decisions and legislation, concern racial segregation in America before the civil rights era ('separate but equal') and in Europe during the Nazi era (the Nuremberg Laws, German 'national groups' in the East), as well as affirmative action in America and attempts at promoting equality among national groups in Austria before the First World War.

*Applies to requirement(s): Humanities*

*J. King*

**HIST-239 Topics in Asian History****HIST-239CD Topics in Asian History: 'Chinese Diasporic Communities in the World: Race, Empire, and Transnationalism'**

*Fall. Credits: 4*

This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States, and the Caribbean within the historical context of empire building, colonization, war, transnationalism, and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate, and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire, and nationalism.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*R. Chu*



**HIST-239EN Topics in Asian History: 'Empire, Nation, and the Making of Tribes in South Asia'**

*Not Scheduled for This Year. Credits: 4*

This course will explore the history of colonial and post-colonial encounters with various 'tribal' communities in South Asia. In colonial and post-colonial settings, the tribe has served as a category for military surveillance and pacification, legal regulation, economic development, and political resistance. Drawing mainly on examples from South Asia and engaging theoretical frames from the Middle East, Africa, Australia, and Canada, we will consider how colonial and post-colonial governments, missionaries, and tribal populations themselves have invoked tribe. Readings for the course will include scholarly monographs and articles, ethnographic accounts, and missionary records.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Medhi*

**HIST-239GF Topics in Asian History: 'Global Food and Local Tastes in Modern East Asia'**

*Not Scheduled for This Year. Credits: 4*

This 200-level history seminar studies the changing relationship between people and food on a global scale, but the main regional focus is East Asia. Course materials include but are not limited to the following topics: how does food define and transform social and cultural attitudes and everyday life? What role have governments and markets played in shaping what humans grew in the field? What has impacted local tastes in a given region? How has the emergence of restaurants, fast food, and supermarkets shaped the way humans have thought about food and nutrition? Can you recreate a dish from a recipe?

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Wu*

*Notes: All readings are in English. Meets history department's pre-1750 requirement.*

**HIST-239HH Topics in Asian History: 'History of Humans and Other Living Beings'**

*Not Scheduled for This Year. Credits: 4*

This course investigates the relationships that humans have developed with other living beings in history. Course materials explore how humans have interacted with wild animals, domesticated some, imagined them in literary works, exploited animal labor, used them in scientific research, trained animals to perform, and co-lived with some as pets. These topics will help us think about how humans have developed ideas about animals and humans ourselves. The course will introduce histories worldwide with a specific focus on East Asia. Students who take this course must do research projects on East Asian topics, though comparative themes are welcome.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Wu*

*Notes: All readings are in English. Meets history department's pre-1750 requirement.*

**HIST-239MC Topics in Asian History: 'Borderlands and Ethnicity in Modern China'**

*Not Scheduled for This Year. Credits: 4*

This seminar investigates the processes through which borderlands were imagined and ethnicities were made in twentieth-century China. Drawing from texts and films about and by the people living on the borderlands, students in the seminar are to explore the intersecting relation between the two pressing issues and how Chinese states dealt with them.

Furthermore, how did all these concerns originate? To that end, the seminar begins by examining how the central state in early modern China formed a multicultural empire in the seventeenth to nineteenth centuries.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Wu*

*Notes: All readings are in English.*

**HIST-239ME Topics in Asian History: 'Cities in Modern East Asia'**

*Not Scheduled for This Year. Credits: 4*

This course asks: what are cities in the history of modern East Asia? Cities were cosmopolitan, centers of commerce, and sites of social movements in late imperial China, Tokugawa Japan, and late Chosŏn Korea. How did the roles of cities change in the nineteenth century when East Asia became more integrated into the global system? How was urban life affected in the first half of the twentieth century when the central states dealt with domestic turmoil and external pressures? How did the state work to redefine cities and urban culture in the postwar era? To answer these questions, this seminar encourages students to position cities historically and comparatively.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*L. Wu*

**HIST-240 The Holocaust in History**

*Spring. Credits: 4*

An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.

*Crosslisted as: JWST-240*

*Applies to requirement(s): Humanities*

*J. King*

**HIST-244 European Public Policy, West and East**

*Fall. Credits: 4*

In 1968, the USSR commenced a strategy of consumerist depoliticization in its European satellites. Around the same time, states on the other side of the Iron Curtain saw the postwar era of rapid economic growth and social consensus close. This course, reaching across the revolutionary break of 1989 up to the present, raises questions of convergence and continuity in European public policy, West and East. Paired case studies from a variety of countries in fields such as energy, the environment, minority rights, and housing serve to clarify rules and patterns to the politics of policy, from Cold War to European Union and beyond.

*Applies to requirement(s): Humanities*

*J. King*

**HIST-245 Topics in African History****HIST-245EU Topics in African History: 'European Expansion in Africa'**  
*Not Scheduled for This Year. Credits: 4*

Between the 1870s and 1910s, Africa was conquered by and divided among European powers. Why were European powers interested in informal and formal control of Africa? Why were they in competition with one another? How did Africans respond to European conquest and rule? What were the impacts of colonial rule in Africa? This course answers these and many other questions. The course is divided into two phases. The first focuses on the activities of the European powers in the late nineteenth century. The second examines the post-conquest period and examines African responses to the European conquests and rules in the early twentieth century.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Abdulrahman*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 4 credits in History.*

**HIST-245FA Topics in African History: 'Labor and Family in African History'**

*Spring. Credits: 4*

This course will focus on workers and work in African history. It will consider key concepts and theoretical debates, and highlight different types of free and unfree labor in Africa. By analyzing the politics and economics of labor, this course will examine the relationship between workplace and home, and the space between the two. Through class discussion, this course will shift focus from the "masculine" jobs undertaken by men in public spheres, and consider the varied experiences of women and children in African labor history.

*Crosslisted as: GNDST-206FA*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Abdulrahman*

*Advisory: 4 credits in History preferred.*

**HIST-245MW Topics in African History: 'Modern West Africa, 1800 to the Present'**

*Fall. Credits: 4*

This course examines historical developments in the West African sub-region from 1800 through colonial period to the formation of the Economic Community of West African States. The course focuses on themes such as the abolition of the slave trade, legitimate trade, European expansion, and colonial rule, and examines the social, political, economic, and cultural changes in West Africa during the period. This course will place Africans at the center of historical development. By studying these important themes, students will have a sound understanding of key developments that shaped Modern West Africa and appreciate the problems and potentials of West Africa.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Abdulrahman*

**HIST-245ND Topics in African History: 'Nationalism and Decolonization'**

*Spring. Credits: 4*

This course examines nationalism and decolonization in Africa. It will explore internal and external factors that accelerated decolonization in Africa. It will focus on key developments such as the impacts of world wars, pan-African movements, and the civil rights movement in the United States. In addition to analyzing the political thoughts and ideologies of African leaders, the course will showcase the peasants, wage workers, and women as performers of African nationalism with specific grievances, distinct from those elites who emerged as the faces of liberation.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Abdulrahman*

*Advisory: 4 credits in History preferred.*

**HIST-245SV Topics in African History: 'Slavery and Emancipation in Africa'**

*Spring. Credits: 4*

Slavery and emancipation is a broad theme in the history of the modern world. The study of this theme has usually been centered on the Atlantic world and the focus has always been on the enslavement of Africans in the Americas. Yet, slavery was a global phenomenon. Slavery has been one of the most common historical settings in all regions of the world. This course focuses on Africa and examines the meanings and nature of slavery, methods of enslavement, slave use in Africa, internal and external slave trades, the place of women, slave resistance, abolition, and the persistence of slavery in Africa during the colonial rule. We will compare slavery in Africa and other regions of the World.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*A. Abdulrahman*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 4 credits in History.*

**HIST-246 20th Century Europe**

*Not Scheduled for This Year. Credits: 4*

A survey of European events, themes, and trends between 1900 and the new millennium, centered on discussion of a rich mix of primary sources that include fiction and film. Students will range from the Balkans to the Baltic, from the Urals to the United Kingdom, from death camps to the welfare state, from Bolshevism to neoliberalism, from European civil and cold war to European Union. This course complements History 151, does not repeat high school history, and pays close attention to developing historical consciousness and analytical skills.

*Applies to requirement(s): Humanities*

*J. King*

*Advisory: HIST-151 or equivalent recommended.*

**HIST-249 The Environment and South Asian Lifeworlds***Not Scheduled for This Year. Credits: 4*

Cyclones, drought, and earthquakes have claimed many lives in South Asia in recent decades. Millions living along its vast coastline face the imminent danger of being reduced to climate refugees. In such times, how might we understand the longer history of environmental change in South Asia? This course traces shifts in how people in the region have understood the environment – as a source of sustenance, a resource ripe for domination, and an entity in need of saving. Drawing from histories of agriculture, public works, and forestry, it interrogates how transnational forces such as colonial capitalism and geopolitics have shaped local interactions between humans, nature, and animals.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Medhi***HIST-252 History of Money***Spring. Credits: 4*

What is money? Is it the same in all times and places? If money could speak, what stories would it tell of the past? This course is about the history of money and money as an object of history. Using primary and secondary sources, students will learn about the social, political and cultural meaning of money at different times in the history of the western world. In addition, students will interpret the history of money using a variety of coins and money-related objects held in the MHC Art Museum. This is a course on the history of money, not the economics of money, but it will be of interest to anyone curious to learn more about the meaning of money in the past and today.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon***HIST-253HE Topics in History: 'The Hellenistic World from Alexander to Cleopatra'***Fall. Credits: 4*

An introduction to the history and legends of Alexander the Great and Cleopatra VII through an analysis of the surviving historical and literary evidence. By spreading Greek culture from northern Greece as far as modern Pakistan, Alexander transformed much of the known world, which witnessed changes in politics and imperialism, literature and science, as well as in the lives of women. This diverse and dynamic world produced Cleopatra VII who endeavored to preserve her dynasty amid the growing power of the Roman Empire. This course concludes with the enduring legacies of Alexander and Cleopatra in modern times.

*Crosslisted as: CLASS-239HE**Applies to requirement(s): Humanities**G. Sumi**Notes: Meets history department's pre-1750 requirement.***HIST-253SP Topics in History: 'The Spartans: Myth and History'***Not Scheduled for This Year. Credits: 4*

In contrast to democratic Athens, oligarchic Sparta was renowned for its secrecy and skillful use of propaganda. Thus, it presents difficult challenges for historical study. In this course we will try to peer behind the "Spartan mirage" to determine how much the Spartans really differed from other ancient Greeks. We will then try to understand the use of Spartans as models for later polities and for groups like the Nazis and Alt-right. Topics: government, education, and citizenship; the role of women, eugenics, and slavery; the use and misuse of the image of Sparta. Readings will include Herodotus, Thucydides, Xenophon, Plutarch, and modern scholarship on specific topics.

*Crosslisted as: CLASS-253**Applies to requirement(s): Humanities**P. Debnar**Notes: Meets history department's pre-1750 requirement***HIST-255 Ideas and Society in Europe****HIST-257 City Life in Modern Europe, 1750-1914***Not Scheduled for This Year. Credits: 4*

"Our age is ... the age of great cities," wrote Robert Vaughan in 1843.

Many Europeans questioned whether the greatness of cities was such a good thing, but most agreed that the history of nineteenth-century Europe could not be written without them. We will examine that history from the perspective of Europe's largest cities between the mid-eighteenth and early-twentieth centuries. Readings will explore the process of urban transformation, the new forms of experience and identity that emerged in city life, and the efforts of governments, social reformers, planners and engineers to control and discipline the new urban masses.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon***HIST-258 Travel, Self, Identity between Europe and South Asia***Not Scheduled for This Year. Credits: 4*

With the discovery of a maritime route between Europe and India in 1498, an increasing number of Europeans traveled to South Asia, for commerce, on missionary activity, to collect plants, and as part of colonial enterprises. From about 1600, South Asian elites, and, later, anti-colonial leaders, soldiers, and students, among others, journeyed in the opposite direction. Tracing a long history of cross-cultural contact, this seminar examines the role of travel in fashioning notions of self and "other". It asks how travel narratives visualize place and people, in what ways gender mediates experiences of travel, and how these encounters help reveal what is common and different between cultures.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Medhi*

**HIST-259 Mary Lyon's World and the History of Mount Holyoke**

*Not Scheduled for This Year. Credits: 4*

What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? Has her vision persisted or been overturned? We will examine the conditions, assumptions, and exclusions that formed Mount Holyoke and the arrangements of power and struggles for justice that shaped it during and after Lyon's lifetime. Topics include settler colonialism and missionary projects; northern racism and abolitionism; industrial capitalism and the evolution of social classes; debates over women's education, gender, and body politics; religious diversity; and efforts to achieve a just and inclusive campus. Includes research based on primary sources.

*Crosslisted as: GNDST-206MA*

*Applies to requirement(s): Humanities*

*M. Renda*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: Either 8 credits in history or 4 credits in history and 4 credits in either gender studies or critical social thought. All other interested students may apply with an email to the instructor.*

*Notes: Available for 300-level credit*

**HIST-260 Topics in the Recent History of Europe****HIST-260HH Topics in the Recent History of Europe: 'The Habsburgs, Hitler, and the Law'**

*Not Scheduled for This Year. Credits: 4*

This course explores the complex, often comic, and ultimately tragic history of Bohemia, a territory located today in the Czech Republic, but previously a part of the Habsburg Monarchy, then of Czechoslovakia, and then of Hitler's Third Reich. Students will complement historical studies with autobiographical material and contemporary fiction, beginning with the Revolution of 1848, progressing through the achievements and worrisome trends of Emperor Francis Joseph's 68-year reign, and concluding with the world wars. Emphasis on the interplay among Czechs, Germans, Jews, and other pivotal players: the House of Habsburg and its supporters, and the political elites of neighboring countries.

*Crosslisted as: JWST-225HH*

*Applies to requirement(s): Humanities*

*J. King*

**HIST-262 Stalinism in Central Europe**

*Not Scheduled for This Year. Credits: 4*

This course explores the use of revolutionary terror by the state. More specifically, it examines policies of terror pursued by Communist dictatorships in Hungary and Czechoslovakia during the early years of the Cold War. Who did what to whom, and why? What insights do secret police work and public propaganda, knitted together in macabre show trials, allow us into Stalinist rule, European politics, and maybe ourselves? How did memories of terror shape politics after Stalin's death? Students should deepen their understanding for the discipline of History, improve their reading and writing, and develop a working knowledge of Central European politics at the middle of the twentieth century.

*Crosslisted as: JWST-225ST, RES-244ST*

*Applies to requirement(s): Humanities*

*J. King*

**HIST-267 The Country and the City**

*Fall. Credits: 4*

During the Cold War, as tensions raged between the U.S. and Soviet Union, policymakers of both ideological persuasions oversaw rural development projects across the Third World. Their actions were premised on knowledge that villages were underdeveloped places. Mainly a colonial idea, this thought also had curious antecedents such as the Indian anti-colonialist Gandhi who saw villages as reservoirs of tradition and bulwarks against modernity. This course questions the received wisdom of this dichotomy. Drawing on classic works and case studies from Asia, Africa, and Latin America, it asks how the city and countryside became symbols for understanding social and economic development.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*A. Medhi*

**HIST-276 U.S. Women's History Since 1890**

*Not Scheduled for This Year. Credits: 4*

This course considers the historical evolution of women's private lives, public presence, and political engagement within and beyond the borders of the United States, from the 1890s to the present. How have U.S. racism, consumer capitalism, immigration, and changing forms of state power shaped women's experiences and possibilities? How have regimes of gender, sexuality, bodily comportment, and reproduction evolved in relation to national and global changes? Emphasis will be placed on the experiences and perspectives of working-class women, women of color, and colonized women.

*Crosslisted as: GNDST-206US*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Renda*

**HIST-277 History of Energy**

*Not Scheduled for This Year. Credits: 4*

We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. These concerns often include other assumptions about energy's past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*D. Fitz-Gibbon*

*Prereq: 4 credits in history.*

*Advisory: This course will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.*



**HIST-279 Modern Civil Rights Movement***Spring. Credits: 4*

Sit-ins, marches, strikes, Supreme Court decisions, and the passing of landmark legislative acts filled the news headlines across the country during the 1950s and 1960s. This introductory-level survey course will examine the diverse strategies and philosophies of political, social and cultural figures that led to and fueled the modern civil rights movement in America. By drawing on a range of primary sources such as films, organizational records, and memoirs, this course will explore the origins of the movement, well-known and lesser-known protests and activists to reveal how anti-war efforts, gay and lesbian liberation, neighborhood rights, ethnic nationalism and even grassroots conservatism laid claim to the rhetoric and tactics of the civil rights movement.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Smith***HIST-280 Topics in North American History****HIST-280DD Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'***Not Scheduled for This Year. Credits: 4*

How have Americans – and those contending with America – envisioned and reached for more just and inclusive communities? What historical circumstances have opened opportunities for more robust democratic forms to emerge in the face of oppression? We will consider structural barriers to meaningful inclusion, involving racism, wealth, poverty, property, citizenship, gender, sexuality, disability, and dissent, as well as efforts to overcome them through concerted action and cultural struggle in the arts and public humanities. What public stories shape our connections with one another? What can we learn about the possibilities for sustaining democracy through daily life and culture?

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda***HIST-281 African American History, Precolonial to Emancipation***Not Scheduled for This Year. Credits: 4*

This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free blacks, the crisis of the nineteenth century, and the effect of the Civil War.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Notes: meets history department pre-1750 requirement***HIST-282 African American History from Emancipation to the Present***Fall. Credits: 4*

This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. C. Smith***HIST-296 Topics: Women in History****HIST-296CG Women in History: 'Women and Gender in China'***Not Scheduled for This Year. Credits: 4*

This 200-level seminar introduces students to gender relations in the history of China. It offers students a broad historical narrative of women's lives from early China through the imperial period, and concludes with the power dynamics of gender relations in modern China in the twentieth century. The course is organized chronologically with thematic focus on the politics of marriage and reproduction; the state's shifting perspectives on women's social roles; and how women interpreted and responded to the changing cultural landscape.

*Crosslisted as: GNDST-206CG**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Wu**Notes: All readings are in English. Meets history department's pre-1750 requirement.***HIST-296NT Women in History: 'Histories of Native American Women'***Spring. Credits: 4*

This course explores the histories of Native American women, from origins to the present day. This course also introduces students to Indigenous methodologies. We will look at topics such as origin stories, Indigenous feminism, the fur trade, Removal, reservations, and Missing and Murdered Indigenous People. Major themes include kinship, community, gender, race, material culture, sovereignty, reproduction, matrilineal societies, survivance, and diplomacy.

*Crosslisted as: GNDST-206NT**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**P. Dawson**Notes: Meets history department's pre-1750 requirement.***300-Level Colloquia**

A colloquium is a 300-level class concentrating on advanced readings in secondary sources and on the analysis and construction of an historical argument. A colloquium may be centered on a broad historical theme, issue, or problem that is likely to affect the world into which current students will graduate. Regardless of topic, they share the common course number History 301. Please note that admission to some 300-level history courses is by written application and permission of the instructor. Students may apply online ([https://www.mtholyoke.edu/acad/history/300-level\\_application/](https://www.mtholyoke.edu/acad/history/300-level_application/)).

**HIST-301 Colloquia****HIST-301CS Colloquium: 'Capitalism in South Asia'***Spring. Credits: 4*

The recession of 2008 has drawn scholars to the subject of long-term capitalist transformation around the globe. Examining the phenomenon that is 'global capitalism,' they have studied its effects on markets, structures of government, and increasingly, the environment. A global approach, however, is inadequate for understanding the particular lifeworlds shaped by capitalism at the local and regional levels. This colloquium uses examples from South Asia to emphasize how capitalist transition in the region was entangled with developments elsewhere, yet asserted a quite distinctive influence in areas of trade, agriculture, property norms, law, labor relations, migration, and consumption.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Medhi**Restrictions: Course limited to sophomores, juniors and seniors**Instructor permission required.**Prereq: 4 credits in History.**Advisory: Application and permission of instructor required.***Research Seminars**

A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing. The research seminars are the History courses numbered between 302–394. Please note that admission to some 300-level history courses is by written application and permission of the instructor. Students may apply online ([https://www.mtholyoke.edu/acad/history/300-level\\_application/](https://www.mtholyoke.edu/acad/history/300-level_application/)).

**HIST-323 Germans, Slavs, and Jews, 1900-1950***Not Scheduled for This Year. Credits: 4*

This course explores relations among Germans, Slavs, and Jews in Central and Eastern Europe before, during, and after the First and Second World Wars. Emphasis lies on tracing continuities and ruptures in nationalist and racist ideologies and policies, from late imperial Germany and Austria through the interwar republics and then on to the Third Reich and the post-Nazi regimes. Topics covered include the Holocaust, Nazi treatment of Poles, and the expulsion of millions of ethnic Germans from Poland and Czechoslovakia after 1945, but also mutual accommodation, assimilation, liberal group rights, and the ambiguities of who was German or Slavic or Jewish in the first place.

*Crosslisted as: JWST-350GE**Applies to requirement(s): Humanities**J. King**Instructor permission required.**Prereq: 8 credits in History.**Advisory: Application and permission of instructor required.***HIST-331 Topics in Asian History****HIST-331WF Topics in Asian History: 'Women and the Family in Imperial China'***Not Scheduled for This Year. Credits: 4*

This course examines the lives of women in imperial China (221 BCE-1911). How did Confucian didactic texts define women and their place in the family? Seen as the core of the family in a patrilineal, patrilocal, and patriarchal society, men prescribed women's roles in family life. How did women understand and respond to the social expectations imposed on them? What changed over the long history of imperial China? Students consider writings by and about women alongside the evidence of material culture.

*Crosslisted as: GNDST-333WF**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**L. Wu**Restrictions: This course is open to juniors and seniors**Prereq: One course on East Asian history, culture, politics, or language.**Notes: meets history department pre-1750 requirement***HIST-332 Environmental History of China***Fall. Credits: 4*

This course offers a sweeping history of how the people in China have interacted with the natural world. Students will investigate historically specific social, economic, and political forces that have shaped environmental transformations in China. The course is organized thematically within a chronological framework. The course concludes with a closer look at the development of environmental practice in the modern era.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Wu**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in History.**Notes: Meets the history department pre-1750 requirement. All readings are in English.***HIST-341 Topics in African History****HIST-341DC Topics in African History: 'Decolonization and the Civil Rights Movement'***Not Scheduled for This Year. Credits: 4*

This course explores pan-African collaborations between the continental Africans and the African Diaspora during the age of decolonization and the Civil Rights Movement. It examines key developments in the global black movement with a focus on (de)segregation, the Civil Rights Movement, decolonization, and the Black Power Movement. Through readings and discussions, students who complete this course will come to understand the contributions of continental Africans to the Civil Rights Movement in the United States and the responses of the African Diaspora to social, political, and economic conditions in post-colonial Africa.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Abdulrahman**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in History or 4 credits in History and 4 credits in Africana Studies.*

**HIST-357 History of British Capitalism***Spring. Credits: 4*

This is a research seminar, designed to introduce students to classic and recent debates on the "history of capitalism" and to support original research on a broad array of topics related to the social and cultural history of economic life. Rather than take British capitalism as exemplary of modernization we will situate that which was particular about the British case against the pluralities of capitalism that have evolved over the past three centuries. Topics include revolutions in agriculture, finance, commerce and manufacturing; the political economy of empire; the relationship between economic ideas, institutions and practice; and, the shaping of economic life by gender, class and race.

*Crosslisted as: EOS-349BC**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon**Restrictions: This course is open to juniors and seniors**Prereqs: 4 credits in History.***HIST-372 Material Cultures of Turtle Island/ North America***Spring. Credits: 4*

This course explores the histories of material culture on Turtle Island (North America) from origins to the present day. We will explore the stories that live inside objects and the relationships people have with material culture. We will explore case studies from a variety of cultures, including Indigenous, Euro-American, and African-American perspectives, but with a heavy emphasis on Indigenous material cultures. Students will be exposed to a variety of research methodologies for studying material culture. This course will culminate in the production of a substantial research paper.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**P. Dawson**Restrictions: This course is open to juniors and seniors**Prereqs: 8 credits in History.**Notes: Meets history department's pre-1750 requirement.***Independent Study****HIST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***HIST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***International Relations****Overview and Contact Information**

The Department of International Relations (IR) focuses on the myriad and complex interactions of human beings across state boundaries. It aims to provide students a global perspective on the origins of the current international system, the salient concerns in international relations today, and the emerging challenges humanity will face in the years ahead. These goals can best be achieved through an interdisciplinary approach, drawing upon the theoretical insights and empirical knowledge of several disciplines, including economics, geography, history, and political science. International relations majors are expected to complete a course of study that includes introductory core courses in each of these fields, a course in research methods, as well as advanced courses in a

number of more focused tracks. They are expected to attain a level of proficiency in a foreign language that will allow them to do basic research in it. They are also encouraged to study abroad during their junior year.

The department strives to educate informed citizens and thoughtful leaders for our emerging global society.

The Five College Certificate in International Relations serves as the minor in International Relations.

**Study Abroad**

Students are encouraged to spend at least one semester studying abroad during their junior year. A suitable program and course of study should be chosen with the help of the student's advisor.

**Honors Work**

The department reserves its honors for majors who successfully complete a thesis in their senior year. Seniors writing a thesis must enroll in IR 395, Independent Study for two semesters.

**See Also**

- Economics (p. 151)
- Geography (p. 233)
- History (p. 250)
- Politics (p. 338)
- Law, Public Policy, and Human Rights (p. 278)

**Contact Information****Sohail Hashmi, Chair****Linda Chesky Fernandes, Academic Department Coordinator**

109A Skinner Hall

413-538-2381

<https://www.mtholyoke.edu/academics/find-your-program/international-relations> (<https://www.mtholyoke.edu/academics/find-your-program/international-relations/>)

**Learning Goals**

By majoring in International Relations, students should gain an understanding of:

- The key concepts and approaches in the study of modern history.
- The key concepts and theories of international relations as a subfield of political science.
- The key concepts and theories of international economics.
- The key concepts and theories of world geography.
- How these disciplines inform the study of the evolution of the modern international system and particular issue areas in contemporary international relations, such as international security, international political economy, international law and organizations, and protection of the environment.
- Basic research methods in history and the social sciences, including both qualitative and quantitative methods.
- Foreign language at the intermediate level of proficiency or above.

**Faculty**

**This area of study is administered by the Department of International Relations:**

Sarah Adelman, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Jeremy King, Professor of History

Katherine Lande, Professor of Economics

Eva Paus, Professor of Economics on the Ford Foundation, Teaching Spring Only

Nieves Romero-Díaz, Professor of Spanish on the Alumnae Foundation

Desmond Fitz-Gibbon, Associate Professor of History

Serin Houston, Associate Professor of Geography and International Relations, On Leave 2023-2024

Andy Reiter, Associate Professor of Politics and International Relations, Teaching Spring Only

Dylan Shepardson, Robert L. Rooke Associate Professor of Mathematics, On Leave 2023-2024

Abhilash Medhi, Assistant Professor of History

Christopher Mitchell, Assistant Professor of International Relations and Politics

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
ECON-213 or ECON-218	Economic Development International Economics	4
GEOG-105 or GEOG-206	World Regional Geography <sup>1,3</sup> Political Geography	4
HIST-151 or HIST-161	Modern and Contemporary Europe <sup>1</sup> British Empire and Commonwealth	4
POLIT-116	World Politics <sup>1</sup>	4
IR-200	Research Methods <sup>1</sup>	4
At least 12 credits at the 300 level in two different disciplines (see Focus below)		12
8 additional credits in international relations		8
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> These introductory courses provide the foundation for more advanced course work in the IR major. Therefore, they should all be completed within the first five semesters at Mount Holyoke. IR-200 is intended for IR majors in their sophomore year.

<sup>2</sup> Please note that the Department of Economics requires ECON-110 Introductory Economics as a prerequisite for ECON-213 and ECON-218.

<sup>3</sup> Students with high school preparation in geography should take GEOG-206.

### Other Requirements

- Focus. Each student's major must have a focus, consisting of at least 12 credits in two different disciplines, only 4 credits of which may be independent study. Students may elect one of the following five foci: global commons, international institutions, international peace and

security, international political economy, or international ethics. They may also design a focus, with the approval of their advisor and the chair.

- Independent study. Only 4 credits of independent work can count toward the requirement for courses at the 300 level.
- Foreign language. Each student is expected to possess or acquire intermediate-level or higher proficiency in a foreign language (usually four semesters).

### Additional Specifications

- Soon after declaring their major, students should plan individual programs of study in consultation with one or more members of the faculty committee, one of whom will be designated the student's academic advisor.
- Exceptions to the requirements above will be made only in rare cases and require the approval of the chair.
- The Department of International Relations does not cross-list courses in other departments that satisfy the major's requirements. Generally, all courses taught by members of the IR Committee count toward the major. For courses offered by other faculty, the policy of the department is to accept any course in any department that is directly pertinent to the student's focus in the major. Thus, for example, a student whose focus is global commons could conceivably count courses offered by the geology or biological sciences departments. Or a student focusing on international ethics could use certain courses in the religion or philosophy departments to satisfy the requirements of the major. Any questions concerning the appropriateness of a particular course can be answered by the advisor or the department chair. It is important for the student to verify that the course in question will count toward the major before enrolling.
- The IR major focuses on global issues and institutions, and relationships across regions and nations. This does not preclude students from developing expertise in a particular region or nation; indeed, part of the study of international relations is how global issues find local expressions. But students whose primary interest is in a particular area of the world should elect a more appropriate major, such as Latin American or Asian studies.
- Students who declare an international relations major automatically fulfill the College's "outside the major" requirement.

## Certificate Overview

The Five College International Relations Certificate Program offers students an opportunity to pursue an interest in international affairs as a complement to their majors. It prepares students to make interdisciplinary connections between their field of study and the complexities of global challenges such as globalization, regional and ethnic conflict, environmental degradation, resource scarcity, demographic stress, global climate change, wide disparities in global economic development, and challenges to global public health.

The Five College Certificate in International Relations serves as the minor in International Relations.

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
	One course on introductory world politics	1
	One course on global institutions or problems	1



One course on the international financial and commercial system	1
One course on the historical development of the international system since 1789	1
One course on contemporary American foreign policy	1
Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a third-world country or region outside of the United States and Europe	2
Proficiency in a contemporary foreign language through the completion of two years of the language at the college level or its equivalent	0-4
<b>Total Courses</b>	<b>7-11</b>

## Additional Specifications

- A complete list of the Five College courses for each of the seven areas of study is available from the IR certificate advisors and the program's website (<https://www.fivecolleges.edu/academics/international-relations/#courses>).
- No more than four of these courses in any one discipline can be counted toward the certificate.
- No single course can satisfy more than one requirement.
- Students must complete the required courses (with the exception of the foreign language courses) with letter grades of B or better (no satisfactory/unsatisfactory grades).
- For further information consult with one of the Mount Holyoke College advisors. Additional information also can be found at the program's website (<https://www.fivecolleges.edu/academics/international-relations/>).

## Course Offerings

### IR-200 Research Methods

*Spring. Credits: 4*

Develops students' skills in writing expository essays and introduces basic quantitative and qualitative research methods used in the social sciences and history. The course provides a foundation for writing research papers in advanced courses, as well as an honors thesis.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Hilton*

*Notes: This course should be taken by International Relations majors in their sophomore year.*

### IR-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### IR-395 Independent Study

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Courses Approved for International Relations Focus Fields

### Global Commons

Code	Title	Credits
<b>Economics</b>		
ECON-325	Economics of Health Care and Health Service Organizations	4
ECON-352	Advanced Economic Development	4

<b>Environmental Studies</b>		
ENVST-346	Global Inequality, Smart Earth Technology, and Environmental Governance	4
ENVST-347	Environmental Geopolitics and Security	4
<b>Geography</b>		
GEOG-105	World Regional Geography	4
GEOG-202	Cities in a Global Context	4
GEOG-204	Human Dimensions of Environmental Change	4
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-313	Third World Development	4
GEOG-319	Africa: Problems and Prospects	4
GEOG-328	Climate Migration	4
<b>History</b>		
HIST-249	The Environment and South Asian Lifeworlds	4
HIST-257	City Life in Modern Europe, 1750-1914	4
HIST-258	Travel, Self, Identity between Europe and South Asia	4
HIST-277	History of Energy	4
<b>Politics</b>		
POLIT-232	Introduction to International Political Economy	4
POLIT-366	Global Migration	4
POLIT-380	Nationalism and Ethnic Politics	4
<b>Spanish</b>		
SPAN-330SL	Advanced Studies in Identities and Intersections: 'Spain and Islam'	4
SPAN-350MG	Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'	4

## International Institutions

Code	Title	Credits
<b>Environmental Studies</b>		
ENVST-346	Global Inequality, Smart Earth Technology, and Environmental Governance	4
<b>History</b>		
HIST-124	History of Modern South Asia, 1700 to the Present	4
HIST-239EN	Topics in Asian History: 'Empire, Nation, and the Making of Tribes in South Asia'	4
HIST-244	European Public Policy, West and East	4
HIST-246	20th Century Europe	4
HIST-252	History of Money	4
HIST-260HH	Topics in the Recent History of Europe: 'The Habsburgs, Hitler, and the Law'	4
HIST-323	Germans, Slavs, and Jews, 1900-1950	4
HIST-357	History of British Capitalism	4
<b>Politics</b>		
POLIT-208	Chinese Politics	4
POLIT-247	International Law and Organization	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-341	Political Islam	4
POLIT-363	Political Economy of the European Union	4
<b>Russian &amp; Eurasian Studies</b>		
RES-240	Contemporary Russian Politics: From Lenin to Putin	4

**Spanish**

SPAN-230GV	Identities & Intersections: An Introduction: 'Gendered Violence from Medieval to Contemporary Spain'	4
SPAN-330SL	Advanced Studies in Identities and Intersections: 'Spain and Islam'	4

**International Peace and Security**

Code	Title	Credits
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**Economics**

ECON-325	Economics of Health Care and Health Service Organizations	4
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**Environmental Studies**

ENVST-347	Environmental Geopolitics and Security	4
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**Geography**

GEOG-319	Africa: Problems and Prospects	4
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**History**

HIST-240	The Holocaust in History	4
HIST-246	20th Century Europe	4
HIST-262	Stalinism in Central Europe	4

**Politics**

POLIT-209	Contemporary Russian Politics	4
POLIT-216	Middle East Politics	4
POLIT-218	Israel/Palestine: Fact/Fiction	4
POLIT-224	The United States and Iran	4
POLIT-226	The United States, Israel, and the Arabs	4
POLIT-270	American Foreign Policy	4
POLIT-314	Political Violence: Causes and Solutions	4
POLIT-319	War: What Is It Good For?	4
POLIT-327	Transitional Justice	4
POLIT-357	War and Peace in South Asia	4
POLIT-366	Global Migration	4
POLIT-380	Nationalism and Ethnic Politics	4
POLIT-384	Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century	4
POLIT-385	International Security	4

**International Political Economy**

Code	Title	Credits
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**Economics**

ECON-213	Economic Development	4
ECON-215	Economics of Corporate Finance	4
ECON-314	Globalization and Development	4
ECON-352	Advanced Economic Development	4

**Environmental Studies**

ENVST-346	Global Inequality, Smart Earth Technology, and Environmental Governance	4
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**Geography**

GEOG-313	Third World Development	4
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**History**

HIST-208	The Consumer Revolution: A History of Shopping	4
HIST-252	History of Money	4
HIST-257	City Life in Modern Europe, 1750-1914	4
HIST-277	History of Energy	4

HIST-301CS	Colloquium: 'Capitalism in South Asia'	4
HIST-357	History of British Capitalism	4

**Politics**

POLIT-232	Introduction to International Political Economy	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-272	Trade and American Foreign Policy	4
POLIT-312	Silk Roads: Ancient and Modern Highways across the Eurasian Continent	4
POLIT-363	Political Economy of the European Union	4

**International Ethics**

Code	Title	Credits
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**Economics**

ECON-314	Globalization and Development	4
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**Geography**

GEOG-313	Third World Development	4
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**History**

HIST-230	History and Law	4
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**Politics**

POLIT-247	International Law and Organization	4
POLIT-272	Trade and American Foreign Policy	4
POLIT-305	International Society	4
POLIT-319	War: What Is It Good For?	4
POLIT-327	Transitional Justice	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-341	Political Islam	4
POLIT-342	Islamic Political Thought	4
POLIT-343	Law and Religion	4
POLIT-365	Ethics and International Relations	4

**Italian****Overview and Contact Information**

The major in Italian seeks to foster linguistic fluency and appreciation of the multifaceted culture of the Italian people. In addition to acquiring advanced oral and written proficiency in the Italian language, majors and minors will have the opportunity to access Italy's rich literary and cultural heritage through cinema, literature, music, art, the Web. Besides selecting courses offered at Mount Holyoke and in the more extended Five College community, students are encouraged to investigate the many study abroad options available to them in such culturally diverse cities as Bologna, Florence, and Padova. A major in Italian language and culture can lead to a variety of national and international careers, from foreign service to fashion marketing, from international banking and trade to film, from a career in nonprofits to teaching.

The weekly Italian table provides a welcoming environment for spontaneous expression and cultural exchange, and the ongoing extracurricular activities of the Italian club, lectures, and films round out the multifaceted learning experience at MHC.

**See Also**

- Romance Languages and Cultures (p. 363)

## Contact Information

**Ombretta Frau, Chair**

**Geoffrey Sumi, Professor of Classics**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/italian-studies/>

<https://www.mtholyoke.edu/academics/find-your-program/italian-studies/>

## Learning Goals

In connection with the College's learning goals, the major in Italian at Mount Holyoke prepares students to develop a comprehensive knowledge of Italian language and culture. It is the department's mission to inspire and motivate students to learn about Italian culture in all of its multifaceted aspects through:

- in-depth study of the Italian language in all of its components (speaking, writing, reading and listening), in order to achieve near-native proficiency. Through a communicative approach, students learn to express feelings, engage in discussion about any topic, develop complex ideas, and read and critically analyze original texts and films in Italian.
- in-depth study of Italian culture and literature to develop a rich, diverse and layered knowledge of Italian thought, history, cultural habits, geography, culinary tradition, gender issues and politics.
- in-depth study of the role of Italy and Italian culture in Mediterranean and world history through millennia of people's shifts, diasporas and migrations.

The department aims for students to become global citizens, through study abroad programs in Italy and internships in Venice, Florence and Rome. Dedicated faculty members believe in creating a relaxed and positive atmosphere that is conducive to learning, beyond the traditional classroom experience. Classes take frequent advantage of campus resources (museums, libraries, residence halls, and the Italian Living-Learning Community) to organize events to continue teaching beyond the classroom in a consistent and constructive effort at community building.

## Faculty

**This area of study is administered by the Department of Classics and Italian. Italian faculty include:**

Ombretta Frau, Dorothy Rooke McCulloch Professor of Italian

Morena Svaldi, Faculty Director of the Language Assistant Program; Senior Lecturer in Italian, Teaching Fall Only

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
ITAL-209	Conversation and Composition	4
ITAL-221	Introduction to Italian Culture and Literature I	4
Four 300-level courses in Italian literature and culture to be approved by the department <sup>1</sup>		16
8 additional credits in Italian		8
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> At least one 300-level course must be taken in the senior year.

## Additional Specifications

- Courses lower than ITAL-209 cannot be counted toward the major.
- Independent Study (ITAL-395) may not be used as part of the minimum major requirements.
- One 200- or 300-level course may be in English translation but must be approved by the department.
- Students thinking about a major in Italian or studying abroad should contact Professor Frau or Senior Lecturer Svaldi.

## Requirements for the Minor

A minimum of 16 credits

Code	Title	Credits
ITAL-209	Conversation and Composition	4
ITAL-221	Introduction to Italian Culture and Literature I	4
At least one course at the 300 level		4
One additional course at the 200 or 300 level		4
<b>Total Credits</b>		<b>16</b>

## Additional Specifications

- Courses lower than ITAL-209 cannot be counted toward the minor.
- Independent Study (ITAL-395) may not be used as part of the minimum minor requirements.
- One 200- or 300-level course may be in English translation but must be approved by the department.

## Teacher Licensure

Students interested in pursuing licensure in the field of Italian can combine their course work in Italian with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Italian, please consult your advisor or the chair of the Department of Classics and Italian. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult Sarah Frenette in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Classics and Italian and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Guidelines for New Students

All courses satisfy distribution requirements unless otherwise indicated.

Courses are normally conducted in Italian. Courses offered in translation are listed at the end of the Italian course descriptions.

Students with no previous training in Italian should elect ITAL-101–ITAL-102.

Students with two years of high school study should elect ITAL-201. Students whose proficiency in the Italian language is superior and who wish to study literature should elect ITAL-221 or ITAL-222, in the fall semester. Students who are unsure about their level should contact Professor Frau for a proficiency test.

Students contemplating a junior year in Italy should elect an Italian course in the first semester of their first year.

## Course Offerings

### ITAL-101 Elementary Italian I

*Fall and Spring. Credits: 4*

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

*Applies to requirement(s): Humanities; Language*

*M. Svaldi, The department*

*Notes: Successful completion of both ITAL-101 and ITAL-102 will give students a full grammatical knowledge of basic Italian and it is highly recommended.*

### ITAL-102 Elementary Italian II

*Fall and Spring. Credits: 4*

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

*Applies to requirement(s): Humanities; Language*

*O. Frau, The department*

*Prereq: ITAL-101.*

### ITAL-112 Bridge to Italian 201 Part 1

*Not Scheduled for This Year. Credits: 2*

This course is particularly designed to create a new path for students who are taking (or have taken) Italian 101 and wish to have the necessary preparation to take Intermediate Italian (Italian 201) the following fall semester. They will be provided with the skills necessary to: understand, speak, and write Italian at the advanced beginner level, learn about contemporary Italian society, and develop the competence, interest and enthusiasm for the language that will inspire them to proceed to more advanced levels.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Svaldi*

*Advisory: For students who are taking, or have taken, ITAL-101.*

*Notes: Second half of semester.*

### ITAL-113 Bridge to Italian 201 Part 2

*Not Scheduled for This Year. Credits: 2*

This course is particularly designed to create a new path for students who have taken Italian 112 only. They will be provided with the skills necessary to: understand, speak, and write Italian at the advanced beginner level, learn about contemporary Italian society, and develop the competence, interest and enthusiasm for the language that will inspire them to proceed to more advanced levels.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Svaldi*

*Prereq: ITAL-112.*

*Notes: Half-semester course.*

### ITAL-201 Intermediate Italian

*Fall. Credits: 4*

After reviewing essential grammar and vocabulary, Intermediate Italian will expose students to new and more complex lexicon and communicative grammatical structures. Through authentic materials (videoclips, music, newspaper articles, websites etc.), the course emphasizes reading, writing, listening, and speaking. A realistic picture of modern Italy replaces stereotypical images of Italy with contemporary representation. Class time emphasizes group conversations and builds accurate use of the language in an interactive and dynamic way. Projects will give a solid foundation that provide opportunities for cultivating interests and help prepare students for more advanced study of Italian.

*Applies to requirement(s): Humanities; Language*

*M. Svaldi*

*Prereq: ITAL-102.*

### ITAL-209 Conversation and Composition

*Spring. Credits: 4*

Offers practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Includes oral presentations as well as frequent compositions, from short reports to full-length essays. Uses newspapers, magazines, and literary texts to discuss issues and lifestyles concerning Italian society.

*Applies to requirement(s): Humanities; Language*

*O. Frau*

*Prereq: ITAL-201.*

### ITAL-213 Italian Excellence: Science, Arts, Design

*Not Scheduled for This Year. Credits: 1*

This course focuses on Italian excellence in the sciences, arts, and culture, with particular attention to fashion, design, the food industry, sustainability, the visual arts, and architecture. This course is multidisciplinary; students will be able to practice Italian while exploring connections between Italian culture and other disciplines. The course is student-centered, includes a digital project, and is taught using a wide variety of materials: articles, short stories, videos, documentaries, and social media. Designed primarily for the students who live on the Italian floor, the course aims to foster a sense of community and to expand students' perspectives and intellectual curiosity, whether they plan to study abroad or not.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Svaldi*

*Prereq: ITAL-101 or ITAL-102.*

*Notes: Second half of semester.*

### ITAL-221 Introduction to Italian Culture and Literature I

#### ITAL-221FC Introduction to Italian Culture and Literature I: 'Italian Food Culture'

*Fall. Credits: 4*

This course explores food culture in Italian family and society. Food is essential for Italian culture, and the food industry is an important part of the Italian economy. We are going to explore and analyze the strong relationship between food, culture and business in modern Italian society, with examples ranging from Carlo Petrini's Slow Food movement, Eataly, food in ancient Roman times, food as autobiography, food in art, and the coffee revolution. We will read and discuss literary and historical texts, films, and cookbooks.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*O. Frau*

*Notes: This course is primarily taught in English. Students who are interested in taking the course in Italian will have a weekly separate meeting. Please, reach out to ofrau@mtholyoke.edu with any questions.*



**ITAL-221LC Introduction to Italian Culture and Literature I: 'Children Stories: Italian Children Culture: Italian Literature for Children 1800-Today'**

*Not Scheduled for This Year. Credits: 4*

This course explores the development of Italian identity through books and stories aimed at children in the 1800s, 1900s, and today. From Collodi's *Pinocchio*, to Rodari's theory of story-telling, we will examine gender roles and narratives, racism, colonialism, and the influence of television, cinema, and social media.

*Applies to requirement(s): Humanities*

*O. Frau*

*Notes: Taught in English. May be taken for 300-level credit in Italian with permission of instructor. Students who wish to take this course at the 300-level in Italian should expect an additional weekly meeting and different assignments.*

**ITAL-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**ITAL-361 Seminar in Romance Languages and Cultures**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**ITAL-361AV Seminar in Romance Languages and Cultures: 'About Vanguard and Revolutionary Ideas'**

*Not Scheduled for This Year. Credits: 4*

This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguardias of the early twentieth century and controversies with the Italian and Spanish vanguardias; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.

*Crosslisted as: ROMLG-375AV, FREN-321AV, SPAN-360AV*

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*A. Pitetta*

*Prereq: 8 credits at the 200 level in language or literature.*

*Notes: Taught in English. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

**ITAL-361LT Seminar in Romance Languages and Cultures: 'Romance Languages Translate'**

*Not Scheduled for This Year. Credits: 4*

This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

*Crosslisted as: ROMLG-375LT, FREN-321LT, SPAN-360LT*

*Applies to requirement(s): Humanities; Language*

*C. Shread*

*Restrictions: This course is open to juniors and seniors*

*Advisory: Two courses in culture and literature at the 200 level.*

*Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

**ITAL-361MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'**

*Spring. Credits: 4*

Travel literature has always been a precious source for the study of culture, politics, arts, and last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: SPAN-360MT, FREN-321MT, ROMLG-375MT*

*Applies to requirement(s): Humanities; Language*

*O. Frau*

*Advisory: For language majors; two courses in culture and literature at the 200-level.*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

**ITAL-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Japanese

### Overview and Contact Information

The Japanese program offers three levels of instruction. Students will build their language skills and cultural knowledge with various activities such as visiting Wa-Shin-An (the Japanese tea room at Mount Holyoke), reading short stories, writing blogs, and interviewing students from Japan. Students who study Japanese may choose to complete the minor in Japanese listed here or the major in East Asian Studies for which language study is a principal component.

### See Also

- East Asian Studies (p. 149)
- Asian Studies (p. 77)

### Contact Information

**Naoko Nemoto, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/japanese>  
 (<https://www.mtholyoke.edu/academics/find-your-program/japanese/>)

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Satyananda Gabriel, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Amina Steinfelds, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Associate Professor of History, Teaching Fall Only

Lisha Xu, Senior Lecturer in Asian Studies, Teaching Fall Only

Jinhwa Chang, Lecturer in Japanese

Kyae-Sung Park, Five College Lecturer in Korean

May George, Five College Lecturer in Middle East Studies

## Requirements for the Minor

At least 16 credits:

Code	Title	Credits
As prerequisites, if needed: ASIAN-120, ASIAN-121		
	Two Japanese language courses at the 200 level or higher	8
	An additional two 300-level courses in Japanese language	8
<b>Total Credits</b>		<b>16</b>

### Additional Specifications

- Independent Studies (ASIAN-295 or ASIAN-395) do not count toward the minor.
- Language courses that are not taken at Mount Holyoke must be approved by the head of the Japanese program at Mount Holyoke College to count toward the minor.
- Courses taught in English do not count toward the minor.

## Course Offerings

**ASIAN-222 Second Year Japanese I**

Fall. Credits: 6

This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*J. Chang*

*Prereq: ASIAN-121 or equivalent. Coreq: ASIAN-222L.*

*Advisory: Asian Studies 121 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.*

**ASIAN-223 Second Year Japanese II**

Spring. Credits: 6

This course continues Asian Studies 222, Second Year Japanese I.

Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 350 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*J. Chang*

*Prereq: ASIAN-222 or equivalent. Coreq: ASIAN-223L.*

*Advisory: Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.*

**ASIAN-324 Third Year Japanese I**

Fall. Credits: 4

This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Prereq: ASIAN-223 or equivalent.*

*Advisory: Asian Studies 223 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.*

**ASIAN-326 Third Year Japanese II**

Spring. Credits: 4

This course continues Asian Studies 324, Third Year Japanese I.

Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Prereq: ASIAN-324 or equivalent.*

*Advisory: Asian Studies 324 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.*

## Jewish Studies

### Overview and Contact Information

The curriculum in Jewish studies provides course offerings in a range of fields and disciplines, including English, German, history, international relations, politics, and religion. Courses represent a variety of methodological approaches and are intended to introduce students to the broad and rich diversity of Jewish culture and experience.

## See Also

- Religion (p. 357)

## Contact Information

Mara Benjamin, Chair

Natalina Tulik, Academic Department Coordinator

205 Skinner Hall

413-538-2233

<https://www.mtholyoke.edu/academics/find-your-program/jewish-studies> (<https://www.mtholyoke.edu/academics/find-your-program/jewish-studies/>)

## Learning Goals

Jewish Studies is an interdisciplinary field that critically examines the global diversity and historical varieties of Jewish experience. A minor in Jewish Studies is an organic component of a liberal arts education and provides a lens through which to understand the human experience. Students who minor in Jewish studies at Mount Holyoke College are expected to:

1. Critically examine the varieties of Jewish cultural, religious, and literary expression from ancient Israel to contemporary times.
2. Incorporate subject matter and modes of inquiry from across the college, including religious studies, literature, history, anthropology, and politics, in order to understand the global Jewish diaspora and its contact with other civilizations.
3. Study one of the languages in which Jews have expressed themselves throughout the centuries, especially Hebrew and/or Yiddish.

## Faculty

**This area of study is administered by the Jewish Studies Committee:**

Mara Benjamin, Irene Kaplan Leiwant Professor of Jewish Studies

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Jeremy King, Professor of History

Madeleine Cohen, Visiting Lecturer in Jewish Studies

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
12 credits in Jewish Studies at the 200 or 300 level		12
At least 4 credits in Jewish Studies at the 300 level		4
<b>Total Credits</b>		<b>16</b>

## Additional Specifications

- Those choosing a minor in Jewish studies should consult as early as possible with the program chair in order to devise a course of study in consultation with the chair and other members of the program.
- Students should consider taking Hebrew language as part of the Jewish studies minor and, in addition to the approved Jewish Studies courses at Mount Holyoke, are encouraged to consider Jewish studies offerings at the other Five Colleges.

- Elementary Hebrew is offered regularly at Smith College. The course will be conducted in person at Smith and through a simultaneous video connection for students at Mount Holyoke. Mount Holyoke students can register for this Smith class (JUD-101) through regular Five College interchange procedures, and then will have the option to participate in the class directly from Mount Holyoke via simulcast without regularly having to travel to Smith for class meetings.
- Other courses in Jewish studies are offered regularly on campus. Consult with the program chair for a list of current courses in other departments that may be taken for credit toward a Jewish Studies minor. Students are encouraged to take advantage of the Jewish studies course offerings at Smith College (<https://www.smith.edu/academics/jewish-studies/>), the University of Massachusetts (<http://www.umass.edu/jne/courses-judaic-studies/>), Hampshire College (<https://www.hampshire.edu/jewish-studies/jewish-studies-at-hampshire/>), and Amherst College (<https://www.amherst.edu/>).

## Related Courses in Other Departments

For a list of current courses that may be taken for credit toward a Jewish studies minor, consult with the chair of the program.

## Course Offerings

### JWST-112 Introduction to Judaism

*Spring. Credits: 4*

Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.

*Crosslisted as: RELIG-112*

*Applies to requirement(s): Humanities; Multicultural Perspectives M. Benjamin*

### JWST-213 The Gender of Yiddish

*Not Scheduled for This Year. Credits: 4*

Yiddish and questions of gender have a long history. The language was called "mame-loshn" (mother tongue); it was associated with home and family. Jewish women were the primary intended readers of Yiddish, beginning with religious literature for those who could not read Hebrew and developing into a modern, secular, often moralizing literature. Despite the strong connections between Yiddish and women, women writers have been marginalized and underestimated. This course will explore the gendered history of Yiddish, including through the lens of queer theory. We will also read English translations of literature by modern Yiddish women writers who are being rediscovered today through new translations and scholarly attention.

*Crosslisted as: GRMST-213, GNDST-210YD*

*Applies to requirement(s): Humanities*

*M. Cohen*

*Notes: Taught in English.*

**JWST-218 Yiddish Nation: Language as Homeland***Fall. Credits: 4*

For roughly 1000 years Ashkenazi Jewish culture has existed in exile. Since these stateless people were living in diaspora, without a sovereign territory, the Yiddish language itself became a symbolic homeland. This course will explore how some Yiddish-speaking Jews embraced their stateless existence not as a historic tragedy but as a revolutionary form of identity called diaspora nationalism. We will explore Yiddish cultural identity through literature, music, film, and politics. We will read works of history and cultural theory and seek points of intersection with other migrant, refugee, stateless, and diasporic cultures.

*Applies to requirement(s): Humanities**M. Cohen**Notes: All readings will be in English, prior knowledge of Yiddish is not required.***JWST-225 Topics in Judaism****JWST-225HC Topics in Judaism: Remembering the Holocaust in Global Perspectives'***Not Scheduled for This Year. Credits: 4*

This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.

*Crosslisted as: GRMST-231HC**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler**Notes: Taught in English. Students interested in developing their German language speaking skills in conjunction with this course are encouraged to enroll in the GRMST-231HC-01 section of the course and in the 2-credit discussion section GRMST-295-02.***JWST-225HH Topics in Judaism: 'The Habsburgs, Hitler, and the Law'***Not Scheduled for This Year. Credits: 4*

This course explores the complex, often comic, and ultimately tragic history of Bohemia, a territory located today in the Czech Republic, but previously a part of the Habsburg Monarchy, then of Czechoslovakia, and then of Hitler's Third Reich. Students will complement historical studies with autobiographical material and contemporary fiction, beginning with the Revolution of 1848, progressing through the achievements and worrisome trends of Emperor Francis Joseph's 68-year reign, and concluding with the world wars. Emphasis on the interplay among Czechs, Germans, Jews, and other pivotal players: the House of Habsburg and its supporters, and the political elites of neighboring countries.

*Crosslisted as: HIST-260HH**Applies to requirement(s): Humanities**J. King***JWST-225ST Topics in Judaism: 'Stalinism in Central Europe'***Not Scheduled for This Year. Credits: 4*

This course explores the use of revolutionary terror by the state. More specifically, it examines policies of terror pursued by Communist dictatorships in Hungary and Czechoslovakia during the early years of the Cold War. Who did what to whom, and why? What insights do secret police work and public propaganda, knitted together in macabre show trials, allow us into Stalinist rule, European politics, and maybe ourselves? How did memories of terror shape politics after Stalin's death? Students should deepen their understanding for the discipline of History, improve their reading and writing, and develop a working knowledge of Central European politics at the middle of the twentieth century.

*Crosslisted as: HIST-262, RES-244ST**Applies to requirement(s): Humanities**J. King***JWST-234 Women and Gender in Judaism***Fall. Credits: 4*

This course examines gender as a key category in Jewish religious thought and practice. Students examine different theories of gender and intersectional feminisms, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources. Students work with the Judaica collection at the MHC Art Museum and consider material culture as a source for women's and gender studies. Topics may include: how Jewish practice and law regulate sexuality and desire; feminist, queer and trans methods of engaging patriarchal texts; methods of studying women and gender in Jewish cultures; racialization.

*Crosslisted as: RELIG-234, GNDST-210JD**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Benjamin***JWST-240 The Holocaust in History***Spring. Credits: 4*

An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.

*Crosslisted as: HIST-240**Applies to requirement(s): Humanities**J. King***JWST-257 OMG: God and Her Critics, from the Bible to Ecological Crisis***Fall. Credits: 4*

For a being often said to be immutable, God has been imagined in myriad, often contradictory, ways over the centuries – even within a single religious tradition. Using Jewish studies as a springboard, this course examines the idea of God through the writings of philosophers and poets, mystics and rationalists from ancient to contemporary times. Topics include: body/spirit dualism and feminist and ecological critique thereof; cross-cultural encounter, diaspora and cultural mixing as generative forces; superstition and other kinds of heterodoxy; and ritual performance.

*Crosslisted as: RELIG-257**Applies to requirement(s): Humanities**M. Benjamin**Notes: Students who wish to take this course as a 300-level class in Jewish Studies may do so with permission of with the instructor.*



**JWST-269 Citizens and Subjects: Jews in the Modern World***Spring. Credits: 4*

This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.

*Crosslisted as: RELIG-269**Applies to requirement(s): Humanities**M. Benjamin***JWST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***JWST-343 The Sabbath***Not Scheduled for This Year. Credits: 4*

The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.

*Crosslisted as: RELIG-343**Applies to requirement(s): Humanities**M. Benjamin**Restrictions: Course limited to sophomores, juniors and seniors***JWST-350 Special Topics in Jewish Studies****JWST-350GE Special Topics in Jewish Studies: 'Germans, Slavs, and Jews, 1900-1950'***Not Scheduled for This Year. Credits: 4*

This course explores relations among Germans, Slavs, and Jews in Central and Eastern Europe before, during, and after the First and Second World Wars. Emphasis lies on tracing continuities and ruptures in nationalist and racist ideologies and policies, from late imperial Germany and Austria through the interwar republics and then on to the Third Reich and the post-Nazi regimes. Topics covered include the Holocaust, Nazi treatment of Poles, and the expulsion of millions of ethnic Germans from Poland and Czechoslovakia after 1945, but also mutual accommodation, assimilation, liberal group rights, and the ambiguities of who was German or Slavic or Jewish in the first place.

*Crosslisted as: HIST-323**Applies to requirement(s): Humanities**J. King**Instructor permission required.**Prereq: 8 credits in History.**Advisory: Application and permission of instructor required.***JWST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Journalism, Media, and Public Discourse

## Overview and Contact Information

Many departments, including English, history, sociology, and politics, offer hands-on and theory-based courses in journalism and public media. Students learn to examine the world with an educated, critical eye; to collect material from a wide range of sources; and to analyze and communicate information clearly and concisely. MHC's approach reflects the reality of the job market: employers in journalism and media want students who are knowledgeable and articulate across a wide array of subjects in the liberal arts, who are creative, flexible thinkers with superior writing and analytical capabilities. The Nexus in Journalism, Media, and Public Discourse encourages students to explore journalism and media through many venues. In the classroom, students can master the nuts and bolts of reporting and fact-checking a news story, examine the history of the New York Times, or analyze the role of media in contemporary society.

## Contact Information

**Eleanor Townsley, Nexus director, track chair****Katie Walker, coordinator**

108 Daniel L. Jones Building

413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/journalism-media-and-public-discourse> (<https://www.mtholyoke.edu/academics/find-your-program/journalism-media-and-public-discourse/>)

## Faculty

**This area of study is administered by the following Nexus track chairs:**

Eleanor Townsley, Andrew W. Mellon Professor of Sociology and Director of Nexus

Kenneth Tucker, Helen P. Bibbero Professor of Sociology

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
	Three courses above the 100 level chosen from the list of courses approved for this Nexus or selected with approval of the track chair	12
	One approved 300-level course from the list of courses approved for this Nexus or selected with approval of the track chair	4
	A substantive internship <sup>1</sup>	
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
	A presentation at LEAP Symposium	
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> At least 200 work hours and responsibilities that exercise ability to think analytically and creatively, and contribute meaningfully to the organization's stated mission and complements the student's area of focus

## Additional Specifications

- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkckyh9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkckyh9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-221	Anthropology of Media	4
ANTHR-230	Language in Culture and Society	4
<b>Art History</b>		
ARTH-242	History of Photography: The First Hundred Years	4
<b>Asian Studies</b>		
ASIAN-215	Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	4
ASIAN-312	Newspaper Reading and Journalistic Practice in China	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Critical Race &amp; Political Econ</b>		
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
<b>English</b>		
ENGL-219BC	Topics in Creative Writing: 'Building Literary Community'	4
ENGL-219CH	Topics in Creative Writing: 'Climate Changes Everything: Telling Stories at the End of the World As We Know It'	4
ENGL-325	Victorian Literature and Visual Culture	4
ENGL-349	Cosmopolitanism	4
ENGL-361TR	Advanced Creative Writing Topics: 'Introduction to Literary Translation'	4
<b>Film, Media, Theater</b>		
FMT-102	Introduction to Film Studies	4
FMT-104	Introduction to Media Studies	4
FMT-230CW	Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
FMT-230NC	Intermediate Courses in History and Theory: 'Social Media: Networked Cultures'	4

FMT-230TV	Intermediate Courses in History and Theory: 'History of U.S. Television'	4
FMT-230WM	Intermediate Courses in History and Theory: 'History of World Media'	4
FMT-240AD	Intermediate Courses in Production and Practice: 'Audio Storytelling'	4
FMT-330EA	Advanced Courses in History and Theory: 'Envisioning Apocalypse'	4
FMT-330SV	Advanced Courses in History and Theory: 'Media and Surveillance'	4
<b>French</b>		
FREN-225	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World	4

### First-Year Seminars

FYSEM-110PE	Performing the Self	4
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### Gender Studies

GNDST-204CW	Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
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### Sociology

SOCI-234	Social Problems	4
SOCI-240	Collective Behavior and Social Movements	4
SOCI-316LT	Special Topics in Sociology: 'The New American Elite'	4
SOCI-316PS	Special Topics in Sociology: 'Digital Media and the Public Sphere'	4

### Spanish

SPAN-240CN	Visual Cultures, An Introduction: 'Latin American Cinema'	4
SPAN-250LM	Concepts and Practices of Power: 'Making Latin America: From Independence to the Present'	4

## Latin

### Overview and Contact Information

Latin is alive and well in the many English words that have Latin roots and as the matriarch of the modern Romance languages—Italian, French, Spanish, Portuguese, and Romanian. More important, it lives on in the influence it exerted on countless later writers and thinkers and, of course, in Latin works that modern audiences continue to find relevant. Among the most familiar names in Latin literature are those from its apex in the first century BCE and first century CE. Authors such as Cicero, Caesar, Catullus, Vergil, Horace, Livy, Ovid, and Tacitus mastered the genres of epic, lyric, and elegiac poetry, satire, oratory, and historiography.

The department offers courses in Latin at all levels, with those at the intermediate and advanced levels focusing on many of the authors mentioned above. Students will also find a wide array of courses (in English) approaching the culture and history of Roman antiquity from a variety of perspectives.

While the study of Latin is a foundation stone of the discipline of classics, the Latin major or minor is also excellent preparation for advanced study in English, religion, philosophy, and history. There are also many

opportunities for teaching Latin at the middle and high school levels (see below on Teaching Licensure).

In addition to Latin, the department offers majors in classics, Greek, and ancient studies. Classics combines the study of both ancient languages with courses in ancient history, art, philosophy, politics, or religion. Ancient studies approaches Greek and Roman civilizations from an interdisciplinary perspective with less emphasis on the ancient languages. There are also minors related to each of these majors.

## Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in Great Britain. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also apply to summer sessions of the American School of Classical Studies at Athens.

## See Also

- Ancient Studies (p. 51)
- Classics (p. 106)
- Greek (p. 248)

## Contact Information

**Ombretta Frau, Chair**  
**Geoffrey Sumi, Professor of Classics**  
**Denise Falk, Academic Department Coordinator**

112 Ciruti Center  
 413-538-2885  
<https://www.mtholyoke.edu/academics/find-your-program/latin> (<https://www.mtholyoke.edu/academics/find-your-program/latin/>)

## Learning Goals

Learning goals for students of classics and ancient studies are:

- To analyze critically ancient Greek and Roman texts, in their original languages and in translation, within their literary, philosophical, and historical contexts.
- To understand major monuments and artifacts within their historical and cultural settings; to develop a visual literacy of ancient art and sharpen the ability to see and express what one sees.
- To imagine fully and creatively ancient cultural communities when relying on limited written and material remains.
- To deepen the understanding of current problems by studying the responses of ancient Greeks and Romans to questions about the human condition, including, how to live well, and how to govern.
- To write and speak more confidently and effectively, and to develop well-reasoned arguments using primary evidence and/or secondary material, including print and digital resources.
- To expand intellectual breadth through studying the ancient Greek and Roman worlds through different disciplines and modes of inquiry.

## Faculty

**This area of study is administered by the Department of Classics and Italian. Advisors for Latin:**

Paula Debnar, Professor of Classics on the Alumnae Foundation, Teaching Spring Only

Geoffrey Sumi, Professor of Classics, Teaching Fall Only

Bruce Arnold, Associate Professor of Classics

Catherine Baker, Visiting Lecturer in Classics

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
At least 12 credits at the 300 level in the language of concentration		12
20 additional credits in approved courses at the 200 or 300 level. These may be courses in Latin or Greek and/or a variety of courses in art history, classics (in English), history, philosophy, politics or religion. <sup>1</sup>		20
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> These courses should be selected after consulting with the student's advisor.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
12 credits above the 100 level in the Latin language		12
At least 4 credits in the Latin language at the 300 level		4
<b>Total Credits</b>		<b>16</b>

## Teacher Licensure

Students interested in pursuing licensure in the fields of Latin and classics can combine their course work in Latin and classics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the majors of Latin and classics, please consult your advisor or the chair of the classics department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult Sarah Frenette in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the classics department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

### LATIN-101 Elementary Latin I

Fall. Credits: 4

Offers study and practice in the grammar and syntax of classical Latin.

*Applies to requirement(s): Humanities; Language*

B. Arnold, C. Baker

*Restrictions: This course is limited to first-years, sophomores, and juniors*

### LATIN-102 Elementary Latin II

Spring. Credits: 4

Offers study and practice in the grammar and syntax of classical Latin.

*Applies to requirement(s): Humanities; Language*

C. Baker

*Prereq: LATIN-101.*

*Advisory: Students who have not completed LATIN-101 should consult the department.*

### LATIN-201 Intermediate Latin I

Fall. Credits: 4

Combines a thorough review of Latin grammar and syntax with an introduction to the life and literature of ancient Rome, based on the reading of selected passages of Roman prose and poetry.

*Applies to requirement(s): Humanities; Language*

C. Baker

*Prereq: LATIN-102.*

### LATIN-202 Cicero and the Enemies of the Roman Republic

*Not Scheduled for This Year. Credits: 4*

The career of the Roman orator and statesman Marcus Tullius Cicero spanned the last generation of the Roman Republic, a period of political instability and civil war. As the leading orator of his day, Cicero often used his rhetorical skills to thwart those who he believed were bent on the destruction of the Roman Republic. In this course, we will examine the role of public oratory in the political process in this period with a close reading of Cicero's speeches and letters concerning one of his political enemies (Catiline, Clodius, or Mark Antony).

*Applies to requirement(s): Humanities; Language*

G. Sumi

*Prereq: LATIN-201.*

### LATIN-209 Vergil: Aeneid

*Not Scheduled for This Year. Credits: 4*

A study of the Aeneid with attention both to its presentation of the classic conflict between Greek and Roman value systems and to its controversial portrayal of empire in the Augustan age.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: LATIN-201.*

### LATIN-213 Myth, Memory, and History: Writing the Past in the Roman Republic

Spring. Credits: 4

Livy and Sallust, the best known historians of the Roman Republic, viewed history writing as a moral enterprise, presenting events from the past as exemplary tales to inform and enlighten the lives of their readers. Their narratives thus are highly rhetorical, combining myth, memory, and history to reconstruct the past. Close reading of selections from Livy's *Ab Urbe Condita* and/or Sallust's monographs—the *Bellum Catilinae* and *Bellum Jugurthinum*—will lead to discussions about how Romans viewed their past and how they wrote about it.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: LATIN-201.*

### LATIN-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### LATIN-302 Cicero and the Enemies of the Roman Republic

*Not Scheduled for This Year. Credits: 4*

The career of the Roman orator and statesman Marcus Tullius Cicero spanned the last generation of the Roman Republic, a period of political instability and civil war. As the leading orator of his day, Cicero often used his rhetorical skills to thwart those who he believed were bent on the destruction of the Roman Republic. In this course, we will examine the role of public oratory in the political process in this period with a close reading of Cicero's speeches and letters concerning one of his political enemies (Catiline, Clodius, or Mark Antony).

*Applies to requirement(s): Humanities; Language*

G. Sumi

*Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.*

### LATIN-307 The Slender Muse

Fall. Credits: 4

A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus's epyllion on Peleus and Thetis and Vergil's *Eclogues* and *Georgics*, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Any Latin course above LATIN-201.*

### LATIN-309 Vergil: Aeneid

*Not Scheduled for This Year. Credits: 4*

A study of the Aeneid with attention both to its presentation of the classic conflict between Greek and Roman value systems and to its controversial portrayal of empire in the Augustan age.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.*

### LATIN-310 Ovid: Metamorphoses

*Not Scheduled for This Year. Credits: 4*

A study of Ovid's ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid's poem subversively responds to Vergil's work.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.*

### LATIN-313 Myth, Memory, and History: Writing the Past in the Roman Republic

Spring. Credits: 4

Livy and Sallust, the best known historians of the Roman Republic, viewed history writing as a moral enterprise, presenting events from the past as exemplary tales to inform and enlighten the lives of their readers. Their narratives thus are highly rhetorical, combining myth, memory, and history to reconstruct the past. Close reading of selections from Livy's *Ab Urbe Condita* and/or Sallust's monographs—the *Bellum Catilinae* and *Bellum Jugurthinum*—will lead to discussions about how Romans viewed their past and how they wrote about it.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.*



**LATIN-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Latin American Studies

## Overview and Contact Information

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latino/a heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with film studies, gender studies, history, and Romance languages and cultures. Regular co-curricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

The Latin American Studies major is available only to students who entered the College before fall 2022. Students entering fall 2022 or later should consider a minor in Latin American Studies (p. 275); the Five College Certificate in Latin American, Caribbean, and Latino Studies (p. 276); or proposing a special major (p. 10) with this focus.

The interdisciplinary minor in Latin American studies emphasizes critical approaches to the culture, history, society, and political economy of the region. As societies long defined by and in opposition to external powers, Latin America and the Caribbean have in modern times developed distinctive national and cultural identities celebrated on a world stage in art, music, and literature. The minor studies the region in its enormous geographic diversity—from plantation to highland Americas, from Mexico to Argentina; and linguistic variety—four European, several Creole, and numerous indigenous languages. Students pursue course work in several thematic and geographic areas.

## See Also

- Critical Race and Political Economy (p. 120)
- Latin American, Caribbean, and Latino Studies (p. 276)

## Contact Information

**Nieves Romero-Díaz, Chair****Cara Lapenas, Academic Department Coordinator**

105 Ciruti Language Center

413-538-2347

<https://www.mtholyoke.edu/academics/find-your-program/latin-american-studies> (<https://www.mtholyoke.edu/academics/find-your-program/latin-american-studies/>)

## Learning Goals

The three areas of the Spanish, Latina/o/x and Latin American Studies department share the following common learning goals:

- Recognize, examine, and interrogate the past, current state, and emerging realities and histories of the societies and cultures of Latin America, Spain, the Caribbean, and the US Latina/o/x population.
- Describe and interpret the character of their relations with each other and with the wider world.
- Distinguish among and employ multi/interdisciplinary, transnational, and cross-border perspectives.
- Analyze critically and articulate with logical arguments the diverse configurations and varying experiences of (classic, post, and neo) colonialism and diaspora in and among the regions, nations, and populations of our concern.
- Develop the ability to write, read, speak, and conduct research in the primary languages of our area(s) of coverage, particularly English and Spanish.
- Creatively contribute to the advancement and dissemination of knowledge through different modalities individually and collectively.
- Engage with and maintain a sustained contact with the local Latina/o/x communities.

## Faculty

**This area of study is administered by the Department of Spanish, Latina/o, and Latin American Studies:**

Justin Crumbaugh, Professor of Spanish, Latina/o and Latin American Studies

Nieves Romero-Díaz, Professor of Spanish on the Alumnae Foundation

Adriana Pitetta, Assistant Professor of Spanish, Teaching Spring Only

Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director

Megan Saltzman, Senior Lecturer in Spanish

Flávia Cunha, Language Instructor in Spanish

Elena García Frazier, Language Instructor in Spanish

Antonio Illescas, Language Instructor in Spanish

Maria Diaz, Mount Holyoke Fellow and Visiting Lecturer in Latina/o Studies

Dimaris Barrios-Beltrán, Visiting Lecturer in Spanish

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
<b>A command of Spanish or Portuguese</b>		
<b>A minimum of 40 credits in Latin American Studies including:</b>		
LATAM-180	Introduction to Latin American Cultures	4
Two elective courses, at any level, in Latin American studies		8
At least one course, at any level, dealing with subjects outside traditional Latin America—that is, the non-Hispanic areas of the Caribbean or South America; indigenous peoples of the region; the migration of Hispanic or Caribbean communities abroad		4

At least two courses, at any level, outside the student's primary area of interest	8
At least one advanced (300-level) course on Spanish American or Brazilian literature taught in the language	4
At least three additional 300-level courses in Latin American studies	12
<b>Total Credits</b>	<b>40</b>

### Other Requirements

- Students pick an area of interest within Latin American studies and plan their coursework in close consultation with their major advisor.

### Additional Specifications

- The Latin American Studies major is available only to students who entered the College before fall 2022. Students entering fall 2022 or later should consider a minor in Latin American Studies (p. 275); the Five College Certificate in Latin American, Caribbean, and Latino Studies (p. 276); or proposing a special major (p. 10) with this focus.
- An elementary knowledge of the other language (Spanish or Portuguese) and study abroad are strongly recommended for all majors.
- It is also strongly recommended that majors complete an appropriate course in American, African American, or Latin American studies that assesses the role of the United States in Latin America, studies United States Latino communities, or compares related experiences across United States/Latin American boundaries.
- Programs for study abroad can be arranged throughout Latin America and the Caribbean.
- Students who declare a Latin American studies major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
LATAM-180	Introduction to Latin American Cultures	4
One 200-level or 300-level Latin American studies course		4
At least one course at the 300 level		4
2 additional approved courses		8
<b>Total Credits</b>		<b>20</b>

### Additional Specifications

- Courses in the student's major field may not be used to fulfill the requirements of the minimum minor. For example, a student majoring in Spanish may not use any Spanish course to count towards the both the Spanish major and the Latin American Studies minor.

## Course Offerings

### LATAM-180 Introduction to Latin American Cultures

Fall and Spring. Credits: 4

Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.

*Crosslisted as: HIST-180*

*Applies to requirement(s): Humanities; Multicultural Perspectives  
D. Barrios-Beltrán*

### LATAM-287 Topics in Latin American Studies

This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.

### LATAM-287FM Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'

Spring. Credits: 4

A frame of mind typically refers to a disposition or perspective, but the term also suggests a shaping of perception and thought. Something has already "framed" our minds, delimiting the scope of the conceivable. But what? This course radically interrogates the frameworks that structure and constrain our minds. Students trace the history of commonplace understandings-in academia and the "real" world-of mental health, diversity, gender and sexuality, and economic development in order to upend and defamiliarize operative assumptions. Works by Wendy Brown, Michel Foucault, Coco Fusco, Byung-Chul Han, bell hooks, Paul Preciado, Boots Riley and others.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive  
J. Crumbaugh*

*Advisory: The course is geared toward both first-year students with minimal experience with philosophy and other students who have an interest in critical theory.*

### LATAM-295 Independent Study

Fall and Spring. Credits: 1 - 4

*The department*

*Instructor permission required.*

### LATAM-387 Special Topics in Latin American Studies

This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.

### LATAM-395 Independent Study

Fall and Spring. Credits: 1 - 8

*The department*

*Instructor permission required.*

## Courses in Other Departments Counting toward the Minor in Latin American Studies

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-216LA	Special Topics in Anthropology: 'Anthropology of Latin America'	4

ANTHR-216LT	Special Topics in Anthropology: 'Race and Religion in Latin America'	4	POLIT-267	The Politics of Finance and Financial Crises	4
ANTHR-261	Cultures of Power in Mexico	4	POLIT-269	Social Movements: Theory and Praxis	4
<b>Critical Race &amp; Political Econ</b>			<b>Religion</b>		
CRPE-239	Latina/o/x Urbanism	4	RELIG-225CQ	Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'	4
CRPE-240BR	Intermediate Topics: 'Borderlands Film and Literature'	4	<b>Romance Lang. &amp; Literature</b>		
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4	ROMLG-375AV	Seminar in Romance Languages and Cultures: 'About Vanguard and Revolutionary Ideas'	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4	<b>Spanish</b>		
CRPE-254	Nueva York	4	SPAN-240CN	Visual Cultures, An Introduction: 'Latin American Cinema'	4
CRPE-261	Race, Racism, and Power	4	SPAN-240TR	Visual Cultures, An Introduction: 'After Tragedy and Labor: Precarious Lives and Affection in Narratives of Violence'	4
CRPE-340CH	Advanced Topics: 'Latinx Cultural History'	4	SPAN-250LM	Concepts and Practices of Power: 'Making Latin America: From Independence to the Present'	4
CRPE-352	Latina/o/x Studies in Action	4	SPAN-260BL	Studies in Language and Society: An Introduction: 'Being Bilingual'	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4	SPAN-260CN	Studies in Language and Society: An Introduction: 'Spanish Across the Continents'	4
CRPE-366	Disposable People: A History of Deportation	4	SPAN-330WE	Advanced Studies in Identities and Intersections: 'Weird Feelings: Unsettling Latin American Short Fiction'	4
CRPE-374	Latina/o Immigration	4	SPAN-340AR	Advanced Studies in Visual Cultures: 'Occupying the Arts: Activism, Crisis and Arts in Latin America'	4
<b>English</b>			SPAN-350MG	Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'	4
ENGL-361LP	Advanced Creative Writing Topics: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'	4	SPAN-350QH	Advanced Studies in Concepts and Practices of Power: 'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'	4
<b>Environmental Studies</b>			SPAN-360AV	Advanced Studies in Language and Society: 'About Vanguard and Revolutionary Ideas'	4
ENVST-339	Indigenous and Decolonial Ecologies	4	SPAN-360LG	Advanced Studies in Language and Society: 'The Politics of Language'	4
<b>Film, Media, Theater</b>			<b>Latin American, Caribbean, and Latino Studies</b>		
FMT-230CN	Intermediate Courses in History and Theory: 'Latin American Cinema'	4	LATAM-180	Introduction to Latin American Cultures	4
FMT-230LA	Intermediate Courses in History and Theory: 'Latin American Film History'	4	LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4
FMT-230LX	Intermediate Courses in History and Theory: 'Latinx Media'	4	<b>Politics</b>		
FMT-330LP	Advanced Courses in History and Theory: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'	4	POLIT-243	Introduction to Latin American Politics	4
<b>Gender Studies</b>			POLIT-255PA	Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'	4
GNDST-333FM	Advanced Seminar: 'Latina Feminism(s)'	4	<b>History</b>		
GNDST-333MC	Advanced Seminar: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'	4	HIST-180	Introduction to Latin American Cultures	4
GNDST-333QH	Advanced Seminar: 'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'	4	<b>Italian</b>		
GNDST-333WE	Advanced Seminar: 'Weird Feelings: Unsettling Latin American Short Fiction'	4	ITAL-361AV	Seminar in Romance Languages and Cultures: 'About Vanguard and Revolutionary Ideas'	4
<b>History</b>			<b>See Also</b>		
HIST-180	Introduction to Latin American Cultures	4	• Latin American Studies (p. 274)		
<b>Italian</b>			<b>Contact Information</b>		
ITAL-361AV	Seminar in Romance Languages and Cultures: 'About Vanguard and Revolutionary Ideas'	4	Adriana Pitetta, Assistant Professor of Spanish		
<b>Latin American Studies</b>					
LATAM-180	Introduction to Latin American Cultures	4			
LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4			

<https://www.fivecolleges.edu/latinamericanstudies> (<https://www.fivecolleges.edu/latinamericanstudies/>)

## Requirements for the Certificate

A minimum of eight courses:

Code	Title	Credits
	One broadly based introductory course on the social and political history of Latin America or U.S. Latinos such as:	1
LATAM-180	Introduction to Latin American Cultures (at Mount Holyoke)	
	One course in the humanities that focuses substantially on Latin America or U.S. Latinos – including courses in art, art history, dance, folklore, literature, music, philosophy, religion, or theatre, etc.	1
	One course in the social sciences that focuses substantially on Latin America or U.S. Latinos – including courses in anthropology, economics, geography, politics or political science, and sociology	1
	Four other courses which should be more advanced and more specific in focus	4
	One upper-level seminar in Latin America and/or U.S. Latinos	1
	Proficiency through second-year college level in an official (other than English) or indigenous language of Latin America	0-4
<b>Total Courses</b>		<b>8-12</b>

### Additional Specifications

- At least one of the courses must be in Latino Studies, and at least one must be in Latin American or Caribbean Studies.
- All courses must be approved in advance by the student's Mount Holyoke advisor for the certificate program. A list of current candidate courses is available on the certificate's website (<https://www.fivecolleges.edu/academics/latin-american-caribbean-and-latinoa-studies/#courses>).
- At least one course must be taken outside of Mount Holyoke at one of the other institutions in the Five College consortium.
- Students must complete all required courses with a grade of B or better.

## Latinx Studies

### Overview and Contact Information

The Latinx Studies minor provides an interdisciplinary exploration of the history, culture, and experiences of Latinx people in the United States. With a presence in the Americas spanning seven centuries, Latinx is the largest "minority" in the U.S. and reflect a cultural complexity that includes mode of incorporation to the U.S., cultural productions, political agency, and heterogeneous racial, gender, sexual, class backgrounds and citizenship statuses. Courses in Latinx Studies place a premium on critical thinking, comparative analyses, and historical and contemporary engagement with society.

The Latinx Studies minor is administered by the department of Critical Race and Political Economy (<http://catalog.mtholyoke.edu/areas-study/critical-race-political-economy/>) (CRPE).

### See Also

- Critical Race and Political Economy (p. 120)

### Contact Information

David Hernández, Co-chair  
Vanessa Rosa, Co-chair

### Faculty

**This area of study is administered by the Department of Critical Race and Political Economy:**

Kristie Ford, Professor of Sociology and Critical Race and Political Economy

Lucas Wilson, Professor of Economics and Critical Race and Political Economy on the Ford Foundation

David Hernández, Faculty Director of Community Engagement; Associate Professor of Latinx Studies and Critical Race and Political Economy, Teaching Fall Only

Vanessa Rosa, Associate Professor of Latinx Studies and Critical Race and Political Economy

Maria Abello Hurtado, Assistant Professor of Africana Studies and Critical Race and Political Economy

Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Race and Political Economy

Maria Diaz, Mount Holyoke Fellow and Visiting Lecturer in Latina/o Studies

### Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
	At least one course at the 300 level from the approved course list for Latinx Studies	4
	Three other courses at the 200 or 300 level from the approved course list for Latinx Studies	12
<b>Total Credits</b>		<b>20</b>

### Additional Specifications

- At least one course must include a Community-Based Learning component.
- With department faculty approval, students may substitute Latinx Studies offered across the Five Colleges.
- Four independent study credits (CRPE-295 or 395 or, before fall 2023, LATST-295 or 395) may be included in the minor.
- Courses in a student's major may not be used to fulfill the minimum requirements of the minor.

### Courses Meeting Requirements for the Latinx Studies Minor

Code	Title	Credits
<b>Critical Race &amp; Political Econ</b>		
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
CRPE-239	Latina/o/x Urbanism	4



CRPE-240BR	Intermediate Topics: 'Borderlands Film and Literature'	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-254	Nueva York	4
CRPE-261	Race, Racism, and Power	4
CRPE-323	Latina Feminism(s)	4
CRPE-340CH	Advanced Topics: 'Latinx Cultural History'	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-374	Latina/o Immigration	4

## Law, Public Policy, and Human Rights

### Overview and Contact Information

The goal of the Nexus in Law, Public Policy, and Human Rights is to provide students with the tools necessary to form a deep understanding of how complex relationships between local and national political processes both create public policies and shape legislation and its interpretation. This Nexus provides students with both an academic and experiential lens. Students will choose courses from several departments including politics, economics, history, and sociology in order to examine how both law and public policies are imbedded in much larger social, historical, and economic realities.

### See Also

- Politics (p. 338)
- International Relations (p. 260)

### Contact Information

Eleanor Townsley, Nexus director  
Katie Walker, coordinator

108 Daniel L. Jones Building  
413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/law-public-policy-and-human-rights> (<https://www.mtholyoke.edu/academics/find-your-program/law-public-policy-and-human-rights/>)

### Faculty

This area of study is administered by the following Nexus track chair:

Elif Babül, Associate Professor of Anthropology

### Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
	Three courses above the 100 level chosen from the list of courses approved for this Nexus or selected with approval of the track chair	12
	One approved 300-level course from the list of courses approved for this Nexus or selected with approval of the track chair	4
	A substantive internship <sup>1</sup>	
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2

A presentation at LEAP Symposium

**Total Credits** **18**

<sup>1</sup> At least 200 work hours and responsibilities that exercise ability to think analytically and creatively, and contribute meaningfully to the organization's stated mission and complements the student's area of focus

### Additional Specifications

- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkckyh9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkckyh9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

### Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-216HR	Special Topics in Anthropology: 'Anthropology and Human Rights'	4
ANTHR-316LW	Special Topics in Anthropology: 'Ethnographies of Law'	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Critical Race &amp; Political Econ</b>		
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
<b>Economics</b>		
ECON-213	Economic Development	4
ECON-220	Introduction to Econometrics	4
ECON-310	Seminar in Public Economics	4
ECON-320	Econometrics	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-299ND	Topic: 'Individuals and Organizations'	4
<b>Gender Studies</b>		
GNDST-333MC	Advanced Seminar: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'	4

GNDST-333PG	Advanced Seminar: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'	4
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### History

HIST-230	History and Law	4
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### Philosophy

PHIL-225	Symbolic Logic	4
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### Politics

POLIT-235	Constitutional Law: The Federal System	4
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POLIT-236	Civil Liberties	4
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POLIT-247	International Law and Organization	4
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POLIT-273	Public Policy	4
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POLIT-314	Political Violence: Causes and Solutions	4
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POLIT-327	Transitional Justice	4
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POLIT-343	Law and Religion	4
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POLIT-366	Global Migration	4
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POLIT-384	Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century	4
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POLIT-385	International Security	4
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### Psychology

PSYCH-201	Statistics	4
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### Religion

RELIG-209	Disability and Religion	4
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RELIG-267	Buddhist Ethics	4
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### Sociology

SOCI-216WK	Special Topics in Sociology: 'Sociology of Social Work'	4
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SOCI-225	Social Science Research and Data Analysis	4
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SOCI-231	Criminology	4
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SOCI-234	Social Problems	4
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SOCI-316VN	Special Topics in Sociology: 'Violence and Intimacy'	4
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### Spanish

SPAN-350MG	Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'	4
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## Logic

### Overview and Contact Information

"How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence." —V. K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: philosophy, mathematics, computer science, and linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

## See Also

- Philosophy (p. 309)
- Mathematics (p. 279)

### Contact Information

**Samuel Mitchell, Professor of Philosophy**

<https://www.fivecolleges.edu/logic> (<https://www.fivecolleges.edu/logic/>)

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
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Six courses from the list of approved Five College logic courses as published online or as approved by a Logic program campus advisor.

No more than four courses can be counted toward the certificate from any single discipline (philosophy, linguistics, mathematics, computer science)

At least two courses must be taken at an advanced level <sup>2</sup>

At least one course should expose students to the basic metatheory of first order logic, including incompleteness. Courses satisfying this requirement include PHIL-327 at Mount Holyoke, Philosophy 220 at Smith, Math-385 at Amherst, and Philosophy 513 or 514 at the University of Massachusetts.

<b>Total Courses</b>	<b>6</b>
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<sup>1</sup> Regularly offered Logic courses at the Five Colleges (<https://www.fivecolleges.edu/academics/logic-program/#courses>)

<sup>2</sup> 500 or above at University of Massachusetts; 300 or above at Amherst, Hampshire, Mount Holyoke or Smith.

### Additional Specifications

- Students must receive a grade of B or better in each course counting toward the certificate.

## Mathematics

### Overview and Contact Information

Math majors do everything and anything. Each year some students enter graduate programs in the mathematical sciences or in allied fields (engineering, business, economics, physics, operations research). Some go on to medical school, law school, and other professional schools. Others begin careers in schools, banks, and other financial institutions, software companies, insurance companies, and research laboratories.

## See Also

- Bio-Mathematical Sciences (p. 88)
- Engineering (p. 161)
- Dual-Degree in Engineering (p. 12)

### Contact Information

**Gary Gillis, Chair**

**Connell Heady, Academic Department Coordinator**

415A Clapp Laboratory  
413-538-2162

<https://www.mtholyoke.edu/academics/find-your-program/mathematics>  
(<https://www.mtholyoke.edu/academics/find-your-program/mathematics/>)

## Learning Goals

We welcome all students into the Mathematics major, and we aim to create an inclusive, supportive environment for everyone. Mathematics majors will be able to:

- Clearly communicate mathematical ideas, using language and visual tools appropriate to the audience.
- Use theoretical and computational skills from both the continuous and discrete domains to understand pure and applied mathematical problems.
- Ask questions about new methods and applications, learn new techniques, and make new discoveries.
- Incorporate “big picture” reasoning, including ethics, practicality, and creativity, into mathematical practice.
- Develop the independence to approach new problems, and the ability to collaborate effectively.

## Faculty

### This area of study is administered by the Department of Mathematics and Statistics:

Margaret Robinson, Julia and Sarah Ann Adams Professor of Mathematics, Teaching Fall Only

Timothy Chumley, Associate Professor of Mathematics, Teaching Spring Only

Alanna Hoyer-Leitzel, Associate Professor of Mathematics, Teaching Fall Only

Dylan Shepardson, Robert L. Rooke Associate Professor of Mathematics, On Leave 2023-2024

Laura Tupper, Associate Professor of Statistics

Isabelle Beaudry, Assistant Professor of Statistics

Chassidy Bozeman, Clare Boothe Luce Assistant Professorship in Mathematics

Lidia Mrad, Assistant Professor of Mathematics

Marie Ozanne, Clare Boothe Luce Assistant Professorship in Statistics, Teaching Spring Only

Derek Young, Assistant Professor of Mathematics

Helen Wang, Visiting Professor in Mathematics

Kenneth Mulder, Visiting Associate Professor in Data Science

Christopher Cox, Visiting Lecturer in Mathematics

Victoria Day, Visiting Lecturer in Mathematics

Vincent Ferlini, Visiting Lecturer in Mathematics

Sean Hart, Visiting Instructor in Mathematics

Carrie Hosman, Visiting Lecturer in Statistics

Robert Quarles, Visiting Lecturer in Mathematics and Statistics

Bartu Bingol, Visiting Instructor in Mathematics; UMass Teaching Associate

Cristian Rodriguez Avila, Visiting Instructor in Mathematics; UMass Teaching Associate

## Requirements for the Major

A minimum of 36 credits

Code	Title	Credits
MATH-203	Calculus III	4
MATH-211	Linear Algebra	4
MATH-232	Discrete Mathematics	4
or MATH-206	Introduction to Proofs Through Analysis	
MATH-301	Real Analysis	4
MATH-312GT	Abstract Algebra: 'Groups'	4
or MATH-312RT	Abstract Algebra: 'Rings'	
4 additional credits in mathematics or statistics at the 300 level		4
12 additional credits in mathematics or statistics at the 200 level or above <sup>1,2</sup>		12
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> We strongly encourage students to explore topics in applied mathematics and statistics and urge students to begin this before their junior year.

<sup>2</sup> With prior approval, a 300-level course that contains substantial mathematical or statistical content in another discipline may be used to fulfill at most 4 of these credits toward the major.

Students considering developing a special major in mathematics and economics should consult the Special Major (p. 385) chapter.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least one 200-level course in mathematics		4
At least one 300-level course in mathematics		4
Two additional courses in mathematics or statistics at the 200 level or above		8
<b>Total Credits</b>		<b>16</b>

### Additional Specifications

- Students planning a minor in mathematics should consult a member of the department.
- With departmental permission, students who have already completed one 100-level exploration course may elect to enroll in a second exploration course at the 200-level so that it may be counted toward the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of mathematics can combine their course work in mathematics with a minor in education. In some instances course work in the major coincides with course work

required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of mathematics, please consult your advisor or the chair of the mathematics department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the mathematics department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Beginning the Study of Mathematics

There are many ways to begin the study of the mathematical sciences at Mount Holyoke College. Students can begin with precalculus, calculus, an introduction to statistics or data analysis, an "explorations" course, or computer science.

If your interests lie in science, economics, or social sciences, calculus is important because it is the language these disciplines use. Students who are planning to take Precalculus or Calculus I are required to complete a brief online self-assessment. The self-assessment is available to all entering students. It is designed so that a student can use it as a learning tool, taking it as many times as they wish. More information is on the department's website (<https://www.mtholyoke.edu/directory/departments-offices-centers/mathematics-and-statistics/>).

### Toward the Study of Calculus

If the online self-assessment or your own mathematics background suggests, you should complete a year-long sequence of MATH-100, followed by MATH-101. Mount Holyoke's MATH-100 course (including all of its variants like MATH-100QR) awards 4 credits and fulfills the Math/Science distribution requirement. Precalculus courses taken outside the Mount Holyoke College MATH-100/MATH-101 sequence will not be granted credit nor be approved to satisfy any distribution requirement.

### Beginning with Calculus

If you wish to begin with a calculus course, you can take any of the following:

Code	Title	Credits
MATH-101	Calculus I	4
MATH-102	Calculus II	4
MATH-203	Calculus III	4

Students who have not studied calculus and who have the necessary precalculus background belong in Calculus I.

Most students who have taken calculus in high school begin with Calculus II. In particular, if you have studied the derivative and its applications and have been introduced to the definite integral, you should take the Calculus Assessment to determine if you are ready to move to Calculus II.

If you have a good knowledge of applications of integration and of transcendental functions, and if you enjoy mathematics, we encourage

you to begin your college-level study of calculus with Calculus III (MATH-203). (The study of series is neither required for nor included in Calculus III. Physics and mathematics students will encounter this topic in later courses.)

Beginning the study of calculus beyond Calculus I does not require the advanced placement examination, although the score on this examination is a useful guide. A student with an advanced placement AB score of 3 or less should begin with MATH-101; an advanced placement AB score of 4 or 5 or a BC score of 3 indicates readiness for MATH-102; a grade of 4 or 5 on the BC examination indicates readiness for MATH-203.

### Other Beginnings

"Explorations" courses in areas like number theory and geometry (for example MATH-139) offer another way to begin your study of mathematics. They emphasize mathematics as an art and as a way of seeing and understanding. The exploration courses do not presuppose demonstrated ability for or prior strong interest in mathematics. They intend to awaken interest by demonstrating either the remarkable pervasiveness of mathematics in nature and its power as a tool that transcends disciplines, or its qualities as an art that can fascinate and offer aesthetic pleasure to the participant. Any explorations course can serve as an entry to the further study of mathematics, and even to a minor or a major. Students who wish to go on may follow up with the Laboratory in Mathematical Experimentation (MATH-251) or Discrete Mathematics (MATH-232), among various other possibilities, all of which can be discussed with any member of the department.

A few students begin their study of mathematics with Linear Algebra (MATH-211), Discrete Mathematics (MATH-232), or the Laboratory in Mathematical Experimentation (MATH-251). Linear Algebra is a good choice for students who have a very solid background in high school mathematics and who enjoy abstraction. If you have taken some calculus, and if you enjoy new topics in mathematics, then you might consider either Discrete Mathematics (MATH-232) or the Laboratory in Mathematical Experimentation (MATH-251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics (p. 385) and computer science (p. 112) in this catalog.

## Advice to Students with Special Interests

### Actuarial science

Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in:

Code	Title	Credits
MATH-101	Calculus I	4
MATH-102	Calculus II	4
MATH-203	Calculus III	4
MATH-342	Probability	4
STAT-343	Mathematical Statistics	4
ECON-211	Macroeconomic Theory	4
ECON-212	Microeconomic Theory	4
ECON-215	Economics of Corporate Finance	4

Students are also encouraged to obtain experience through an internship.



**Biostatistics, public health, or natural resources**

Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

**Economics or business**

Many students with these interests design a special major (p. 385) in mathematics and economics or a special major (p. 385) in statistics and economics.

**Engineering**

Students interested in engineering often double major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering, the California Institute of Technology, or the University of Massachusetts (see the Other Degree and Certificate Programs chapter (p. 12)).

**Graduate school**

Students preparing for graduate school in mathematics or statistics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. For students considering graduate work in mathematics, more than the minimum number of courses for the mathematics major is advisable.

**Course Offerings****MATH-100 Precalculus****MATH-100QR Precalculus: 'Problem Solving and Quantitative Reasoning'**

*Fall. Credits: 4*

This course is intended for students who, based on the results of their mathematics assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic skills in order to be ready to progress to further mathematics, science, and economics courses. In this class students learn to translate real problems into mathematics, to solve complex multi-step problems, and to gain confidence in using logarithms, exponents, and trigonometry in different contexts.

*Applies to requirement(s): Math Sciences*

*T. Day*

*Instructor permission required.*

*Advisory: Permission of instructor. Send score from math online self-assessment and background information to Dylan Shepardson, dshepard@mtholyoke.edu.*

**MATH-101 Calculus I**

*Fall and Spring. Credits: 4*

This course is for students who have not studied calculus and who have the necessary precalculus background. It presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences. All students are required to complete the online self assessment of precalculus skills before the course begins.

*Applies to requirement(s): Math Sciences*

*C. Bozeman, R. Quarles*

**MATH-102 Calculus II**

*Fall and Spring. Credits: 4*

Topics include techniques of integration, applications of integration, differential equations, sequences, series, and Taylor series.

*Applies to requirement(s): Math Sciences*

*C. Cox, V. Ferlini*

**MATH-131 Explorations in Mathematics****MATH-131GM Explorations in Mathematics: 'Games, Systems, and Strategic Thinking'**

*Spring. Credits: 4*

Board games have a long history of use as both entertainment and as a training ground for higher-level reasoning and analysis. Recent innovations in board game design have produced games (so-called euro-style games) that are mathematically sophisticated and embody systems that model different aspects of reality. In this course we will use board games to explore and analyze different mathematical systems and structures as well as to develop and apply skills in strategic thinking.

Topics will include probability, modeling, and network theory.

*Applies to requirement(s): Math Sciences*

*K. Mulder*

**MATH-139 Cryptography: The Mathematics of Sending Secret Messages**

*Fall. Credits: 4*

Cryptography is the study of secret communication between different groups of people. From 4,000 years ago in ancient Egypt when secret hieroglyphs were used to communicate the messages of royalty to today when credit card numbers are encrypted to be transmitted over the internet, cryptography has been a necessary part of human life. In this class we will discuss classical cryptography and some historical ciphers along with the mathematical concepts of the modern field. We will study public key cryptography, prime numbers, the discrete logarithm problem, the Diffie-Hellman key exchange, and RSA encryption. If time permits we will also discuss elliptic curve encryption. In particular, we will use the Python programming language and Jupyter notebooks to implement the encryption schemes that we study.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*M. Robinson*

*Notes: Students who have taken a 100-level Mathematics, Statistics, or Computer Science course can take this at the 200-level with permission of the professor.*

**MATH-203 Calculus III**

*Fall and Spring. Credits: 4*

Topics include differential and integral calculus of functions of several variables.

*Applies to requirement(s): Math Sciences*

*H. Wang*

*Prereq: MATH-102 or its equivalent.*

**MATH-206 Introduction to Proofs Through Analysis**

*Fall and Spring. Credits: 4*

An introduction to abstract reasoning in the context of real analysis. Topics will be drawn from the real numbers, mathematical induction, functions, sequences, and continuity. The emphasis is on formal mathematical reasoning and writing through proofs.

*Applies to requirement(s): Math Sciences*

*L. Mrad, T. Chumley*

*Prereq: MATH-102 or above.*

*Advisory: Students may not take this course after completing MATH-301.*

**MATH-211 Linear Algebra**

*Fall and Spring. Credits: 4*

Topics include elements of the theory of matrices and vector spaces.

*Applies to requirement(s): Math Sciences*

*C. Bozeman, S. Hart, L. Mrad, D. Young*

*Prereq: MATH-102 or above.*

**MATH-232 Discrete Mathematics**

*Fall and Spring. Credits: 4*

Studies some aspects of discrete mathematics. Topics include sets, functions, elementary probability, induction proofs, and recurrence relations.

*Applies to requirement(s): Math Sciences*

*C. Bozeman, C. Cox, R. Quarles, D. Young*

*Prereq: MATH-102 or above or COMSC-150/151.*

**MATH-251 Mathematical Experimentation: An Introduction to Research in the Mathematical Sciences**

*Not Scheduled for This Year. Credits: 4*

A selection of projects with a goal of discovery of properties and patterns in mathematical structures. The choice of projects varies from year to year and is drawn from algebra, analysis, discrete mathematics, geometry, applied mathematics, and statistics.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Writing-Intensive*

*The department*

*Prereq: MATH-102 or above.*

*Advisory: MATH-232 recommended*

**MATH-272 Numerical Calculus**

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to computation and computing from a mathematical perspective, covering topics such as numerical algorithms for differentiation, integration, root finding, curve fitting, and error analysis. These tools are very powerful when one finds a mathematical or an applied problem that cannot be solved using the types of analytical functions one learns in calculus. This course is for students with little or no programming knowledge and an interest in learning skills for mathematical computations. The course will cover the basics of programming: types of variables, lists, arrays, for and while loops, if statements, file handling, plotting, pseudo-code and documentation.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: MATH-102.*

*Advisory: Students who have completed COMSC-150 or any version of COMSC-151 are not allowed to take this course.*

**MATH-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

*Notes: The permission of The department is required for independent work to count towards the major or minor.*

**MATH-301 Real Analysis**

*Fall and Spring. Credits: 4*

Topics include the real number system, convergence of sequences and series, power series, uniform convergence, compactness and connectedness, continuity, abstract treatment of differential and integral calculus, metric spaces, and point-set topology.

*Applies to requirement(s): Math Sciences*

*H. Wang*

*Prereq: MATH-102, and MATH-211, and either MATH-206 or MATH-232.*

**MATH-302 Complex Analysis**

*Not Scheduled for This Year. Credits: 4*

Topics include differentiation and integration of functions of a complex variable, the Cauchy integral formula, residues, conformal mapping, and applications to physical science and number theory.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: MATH-211 and either MATH-206 or MATH-232.*

*Notes: offered alternate years at Mount Holyoke and Smith Colleges*

**MATH-312 Abstract Algebra****MATH-312GT Abstract Algebra: 'Groups'**

*Spring. Credits: 4*

Abstract algebra is the study of the common principles that govern computations with seemingly disparate objects. One way to begin is by studying groups, which are sets with a single operation under which each non-identity element is invertible. Examples include the integers with addition, invertible matrices of size  $n$ , permutations of a fixed set, and the symmetries of an object. Our goal is to study a definition of groups that unifies all of the important examples above and more.

*Applies to requirement(s): Math Sciences*

*D. Young*

*Prereq: MATH-211 and either MATH-206 or MATH-232.*

*Advisory: Students who have taken MATH-312GT Rings may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission.*

*Notes: This course will satisfy the MATH-311 requirement for the mathematics major.*

**MATH-312RT Abstract Algebra: 'Rings'**

*Fall. Credits: 4*

Abstract algebra is the study of the common principles that govern computations with seemingly disparate objects. One way to begin is by studying rings, which are sets with two operations, typically addition and multiplication. Examples include the integers, the integers modulo  $n$ , and polynomials in  $n$  variables. Our goal is to study a definition of rings that unifies all of the important examples above and more.

*Applies to requirement(s): Math Sciences*

*M. Robinson*

*Prereq: MATH-211 and either MATH-206 or MATH-232.*

*Advisory: Students who have taken MATH-312RT Rings may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission.*

*Notes: This course will satisfy the MATH-311 requirement for the mathematics major.*

**MATH-319 Topics in Algebra****MATH-319GR Topics in Algebra: 'Graph Theory'**

*Not Scheduled for This Year. Credits: 4*

Graph theory gives us both an easy way to pictorially represent many major mathematical results and insights into the deep theories behind them. Graphs seem simple – they're just collections of dots connected by curves – but are very rich structures that arise naturally in applications ranging from social networks to electric power grids. We will examine properties such as isomorphism, connectivity, planarity, and coloring using classic examples such as paths, cycles, trees, complete graphs, and polyhedral graphs. More advanced topics will be determined by student interest and course trajectory.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: MATH-232.*

**MATH-319NT Topics in Algebra: 'Number Theory'***Not Scheduled for This Year. Credits: 4*

This course will begin with an introduction to number theory, covering material on congruences, prime numbers, arithmetic functions, primitive roots, quadratic residues, and quadratic fields. We will then continue our study of number theory by picking special topics which might include some of the following: Finite Fields, Prime Factorization of Ideals, Fermat's Last Theorem, Elliptic curves, Dirichlet's Theorem on Arithmetic Progressions, the Prime Number Theorem, or the Riemann Zeta function.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Prereq: MATH-211 and either MATH-206 or MATH-232.***MATH-329 Topics in Geometry****MATH-329TP Topics in Geometry and Topology: 'Topology'***Spring. Credits: 4*

This course is an introduction to point-set topology, which is a fundamental language for much of modern mathematics. One of the goals of topology is to understand what it means for a function to be continuous, first in Euclidean space, and then to generalize the notion of continuity to other spaces. The core topics to be studied include: basic set theory, various interesting topologies, continuous functions, connectedness and compactness. Topics from algebraic topology will be covered if time permits.

*Applies to requirement(s): Math Sciences**C. Cox**Prereq: MATH-232 and any 300-level math class.***MATH-333 Differential Equations***Fall. Credits: 4*

This is an introduction to differential equations for students in the mathematical or other sciences. Topics include first-order equations, second-order linear equations, and qualitative study of dynamical systems

*Applies to requirement(s): Math Sciences**The department**Prereq: MATH-211.***MATH-339 Topics in Applied Mathematics****MATH-339FM Topics in Applied Mathematics: 'Rigidity Theory'***Not Scheduled for This Year. Credits: 4*

A framework constructed from fixed-length bars attached at flexible joints is either rigid or flexible. Such structures arise in many applications in architecture, engineering, robotics, and biology and provide a model for understanding related problems in areas including computer-aided design, sensor networks, and statistics. We will use linear algebra and graphs to develop the theory needed to analyze frameworks and make connections to applications.

*Applies to requirement(s): Math Sciences**The department**Prereq: MATH-101, MATH-211, and either MATH-206 or MATH-232.***MATH-339PD Topics in Applied Mathematics: 'Partial Differential Equations'***Fall. Credits: 4*

Partial differential equations (PDEs) are often used to describe natural phenomena arising in a wide variety of contexts including physics, biology, and economics. Our focus will be on basic yet representative linear partial differential equations such as the heat and wave equations. We will explore the motivation behind each model we study and emphasize methods of finding solutions and analyzing their behavior. Techniques will include transform methods, separation of variables, energy methods, and numerical computations.

*Applies to requirement(s): Math Sciences**L. Mrad**Prereq: MATH-203 and MATH-211, or PHYS-205.***MATH-339PT Topics in Applied Mathematics: 'Optimization'***Not Scheduled for This Year. Credits: 4*

Mathematical optimization involves finding the best solution to a problem from a set of feasible solutions defined by mathematical constraints. It has an elegant theory and applications in fields like management, economics, engineering, and computer science that require decision making under constraints on time or other resources. We will begin by studying linear optimization, including duality, the simplex algorithm, and the geometry of linear programming. Other topics will include discrete optimization, network optimization, and nonlinear optimization.

*Applies to requirement(s): Math Sciences**The department**Prereq: MATH-211.***MATH-339SP Topics in Applied Mathematics: 'Stochastic Processes'***Spring. Credits: 4*

Stochastic processes are mathematical models that evolve with time and include an element of randomness. They involve a collection of states—for example, the weather in a geographical location, the size of a population, or the length of a queue—and a description of how the system evolves from one state to the next. This course is devoted to the study of a class of stochastic processes called Markov chains, and we attempt to study their behavior using tools from probability theory and linear algebra in beautiful, interconnected ways. Topics will include Markov chains in discrete and continuous time, branching processes, queuing theory, and Markov chain Monte Carlo.

*Applies to requirement(s): Math Sciences**T. Chumley**Prereq: MATH-211 and MATH-342.***MATH-342 Probability***Fall and Spring. Credits: 4*

This course develops the ideas of probability simultaneously from experimental and theoretical perspectives. The laboratory provides a range of experiences that enhance and sharpen the theoretical approach and, moreover, allows us to observe regularities in complex phenomena and to conjecture theorems. Topics include: introductory experiments; axiomatic probability; random variables, expectation, and variance; discrete distributions; continuous distributions; stochastic processes; functions of random variables; estimation and hypothesis testing.

*Applies to requirement(s): Math Sciences**T. Day, A. Hoyer-Leitzel**Prereq: MATH-203.*

**MATH-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

*Notes: The permission of The department is required for independent work to count towards the major or minor.*

## Middle Eastern Studies

### Overview and Contact Information

One of three interdisciplinary majors within the Asian Studies program, the major in Middle Eastern studies allows students to specialize in the history, languages, cultures, and politics of the Middle East. The Five College Certificate in Middle Eastern Studies allows students to complement any disciplinary major with multidisciplinary studies and linguistic attainments.

Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of this region.

Language study is the core component of the major. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke.

Most of our students spend a semester or a summer in study abroad programs. Students may participate in one of the many Mount Holyoke College-approved Middle Eastern study abroad programs.

Middle Eastern studies majors graduate to pursue graduate studies and careers in fields as varied as education, business, NGOs, journalism, the arts, and government service.

### See Also

- Arabic Minor (p. 60)
- Asian Studies (p. 77)

### Contact Information

**Naoko Nemoto, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/middle-eastern-studies> (<https://www.mtholyoke.edu/academics/find-your-program/middle-eastern-studies/>)

### Learning Goals

By majoring in Middle Eastern Studies, students should:

- Develop proficiency in Arabic, Hebrew, or another language widely spoken in the Middle East. By "proficiency" we mean:

- Ability to read newspapers, magazines, and popular literature.
- Ability to converse with a native speaker on non-technical subjects.
- Ability to write coherent paragraphs on non-technical subjects.
- Develop knowledge of the history of the premodern and modern Middle East.
- Develop knowledge of the arts, literature, religions, and philosophies of the Middle East.
- Develop knowledge of the geography, politics, economics, and societies of the Middle East.

### Faculty

#### This area of study is administered by the Asian Studies Committee:

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Satyananda Gabriel, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Associate Professor of History, Teaching Fall Only

Lisha Xu, Senior Lecturer in Asian Studies, Teaching Fall Only

Jinhwa Chang, Lecturer in Japanese

Kyae-Sung Park, Five College Lecturer in Korean

May George, Five College Lecturer in Middle East Studies

#### The Five College certificate in Middle Eastern Studies is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisor from Mount Holyoke:

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

### Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
	Four courses (16 credits), equivalent to two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian <sup>1</sup>	16
	Two introductory courses (8 credits) providing an overview of Middle Eastern history. <sup>2</sup>	8



One course (4 credits) must be in the premodern period (pre-1500 CE). The following course(s) fulfill the premodern history requirement:

RELIG-102 Introduction to Islam

One course (4 credits) must be in the modern period (1500–present).

Four elective courses (16 credits):<sup>2</sup> 16

Two (8 credits) must be from Group One: Humanities (language, literature, the arts, history, philosophy, and religion and interdisciplinary courses in these areas)<sup>3</sup>

Two (8 credits) must be from Group Two: Social Science (anthropology, economics, geography, international relations, linguistics, politics, sociology, and interdisciplinary courses in these areas)

At least three courses (12 credits) must be at the 300 level. One of the three 300-level courses must be a non-language and non-independent study course.<sup>4</sup>

**Total Credits 40**

<sup>1</sup> Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Additional courses in Arabic and in other languages are offered through the Five College Mentored Language Program. Students may count up to 4 credits toward the major for studying a Middle Eastern language through the Five College Mentored Language Program.

<sup>2</sup> A full list of the approved courses (p. 286) for the major appears at the end of the Middle Eastern Studies Courses section.

<sup>3</sup> In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.

<sup>4</sup> A course that is taught outside of Mount Holyoke College must be approved by the chair of the Asian Studies program to count as a 300-level course.

### Additional Specifications

- Any course that devotes 50 percent or more of its substance to Middle Eastern countries, peoples, or issues may be counted toward the major. One course on Middle Eastern diasporas may count toward the major.
- A maximum of 16 lower-level language credits and a total of 24 language credits can be counted toward the major.
- Students who declare a Middle Eastern studies major automatically fulfill the College’s “outside the major” requirement.

### Requirements for the Certificate

Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with a Middle Eastern Studies advisor from Mount Holyoke. Students are encouraged to declare intentions and begin work with an advisor during the sophomore year.

A minimum of seven courses:

Code	Title	Credits
	Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian <sup>1</sup>	0-4

Two introductory courses providing an overview of Middle Eastern history: 2

One course must be in the pre-modern period (600-1500 CE)

One course must be in the modern period (1500-present)

Five courses from the following groups, including at least one course in each of the following three groups: 5

Group one: Religion and Philosophy

Group two: Literature, Art, and Language study beyond what is required to satisfy the language requirement above

Group three: History and Social Sciences

**Total Courses 7**

<sup>1</sup> Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Additional courses in Arabic and in other languages are offered through the Five College Mentored Language Program. This requirement may be fulfilled through course completion or by examination.

### Additional Specifications

- Students are also encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student’s advisor.
- Courses offered at the Five Colleges in the upcoming semester that qualify for the Certificate are listed on the certificate’s website (<https://www.fivecolleges.edu/academics/middle-eastern-studies/#courses>), as is the application students must submit when all requirements have been completed. Courses not listed, whether taken at one of the Five Colleges or elsewhere, must be approved by the committee on the recommendation of the campus advisor.
- Students must receive a grade of B or better in every course counted toward the certificate.
- Contact information: Sohail Hashmi, Professor of International Relations; Amina Steinfelds, Associate Professor of Religion; <https://www.fivecolleges.edu/academics/middle-eastern-studies> (<https://www.fivecolleges.edu/academics/middle-eastern-studies/>).

Most Middle Eastern studies courses at Mount Holyoke are listed below, but students should also consult the catalogue entries or websites of other departments, including art history, history, international relations, politics, and religion.

Middle Eastern Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses/>) or individual college websites).

Please consult the chair of the Asian studies program for guidelines regarding Asian languages not taught in the Five Colleges.

### Courses Counting toward the Major in Middle Eastern Studies

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-316ME	Special Topics in Anthropology: 'Political Anthropology of the Middle East'	4

#### Asian Studies

ASIAN-130	First Year Arabic I	4
ASIAN-131	First Year Arabic II	4
ASIAN-362	Political Anthropology of the Middle East	4
<b>Gender Studies</b>		
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
<b>Politics</b>		
POLIT-216	Middle East Politics	4
POLIT-224	The United States and Iran	4
POLIT-226	The United States, Israel, and the Arabs	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-341	Political Islam	4
POLIT-342	Islamic Political Thought	4
<b>Religion</b>		
RELIG-102	Introduction to Islam	4
RELIG-207	Women and Gender in Islam	4
RELIG-311	Sufism: The Mystic Path in Islam	4
RELIG-343	The Sabbath	4

## Courses Counting toward the Five College Certificate in Middle Eastern Studies

A list of currently offered courses approved towards the Five College certificate is maintained on the certificate's website (<https://www.fivecolleges.edu/academics/middle-eastern-studies/#courses>).

## Music

### Overview and Contact Information

The Department of Music regards the study of music as an artistic discipline that has an essential role in liberal arts education. Through courses in music history, theory, ethnomusicology, performance, and composition, the department cultivates growth of the individual by fostering creative, intellectual, and critical abilities.

The department offers a major and a minor in music. Students interested in studying music from a multi-disciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner may be interested in completing the Five College certificate in ethnomusicology (p. 188). The certificate may be completed as a complement to any major or minor, even in overlapping fields.

### See Also

- Ethnomusicology (p. 188)

### Contact Information

**Adeline Mueller, Chair**

208 Pratt Hall  
413-538-2306

<https://www.mtholyoke.edu/academics/find-your-program/music>  
(<https://www.mtholyoke.edu/academics/find-your-program/music/>)

## Learning Goals

The Department of Music developed discipline-specific learning objectives based on the Mount Holyoke College learning goals. These objectives comprise the following:

- Synthesize information obtained through the study of music theory, ethnomusicology, music history, composition and performance, and achieve fluency with musical language in a range of styles and cultural contexts.
- Perform works of all periods with attention to performance practices of appropriate periods.
- Address the structure of a musical work with tools appropriate to its historical context.
- Understand the evolution of musical style and the changing roles of composers, performers, patrons and audience from the Middle Ages to the present.
- Increase familiarity with and facility in the use of primary materials for musicological and/or theoretical research, as well as in the critical evaluation of published scholarship.
- Comprehend the prominent stylistic trends and compositional techniques of the 20th and 21st centuries, including an understanding of the relationships of such genres as popular music and jazz to the social contexts that helped produce and shape them.
- Realize the power of music to enhance or alter the content and structure of text or motion picture.
- Achieve musical awareness and critical perception through the integration of thinking about and performing music.
- Broaden musical interests to include non-Western repertoires in their respective cultural contexts.
- Encounter non-Western music through alternative methodologies and performance experiences which, in turn, inform the more traditional study of music.
- Use classical training to go beyond the printed page into folk traditions, learning to employ less familiar techniques that are traditional in the vast array of world musics.
- Discover the ways in which a Mount Holyoke music major might be important after graduation.
- Gain sufficient experience in music theory, history, composition and performance to qualify for graduate study.

## Faculty

**This area of study is administered by the Department of Music:**

Adrienne Greenbaum, Professor of Music

Olabode Omojola, Hammond-Douglass Five College Professor of Music, Teaching Fall Only

David Sanford, Elizabeth T. Kennan Professor of Music

Thomas Ciufu, Associate Professor of Music; Director of the Media Lab

Adeline Mueller, Associate Professor of Music

Tian Hui Ng, Orchestra Director; Associate Professor of Music, On Leave 2023-2024

Colin Britt, Lecturer in Music; Director of Choral Activities

Benjamin Geyer, Lecturer in Music

Allison Monroe, Lecturer in Music and Director of the Five College Early Music Program

Sherezade Panthaki, Lecturer in Music

Dan Langa, Visiting Lecturer in Music

Nona Monahin, Visiting Lecturer in Music

Margaret Pash, Visiting Lecturer in Music

Matthew Wardell, Visiting Lecturer in Music and Interim Director of Orchestral Studies

Mark Gionfriddo, Director of Jazz Ensembles, Coordinator of Piano Instruction, Instructor of Music

Performance Instructors: Alterman, Barszcz, Brignolo, Conant, de Fremery, Dennis, Dethloff, Eldredge, Fizznoggia, Gilwood, Gionfriddo, Greenbaum, Hale, Huang, Jeffries, Klement, Knierem, Kostare, Lach, Lovell, Panthaki, Pash, Patrick, Pemrick, Picchi, Pousont, Robbins, Ruby, Shotwell,

## Requirements for the Major

The music major is designed for students with a wide range of interests, backgrounds, and career goals. It is intended to provide a broad and varied acquaintance with theory, historical and cultural contexts, and literature of music as well as to develop skills in performance, analysis, and synthesis. The integration of creating, performing, and thinking about music fosters musical awareness and critical perception.

In order to declare a major, students must have already completed one four-credit course in the department.

A minimum of 40 credits:

Code	Title	Credits
<b>Classroom Courses:</b>		
As a prerequisite for MUSIC-231:		
MUSIC-100	Rudiments of Music or MUSIC-13 Basic Musicianship	
MUSIC-231	Theory I	4
Two of the following three music history courses:		8
MUSIC-281	History of Western Music I: Music to 1700	
MUSIC-282	History of Western Music II: Music from 1700 to 1850	
MUSIC-283	History of Western Music III: Music from 1850 to 1950	
One ethnomusicology course		4
One music technology course		4
One additional music elective at any level		4
Two additional music electives at the 300 level		8
<b>Performance Requirements:</b>		<b>8</b>
At least 4 credits of individual performance study		
At least 2 credits of ensembles		
2 additional credits in either individual performance study or ensembles		
<b>Total Credits</b>		<b>40</b>

## Additional Specifications

- The electives, as well as additional courses above the 40 credits required, will be chosen carefully in consultation with the student's advisor and will be customized to meet the individual student's particular interests and goals.
- One of the 300-level music courses must be writing-intensive.
- Students with little or no keyboard experience are advised to study a keyboard instrument while completing required work in the department at the 100 and 200 levels.
- Demonstration of a level of keyboard proficiency that permits using a keyboard to assist in learning and demonstrating basic concepts.
- Independent study (MUSIC-295, MUSIC-395) is encouraged but does not count toward the major. A student wishing to pursue independent study that may lead to honors is encouraged to begin in the second semester of the junior year.
- For information on exemption procedures for any requirement, contact the Department of Music.

Students considering developing a special major with a music component should consult the Special Major (p. 385) chapter.

## Requirements for the Minor

In order to declare a minor, students must have already completed one four-credit course in the department.

A minimum of 20 credits:

Code	Title	Credits
As a prerequisite for MUSIC-231:		
MUSIC-100	Rudiments of Music or MUSIC-13 Basic Musicianship	
MUSIC-231	Theory I	4
One of the following three Music History courses:		4
MUSIC-281	History of Western Music I: Music to 1700	
MUSIC-282	History of Western Music II: Music from 1700 to 1850	
MUSIC-283	History of Western Music III: Music from 1850 to 1950	
4 additional credits in music at any level		4
4 additional credits in music at the 200 or 300 level		4
One music elective at the 300 level		4
<b>Total Credits</b>		<b>20</b>

## Additional Specifications

- Approval of the department chair is required for initial declaration of the minor.
- If 200-level individual performance study is to be counted toward the minor, two semesters must be taken consecutively in the same instrument or in voice.
- Independent study (MUSIC-295, MUSIC-395) is encouraged but does not count toward the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of music can combine their course work in music with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. Students wishing to pursue

teacher licensure should consult the music department before the first semester. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the music department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### First-Year Students

Introductory classes in fundamentals, music history and literature, and composition are offered for students with little or no experience; those with more experience may be able to exempt prerequisites and enter directly into the music theory or music history course sequence.

First-year students interested in a music major or minor should take or exempt MUSIC-100 or MUSIC-131 to allow enrollment in MUSIC-231 in the spring semester of their first year. First-year students may also take MUSIC-102; individual performance study through the appropriate section of MUSIC-151; Ensembles; MUSIC-226, MUSIC-229, or a first-year seminar taught by Music faculty. Spring entrants should exempt MUSIC-100 when they arrive on campus, so that they may enroll in MUSIC-231.

### Music Exemption Exams

Students who demonstrate a thorough knowledge of the rudiments of music will be exempted from the MUSIC-100 prerequisite for certain courses and from the MUSIC-100 requirement associated with individual performance studies (please see below). For information on exemption from other courses, please contact the department.

## Course Offerings

### 100-level Courses

#### MUSIC-100 Rudiments of Music

*Fall and Spring. Credits: 2*

In this half-semester course students will become familiar with the elements of music notation (staves, clefs, pitch names, note and rest values) and with some of the basic skills necessary for college-level music instruction (e.g., construction and identification of scales, intervals, triads, and basic diatonic functions).

*Applies to requirement(s): Meets No Distribution Requirement*

*B. Geyer*

*Notes: Meets for only the first half of the semester.*

#### MUSIC-102 Music and Technology

*Fall and Spring. Credits: 4*

It is now possible to record, manipulate, and compose music with a variety of powerful and flexible tools using the personal computer. Through reading, discussion, demonstration, listening sessions, technical tutorials and hands-on projects, we will explore the techniques, practices and aesthetics surrounding creative applications of current and emerging music technologies, including sound recording and editing, mixing, synthesis and music sequencing.

*Applies to requirement(s): Humanities*

*T. Ciuffo, D. Langa*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: Basic computer literacy (such as comfort with user interface navigation, file management, and editing commands) is required.*

*Notes: Not open to juniors or seniors in the first week of pre-registration.*

#### MUSIC-103 History of Jazz

*Spring. Credits: 4*

This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals. Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that helped produce and shape it. The ability to read music is not a requirement for this course.

*Applies to requirement(s): Humanities*

*D. Sanford*

#### MUSIC-117 Foundations of Voice

*Fall. Credits: 2*

This course will introduce singers to the physiology of human voice and healthy vocal technique through readings and visual sources on vocal anatomy. Students will examine vocal repertoire spanning approximately 500 years, explore various Western/international singing styles in English, Italian, French, German, etc., as well as receiving an introduction to diction, the International Phonetic Alphabet (IPA), and its application to various languages. Music of composers from historically marginalized backgrounds will be highlighted. Theoretical knowledge will culminate in practical demonstrations via presentations and performances in class.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Panthaki*

*Advisory: Open to all singers at any level.*

#### MUSIC-131 Basic Musicianship

*Fall and Spring. Credits: 4*

Explores the ways in which sound is organized into musical structures. Topics include the physical properties of sound; the basic vocabulary of Western music (scales, key signatures, intervals, triads, rhythm, meter); and an introduction to musical form and analysis. Includes extensive practice in music reading, sight singing, ear training, and critical listening.

*Applies to requirement(s): Humanities*

*B. Geyer*

*Coreq: MUSIC-131L.*



**MUSIC-199 Sonic Vanguard: Music in Contemporary Practice***Not Scheduled for This Year. Credits: 1*

In a time of increasing cross pollination between music and other disciplines, this course explores the work of some of the most active creators and scholars of our time, and some of the myriad influences that continue to impact their work today. E.g. Cerise Jacobs, Librettist and Producer working with animatronics and virtual reality. Structured as a mix of lecture and seminar formats, students will have the opportunity to interact with some of the musicians/artists/scholars featured, and engage in class discussions on the issues raised by the people, readings and works encountered. These encounters would thereby enable a conversation around turning points in the professional lives of the guest speakers, and the choices that influenced the course of their careers.

*Applies to requirement(s): Meets No Distribution Requirement**T. Ng**Notes: Repeatable.***200-Level Courses****MUSIC-202 Electronic and Computer Music***Not Scheduled for This Year. Credits: 4*

This course will explore a range of approaches and techniques involved in the creation of electronic and computer music, including aspects of form and development, analog and digital synthesis and signal processing, basic computer music programming, and audio recording and production techniques. The focus of this seminar will be a series of exercises and creative projects that develop aesthetic and technical abilities. This creative work will be supported and enriched by selected reading and listening examples, as well as ongoing technical labs and demonstrations.

*Applies to requirement(s): Humanities**T. Ciufu**Prereq: MUSIC-102.***MUSIC-203 Acoustic Ecology and Sonic Art***Fall. Credits: 4*

The field of acoustic ecology is particularly concerned with how we create, interpret and interact with the sounds around us and how imbalances in the soundscape may affect human health and the natural world. Through reading, discussion, listening sessions, independent research, and hands-on projects, we will examine the broad interdisciplinary fields of acoustic ecology and sonic art. We will engage historical, conceptual, and aesthetic aspects of sound as a cultural, environmental, and artistic medium, with an emphasis on listening, psychoacoustics, soundscape studies, field recording and soundscape composition. We will question predominate ideas regarding the relationships between location, environment, sound, silence, music, and noise, and test these ideas through individual and group research as well as hands-on sonic art projects.

*Applies to requirement(s): Humanities**T. Ciufu**Restrictions: Course limited to sophomores, juniors and seniors***MUSIC-215 Intermediate Composition***Spring. Credits: 4*

Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances at the end of the semester.

*Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-217 Foundations of Voice II***Spring. Credits: 2*

This course is designed as a follow-up to MUSIC-117, Foundations of Voice I, with a primary focus on in-class study, singing, and accompanying of Western Art songs and International Folk songs (Mexican, French, Arabic, Czech, German, American). Course study will include an overall examination of composers, performance practice, musical styles, poetry, structural form, and nationalistic characteristics. All students will participate in regular in-class performances of music by well-known as well as historically marginalized composers. Music by Purcell, Mozart, Fanny Mendelssohn, Schubert, L. Boulanger, Dvor'k, Crawford Seeger, Fauré, Price, Ravel, Beach and more.

*S. Panthaki**Prereq: MUSIC-231 and one semester of music history. Vocal students: 4 semesters of voice lessons. Piano students: 4 semesters of piano lessons demonstrating medium/advanced skills.**Advisory: MUSIC-117 not required.**Notes: Singers and pianists welcome.***MUSIC-220 Music and Film***Fall. Credits: 4*

This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.

*Crosslisted as: FMT-230MU**Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies/Film, Music, Theater course.***MUSIC-222 Music and Animation***Not Scheduled for This Year. Credits: 4*

This course offers a critical introductory survey of music and animation from the silent era to the digital age. After establishing a joint vocabulary for describing music and animated film, we will explore their interaction in shorts and feature films by studios like Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music, such as the Silly Symphonies short "Music Land," Hayao Miyazaki's "Mimi wo Sumaseba" (Whisper of the Heart), and the video game Guitar Hero. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

*Crosslisted as: FMT-230MA**Applies to requirement(s): Humanities**A. Mueller**Prereq: At least one 4-credit course in Music, or one 4-credit course in Film Media Theater.*

**MUSIC-223 The Art of Conducting***Spring. Credits: 2*

This seminar-style course will explore the art of conducting through the study and observation of professional conductors throughout history and the present. Topics covered and discussed will include the role of the modern conductor in amateur, academic, and professional ensembles, conducting styles, musical philosophy, rehearsal techniques, the evolution of conducting and conductors, the function of a conductor as interpreter and the realization of a composer's work. Special topics also include concert programming, the purposeful inclusion of underrepresented works and composers, and a conductor or artistic leader's relationship with audience and community.

*M. Wardell**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-226 World Music***Fall. Credits: 4*

This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean, and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.

*Applies to requirement(s): Humanities; Multicultural Perspectives**O. Omojola***MUSIC-227 First Nights***Not Scheduled for This Year. Credits: 4*

We will examine five major musical works from the 17th to the 20th century: *Orfeo* (Monteverdi), *Messiah* (Handel), the Ninth Symphony (Beethoven), the *Symphonie fantastique* (Berlioz), and *Le Sacre du printemps* (Stravinsky). Using Thomas Kelly's book *First Nights*, recordings of modern performances, and selected readings, we will study how these works function as pieces of music and what makes them unique. By focusing on their premieres, we will place them in their cultural and social contexts, approaching them from the point of view of their first listeners. At the end of the course, we will jump into the 21st century by organizing and hosting premiers of works specifically composed for our class.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department***MUSIC-228 African Opera in Theory and Practice***Not Scheduled for This Year. Credits: 4*

In this course, African opera will provide the framework for exploring salient features of African music. The course will begin by examining African performance practices, including the organization of ensembles, the role of dance, musical storytelling, and operatic forms. The course will then feature rehearsals and class visits by professional vocalists and African drummers, followed by an ethnographic reflection. The course will culminate in a public performance of an African opera by students and professional musicians at Chapin Auditorium, Mount Holyoke College. The opera to be performed this semester is a newly composed work titled *Funmilayo*. It focuses on the life of Funmilayo Ransome-Kuti (1900-1978), a Nigerian pioneer activist who, in the 1940s, campaigned against British colonial rule and resisted the marginalization of women in local government administration. The practical sessions will allow students to reflect on the theoretical and cultural issues examined earlier in the semester and gain practical knowledge of the African operatic tradition.

*Crosslisted as: FMT-230PR**Applies to requirement(s): Humanities; Multicultural Perspectives**B. Omojola**Notes: The performance will be accompanied by the Mount Holyoke Symphony Orchestra conducted by Professor Ng Tian Hui.***MUSIC-229 African Popular Music***Not Scheduled for This Year. Credits: 4*

This course examines selected genres and their relationships to the political and social dynamics of their respective national origins. Regional examples like highlife, soukous, chimurenga, and Fela Anikulapo-Kuti's Afro-beat will provide the basis for assessing the significance of popular music as a creative response to the African colonial and postcolonial environment. The course also discusses African hip-hop music by exploring how indigenous cultural tropes have provided the basis for its local appropriation. Themes explored include music and identity; music, politics, and resistance; interaction of local and global elements; and political significance of musical nostalgia. Students' final projects for this class could be in form of live performances or paper presentations focusing on any genre or aspect of African popular music.

*Applies to requirement(s): Humanities; Multicultural Perspectives**B. Omojola***MUSIC-231 Theory I***Spring. Credits: 4*

Studies diatonic harmony (part-writing, inversions, harmonization, figured bass and non-harmonic tones), continues with seventh chords, and begins the exploration of chromaticism. Includes analysis, ear-training, solfege, and keyboard harmony.

*Applies to requirement(s): Humanities**B. Geyer**Prereq: MUSIC-100 or MUSIC-131. Coreq: MUSIC-231L.*

**MUSIC-236 Pop Song / Jazz Tune***Fall. Credits: 4*

Pop and jazz involve different types of musical texts. From open mic nights to top-40 hits, pop performances are enactments of carefully crafted song structures. In contrast, jazz musicians treat tunes more flexibly-as frameworks to guide improvisation. In separate units for the pop song and the jazz tune, this course examines how harmony, melody, rhythm, lyrics, and form unite to inspire great performances in both traditions. Each unit will include nuts-and-bolts assignments to build analytical and compositional skills, which will be applied in a composition project at the end of each unit.

*Applies to requirement(s): Humanities**B. Geyer**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-242 Conducting I***Not Scheduled for This Year. Credits: 4*

Fundamentals of conducting: gestures, rehearsal techniques, study of representative short scores, and practice leading primarily choral ensembles. Videotaping, class recital.

*Applies to requirement(s): Meets No Distribution Requirement**T. Ng**Prereq: MUSIC-231.**Advisory: Ensemble experience***MUSIC-281 History of Western Music I: Music to 1700***Not Scheduled for This Year. Credits: 4*

The first in a four-semester survey of Western music history, Music 281 examines the cultures of art music in Europe and Americas to 1700, focusing on evolution of style and the changing roles of composers, performers, patrons, and audience.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-282 History of Western Music II: Music from 1700 to 1850***Not Scheduled for This Year. Credits: 4*

The second in a four-semester survey of Western music history, Music 282 examines the cultures of art music in Europe and the Americas from 1700-1850, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-283 History of Western Music III: Music from 1850 to 1950***Fall. Credits: 4*

The third in a four-semester survey of Western music history, Music 283 examines the cultures of art music in Europe and the Americas from 1850 to 1950, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**M. Wardell**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-284 History of Western Music IV: Music Since 1950***Spring. Credits: 4*

The fourth in a four-semester survey of Western music history, Music 284 examines the cultures of art music in Europe and the Americas since 1950, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**M. Comuzzo**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-299 Creative Career Strategies and Music Entrepreneurship***Spring. Credits: 2*

This combined lecture series/seminar will expose students to a wide range of career options available in music and music-related fields. Guest speakers will present broad and varied approaches to creating a meaningful career in music, as well as sharing specific strategies, resources, and advice. This seminar will also include course readings and discussion, as well as skill building in entrepreneurial thinking and professional aspects of career development.

*Applies to requirement(s): Meets No Distribution Requirement**T. Ciufu***300-Level Courses****MUSIC-302 Projects in Sound and Media Arts***Spring. Credits: 4*

This innovative arts and technology course will explore emerging creative/technical practices that transcend any single medium or discipline. While sound will be a primary focus of the course, students will design, realize, and collaborate on projects that may also include still or moving images, text, graphics, installation, computation, interactivity, performance, etc. Class meetings will combine seminar-style discussions with listening, viewing and hands-on lab sessions, brainstorming, project development and feedback. Guest artists' visits and collaborations with other MHC arts and tech classes will enhance your exposure to sound and media arts practitioners.

*Applies to requirement(s): Humanities**T. Ciufu**Restrictions: This course is open to juniors and seniors**Instructor permission required.**Prereq: MUSIC-102 plus one additional arts and technology class and permission of instructor.**Advisory: Email professor for permission during advising week.***MUSIC-315 Advanced Composition***Spring. Credits: 4*

Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances at the end of the semester.

*Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-215 and MUSIC-231.**Notes: Repeatable for credit.*

**MUSIC-321 Advanced Interdisciplinary Topics****MUSIC-321AM Advanced Interdisciplinary Topics: 'Art, Music and the Brain'**

*Spring. Credits: 4*

Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

*Crosslisted as: PSYCH-349AM*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*M. Breen, A. Mueller*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.*

**MUSIC-332 Theory II**

*Not Scheduled for This Year. Credits: 4*

This course continues the study of harmonic practices in the 18th and 19th centuries, including modulation, chromatically altered chords, and an introduction to selected 20th- and 21st century techniques. Includes part-writing, analysis, ear training, solfege, and keyboard harmony.

*Applies to requirement(s): Humanities*

*L. Schipull*

*Prereq: MUSIC-231. Coreq: MUSIC-332L.*

**MUSIC-334 Music Analysis**

*Not Scheduled for This Year. Credits: 4*

The course begins with an overview of the ways music analysis informs, and is informed by, other disciplines of musical inquiry: history, criticism, etc. The course culminates in an application of various analytic approaches to a small group of related works within the Western art music tradition.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Prereq: MUSIC-231.*

**MUSIC-341 Conducting II**

*Not Scheduled for This Year. Credits: 4*

Conducting II builds on fundamentals of conducting from Music 242. The course will include gestural vocabulary, moving fluently between choral and instrumental conducting, introduction to keyboard realization of scores, relationship between interpretation and conducting, and rehearsal preparation. The conducting class forms the core of the ensemble for the class.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*T. Ng*

*Prereq: MUSIC-242.*

**MUSIC-371 Topics in Music**

This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological/ethnomusicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations and active discussion are integral to the course.

**MUSIC-371CH Topics in Music: 'Music and Childhood in the Western Tradition'**

*Not Scheduled for This Year. Credits: 4*

This course examines significant moments in the history of children as creators, performers, consumers, and subjects of music, with a focus on Western Europe and the United States. From Mozart to Michael Jackson, medieval psalmody to playground games and beyond, we will survey the enlisting of children, childhood, and the childlike across a range of musical genres and pedagogical, aesthetic, and cultural-political agendas. For their final project, students may work with a historical artifact of children's musical culture, or research a local children's music program or ensemble.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Prereq: 8 credits in classroom Music courses including at least 4 credits at the 200 level or above.*

**MUSIC-371MA Topics in Music: 'Music and Animation'**

*Fall. Credits: 4*

An in-depth exploration of music and animation from the silent era to the digital age. We will draw on film-music theoretical and critical approaches to analyzing the interaction of music and image in shorts and feature films by studios like Warner Brothers, Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music and music-making, from Visual Music and Silly Symphonies to Mamoru Hosoda's *Belle* and the video game *Guitar Hero*. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

*Crosslisted as: FMT-330MA*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Prereq: 8 credits in classroom Music or Film, Media, Theater courses including at least 4 credits at the 200 level or above.*

*Advisory: This course should not be taken by students who took MUSIC-222/ FMT-230MA previously.*

**MUSIC-371MD Topics in Music: 'Music and Disability'**

*Not Scheduled for This Year. Credits: 4*

In this seminar, we encounter foundational texts, methodologies, and case studies in the field of Disability Studies in Music. Grounded in a music-historical approach (but incorporating other music studies methods), we trace how musicking across a range of time periods and traditions both represents and constructs the cultures, policies, and tropes of bodymind difference and normativity. We center music, performance, and scholarship by disabled individuals and collectives, and emphasize the intersectional nature of disability justice, while also interrogating ableism in the music industry and the academy, as well as our own embodied positionalities as music makers, scholars, and consumers.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Prereq: 8 credits in classroom Music courses including at least 4 credits at the 200 level or above.*



**MUSIC-374 Advanced Seminar in Ethnomusicology**

*Not Scheduled for This Year. Credits: 4*

Designed for music and non-music majors, this advanced seminar examines core theoretical and methodological issues in ethnomusicology and the debates that have shaped its practice since its origins in the early twentieth century as comparative musicology. Drawing on musical traditions from different parts of the world and supplemented by workshops conducted by visiting professional musicians, the course explores the interdisciplinary approaches that inform how ethnomusicologists study the significance of music "in" and "as" culture. Topics covered will include ethnographic methods, the intersection of musicological and anthropological perspectives, the political significance of musical hybridity, applied ethnomusicology, and sound studies.

*Crosslisted as: ANTHR-316ET*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*B. Fairley*

*Restrictions: Course limited to sophomores, juniors and seniors*

**Performance Studies**

Official registration for all performance courses may only be done after successful completion of the audition process; at the audition students should be prepared to demonstrate their level of vocal or instrumental proficiency. All performance study is for academic credit. (See MUSIC-100 requirement below.)

The Department of Music offers private instruction in performance studies at three levels for areas listed. Students studying privately are encouraged to elect the 50-minute lesson but may, at their own option or when advised by the instructor, enroll for the 30-minute lesson.

Students will be placed according to the following order of priority: declared music majors and minors; first-, second-, and third-year students who demonstrate proficiency on their instrument at or above an upper elementary level, with order of placement determined by extent of experience and quality of performance; first-, second-, and third-year students who wish to begin their study of an instrument or voice, provided they enroll concurrently in MUSIC-100 or MUSIC-131; fourth-year students, with order of placement determined by extent of experience and quality of performance. Senior beginners must enroll concurrently in MUSIC-100 or MUSIC-131.

Additional fees are charged for performance study. Applied music fees, grants-in-aid, and fee exemptions are described in the Tuition and Fees chapter (p. 34). No refund of fee after tenth academic day of classes. For fees, please see the department website (<https://www.mtholyoke.edu/directory/departments-offices-centers/music/performance-study/>).

Students enroll with Mount Holyoke performance faculty if the instrument they wish to study is offered by the department. Enrollment is limited according to teacher availability, and permission of the instructor is required. Please consult the department for audition dates and times.

**Music 100 Requirement**

Because the Department of Music believes students enrolled in individual performance studies should have a thorough knowledge of the rudiments of music, enrollment will be contingent on exemption from or concurrent enrollment in MUSIC-100 or MUSIC-131 regardless of whether a student is enrolled at Mount Holyoke or another Five College institution.

The MUSIC-100 Exemption Examination is in two parts. In order to pass the exam, students must achieve scores of at least 75 percent on both the written and aural portions.

**100 Level Performance Study**

Successful completion of, or exemption from, MUSIC-100 allows up to 8 academic credits of individual performance study on one instrument at the 100 level.

**200 Level Performance Study**

Following successful completion of 8 credits of performance study at the 100 level on one instrument, the student automatically advances to study at the 200 level, for which there are no credit limitations. Students enrolled in study at the 200 level must participate in at least one public performance per semester. Earlier entry into the 200 level is with permission of instructor.

**300 Level Performance Study**

Usually taken only in the senior year. Students may advance to the 300 level of performance studies upon completion of MUSIC-332, one history course at the 200 level, recommendation of the instructor, and permission of the department chair. Four credits are granted for each semester of performance study at the 300 level. Students enrolled in one semester of study at the 300 level will be required to prepare a half-recital or its equivalent. Students enrolled in a full year of study at the 300 level must prepare one full recital program or its equivalent. ("Equivalent": two half-recitals, or one-half recital plus other significant public performance.) More detailed information on performance study at the 300 level is available from the Department of Music office.

**MUSIC-151A Individual Performance Study: 'Piano'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Dennis, M. Gionfriddo, D. Gilwood*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-151B Individual Performance Study: 'Voice'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Panthaki, E. Ruby, C. Shotwell*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-151C Individual Performance Study: 'Flute'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

A. Greenbaum, A. Hale

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151D Individual Performance Study: 'Oboe'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

C. Huang

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151E Individual Performance Study: 'Clarinet'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Brignolo

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151F Individual Performance Study: 'Saxophone'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

L. Barszcz

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151G Individual Performance Study: 'Bassoon'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

R. Eldredge

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151H Individual Performance Study: 'French Horn'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

J. Jeffries

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151I Individual Performance Study: 'Trumpet'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

J. Klement

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151J Individual Performance Study: 'Trombone'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

S. Pemrick

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151K Individual Performance Study: 'Tuba'***Not Scheduled for This Year. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

The department

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151M Individual Performance Study: 'Percussion'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

F. Conant, M. Dethloff, D. Patrick

*Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-151N Individual Performance Study: 'Harpichord'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Pousont**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151O Individual Performance Study: 'Organ'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Pousont**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151P Individual Performance Study: 'Harp'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Alterman**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151Q Individual Performance Study: 'Guitar'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**P. de Fremery, M. Lach**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151R Individual Performance Study: 'Violin'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**R. Kostare**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151S Individual Performance Study: 'Viola'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**M. Knieriem**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151T Individual Performance Study: 'Cello'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**N. Fizznoglía**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151U Individual Performance Study: 'Bass'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Lovell, D. Picchi**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151V Individual performance Study: 'Recorders/Early Winds'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-151W Individual Performance Study: 'Loud Winds'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-151X Individual Performance Study: 'Lute'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Pash*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-151Y Individual Performance Study: 'Early Strings'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*D. Maiben, A. Robbins*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-151Z Individual Performance Study: 'Music Technology'**

*Not Scheduled for This Year. Credits: 1 - 2*

Private study - individual instruction in the use of current and emerging technologies for the creation and performance of electronic music and sonic art.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Ciuffo*

*Instructor permission required.*

*Prereq: MUSIC-100, or MUSIC-102, or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251A Individual Performance Instruction: 'Piano'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Dennis, M. Gionfriddo, D. Gilwood*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251B Individual Performance Instruction: 'Voice'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Panthaki, E. Ruby, C. Shotwell*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251C Individual Performance Instruction: 'Flute'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Greenbaum, A. Hale*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251D Individual Performance Instruction: 'Oboe'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Huang*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251E Individual Performance Instruction: 'Clarinet'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Brignolo*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251F Individual Performance Instruction: 'Saxophone'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Barszcz*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251G Individual Performance Instruction: 'Bassoon'**

*Not Scheduled for This Year. Credits: 2*

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Eldredge*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*



**MUSIC-251H Individual Performance Instruction: 'Horn'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**J. Jeffries**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251I Ind. Perform. Study: Trumpet***Spring. Credits: 2**Applies to requirement(s): Meets No Distribution Requirement**J. Klement**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251J Ind. Perform. Study: Trombone***Spring. Credits: 2**Applies to requirement(s): Meets No Distribution Requirement**S. Pemrick**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251K Ind. Perform. Study: Tuba***Not Scheduled for This Year. Credits: 2**Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251M Individual Performance Instruction: 'Percussion'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**M. Dethloff, D. Patrick**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251N Individual Performance Instruction: 'Harpsichord'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Pousont**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251O Individual Performance Instruction: 'Organ'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Pousont**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251P Individual Performance Instruction: 'Harp'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Alterman**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251Q Individual Performance Instruction: 'Guitar'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**P. de Fremery, M. Lach**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.***MUSIC-251R Individual Performance Instruction: 'Violin'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**R. Kostare**Instructor permission required.**Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251S Individual Performance Instruction: 'Viola'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Knieriem*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251T Individual Performance Instruction: 'Cello'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Fizznolia*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251U Individual Performance Instruction: 'String Bass'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Lovell, D. Picchi*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251V Individual Performance Instruction: 'Recorders/Early Winds'**

*Spring. Credits: 2*

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251W Ind. Perform. Stdy: Loud Winds**

*Spring. Credits: 2*

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251X Ind. Perform. Study: Lute**

*Spring. Credits: 2*

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Pash*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251Y Ind. Perform. Study: Early Strings**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Robbins*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-251Z Individual Performance Study: 'Music Technology'**

*Spring. Credits: 2*

Private study - individual instruction in the use of current and emerging technologies for the creation and performance of electronic music and sonic art.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Ciufu*

*Instructor permission required.*

*Prereq: MUSIC-102 or similar course work.*

*Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

**MUSIC-351 Advanced Performance Study****MUSIC-351A Individual Performance Study: 'Piano'**

*Fall and Spring. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Dennis, M. Gionfriddo, D. Gilwood*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351B Individual Performance Study: 'Voice'**

*Fall and Spring. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Panthaki, E. Ruby*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351C Individual Performance Study: 'Flute'**

*Fall and Spring. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Greenbaum, A. Hale*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351D Individual Performance Study: 'Oboe'**

*Not Scheduled for This Year. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Huang*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351E Individual Performance Study: 'Clarinet'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Brignolo*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351F Individual Performance Study: 'Saxophone'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Levine*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351G Individual Performance Study: 'Bassoon'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Eldredge*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351H Individual Performance Study: 'Horn'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Jeffries*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351I Individual Performance Study: 'Trumpet'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Klement*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351J Individual Performance Study: 'Trombone'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Pemrick*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351K Individual Performance Study: 'Tuba'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351M Individual Performance Study: 'Percussion'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Dethloff, D. Patrick*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351N Individual Performance Study: 'Harpichord'**

*Not Scheduled for This Year. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Pousont*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351O Individual Performance Study: 'Organ'**

*Fall. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Pousont*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351P Individual Performance Study: 'Harp'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Alterman*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351Q Individual Performance Study: 'Guitar'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*P. de Fremery, M. Lach*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351R Individual Performance Study: 'Violin'**

*Fall and Spring. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Kostare*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351S Adv. Perform. Study: Viola**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Knieriem*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351T Individual Performance Study: 'Cello'**

*Fall. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Fizznolia*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351U Individual Performance Study: 'String Bass'**

*Fall and Spring. Credits: 4*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Lovell*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351V Individual Performance Study: 'Recorders/Early Winds'**

*Not Scheduled for This Year. Credits: 4*

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-*

*level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351Z Individual Performance Study: 'Music Technology'**

*Not Scheduled for This Year. Credits: 4*

Private study - individual instruction in the use of current and emerging

technologies for the creation and performance of electronic music and

sonic art.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Ciufu*

*Instructor permission required.*

*Prereq: One 200-level music technology course.*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends*

*on evaluation by the instructor and is not automatic. Lesson fee: see Tuition*

*and Fees in catalog. No refunds after 10th academic day of class.*



## Ensemble Performance Studies: Instrumental Ensembles

Enrollment in any large or small ensemble is by audition only. Enrollment in instrumental ensembles may be limited according to teacher availability. Permission of instructor is required.

### MUSIC-143 Chamber Music

#### MUSIC-143A Chamber Music: 'Wind Ensembles'

*Fall and Spring. Credits: 1*

Chamber Music for wind instruments

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Brignolo, J. Jeffries*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

#### MUSIC-143B Chamber Music: 'String Ensembles'

*Fall and Spring. Credits: 1*

Chamber Music for string instruments

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Fizznogli, M. Knieriem, R. Kostare, M. Lach*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

#### MUSIC-143C Chamber Music: 'Piano Ensembles'

*Fall and Spring. Credits: 1*

Chamber Music for piano instruments

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Dennis, M. Gionfriddo, D. Gilwood, The department*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

#### MUSIC-143D Chamber Music: 'Mixed Ensembles'

*Fall and Spring. Credits: 1*

Chamber music for mixed ensembles.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Brignolo, N. Fizznogli, J. Jeffries*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

#### MUSIC-143E Chamber Music: 'Brass Ensembles'

*Fall and Spring. Credits: 1*

Chamber Music for brass instruments

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Jeffries*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

### MUSIC-143F Chamber Music: 'Klezmer Ensemble'

*Fall. Credits: 1*

This ensemble, composed of all instruments—including piano, strings, brass, and woodwinds—performs dance music of Eastern Europe. Students at all levels of experience will use their classical training to go beyond the printed page into the folk tradition, learning to play different modes of the tunes and employing 'untraditional' techniques that are traditional in this unique folk music.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Greenbaum, The department*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit. Students should contact Adrienne Greenbaum (agreenba@mtholyoke.edu) for further information.*

### MUSIC-143G Chamber Music: 'Flute Choir'

*Fall and Spring. Credits: 1*

Study and perform music for flute ensembles.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Hale*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit. 1 rehearsal (2 hours)*

### MUSIC-143H Chamber Music: 'Early Music Chamber Ensemble'

*Fall and Spring. Credits: 1*

This course offers opportunities to play and sing chamber music from the Medieval, Renaissance, and Baroque eras, collaborating with musicians from the Five Colleges and with the support of a specialist coach.

Ensemble members will draw on historical context and performance practice as they refine performance technique and ensemble skills.

Singers and instrumentalists will be sorted into ensembles based on level- from beginner to advanced- and areas of interest. Chamber ensembles also offer an opportunity to develop skills for more advanced projects such as those of the Five College Collegium (see MUSIC-147A).

The Early Music Program has a large collection of historical instruments to loan.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Bell, A. Monroe, M. Pash, L. Rabut, A. Robbins*

*Instructor permission required.*

*Notes: Repeatable for credit.*

### MUSIC-143I Chamber Music: 'Percussion Ensembles'

*Fall and Spring. Credits: 1*

Chamber Music for percussion instruments.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Dethloff*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

**MUSIC-155A Jazz Ensemble: 'Big Band'**

*Fall and Spring. Credits: 1*

A mixed instrumental group for beginning, intermediate, and advanced musicians. Students study a variety of classic and contemporary swing, Latin, jazz, and pop standards. There are several performance opportunities each semester.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Gionfriddo*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

**MUSIC-161 Beginning West African Drumming Ensemble**

*Fall and Spring. Credits: 1*

This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Non musicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.

*Applies to requirement(s): Meets No Distribution Requirement*

*F. Conant*

*Instructor permission required.*

*Notes: Repeatable for credit.*

**MUSIC-191 Mount Holyoke Orchestra**

*Fall and Spring. Credits: 1*

Studies and presents a variety of orchestra repertoire on and off campus. Multiple opportunities to perform each semester.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Ng, M. Wardell*

*Instructor permission required.*

*Advisory: Enrollment is by audition only.*

*Notes: Repeatable for credit.*

**MUSIC-255A Chamber Jazz Ensemble: 'Chamber Jazz'**

*Fall and Spring. Credits: 1*

A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and techniques that will aid them in solo improvisation. There are several performance opportunities each semester.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Gionfriddo*

*Prereq: Enrollment in Big Band or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

**MUSIC-261 Intermediate West African Drumming Ensemble**

*Fall and Spring. Credits: 1*

This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs, and some dance steps. Non-musicians are welcome; practice between classes is required. The group will perform in a workshop at the end of the semester.

*Applies to requirement(s): Meets No Distribution Requirement*

*F. Conant*

*Instructor permission required.*

*Prereq: MUSIC-161.*

*Notes: Repeatable for credit.*

**Ensemble Performance Studies: Choral Ensembles**

Enrollment in any large or small ensemble is by audition only.

**MUSIC-155B Jazz Ensemble: 'Vocal Jazz'**

*Fall and Spring. Credits: 1*

A select vocal ensemble that studies classic and contemporary jazz, Broadway and pop standards. Members are encouraged to audition for solos with the Big Band and Chamber Jazz Ensembles. There are several performance opportunities each semester.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Gionfriddo*

*Instructor permission required.*

*Advisory: Enrollment is by audition only*

*Notes: Repeatable for credit. Limited enrollment.*

**MUSIC-193 Chorale**

*Fall and Spring. Credits: 1*

Beginning ensemble. Well-suited to beginning to intermediate singers. Sight-reading and music theory are incorporated throughout the course. Emphasis is placed on developing techniques for healthy and beautiful vocal production, learning critical listening skills, singing with expression and understanding, and ultimately demonstrating growth as choral musicians. The ensemble explores music from a variety of languages, styles, and cultures.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Britt*

*Advisory: Previous ensemble experience is helpful, though not a prerequisite.*

*Notes: Repeatable for credit.*

**MUSIC-293 Glee Club**

*Fall and Spring. Credits: 1*

Advanced ensemble with a varied classical, contemporary, and folk-derived repertoire. Sight-reading and music theory are incorporated throughout the course. Emphasis is placed on developing techniques for healthy and beautiful vocal production, learning critical listening skills, singing with expression and understanding, and ultimately demonstrating growth as choral musicians.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Britt*

*Prereq: Enrollment is by audition only or previous participation in the ensemble.*

*Advisory: Previous ensemble experience and strong musicianship – including the ability to sightread – are prerequisites.*

*Notes: Repeatable for credit.*

**MUSIC-297 Chamber Singers**

*Fall and Spring. Credits: 1*

Highly select chamber choir of 12-18 voices drawn from Glee Club and Chorale with an emphasis on musical independence. Members possess excellent music reading skills and are one of just a few voices on a part. Specializes in challenging classical and contemporary repertoire for treble voices.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Britt*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

**Independent Study****MUSIC-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**MUSIC-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***The Five-College Early Music Program**

The Five College Early Music Program provides practical experience in medieval, Renaissance, and Baroque music. A faculty of distinguished performers and scholars provides applied, historical, and theoretical experience in performance. A collection of early music instruments is available. Students are encouraged to participate in one or more of the performing groups that meet regularly with a coach; ensembles are organized at all levels of ability, from beginning to advanced, to accommodate progress throughout a four-year academic program. For more information on the Five College Early Music Program, please visit their page on the Five College website (<https://www.fivecolleges.edu/academics/early-music-program/>).or

**MUSIC-147 Early Music Ensembles****MUSIC-147A Early Music: 'Five College Collegium'***Fall. Credits: 1*

The Five College Collegium is the flagship ensemble of the Five College Early Music Program. The ensemble is made up of experienced singers and instrumentalists from the Five College Consortium, and prepares four large-scale projects in the course of the academic year for public performance. The Collegium rotates its rehearsal residency among the schools in the Five College system, and focuses on repertoire from the Medieval, Renaissance, and Baroque periods. Whenever possible, the Collegium invites professional musicians as guests to work with the ensemble on material that is relevant to the current project.

For the fall project – New Spain and the Musical Legacies of Colonialism – we will focus on early music from North and South American sources.

*Applies to requirement(s): Meets No Distribution Requirement**A. Monroe**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-147D Early Music Ensembles: 'Renaissance and Baroque Dance I'***Fall. Credits: 1*

Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: DANCE-127**Applies to requirement(s): Meets No Distribution Requirement**N. Monahin, M. Pash**Notes: Repeatable for credit.***MUSIC-147F Early Music Ensembles: 'Renaissance and Baroque Dance II'***Spring. Credits: 1*

Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: DANCE-128**Applies to requirement(s): Meets No Distribution Requirement**N. Monahin, M. Pash**Prereq: MUSIC-147D or DANCE-127.**Notes: Repeatable.*

## Native American and Indigenous Studies

### Overview and Contact Information

The Five College Certificate in Native American and Indigenous Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative inter-disciplinary approach underlies the program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that students can become acquainted with the history, culture, and presence of indigenous peoples in this region.

### Contact Information

**Lauret Savoy, Professor of Environmental Studies**

<https://www.fivecolleges.edu/natam> (<https://www.fivecolleges.edu/natam/>)

### Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
	A foundation course <sup>1</sup>	
	Six additional courses, with no more than three of the seven courses from any single discipline <sup>2</sup>	
<b>Total Courses</b>		<b>7</b>

<sup>1</sup> Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native studies theories, pedagogies, and methodologies.

<sup>2</sup> These courses must be selected from the courses currently approved by the Five College NAIS Committee as counting toward the certificate. That list is available at available on the program website (<https://www.fivecolleges.edu/natam/>). Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.

## Additional Specifications

- A student's program must be approved by the NAIS program advisor from Mount Holyoke.
- Students must receive a grade of B or higher in all seven courses to receive the certificate.

# Neuroscience and Behavior

## Overview and Contact Information

The program in neuroscience and behavior is intended for students with strong, integrative interests in both biological sciences and psychology and in the biological bases of behavior.

## See Also

- Cognitive Neuroscience (p. 111)

## Contact Information

**Kenneth Colodner, Chair**  
**Dianne Baranowski, Academic Department Coordinator**

105 Clapp Laboratory  
 413-538-2611  
<https://www.mtholyoke.edu/academics/find-your-program/neuroscience-and-behavior> (<https://www.mtholyoke.edu/academics/find-your-program/neuroscience-and-behavior/>)

## Learning Goals

### 1. Components of the Nervous System

Learn the underlying developmental, physiological, anatomical, and functional components of the nervous system, including an understanding of their evolutionary origins, and link the electrochemical behavior of nerve cells and synapses, sensorimotor processes, and circuit-level processes to cognitive and behavioral outcomes.

### 2. Biological and Chemical Foundations

Understand the fundamental molecular, chemical, genetic, and cellular components of the natural world and practice basic biology and chemistry laboratory techniques for measuring these phenomena.

### 3. Research Design and Data Analysis

Develop experimental design, quantitative reasoning, and technical skills to ethically design, implement, analyze, and communicate original research questions in the natural and behavioral sciences.

### 4. Experimentation and Evaluation of Primary Literature

Analyze and critique primary literature leading to the construction of novel hypotheses, and design relevant laboratory-based and field experiments using various neuroscience-specific techniques.

### 5. Becoming a Citizen Scientist

Develop communication and collaboration skills aimed at becoming an ethically responsible and inclusive member of the scientific community. This includes cultivating effective communication skills in oral, written, and visual formats, in addition to working to promote diversity, equity, and inclusion in group settings.

## Faculty

**This area of study is administered by the Neuroscience and Behavior Committee:**

Katherine Binder, William R. Kenan, Jr. Professor of Psychology, Teaching Spring Only

Mara Breen, Professor of Psychology and Education

Gary Gillis, Norman Wait Harris and Emma Gale Harris Foundation Professor of Biological Sciences

Kenneth Colodner, Associate Professor of Neuroscience and Behavior

Kathryn McMenimen, Associate Professor of Chemistry

Jared Schwartzer, Associate Professor of Psychology and Education; Director of the Science Center

Travis Hodges, Assistant Professor of Psychology

Marta Sabariego, Assistant Professor of Neuroscience and Behavior

André White, Assistant Professor of Biological Sciences

## Requirements for the Major

A minimum of 48 credits:

Code	Title	Credits
<b>Required Core Curriculum</b>		
NEURO-100	Introduction to Neuroscience and Behavior	4
CHEM-150	General Chemistry: Foundations	4
	or CHEM-160 Integrated Introduction to Biology and Chemistry	
CHEM-202	Organic Chemistry I	4
NEURO-221	Research Techniques in Neuroscience	4
PSYCH-204	Research Methods in Psychology	4
NEURO-246	Cognitive Neuroscience	4
	or NEURO-254 Psychopharmacology	
	or NEURO-256 Hormones and Behavior	
BIOL-200	Introductory Biology II: How Organisms Develop	4
BIOL-210	Molecular Genetics	4
	or BIOL-220 Cell Biology	
An appropriate prerequisite to qualify for the quantitative inference course		
A course in quantitative inference:		4
PSYCH-201	Statistics	
	or STAT-242 Intermediate Statistics	
<b>Two of the following laboratory-based courses at the 300 level:</b>		<b>8</b>
BIOCH-311	Protein Biochemistry and Cellular Metabolism (with BIOCH-318 lab)	
BIOL-307	Vertebrate Anatomy	
BIOL-321AD	Conference Course: 'Substance Use Disorder: Addiction and Drug Memory Formation'	
BIOL-321BE	Conference Course: 'Inquiries in Behavioral Ecology'	
BIOL-333	Neurobiology	
BIOL-328	Human Physiology	
COMSC-334	Artificial Intelligence	
COMSC-341NL Topics: 'Natural Language Processing'		



NEURO-324	Cellular and Molecular Neuroscience
NEURO-336	Systems Neuroscience
NEURO-395	Independent Study (4 credits)
PSYCH-350BN	Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'
PSYCH-350ET	Lab in Biological Bases of Behavior: 'Ethology'
PSYCH-340CL	Laboratory in Perception and Cognition: 'Cognition and Literacy'
<b>A third 300-level course from the preceding list, or from the following:</b>	
CHEM-312	Chemistry of Biomolecules
NEURO-309SE	Topics in Neuroscience and Behavior: 'Philosophy and Science of Emotion'
NEURO-331	Glial Cells in Health and Disease
NEURO-338	Mobilizing the Hippocampus
PSYCH-349AM	Seminar in Perception and Cognition: 'Art, Music, and the Brain'
PSYCH-349LT	Seminar in Perception and Cognition: 'Language and Thought'
PSYCH-359CN	Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'

**Total Credits** **48**

## Other Requirements

- The three required courses at the 300 level must span at least two departments or programs.

## Additional Specifications

- Students planning postgraduate study in a related discipline or in medicine are urged to participate in independent laboratory research within either or both departments.
- Students who declare a neuroscience and behavior major automatically fulfill the College's "outside the major" requirement.

## Course Offerings

### NEURO-100 Introduction to Neuroscience and Behavior

*Fall and Spring. Credits: 4*

This comprehensive survey course explores the brain and the biological basis of behavior. We will examine the anatomy of the nervous system and the unique properties of the cells that make up the brain. We will discuss the mechanisms by which individual brain cells communicate with each other, and how networks of cells underlie more complex processes such as perception, learning, memory, and behavior.

*Applies to requirement(s): Math Sciences*

*K. Colodner, M. Sabariego*

*Restrictions: This course is limited to first-years and sophomores.*

*Coreq: NEURO-100L.*

### NEURO-221 Research Techniques in Neuroscience

*Spring. Credits: 4*

This course will introduce students to modern techniques utilized in neuroscience research. Students will learn the underlying principles of an array of techniques spanning the fields of cellular/molecular, behavioral, and cognitive neuroscience. In lab, students will perform experiments that demonstrate these skills firsthand. Emphasis will be placed on the tools necessary to implement these studies, proper experimental design, and the critical interpretation of generated data.

*Applies to requirement(s): Math Sciences*

*K. Colodner*

*Restrictions: This course is offered to neuroscience majors only.; Course limited to sophomores, juniors and seniors*

*Prereq: NEURO-100. Coreq: NEURO-221L.*

### NEURO-246 Cognitive Neuroscience

*Fall. Credits: 4*

Cognitive psychologists investigate the features and functions of the human mind through behavioral techniques; neuroscientists explore the physiology of the human brain. Cognitive Neuroscience lies at the intersection of these disciplines, and asks questions like: How are memories represented in the brain? Is our brain pre-prepared to learn language and if so, how? How does the average human brain still outperform most face recognition software? This course explores the cognitive and neural processes that support vision, attention, language, memory, and music. It introduces basic neuroanatomy, functional imaging techniques, and behavioral measures of cognition.

*Crosslisted as: PSYCH-246*

*Applies to requirement(s): Social Sciences*

*M. Breen*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

*Notes: This course counts in the cognitive or biol bases area of the psychology major.*

### NEURO-254 Psychopharmacology

*Spring. Credits: 4*

Psychopharmacology focuses on the impact that drugs (both illicit and prescription) have on the brain, neurocircuitry, and behavior. Students will explore the underlying neurotransmitter systems of the brain and discover how substances influence nervous system function including the experience of pain, sleep, emotional states, motivation, addiction, and mental health. The course will bridge concepts in chemistry, biology, psychology, and neuroscience by highlighting major drug classes and their underlying mechanisms of action. Additional discussions will focus on the economic, social, and political aspects of the drug market, as well as ethics and legalities of the drug industry.

*Crosslisted as: PSYCH-254*

*Applies to requirement(s): Social Sciences*

*J. Schwartz*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

**NEURO-256 Hormones and Behavior**

*Not Scheduled for This Year. Credits: 4*

Does the idea of Finals Week stress you out? Have you ever felt hungry or thirsty? Is our biology to blame when people cheat on their partners? From mental health and hunger to sexual motivation and aggression, our hormones dictate many of our basic choices and ultimately control how we interact with our world. This course will explore how hormones communicate with our brain to influence behaviors such as sexual attraction and reproduction, parental care, and social behavior. Special emphasis will be placed on the underlying biology and role of the nervous system in regulating hormone levels.

*Crosslisted as: PSYCH-256*

*Applies to requirement(s): Social Sciences*

*T. Hodges*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

**NEURO-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**NEURO-309 Topics in Neuroscience and Behavior****NEURO-309NE Topics in Neuroscience and Behavior: 'Neuroethics'**

*Spring. Credits: 4*

Neuroethics draws on the tools of philosophical analysis to investigate the role of neuroscience in our personal, social, and ethical lives. This class will look at the ethics of neuroscientific interventions such as cognitive enhancement, mind reading, and lie detection. We will examine how the neurosciences might inform philosophical discussions about human nature, personality, and ethics. In addition, we will look at the evidential role of neuroscientific evidence and how neuroscience technologies such as fMRI have influenced our thinking about the mind/brain and person.

*Crosslisted as: PHIL-334NE, PSYCH-359NE*

*Applies to requirement(s): Humanities*

*L. Sizer*

*Prereq: 8 credits from the Philosophy department or 4 credits from Philosophy and 4 credits from Neuroscience and Behavior.*

**NEURO-309SE Topics in Neuroscience and Behavior: 'Philosophy and Science of Emotion'**

*Not Scheduled for This Year. Credits: 4*

This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? Feelings? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don't inform each other, as well as how they can help us understand the nature of emotions.

*Crosslisted as: PHIL-350SE*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*L. Sizer*

*Prereq: 8 credits in Philosophy or Neuroscience and Behavior, or 4 credits in each.*

**NEURO-324 Cellular and Molecular Neuroscience**

*Not Scheduled for This Year. Credits: 4*

This course will explore cellular and molecular mechanisms of nervous system development and function through lectures, laboratory exercises, and the critical analysis of primary literature. Topics include synapse formation and synaptic transmission, neuronal-glia interactions, the molecular basis of behavior, and applied genetic engineering techniques.

*Applies to requirement(s): Math Sciences*

*K. Colodner*

*Prereq: NEURO-221 or BIOL-230.*

*Notes: This course meets the 300-level laboratory-based course requirement for the Neuroscience and Behavior major.*

**NEURO-331 Glial Cells in Health and Disease**

*Not Scheduled for This Year. Credits: 4*

This course will explore the "other" cells in your brain, the glial cells. While neuronal cells receive most of the attention, glial cells are now recognized as essential players in normal brain physiology. Through the critical analysis of primary literature, we will highlight recent advances in glial cell biology and discuss how the various glial cell subtypes (astrocytes, microglia, myelinating cells, etc.) contribute to the healthy and diseased brain. We will examine the glial contribution to a variety of disorders (e.g. multiple sclerosis, spinal cord injury, neurodegenerative diseases, etc.) as we cultivate a better understanding of these often overlooked brain cells.

*Applies to requirement(s): Math Sciences*

*K. Colodner*

*Restrictions: This course is offered to neuroscience majors only.*

*Prereq: NEURO-100 and BIOL-230.*

**NEURO-336 Systems Neuroscience**

*Fall. Credits: 4*

This course will cover the functioning of neural circuits in the brain and how they give rise to cognition and behavior. Using primary literature and activities, students will delve into current topics in systems neuroscience. Labs will provide exposure and training in common neuroscience techniques, practice in thinking like a scientist, and an appreciation for how basic research can lead to major advances in the treatment of disease.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive*

*M. Sabariego*

*Restrictions: This course is offered to neuroscience majors only.*

*Prereq: NEURO-100 and PSYCH-204. Coreq: NEURO-336L.*

*Notes: Open to Neuroscience majors only for the first week of pre-registration; open to Psychology and Biology majors after the first week.*

**NEURO-338 Mobilizing the Hippocampus**

*Spring. Credits: 4*

This course will provide a research site to investigate the functions of the hippocampal brain region to then embody that learning through choreographic structures. In particular, students will use dance expression to aid the understanding of complex neuroscience topics, and apply neuroscience knowledge to deepen creative expression. "Mobilizing the hippocampus" will help to bridge a gap between science and art, serving as a tool to stimulate a heightened understanding of both disciplines.

*Crosslisted as: DANCE-338*

*Applies to requirement(s): Meets No Distribution Requirement*

*B. Diewald, M. Sabariego*

*Restrictions: This course is open to juniors and seniors; This course is limited to Dance and Neuroscience majors.*

**NEURO-341 Advances in Neuroscience***Not Scheduled for This Year. Credits: 4*

Neuroscience is a rapidly changing field. This seminar will prepare students for the next generation of neuroscience while also providing the foundation for important principles that have guided the field during the last few decades. In particular, using primary literature to guide the discussion, this class will examine topical subjects of modern neuroscience that are shaping our understanding of how the brain works.

*Applies to requirement(s): Math Sciences**K. Colodner**Restrictions: This course is offered to neuroscience majors only.**Prereq: BIOL-230 and PSYCH-204.***NEURO-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Nonprofit Organizations Overview and Contact Information

The Nonprofit Organizations Nexus focuses on the study of organizational settings in the nonprofit sector. The word “nonprofit” refers to a type of business—one which is organized under rules that forbid the distribution of profits to owners. The Internal Revenue Service describes nonprofit organizations as serving charitable, religious, scientific, or educational purposes. Nonprofit organizations include global nongovernmental organizations (NGOs) such as Oxfam and Greenpeace as well as local community organizations such as the Food Bank of Western Massachusetts and Historic Northampton Museum. Students may pursue internships with nonprofit organizations to complete the experiential requirement for this Nexus.

### See Also

- Entrepreneurship, Organizations, and Society (p. 176)

### Contact Information

**Eleanor Townsley, Nexus director****Katie Walker, coordinator**108 Daniel L. Jones Building  
413-538-3010

<https://www.mtholyoke.edu/academics/find-your-program/nonprofit-organizations> (<https://www.mtholyoke.edu/academics/find-your-program/nonprofit-organizations/>)

### Faculty

**This area of study is administered by the following Nexus track chairs:**

Rick Feldman, Senior Lecturer in Entrepreneurship, Organizations and Society; Entrepreneurship Coordinator

### Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
	Three courses above the 100 level chosen from the list of courses approved for this Nexus or selected with approval of the track chair	12
	One approved 300-level course from the list of courses approved for this Nexus or selected with approval of the track chair	4

A substantive internship<sup>1</sup>

COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
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A presentation at LEAP Symposium

**Total Credits** **18**

<sup>1</sup> At least 200 work hours and responsibilities that exercise ability to think analytically and creatively, and contribute meaningfully to the organization's stated mission and complements the student's area of focus

### Additional Specifications

- Nexus students will develop a brief proposal outlining their specific area of focus including a course outline. Students will schedule an advising meeting with a track chair to get approval and complete a Plan of Study form ([https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd\\_YULP8INbkckyh9Rf1ys4M\\_dvlyh-0A/viewform/](https://docs.google.com/forms/d/e/1FAIpQLSeKmJ0emEKS2yRQpDd_YULP8INbkckyh9Rf1ys4M_dvlyh-0A/viewform/)) to be returned to the Nexus Program office.
- The sequence of a Nexus is part of what makes it unique:
  - In preparation for the summer internship or research, students complete courses chosen in consultation with the track chair. If seeking funding through LYNK UAF, students will additionally complete orientation and advising, and online training.
  - COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

### Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-212	Shopping and Swapping: Cultures Consumption and Exchange	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Economics</b>		
ECON-110	Introductory Economics	4
ECON-215	Economics of Corporate Finance	4
ECON-249ME	Topics in Economics: 'Introduction to Managerial Economics'	4
ECON-307	Seminar in Industrial Organization	4
ECON-310	Seminar in Public Economics	4
<b>English</b>		
ENGL-219BC	Topics in Creative Writing: 'Building Literary Community'	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-210	Opportunities, Impact and Social Entrepreneurship	4
EOS-229	Enterprise Startups and Social Entrepreneurship	4
EOS-239	Fundamentals of Business Organizations and Finance	4
EOS-249	Ethics in Entrepreneurship and Business	4
EOS-299ND	Topic: 'Individuals and Organizations'	4

**Mathematics**

MATH-339PT Topics in Applied Mathematics: 'Optimization' 4

**Psychology**

PSYCH-212 Individuals and Organizations 4

# Philosophy

## Overview and Contact Information

We take many things for granted — that things exist besides ourselves; that time moves from the past towards the future, some art is good, some art is bad, and some “art” is not really art at all; that other people feel pain, have emotions, dreams, and desires; that there are right ways to behave, and wrong ways too. However, even casual reflection reveals that these assumptions are just that — things we take for granted without much thought. In order to illuminate our lives and appreciate our existence, we ought to investigate these assumptions.

Philosophy is a discipline that encourages the examination of life in its myriad dimensions. Our fundamental assumptions about right and wrong, beauty, truth, the mind, language, and meaning are exposed to careful scrutiny in philosophy classes. We encourage students of philosophy not only to strive to understand what philosophers have written, but also to be a philosopher — to think with depth and clarity about issues that are fundamental to our condition as human beings. Whether taking a course on epistemology, ethics, feminist philosophy, logic, or philosophy of time, students of philosophy will leave the course seeing the world anew.

A major in philosophy will provide a broad understanding of the background of both historical and contemporary philosophical thought, with the tools for critical reasoning necessary for philosophical inquiry, with a good understanding of some important philosophical themes, and with the enthusiasm for inquiry necessary for the productive pursuit of one's own philosophical speculations. The critical approach learned will be valuable for whatever students choose to do after graduation.

## See Also

- Logic (p. 279)

## Contact Information

James Harold, Chair

Natalina Tulik, Academic Department Coordinator

205 Skinner Hall  
413-538-2249

<https://www.mtholyoke.edu/academics/find-your-program/philosophy>  
(<https://www.mtholyoke.edu/academics/find-your-program/philosophy/>)

## Learning Goals

Mount Holyoke College's undergraduate learning goals (p. 8) emphasize skills that promote good citizenship and lifelong learning. At its heart, philosophy is the practice of critical thinking about foundational questions, including moral and political questions about what is a good life and how to be a good citizen. Philosophy is, thus, crucial to realizing Mount Holyoke's educational mission. This is especially clear with respect to Mount Holyoke's first learning goal, which says that students should learn to “think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments.” This is precisely what we learn to do when we learn to do philosophy. The ability to carefully and fairly evaluate arguments is a skill that has value in any situation. As global citizens, over a lifetime of

different careers and paths, philosophy equips students with the ability to see the difference between arguments that work and ones that mislead, between sense and nonsense.

All of the courses in our department, whatever the ostensible topic — Kant's transcendental deduction, modal logics, the ethics of euthanasia, or the hard problem of consciousness — use a distinctly philosophical way of analyzing arguments. This is most explicit in logic, where the structure of arguments is itself the object of study, but it is equally important in other areas of philosophy. In the history of philosophy, for example, the study of texts focuses closely on understanding and evaluating the reasons offered by the author. The department puts a high priority in teaching the analysis of arguments in clear prose writing. By engaging in this sort of close study of arguments, students become better thinkers, better writers, and better able to handle whatever personal and professional challenges may come their way.

The department faculty provide the students with a focus on argument, both as it ought to be done, and as it is in fact done, using formal and informal methods. The learning goals, therefore, are fourfold. Students are expected to:

- Analyze arguments using the tools of formal logic.
- Write clear prose that explicitly sets out and evaluates arguments in English.
- Set out and analyze the arguments they discover in texts.
- Develop their own arguments in clear, concise, and convincing prose.

One way to sum up the department's learning goals is this: everything we do in philosophy is centered around the analysis of arguments. In some cases this is done formally (in our logic courses); in others, argument analysis is done in clear prose and careful discussion.

These learning goals are embodied in the major's requirements, the graded work in philosophy courses, and in the department's seminars, theses, and independent work.

To sum up: clearheaded critical thinking is an invaluable skill in any context. The philosophy department has a precise understanding of what such critical thinking amounts to, and the value it has for students, as scholars as well as citizens.

## Faculty

### This area of study is administered by the Department of Philosophy:

James Harold, Andrew W. Mellon Professor of Philosophy

Samuel Mitchell, Professor of Philosophy

Nina Emery, Associate Professor of Philosophy

Katia Vavova, Associate Professor of Philosophy, Teaching Spring Only

Laura Sizer, Senior Lecturer in Philosophy

David Turon, Visiting Instructor in Philosophy; UMass Teaching Associate

Brian Wermcrantz, Visiting Instructor in Philosophy; UMass Teaching Associate

## Requirements for the Major

A minimum of 32 credits:



Code	Title	Credits
One course in the History of Philosophy, such as: <sup>1</sup>		4
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	
PHIL-202	Philosophical Foundations of Western Thought: The Modern Period	
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	
PHIL-255	Existentialism	
One course in Ethics and Value Theory, such as: <sup>1</sup>		4
PHIL-205	Ethics	
PHIL-242	Social and Political Philosophy	
PHIL-273	Philosophy of the Arts	
One course in Theoretical Philosophy, such as: <sup>1</sup>		4
PHIL-222	Philosophy of Quantum Mechanics	
PHIL-272	Metaphysics	
One course in Logic, such as: <sup>1</sup>		4
PHIL-170	Logical Thought	
PHIL-225	Symbolic Logic	
PHIL-328	Non-Classical Logic	
At least 12 credits in philosophy at the 300 level		12
4 additional credits in philosophy		4
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> A full list of the approved courses (p. 310) for each required area within the major appears at the end of the Philosophy Courses section.

### Additional Specifications

- Students who plan to do graduate work in philosophy will need to complete far more than the above minimum requirements for the major. Such students should complete at least 40 credits, including PHIL-201: The Greek Period; PHIL-202: The Modern Period; PHIL-225: Symbolic Logic; and at least one graduate course (500-level or above) at the University of Massachusetts through the Five College interchange. Students interested in graduate work should consult with their advisor early in their major planning

## Requirements for the Minor

Like the major, the minor is intended to provide an understanding of some of the structure and content of current philosophical thinking, with upper-level work in some area of special interest and with enough philosophical breadth to imbue a generous mixture of knowledge and enthusiasm.

A minimum of 20 credits:

Code	Title	Credits
16 credits in philosophy at the 200 or 300 level		16
4 additional credits in philosophy at the 300 level		4
<b>Total Credits</b>		<b>20</b>

## Course Advice

### Beginning the Study of Philosophy

Students who are completely new to philosophy can take any 100-level philosophy course, which offer introductions to the subject and the methods of argument analysis.

If you've done some philosophy and enjoyed it or if you want to challenge yourself, we encourage you to take a 200-level course with a number lower than 280, such as PHIL-201 (The Greek Period), PHIL-202 (The Modern Period), PHIL-205 (Ethics), and many others. Courses at this level require no previous knowledge, but offer more useful background for other philosophy courses, and can be used to satisfy major and minor requirements.

We also offer advanced intermediate classes in ethics, epistemology, and metaphysics. These courses are numbered 280-299 and they require previous coursework in philosophy. These courses offer good training for the work required in 300-level seminars.

Logic is of use to mathematicians and computer scientists, as well as an essential tool for philosophy majors.

Our seminar (300-level) courses offer instruction on challenging and exciting problems in philosophy. We go into considerable depth and encourage students to develop their own arguments. We offer a variety of seminars each year on topics such as metaphysics, epistemology, advanced logic, ethics, and the philosophy of art.

## Course Offerings

### PHIL-101 Introduction to Philosophy

*Fall. Credits: 4*

This course will explore topics that philosophers have grappled with for thousands of years, and that still undergird (or sometimes threaten to undermine) our understanding of the world, our knowledge, ourselves, and each other. In historical and modern texts of the Western intellectual tradition, we will discuss questions such as: What makes right actions right, if anything? Do you know anything at all about the future? Are you really free if your actions are caused? This class is for first and second year students who know nothing about philosophy, and want to know whether they will be interested in it.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Restrictions: This course is limited to first-years and sophomores.*

### PHIL-103 Comparative Introduction to Philosophy

*Spring. Credits: 4*

What kind of life should a person live? What can we know about the world? Do we have souls that are separate from our bodies? The aim of the course is to learn how to do philosophy by engaging with philosophical thinkers from around the globe. We read some philosophers from the Western tradition (such as Plato and Sartre) alongside philosophers from other historical traditions, such as the Daoist thinker Zhuangzi and the Sufi mystic al-Ghazali, and we also read the work of more recent philosophers of color (such as Anthony Appiah and Maria Lugones).

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*J. Harold*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: Students who have taken PHIL-101 should not take PHIL-103.*

*Notes: Course will open to juniors and seniors in second week of pre-registration.*

**PHIL-112 Introduction to Philosophy Through Science Fiction**

*Not Scheduled for This Year. Credits: 4*

This course introduces students to philosophical writing, analysis, and argument. We will pair classical and contemporary readings in philosophy with science fiction films and short stories in order to explore philosophical issues such as the nature of reality, free will, personal identity, artificial intelligence and the nature of mind. While science fiction will be used to animate and explore these issues, the emphasis of the class is on philosophical analysis and argument.

*Applies to requirement(s): Humanities*

*L. Sizer*

**PHIL-161 Science and Human Values**

*Not Scheduled for This Year. Credits: 4*

Modern science has taught us surprising new things and modern technology has given us extraordinary new abilities. We can now prolong life in extraordinary ways, dramatically enhance our physical and cognitive abilities, collect and process remarkable amounts of data, and radically reshape the natural environment on local and global scales. This course is devoted to the critical study of moral problems that have been raised or affected by this newfound information and these newfound abilities. Potential topics include euthanasia, pharmaceutical enhancement, genetic engineering, the moral status of animals, climate change, and artificial intelligence.

*Applies to requirement(s): Humanities*

*N. Emery*

*Restrictions: This course is limited to first-years and sophomores.*

**PHIL-170 Logical Thought**

*Fall. Credits: 4*

This course cultivates sound reasoning. Students will learn to see the structure of claims and arguments and to use those structures in developing strong arguments and exposing shoddy ones. We will learn to evaluate arguments on the strength of the reasoning rather than on the force of their associations and buzzwords.

*Applies to requirement(s): Humanities*

*N. Emery*

*Restrictions: This course is offered to philosophy majors only.*

**PHIL-180 Topics in Applied Philosophy**

These courses ask questions about the ethical and/or conceptual problems pertaining to a practice, such as law, medicine, or caring for the natural environment. Such courses are suitable for philosophy majors as well as for students who are new to philosophy but who are interested in the relevant practice.

**PHIL-180DE Topics in Applied Philosophy: 'Data Ethics'**

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to ethical issues related to computing technology and the collection and use of data in society. Case studies illustrate beneficial and novel uses of computing technology and data, while highlighting the serious problems that may arise as a result of automation, misinformation, the loss of privacy, the concentration of power, and biases of race, gender, and class. We study principles that guide uses of computing technology and data collection, storage, analysis, and application. We will identify and explore a range of issues implicated by these practices and how ethical theory might inform thinking about our obligations – professional, social, and individual.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*L. Slzer*

*Restrictions: This course is limited to first-years, sophomores, and juniors*

**PHIL-181 Medical Ethics**

*Fall. Credits: 4*

Contemporary medicine gives rise to a variety of moral and philosophical questions. What are the responsibilities of medical researchers towards their subjects? How can we best understand the nature of disability? What moral duties do we have to those at the beginning of life? Do we have reason to be worried about the growth of technology in medicine? How should limited health care resources be distributed? The goals of this course are to improve our understanding of the best arguments on different sides of these questions and to acquire the tools to evaluate those arguments. The course will begin with a theory section, where we survey three influential theories – utilitarianism, Kantian ethics, and Rossian ethics – each of which will be helpful towards finding reasonable answers to questions within medical ethics.

*Applies to requirement(s): Humanities*

*B. Wermcrantz*

**PHIL-201 Philosophical Foundations of Western Thought: The Greek Period**

*Fall. Credits: 4*

An introduction to ancient Greek philosophy, focusing mainly but not exclusively on the works and ideas of three Athenian philosophers who worked and taught in the period between the Persian Wars and the rule of Alexander the Great, more than 2,300 years ago: Socrates, Plato, and Aristotle. Topics to be discussed include: What is the nature of the self? What is truth, and how can it be known? What kind of life should we live? We will work to understand each philosopher's responses to these questions, but we will also learn to develop our own answers. We will take care to place these figures and their works in their historical and cultural context.

*Applies to requirement(s): Humanities*

*J. Harold*

*Restrictions: This course is limited to philosophy majors and minors.*

*Notes: Course will open to non-Philosophy majors/minors in the second week of pre-registration.*

**PHIL-202 Philosophical Foundations of Western Thought: The Modern Period**

*Spring. Credits: 4*

Philosophy was transformed during the 17th and 18th centuries, in a period known as the Modern period, or the Enlightenment. This period is important for the background of our current views both in Philosophy and in intellectual endeavor generally. In this course, we'll look at the major figures involved in this transformation, and the positions about knowledge and reality that they defended. We'll have selections from the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. We might not cover all of these, but will get to most.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Notes: Evaluation is by three essays.*

**PHIL-205 Ethics***Fall. Credits: 4*

What do we owe to ourselves and to others? Which actions are right, which are wrong, and how can we tell the difference? Can we give principled answers to questions like these, or is it just a matter of opinion? We will think critically about such questions and some key theoretical approaches to answering them. We will focus on central traditions of Western moral philosophy, typified by Mill, Kant, and Aristotle. We will also consider vexing contemporary moral issues with an eye to whether these theories can guide our actions. Along the way, we will ask whether the moral theorizing we engage in can really uncover objective moral truths.

*Applies to requirement(s): Humanities**D. Turon***PHIL-212 Philosophical Foundations of Chinese Thought: The Ancient Period***Spring. Credits: 4*

An introduction to Chinese thought during the Eastern Zhou Dynasty (roughly 770-256 BCE), a time of remarkable philosophical growth and controversy. We read the works of this era's most influential philosophers, including: Kongzi (Confucius), Mozi, Laozi, Mengzi (Mencius), Zhuangzi, Xunzi, and Han Feizi. Topics discussed include: What makes for a just ruler? What kind of life should we live? What is our relationship to nature? We work to understand each philosopher's responses to these questions, but we also learn to develop our own answers. We take care to place these figures and their works in their historical and cultural context.

*Crosslisted as: ASIAN-214**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**D. Turon***PHIL-222 Philosophy of Quantum Mechanics***Not Scheduled for This Year. Credits: 4*

Although quantum mechanics is a remarkably successful scientific theory, it also leads scientists to make extraordinary claims like that cats can be both dead and alive and that the state of a fundamental particle depends on whether someone one is observing it. In this class we will consider the various interpretations of quantum mechanics and the way in which those interpretations influence and are influenced by philosophical issues in science more generally.

*Applies to requirement(s): Humanities**N. Emery*

*Advisory: No previous work in physics is necessary, but students should be prepared to learn some mathematical formalism involving basic algebra and trigonometry.*

**PHIL-225 Symbolic Logic***Spring. Credits: 4*

This course develops a symbolic system that can be used as the basis for inference in all fields. It will provide syntax and semantics for the language of this system and investigate its adequacy. It provides the basis for all further work in logic or in the philosophical foundations of mathematics. Much of the course has a mathematical flavor, but no knowledge of mathematics is necessary.

*Applies to requirement(s): Humanities**S. Mitchell***PHIL-226 Philosophy of Religion***Not Scheduled for This Year. Credits: 4*

Is there a God? If there is, what is God like? Could all religions be true, or are they contradictory? Is religion in conflict with science? Can we have morality without religion? What happens when we die? In this class, we will consider arguments for and against different positions that people have on these questions. This course will give students a sense of the issues that philosophers of religion are currently thinking and writing about. As we think through topics such as these, we will be working to develop and hone philosophical skills such as analyzing concepts, constructing and critiquing arguments, and evaluating philosophical theories.

*Crosslisted as: RELIG-226**Applies to requirement(s): Humanities**J. Mooney***PHIL-242 Social and Political Philosophy***Not Scheduled for This Year. Credits: 4*

We will examine the place of liberty and equality in a just society by looking at classic and contemporary topics in social and political philosophy. We will consider big questions such as the following: what is liberty and why is it important? What about equality? Do these values conflict? Or can a society ensure both? We will also consider more narrow, practical questions on topics such as immigration, voting, commodification, reparations, freedom of expression, and a universal basic income.

*Applies to requirement(s): Humanities**The department***PHIL-243 Science and Human Values***Not Scheduled for This Year. Credits: 4*

Modern science has taught us surprising new things and modern technology has given us extraordinary new abilities. We can now prolong life in extraordinary ways, dramatically enhance our physical and cognitive abilities, collect and process remarkable amounts of data, and radically reshape the natural environment on local and global scales. This course is devoted to the critical study of moral problems that have been raised or affected by this newfound information and these newfound abilities. Potential topics include euthanasia, pharmaceutical enhancement, genetic engineering, the moral status of animals, climate change, and artificial intelligence.

*Applies to requirement(s): Humanities**N. Emery***PHIL-250 Topics in Philosophy****PHIL-250CN Topics in Philosophy: 'Consciousness'***Not Scheduled for This Year. Credits: 4*

Nagel states, "Without consciousness the mind-body problem would be much less interesting. With consciousness it seems hopeless." Chalmers calls consciousness "the hard problem." Explaining consciousness raises significant challenges for philosophers and cognitive scientists alike, and understanding the nature of the problem is half the battle. This class will explore contemporary philosophical approaches to consciousness, and draw in psychology and neuroscience perspectives. Topics may also include split-brain problems, the nature of dreaming, and altered states.

*Crosslisted as: PSYCH-249CN**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer*

*Prereq: One course in philosophy and either a second course in philosophy or a course in neuroscience.*

**PHIL-250HG Topics in Philosophy: 'Happiness and The Good Life'***Fall. Credits: 4*

Philosophers through the ages have asked about the nature of happiness and its contribution to the 'good life.' Happiness is something we all want, but what is it? And why do we all want it so much? What makes us happy and why? Is a 'good life' also a happy one? This course will examine happiness from several different perspectives. We will look at what both ancient and contemporary philosophers have said about the nature and importance of happiness in our lives. We will also look at some recent work in positive psychology and think about how that empirical work augments, challenges or contrasts with the philosophical accounts. This is a writing-intensive course that focuses on developing skills in philosophical reading, analysis, and writing.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer***PHIL-255 Existentialism***Not Scheduled for This Year. Credits: 4*

Modernity has brought with it scientific and technological wonders, but it has also uprooted millennia-old convictions about God, morality, and humanity's place in the universe. In a secular society, how should we choose which values to adopt, or what path in life we should follow? How can we be authentic or true to ourselves in a culture that rewards conformity? What, moreover, is the meaning of life? Existentialism, a philosophical movement that flourished in the 19th and 20th centuries, is unique in trying to provide answers to these questions. Readings are drawn both from philosophical works and from existentialist authors like Kafka, Dostoevsky, and Tolstoy.

*Applies to requirement(s): Humanities**J. Koon, M. O'Rourke-Friel***PHIL-260 Topics in Applied Philosophy**

These courses ask questions about the ethical and/or conceptual problems pertaining to a practice, such as law, medicine, or caring for the natural environment. Such courses are suitable for philosophy majors as well as for students who are new to philosophy but who are interested in the relevant practice.

**PHIL-260AR Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'***Spring. Credits: 4*

Artificially intelligent technologies are prominent features of modern life – as are ethical concerns about their programming and use. In this class we will use the tools of philosophy to explore and critically evaluate ethical issues raised by current and future AI technologies. Topics may include issues of privacy and transparency in online data collection, concerns about social justice in the use of algorithms in areas like hiring and criminal justice, and the goals of developing general versus special purpose AI. We will also look at ethics for AI: the nature of AI 'minds,' the possibility of creating more ethical AI systems, and when and if AIs themselves might deserve moral rights.

*Crosslisted as: DATA-225AR, EOS-299AR**Applies to requirement(s): Humanities**L. Sizer***PHIL-260EB Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'***Not Scheduled for This Year. Credits: 4*

This course uses the traditional approaches of moral philosophy to explore ethical challenges and obligations faced by individuals, businesses, and organizations in an increasingly complex global environment. Through consideration of philosophical theories and particular cases we explore issues such as the social roles and ethical obligations of businesses or organizations; rights and responsibilities of workers, managers, and owners; ethics in sales and marketing; and ethics in a global business environment.

*Crosslisted as: EOS-249**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer**Notes: This course is strongly recommended for students interested in participating in the International Business Ethics Case Competition.***PHIL-272 Metaphysics***Fall. Credits: 4*

Metaphysics is the study of what world is like. This course will survey of some major topics in metaphysics, with a particular focus on radical metaphysical arguments – arguments that call into question our most basic beliefs about the world. Examples of questions that we will consider include: Do ordinary objects exist? Is there anything that makes persons distinct from other sorts of objects? Could things have been different than the way they in fact are? In answering these questions we will investigate the nature of composite objects, the criteria for personal identity, and the metaphysics of causation, laws of nature, and modality.

*Applies to requirement(s): Humanities**N. Emery***PHIL-273 Philosophy of the Arts***Spring. Credits: 4*

The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can artistic taste be objective? What does it mean for a work of music to be 'sad'? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent their objects? Readings will be drawn from both historical and contemporary philosophical writings.

*Applies to requirement(s): Humanities**J. Harold***PHIL-281 Advanced Studies in Epistemology***Not Scheduled for This Year. Credits: 4*

As the study of knowledge and related concepts like justification, rationality, and evidence, epistemology is of central importance, and not just to philosophy. This course provides an introduction to epistemology through a number of epistemological problems or puzzles about skepticism, dogmatism, and humility.

*Applies to requirement(s): Humanities**K. Vavova**Prereq: 4 credits in Philosophy.**Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.*



**PHIL-289 Advanced Studies in Philosophy****PHIL-289PM Advanced Studies in Philosophy: 'Advanced Studies in Philosophy of Mind'***Fall. Credits: 4*

This course focuses on the relationship between minds and bodies (the 'mind-body problem'), and the nature of mental phenomena. We will discuss the nature of mental features such as thoughts, sensations, emotions and consciousness, and consider their relationship to the seemingly unthinking, unfeeling, grey matter of the brain. We will read some historical responses to these issues but will focus on insights provided by contemporary philosophy and sciences of the mind, including neuroscience.

*Applies to requirement(s): Humanities**L. Sizer**Prereq: 4 credits in Philosophy.*

*Advisory: Students who do not meet the prerequisite but are working towards the Five College Cognitive Neuroscience certificate are encouraged to contact the instructor.*

**PHIL-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***PHIL-328 Non-Classical Logic***Fall. Credits: 4*

This course looks at the recent flowering of non-classical logics. The most prominent are modal logics concerning necessity and possibility, which have come to dominate work in metaphysics and epistemology. Conditional logics, intuitionist logics, and relevance logics have also become important. These logics are particularly useful in graduate-level classes in philosophy but also are interesting in their own right.

*Applies to requirement(s): Humanities**S. Mitchell**Prereq: PHIL-225, MATH-232, or 8 credits in Philosophy.**Advisory: One course in Logic, Mathematics, Computer Science or PHIL-225.***PHIL-334 Topics in Ethics****PHIL-334KR Topics in Ethics: 'Knowing Right from Wrong'***Not Scheduled for This Year. Credits: 4*

We know it's wrong to kick puppies for fun – *morally* wrong. But how do we know this? Wait -- *do* we know it? This class is about moral knowledge: what it is, if we have it, and how we get it (when we do have it). We'll consider questions in moral epistemology such as: Can we gain moral knowledge from testimony? What are the implications of the prevalence of moral disagreement? Do our evolutionary origins pose a challenge to our moral beliefs? And, more generally, should we be moral skeptics?

*Applies to requirement(s): Humanities**K. Vavova**Prereq: 8 credits from the Philosophy department in writing intensive courses.***PHIL-334MA Topics in Ethics: 'Immoral Art'***Not Scheduled for This Year. Credits: 4*

From Plato's attacks on Homer's poems to the protests against D.W. Griffith's racist film *The Birth of a Nation* to the recent spotlight cast by the #metoo movement, it is clear that the relationship between art and morality is a difficult one. Are some works of art inherently immoral? If so, why? What should we say about works of art that are created by immoral artists? Or works that have morally troubling social effects? What is the relationship between an artwork's moral status and its value as a work of art? Are moral and aesthetic judgments objective? How are they related? We will survey the current state of the philosophical debate over the conflict between moral and aesthetic value.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**J. Harold**Prereq: 8 credits from the Philosophy department.*

*Advisory: One previous course in ethics or philosophy of art; at least one course in philosophy that is writing-intensive.*

**PHIL-334MR Topics in Ethics: 'Moral Relativism'***Fall. Credits: 4*

Moral relativism describes a family of views that deny the universality of moral claims. So, for example, some philosophers have claimed that statements like 'Torture is morally wrong' can only be assessed as 'true' or 'false' relative to some social agreement about moral norms. In this course, we will survey some contemporary attempts to develop and defend moral relativism, as well as some criticisms of these relativist approaches. Our goal will be to assess arguments for and against moral relativism. Prior coursework in ethics and logic is recommended.

*Applies to requirement(s): Humanities**J. Harold**Prereq: 8 credits from the Philosophy department.***PHIL-334NE Topics in Ethics: 'Neuroethics'***Spring. Credits: 4*

Neuroethics draws on the tools of philosophical analysis to investigate the role of neuroscience in our personal, social, and ethical lives. This class will look at the ethics of neuroscientific interventions such as cognitive enhancement, mind reading, and lie detection. We will examine how the neurosciences might inform philosophical discussions about human nature, personality, and ethics. In addition, we will look at the evidential role of neuroscientific evidence and how neuroscience technologies such as fMRI have influenced our thinking about the mind/brain and person.

*Crosslisted as: NEURO-309NE, PSYCH-350NE**Applies to requirement(s): Humanities**L. Sizer*

*Prereq: 8 credits from the Philosophy department or 4 credits from Philosophy and 4 credits from Neuroscience and Behavior.*

**PHIL-350 Topics in Philosophy****PHIL-350FR Topics in Philosophy: 'Freedom and Responsibility'***Spring. Credits: 4*

Is free will possible if all our actions are causally determined? Might we be justified in blaming, praising, rewarding, or punishing people even if their actions are not free? Abstract metaphysical questions about freedom intersect in important ways with everyday problems in our relationships with others and our attitudes about moral ignorance, addiction, and madness. This course will examine these issues side by side in the hope of improving our understanding of freedom and responsibility.

*Applies to requirement(s): Humanities**K. Vavova**Prereq: 8 credits from the Philosophy department.**Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.***PHIL-350MD Topics in Philosophy: 'Meaning and Reality: Michael Dummett'***Not Scheduled for This Year. Credits: 4*

This course is a study of 20th Century analytic philosophy using one philosopher to focus the course, Michael Dummett. Dummett was one of the greatest philosophers of the 20th century. He gave a theory of meaning using work by Frege and Wittgenstein. He then used this to argue that if our knowledge of the Universe is to be objective, then we cannot conceive of that Universe as real. That is, it is not in existence independently of our ability to find out about it. He was the first to introduce non-classical logic as a means to address the nature of truth. This introduction to his work will fill in the background to this argument, and thereby give an overview of 20th century philosophy.

*Applies to requirement(s): Humanities**S. Mitchell**Prereq: One logic course (which may be at the 100 level) and 8 credits in the department at the 200 level or above.***PHIL-350PB Topics in Philosophy: 'Public Philosophy'***Spring. Credits: 4*

In this course we will take up the question of what it means to investigate a philosophical question in a way that is accessible to a broad audience. Students will develop their own philosophical project in an academically rigorous way and then find a way to present that project outside the classroom. Along the way we investigate the question of what counts as philosophy and why. Students should have extensive experience writing philosophy papers and be ready and willing to work independently on a philosophical topic of their choosing.

*Applies to requirement(s): Humanities**N. Emery**Prereq: 8 credits in Philosophy.***PHIL-350SE Topics in Philosophy: 'Philosophy and Science of Emotion'***Not Scheduled for This Year. Credits: 4*

This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? Feelings? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don't inform each other, as well as how they can help us understand the nature of emotions.

*Crosslisted as: NEURO-309SE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer**Prereq: 8 credits in Philosophy or Neuroscience and Behavior, or 4 credits in each.***PHIL-350TM Topics in Philosophy: 'Philosophy of Time'***Not Scheduled for This Year. Credits: 4*

Does time flow? What is the difference between the future and the past? Is time travel possible? This course will survey the major topics in the philosophy of time from Augustine's *Confessions* and the Leibniz-Clarke correspondence to relativity theory. Along the way we will take up philosophical issues regarding the relevance of intuition, the nature of causation, determinism, and freedom, and the relationship between science and philosophy.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Emery**Prereq: 8 credits from the Philosophy department.***PHIL-375 Philosophy of Film**

An examination of different theoretical issues concerning the nature of film and film viewing. Topics vary yearly.

**PHIL-375AV Philosophy of Film: 'Artists vs. Audiences'***Not Scheduled for This Year. Credits: 4*

Usually, an artist produces a work, and then an audience experiences that work. However, sometimes audiences influence what a work means and even how an ongoing story unfolds. This course focuses on works of popular, serialized art in which the possibilities for artist/audience interaction are great, and so is the potential for conflict. We look at serial novels, film series, television shows, and new media (such as TikTok), among others. What are the rights of artists to control their works? What rights do audiences have to alter or create new works based on an existing work? What should we do when these rights conflict? What makes a "bad fan" bad? When do audiences become artists?

*Crosslisted as: FMT-330AV**Applies to requirement(s): Humanities**J. Harold**Prereq: 8 credits in Philosophy or 4 credits in Philosophy and 4 credits in Film, Media, Theater.***PHIL-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Courses Meeting Philosophy Area Requirements for the Major

### History of Philosophy

Code	Title	Credits
<b>Philosophy</b>		
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
PHIL-202	Philosophical Foundations of Western Thought: The Modern Period	4
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	4
PHIL-255	Existentialism	4

### Ethics and Value Theory

Code	Title	Credits
<b>Philosophy</b>		
PHIL-180DE	Topics in Applied Philosophy: 'Data Ethics'	4
PHIL-205	Ethics	4
PHIL-242	Social and Political Philosophy	4
PHIL-243	Science and Human Values	4
PHIL-250HG	Topics in Philosophy: 'Happiness and The Good Life'	4
PHIL-260AR	Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'	4
PHIL-260EB	Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'	4
PHIL-273	Philosophy of the Arts	4
PHIL-334KR	Topics in Ethics: 'Knowing Right from Wrong'	4
PHIL-334MA	Topics in Ethics: 'Immoral Art'	4
PHIL-334NE	Topics in Ethics: 'Neuroethics'	4
PHIL-350FR	Topics in Philosophy: 'Freedom and Responsibility'	4

### Theoretical Philosophy

Code	Title	Credits
<b>Philosophy</b>		
PHIL-222	Philosophy of Quantum Mechanics	4
PHIL-226	Philosophy of Religion	4
PHIL-272	Metaphysics	4
PHIL-281	Advanced Studies in Epistemology	4
PHIL-350FR	Topics in Philosophy: 'Freedom and Responsibility'	4
PHIL-350SE	Topics in Philosophy: 'Philosophy and Science of Emotion'	4
PHIL-350TM	Topics in Philosophy: 'Philosophy of Time'	4

### Logic

Code	Title	Credits
<b>Philosophy</b>		
PHIL-225	Symbolic Logic	4
PHIL-328	Non-Classical Logic	4
PHIL-350MD	Topics in Philosophy: 'Meaning and Reality: Michael Dummett'	4

## Physical Education and Athletics Overview and Contact Information

The Department of Physical Education aims to develop in the student an awareness and an intelligent understanding of the need for and effects of healthy physical activity. The instructional program offers opportunities for the student to acquire lifetime sport and movement skills that will enhance the overall quality of life, both now and in the future.

Four physical education units are required of all students, except transfer students and Frances Perkins Scholars who are required to complete two physical education units. Students who do not feel safe in deep water are encouraged to take a swimming course.

Most physical education courses meet two hours a week for one semester, for two physical education units. Some courses, however, meet for half a semester, for one physical education unit.

Fees are indicated where required.

The physical education department does not offer a physical education major, but a student may propose an 18-credit educational studies minor with a concentration in sport pedagogy and coaching. (See the Educational Studies chapter for further information.)

Courses numbered 100 are at the beginning level; those numbered 200 are intermediate; those numbered 300 are advanced; and those numbered 400 indicate varsity teams and/or special advanced courses.

The second number in each course number indicates a specific area of study as follows: 0, aquatics; 1, dance and individual activities; 2, exercise, fitness, and wellness; 3 and 4, varsity sports; and 5, riding.

### Dance

All Department of Dance technique courses satisfy both academic and physical education requirements. There is no "physical education unit only" option for dance department courses. Students must meet the attendance requirement to receive two physical education units. See Dance (p. 138) for course descriptions.

### Riding

The Equestrian Center and its instructors are licensed by the Commonwealth of Massachusetts. Under Massachusetts law, "an Equine Professional is not liable for an injury to, or death of, a participant in equine activities resulting from the inherent risk of equine activities, pursuant to section 2D of Chapter 128 of the General Laws."

Mount Holyoke College has the option to cancel/combine classes to maintain an enrollment of four or more in a class.

All riders must wear properly fitting headgear passing or surpassing current applicable ASTM/SEI standards with harness secured when mounted. With the exception of beginner classes, all riders must have the following riding attire to participate in riding classes: approved helmet, riding breeches, and correct footwear. Correct footwear includes: paddock boots with half chaps or tall riding boots. Full chaps and paddock boots are allowed during cold weather. No tank tops.

All riders must be prepared to allow approximately one half-hour before and after each class to properly groom, tack, and cool out their horse.

Riding is a sport in which the rider's balance and the horse's balance are integrally connected. When a rider's body weight is significantly high in

relation to height, the rider may struggle enough with one's own balance to endanger both the rider's and horse's safety, especially when learning to ride and when jumping. There are also times when the Equestrian Center does not have horses suitable to carry these riders. With these two facts in mind, the Equestrian Center reserves the right to prohibit students' participation in a riding class or to limit the horses that they ride. The Equestrian Center may also limit the activities in which they may participate within their physical education class if the instructor feels that either the student's or horse's safety and well-being is at risk. The Equestrian Center staff is committed to encouraging fitness through riding and will collaborate with the physical education department to improve any interested student's fitness level for a safe riding experience.

Students with any questions about their riding level should see the Riding Program ([http://athletics.mtholyoke.edu/facilities/equestrian\\_center/riding\\_program/](http://athletics.mtholyoke.edu/facilities/equestrian_center/riding_program/)) website or email [equestrian@mtholyoke.edu](mailto:equestrian@mtholyoke.edu).

## Contact Information

**Debby Ghezi, Interim Director of Athletics and Chair of Physical Education**  
**Aldo Santiago, Non-Riding Physical Education Coordinator**  
**Joy Collins, Riding Physical Education Coordinator**

106 Kendall Sports & Dance Complex; Equestrian Center  
 413-538-2310 (PE & Athletics); 413-538-2472 (Equestrian)  
<https://www.mtholyoke.edu/academics/find-your-program/physical-education-and-athletics> (<https://www.mtholyoke.edu/academics/find-your-program/physical-education-and-athletics/>)

## Faculty

David Allen, Head Swimming and Diving Coach; Senior Lecturer in Physical Education and Athletics

Erica Lemm, Interim Director of Athletics and Senior Lecturer in Physical Education and Athletics; Associate Director of Athletics and Senior Lecturer in Physical Education and Athletics

Ellen Perrella, Head Athletic Trainer; Senior Lecturer in Physical Education and Athletics

Erin Robson, Head Squash Coach; Senior Lecturer in Physical Education

Aldo Santiago, Head Tennis Coach; Senior Lecturer in Physical Education and Athletics

Andrea Whitcomb, Head Field Hockey Coach; Senior Lecturer in Physical Education and Athletics

Iris Carpio, Head Volleyball Coach; Lecturer in Physical Education and Athletics

Joy Collins, Riding Program and Community Lesson Manager, Riding Instructor

Carol Law, Director of Collegiate Riding, Riding Instructor

Paula Pierce, Director of Equestrian Center, Riding Instructor

## Course Offerings

### Aquatics

#### PE-101 Beginning Swimming

*Fall and Spring.*

For the student who has little to no experience in the water. Introduces breath control, bobbing and floating. Stresses safety and comfort in the water and covers basic strokes and water entries.

*D. Allen, W. Tyler*

*Notes: 1 PE unit. Half semester. Repeatable.*

#### PE-102 Springboard Diving

*Fall.*

An introduction to the techniques of springboard diving. Includes forward, backward, inward, reverse and twisting dives.

*R. Araujo*

*Notes: 2 PE units. Repeatable.*

#### PE-103 Advanced Beginning Swimming

*Fall and Spring.*

For students who are comfortable in the water with a few basic swimming skills. Reviews the basic front and back strokes, floating and treading water. Introduces additional strokes and techniques.

*D. Allen, W. Tyler*

*Notes: 1 PE unit. Half semester. Repeatable.*

#### PE-303 Swim and Stay Fit

*Not Scheduled for This Year.*

Offers conditioning through endurance swimming. Includes instruction on stroke technique.

*D. Allen*

*Advisory: For intermediate and advanced swimmers*

*Notes: 2 PE units. Repeatable.*

#### PE-306 Red Cross Lifeguard Training

*Fall.*

Includes certifications in Lifeguarding, CPR for the Professional Rescuer, and Standard First Aid. Requirements include text and assigned reading and a written and practical final examination.

*D. Allen*

*Advisory: Screening test; for advanced swimmers.*

*Notes: 3 PE units with certification, 2 PE units without. Some classes for the required CPR training portion will meet between 8:00am and 9:50am. Fee course. Repeatable.*

## Exercise, Fitness, and Wellness

#### PE-113 Introduction to Mindfulness

*Spring.*

This course will introduce the practice of mindfulness to the student. Scientific research has shown that practicing mindfulness can help people manage stress and enhance their quality of life. It can help people cope with anxiety, navigate the tasks they face, and achieve meaningful personal growth. The course will be based on Koru Mindfulness and cover topics such as body scanning, belly breathing, dynamic breathing, eating meditation, walking meditation, Gathas and guided imagery. The course supports the four areas of the Be Well initiative including a healthy mind, body, community, and life.

*D. Allen*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*



**PE-123 Running for Fitness***Fall and Spring.*

Covers all aspects of running, including gear, training, and running techniques. All levels of runners welcome.

*J. Hartshorn**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-125 Weight Training***Fall and Spring.*

Covers basic weight-training techniques and theory. Instructs students in the use of weight machines and a variety of other modalities. Allows students to develop individualized weight-training programs.

*J. Hartshorn, A. O'Byrne, J. Ward, A. Whitcomb**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE Unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-127 Be Well Healthy Habit Training***Fall.*

This course will provide the structure and instruction to practice a healthy start to the day for the mind and body. In support of the Be Well Program, this course introduces morning habits and routines that promote daily attention to health, wellness, and empowerment. Class time will include breathing exercises, meditation, physical activity, reflection, journaling, and goal setting. Students will have an individual morning routine mapped out for daily use beyond the course to approach each day with a proactive and positive mindset.

*E. Robson**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-128 Walking for Fitness***Fall and Spring.*

Covers all aspects of walking, focusing on incorporating walking into a lifetime fitness regimen. Emphasis on cardiovascular fitness by use of heart rate monitoring and perceived exertion. Goals will be set for distance and time.

*D. Allen, J. Hartshorn, A. O'Byrne, B. Proctor, A. Santiago, J. Ward**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE Unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-161 Introduction to HIIT (High-Intensity Interval Training)***Spring.*

HIIT (High-Intensity Interval Training) is a method of exercising that combines high-intensity bouts of exercise with periods of rest or lower-intensity exercises in that relatively short period of time. HIIT has become a popular method of exercising because of the associated cardiovascular health benefits that can be achieved in a relatively short period of time. A typical HIIT workout is 10-30 minutes long depending on programming. In this course, students will be introduced to HIIT training in a safe and phased manner while workouts progressively become harder. Each class session will include a proper warm-up, a HIIT workout, and mobility work as a cool down. HIIT workouts may combine anaerobic (e.g. jumping, sprinting), aerobic (e.g. walking, jogging), strength (e.g. push-ups, lunges), and core (e.g. planks, squats) exercises.

*I. Carpio**Restrictions: This course is limited to first-years and sophomores.**Advisory: Although it is highly recommended that students who take this class already be physically active, students who are serious about learning how to exercise are encouraged to take the course.**Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-163 -Train for A 5K Run***Spring.*

This semester-long physical education class is for runners of all levels – from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. Students will be introduced to different types of workouts (such as intervals, fartleks, and tempos) and will learn how to adjust these workouts to meet their individual fitness needs. Workshop topics will include form and technique, stretching and foam rolling, strength training, injury prevention, nutrition, and many others. At the end of the course, students have the opportunity to participate in two local 5K races, one at Mount Holyoke and one at UMass.

*L. Ritchie**Notes: 2 PE units. Repeatable.***PE-325 Functional Strength Training***Spring.*

Introduces an integrated, functional approach to strength training that incorporates balance, coordination, and agility. Teaches weight training without machines, using dumbbells, medicine balls, stability balls, and primarily utilizing body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given.

*E. Perrella**Advisory: This class is designed for students who have at least a minimal level of fitness.**Notes: 1 PE unit. Half semester. Repeatable.***Dance and Individual Activities****PE-110 Hiking in the Pioneer Valley***Fall.*

This course will introduce and develop an understanding of the activity of hiking by presenting the basics in the form of lecture and activity. It will cover safety, equipment, and planning trips. Course will consist of local hikes.

*J. Hartshorn, C. Murphy**Restrictions: This course is limited to first-years and sophomores.**Notes: 2 PE units. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-111 RAD (Rape Aggression Defense) Self Defense**

*Fall and Spring.*

This course is part of a nationally-recognized program in Rape Aggression Defense (RAD). It will cover "streetwise" self-defense techniques, including stances, blocking, kicking, striking, voice commands and ground defense. It will also impart techniques for risk awareness, risk recognition and risk reduction.

*K. Cournoyer-Cronk, A. Gonzalez*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. repeatable; dress comfortably with athletic shoes with non-marking soles. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-112 Yoga**

*Fall and Spring.*

Yoga is an ancient practice from India that develops a balance of physical strength and flexibility and promotes evenness of mind. This class introduces and builds on basic postures, meditation, and breathing techniques with a focus on unifying breath with movement. Revered for its therapeutic benefits, yoga can be practiced by people of all abilities with safe and healthy results.

*L. Cameron*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration. It is strongly recommended that students bring their own yoga mats.*

**PE-211 RAD (Rape Aggression Defense) Keychain Self Defense**

*Fall.*

This six-week course is a continuation of the RAD Self-Defense course. The Kubotan is a keychain that doubles as a self-defense tool. It is easy to learn to use and carry. The keychain can enable any person, with a minimum of training, to defend oneself, by nullifying any power/strength imbalance between oneself and the attacker.

*K. Cournoyer-Cronk*

*Restrictions: This course is limited to first-years and sophomores.*

*Prereq: PE-111.*

*Advisory: Completion of a basic RAD self defense class.*

*Notes: 1 PE unit. Half semester; dress comfortably with athletic shoes with non-marking soles. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**Sports****PE-131 Beginning Tennis**

*Fall and Spring.*

This course is an introduction to the game of tennis. It covers the basic skills, rules and strategy of singles and doubles. It is designed for beginning players with little or no tennis experience.

*A. Santiago*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-132 Soccer**

*Spring.*

Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.

*B. Proctor*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-133 Canoeing**

*Fall.*

This course will provide basic skills and knowledge necessary for safe enjoyment of recreational flat water canoeing. It will cover basic tandem bow and stern strokes. It will provide students with the awareness of common hazards associated with the sport and develop the safety knowledge to avoid such hazards.

*J. Hartshorn, C. Murphy*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: Must be a swimmer; swim test given at first class meeting.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-134 Badminton**

*Fall and Spring.*

This course is an introduction to the game of badminton. Teaches and builds on the skills, rules and strategy of singles and doubles.

*I. Carpio, A. O'Byrne*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-135 Volleyball**

*Spring.*

Covers and builds on basic skills and strategies of volleyball.

*I. Carpio*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-138 Basketball**

*Fall and Spring.*

Basketball is a team sport that is played in a five on five format with all players playing both offense and defense. This course is designed for people who have limited experience of the game. Students of this class will be given the opportunity to develop knowledge, skills, and techniques of basketball.

*J. Ward*

*Notes: 1 PE unit. Repeatable.*

**PE-140 Indoor Rowing**

*Fall and Spring.*

Rowing is a lifelong activity that provides great cardiovascular conditioning as well as an overall muscular workout. This course will introduce or perfect the participant's rowing stroke in the rowing tank or on the rowing machines (ergometers). Proper stretching and strategies for working out will also be discussed.

*C. Murphy*

*Notes: 1 PE unit. Half semester. Repeatable.*

**PE-147 Squash***Fall and Spring.*

Squash is a course that reviews all of the basic shots, techniques, and strategies for the game of squash. This course is appropriate for students with or without experience in squash or other racquet sports.

*L. Xaba**Restrictions: This course is limited to first-years and sophomores.**Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-148 Pickleball***Fall and Spring.*

This course is designed for players with little or no experience in pickleball. The students will be introduced to the following: rules and scoring; groundstrokes, volleys, serves, return of serve, dinks, drop shots, lobs, and overhead smash; basic singles and doubles play; sportsmanship guide, pickleball etiquette; safety; and life-long play.

*I. Carpio, A. O'Byrne, B. Proctor, A. Whitcomb**Notes: 1 PE unit. Repeatable.***PE-231 Intermediate Tennis***Not Scheduled for This Year.*

Reviews the basic strokes. Emphasizes the lob, overhead, return of serve, and strategy for both singles and doubles.

*A. Santiago**Prereq: PE-131.**Notes: 2 PE units. Repeatable.***Riding****PE-051 Beginning Riding: An Introductory Course***Fall and Spring.*

Teaches safety and general procedures in handling, grooming, and tacking the horse. Allows mounted students to learn and practice the basic riding position and communication aids for stopping, going and turning at the walk and trot. Instruction will be multidisciplinary. Special emphasis on horse care and overall stable management, with one meeting per week unmounted. For those with no prior horse experience and/or no formal riding instruction.

*A. Golembeski, The department**Notes: 2 PE units. Repeatable. Fee: \$850.***PE-052 Beginning Riding II***Fall and Spring.*

Continues to teach unmounted safe handling and tacking procedures. Reviews basic riding position and the proper aids for the walk and trot with emphasis on greater control and harmony with the horse. Introduces canter work and the jumping position.

*L. Donaldson, A. Golembeski, The department**Notes: 2 PE units. Repeatable. Fee: \$850.***PE-151 Low-Intermediate Riding***Fall and Spring.*

Teaches students to improve control of the horse on the flat and may introduce low jumps. Focus on the rider includes developing a stable position, strength, and balance. For riders capable of controlling a horse at the walk, trot, and beginning canter.

*J. Collins, L. Sattler, S. Trase**Notes: 2 PE units. Repeatable. Fee: \$850.***PE-155 Novice Western Riding***Fall and Spring.*

For the rider who would like to develop western riding skills including horsemanship, showmanship, trail and pattern work. Riders must be able to walk, jog and lope.

*J. Collins, The department**Advisory: Riders must be able to walk, jog, and lope.**Notes: 2 PE units. Riding fee \$850. Repeatable.***PE-250 Intermediate General Riding***Fall.*

For riders with moderate experience who would like to ride on the flat (no jumping). Riders must be capable of walking, trotting and cantering. The instructor will stress finer communication with the horse through use of both modern and classical approaches and exercises. Principles of hunt seat equitation and dressage style riding will be explored as well as tangential topics such as longe-ing, bareback, green horse training and in hand work.

*A. Ingellis**Notes: 2 PE units. Fee \$850. Repeatable.***PE-251 Intermediate Riding***Fall and Spring.*

Focuses on improving the rider's effective use of the aids to influence the horse and on developing a secure position and balance. For those capable of riding on the flat and over two-foot jumps, while maintaining control of the horse.

*R. Bigelow, N. Eula, C. Law, M. Lynch, L. Peteros**Instructor permission required.**Notes: 2 PE units. Repeatable. Fee: \$850.***PE-252 Introduction to Dressage***Fall and Spring.*

Teaches riders with a solid mastery of riding at all three gaits and how to begin to put a horse on the bit. Teaches students how to correctly ride the dressage movements required at the lower training levels while focusing on confidence.

*A. Ingellis, P. Pierce**Advisory: Must be able to walk-trot-canter.**Notes: 2 PE units. Repeatable. Fee: \$850.***PE-351 High-Intermediate Riding***Fall and Spring.*

Emphasizes maintaining proper position and balance at all paces and over more complex courses. Focuses on riding technique to persuasively influence the horse's movements. Riders taking this class should be capable of jumping a three-foot course and riding more athletic horses.

*C. Law, N. Cannici**Notes: 2 PE units. Repeatable. Fee: \$850.***PE-352 Intermediate Dressage***Fall and Spring.*

Teaches riding to students who have had an introduction to dressage how to gain more confidence and skill, influencing horses in all three gaits and how to correctly ride the dressage movements required at the upper training levels. Riders must be able to put most horses on the bit.

*A. Ingellis**Notes: 2 PE units. Repeatable. Fee: \$850.*

**PE-356 High Intermediate/Advanced Dressage**

*Not Scheduled for This Year.*

For dressage riders at the high intermediate and advanced levels who are interested in a once-per-week riding class. Riders will work to confidently influence horses at all three gaits and perform dressage movements with the correct application and timing of the aids.

*The department*

*Instructor permission required.*

*Advisory: Riders should be capable of riding upper training or first level at a minimum.*

*Notes: 1 PE unit. Riding Fee \$500. Meets once per week. Repeatable.*

**PE-451 Advanced Riding**

*Fall and Spring.*

Develops the art of communication with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Riders taking this course should be capable of jumping a 3'3" to 3'6" course.

*J. Collins, N. Eula, C. Law*

*Notes: 2 PE units. Repeatable. Fee: \$850.*

**PE-452 Advanced Dressage**

*Fall and Spring.*

For experienced dressage riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of aids through a balanced and effective seat. Riders at this level must have experience riding First Level movements or above.

*A. Ingelis*

*Notes: 2 PE units. Repeatable. Fee: \$850.*

**PE-459 Private Riding Instruction****PE-459RA Private Riding Instruction 2x/week**

*Fall.*

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.

*J. Collins*

*Instructor permission required.*

*Notes: 2 PE units. Repeatable. Fee: \$1360, 17 lessons.*

**PE-459RB Private Riding Instruction 1x/week**

*Fall.*

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horse or those with access to privately owned horses.

*J. Collins*

*Instructor permission required.*

*Notes: 1 PE unit. 9 lessons; riding fee \$720. Repeatable.*

**PE-461 Semi-Private Riding Instruction**

Semi-private instruction available by arrangement and permission of instructor. Until further notice, semi private lessons are only available for those with their own horse or those with access to privately owned horses.

**PE-461RA Semi-Private Riding Instruction 2x/week**

*Fall.*

Semi-private instruction available by arrangement and permission of instructor. Until further notice, semi-private lessons are only available for those with their own horses or those with access to privately owned horses.

*J. Collins*

*Instructor permission required.*

*Notes: 2 PE units. Repeatable. Fee: \$1105, 17 lessons.*

**PE-461RB Semi-Private Riding Instruction 1x/week**

*Fall.*

Semi-private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.

*J. Collins*

*Instructor permission required.*

*Notes: 1 PE unit. 9 lessons (45-60 minutes); once per week. Riding fee \$585. Repeatable.*

**Club Sports****PE-261 Club Fencing**

*Fall and Spring.*

Club Fencing provides interested students a chance to learn and compete in fencing which may provide continued enjoyment throughout life. The club holds weekly practice sessions, attends USFA tournaments and practices with area clubs.

*The department*

*Instructor permission required.*

*Notes: 1 PE unit. Repeatable. For more information on the club visit Embark (<https://embark.mtholyoke.edu/fencing/home/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.*

**PE-262 Club Ice Hockey**

*Fall and Spring.*

Club ice hockey is open to those interested in learning the sport. No previous experience is required.

*T. Cardosi*

*Instructor permission required.*

*Notes: 1 PE unit. Repeatable. For more information on the club visit the club Google site (<https://tinyurl.com/mhchih/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.*

**PE-263 Club Rugby**

*Fall and Spring.*

Mount Holyoke College Rugby Football Club is a club Rugby Union team. It practices in the fall and spring and has competition in each semester. It is a member of the NEWCRC (15's conference) and NEC7C (7's conference).

*J. LeGrand, H. Verelst*

*Instructor permission required.*

*Notes: 1 PE unit. Repeatable. For more information on the club visit the Rugby Club site (<https://mountholyokerugby.wordpress.com/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.*



**PE-264 Ultimate Frisbee Club***Fall and Spring.*

Ultimate Frisbee Club practices year-round on Tuesday, Wednesday, and Thursday evenings, and has team workouts on Sundays. Many weekends in September, October, March, and April are spent at tournaments. Players on the A team should be fully committed to the team and are expected to attend every practice and tournament. B team players are not held to strict attendance guidelines for competition, but need to attend two practices/week for a PE unit.

*J. Baumann, P. Howell**Instructor permission required.*

*Notes: 1 PE unit. Repeatable. For more information on the club visit the Ultimate site (<https://mhc-ultimate.github.io/mhcultimate/about.html>).*

*To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester.*

*Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.*

**PE-266 Dressage Club***Fall and Spring.*

Dressage is a club sport at Mount Holyoke College. The dressage team is a member of the Intercollegiate Dressage Association (IDA), Region B. Our team has won National Champion honors at Nationals five times (2002, 2003, 2004, 2008, and 2013), and has won Reserve National Champion honors three times (2005, 2007, and 2017). Many of our riders have also earned regional and national individual titles.

*A. Ingellis**Instructor permission required.*

*Notes: 1 PE unit. Repeatable. For more information on the club visit the Dressage site (<https://commons.mtholyoke.edu/dressage/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must be a mounted rider in the club. Attendance will be monitored.*

*Retroactive enrollment in the class at any point past the add period will not be allowed.*

**PE-267 Western Club***Fall and Spring.*

The Western Club competes in the IHSA. We also are affiliated with the AQHA and NRHA and compete in western horsemanship and reining during the season.

*K. Wainscott**Instructor permission required.*

*Notes: 1 PE unit. Repeatable. For more information on the club visit the Western site (<https://commons.mtholyoke.edu/mhcwestern/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must be a mounted rider in the club. Attendance will be monitored.*

*Retroactive enrollment in the class at any point past the add period will not be allowed.*

**Academic Courses****PHYED-275 Introduction to Sport Pedagogy***Spring. Credits: 4*

This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*D. Allen**Notes: No PE units awarded.***PHYED-295 Independent Study***Fall and Spring. Credits: 2 - 4**The department**Instructor permission required.***PHYED-395 Independent Study***Fall and Spring. Credits: 4 - 8**The department**Instructor permission required.***Athletics****PE-401 Intercollegiate Swimming and Diving Team***Spring.*

The intercollegiate swimming and diving teams are comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*D. Allen**Notes: 2 PE units. Team selection by tryouts. Repeatable.***PE-423 Intercollegiate Cross-Country Running Team***Fall.*

Includes five to seven meets. Seven Sisters Invitational Tournament, New England Championships, and NEWMAC Championship.

*J. Hartshorn**Advisory: Team selection by tryouts.**Notes: 2 PE units. 5 meetings. Repeatable.***PE-431 Intercollegiate Tennis Team***Fall and Spring.*

The intercollegiate tennis team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*A. Santiago**Instructor permission required.*

*Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.*

**PE-432 Intercollegiate Soccer Team**

Fall.

Includes fourteen-game schedule. NEWMAC Championship.

*B. Proctor*

*Instructor permission required.*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE units. 5 meetings. Repeatable.*

**PE-435 Intercollegiate Volleyball Team**

Fall.

Includes 18- to 20-match schedule. Volleyball Hall of Fame Invitational, and NEWMAC Championship.

*I. Carpio*

*Instructor permission required.*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE units. 5 meetings. Repeatable.*

**PE-438 Intercollegiate Basketball Team**

Spring.

The intercollegiate basketball team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*J. Ward*

*Notes: 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.*

**PE-441 Intercollegiate Rowing Team**

Fall and Spring.

The intercollegiate rowing team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*C. Murphy*

*Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.*

**PE-442 Intercollegiate Squash Team**

Spring.

The intercollegiate squash team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*E. Robson*

*Notes: 2 PE units. Team selection by tryouts. Repeatable.*

**PE-443 Intercollegiate Track and Field Team**

Spring.

The intercollegiate track and field team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*J. Hartshorn*

*Notes: 2 PE units. Team selection by tryout; 5 meetings. Repeatable.*

**PE-445 Intercollegiate Lacrosse Team**

Spring.

The intercollegiate lacrosse team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*A. O'Byrne*

*Notes: 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.*

**PE-446 Intercollegiate Field Hockey Team**

Fall.

Includes 18-game schedule. Seven Sisters Tournament and NEWMAC Championship.

*A. Whitcomb*

*Instructor permission required.*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE units. 5 meetings. Repeatable.*

**PE-458 Intercollegiate Riding Team**

Fall and Spring.

The intercollegiate riding team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*C. Law*

*Instructor permission required.*

*Notes: 1 PE unit. Repeatable.*

## Physics

### Overview and Contact Information

Consulting with a departmental advisor, the student may design their major curriculum for various purposes. They may take the courses necessary to prepare for graduate study in physics or closely related fields (including engineering), or they may plan a program that, together with courses from other disciplines, prepares them for advanced work in medicine, environmental engineering, or other physical sciences or branches of engineering, as well as for secondary school teaching, technical writing, or technical positions in industry. Students interested in geophysics, astrophysics, materials science, biophysics, physical chemistry, and other similar programs can work out special majors in consultation with faculty in the appropriate departments.

### See Also

- Engineering (p. 161)
- Dual-Degree in Engineering (p. 12)

### Contact Information

**Kerstin Nordstrom, Chair**

**Loryn Engelbrecht, Academic Department Coordinator**

206 Kendade Hall

413-538-2238

<https://www.mtholyoke.edu/academics/find-your-program/physics>

(<https://www.mtholyoke.edu/academics/find-your-program/physics/>)

## Learning Goals

Graduating physics majors will be prepared for graduate work in the sciences and engineering, or a wide variety of careers in teaching, industry, or public service. Students will be prepared to:

- Apply their physical reasoning and analytic skills to tackle complex problems in a variety of academic, research, and innovative work environments; and alternative careers.
- Synthesize and apply sophisticated mathematical and physical models to complex, real-world problems.
- Apply knowledge and skills gained in the physics major toward broader goals, including social issues, environmental concerns, and daily problems.
- Engage in self-directed learning by consulting the necessary resources and building knowledge of their own strengths and weaknesses.
- Know when and how to quickly address challenging questions.
- Be a strong, confident physics major who embarks in the world and can apply their analytical skills to quickly address questions when appropriate and think deeply and at length when needed.

Physics majors will develop strong problem solving skills. Students will:

- Be able to plan an effective approach to challenging problems.
- Use proportional, conceptual, analytical, numerical, computational, and qualitative reasoning, distinguishing when each is appropriate.
- Learn to critically evaluate their assumptions, methodology and results, and to revise their approach as needed.
- Develop cooperative group problem solving skills, engaging in effective communication, planning and evaluation.
- Develop confidence and skills to independently solve complex problems.
- Develop the metacognitive skills required to engage in self-assessment of their own strategies and approaches.

Physics majors will develop strong technical skills. Students will:

- Develop strong mathematical skills required to address technical scientific problems.
- Gain hands-on experimental skills, including common methodology, experimental design, troubleshooting, analysis, and interpretation.
- Acquire computational skills, including numerical methods, implementation of models, visualization of results, and analysis of data sets.
- Understand how to read, interpret, and evaluate technical articles, and how to perform literature searches.

Physics majors will develop strong communication skills. Students will:

- Clearly articulate complex technical ideas in speech in preparation for both formal and informal scientific settings.
- Clearly articulate complex technical ideas in writing in preparation for both formal and informal scientific settings.
- Be able to explain complex science to the general public.
- Communicate effectively in collaborative group settings.
- Effectively ask and respond to questions with confidence.

Physics majors will develop an appreciation for how physics and science enriches their experience of the world. Students will:

- Understand the technical role of science in the modern world; for example, applications of scientific reasoning to policy decisions, technological innovations, etc.
- Consider the complex intersection of science and culture, including public opinion, power structures, and changing norms.
- Appreciate how science progresses as an evolving, self-correcting process.
- Specifically, appreciate the historical and philosophical developments in physics.
- Develop an appreciation of physics as a discipline that develops quantitative models, based on foundational principles, resulting in specific predictions to be tested by experiment, to describe the world.
- Appreciate the relationship of physics to the other sciences, and the interdisciplinary nature of modern challenges.

## Faculty

**This area of study is administered by the Department of Physics:**

Katherine Aidala, Kennedy-Schelkunoff Professor of Physics; Director of the Fimbel Maker Innovation Lab

Alexi Arango, Associate Professor of Physics

Kerstin Nordstrom, Associate Professor of Physics

Spencer Smith, Associate Professor of Physics

Desalegn Debu, Visiting Lecturer in Physics

Shaun Marshall, Visiting Lecturer in Physics

## Requirements for the Major

A minimum of 37 credits:

Code	Title	Credits
As a prerequisite for PHYS-110:		
MATH-101	Calculus I	
PHYS-110	Force, Motion, and Energy <sup>1</sup>	4
As a prerequisite for PHYS-201:		
MATH-102	Calculus II	
PHYS-201	Electromagnetism <sup>1</sup>	4
PHYS-205	Introduction to Mathematical Methods for Scientists	4
PHYS-210	Waves and Optics	4
PHYS-250	Quantum Mechanical Phenomena	4
PHYS-231	Techniques of Experimental Physics <sup>2</sup>	1
Students must also take two of:		8
PHYS-315	Analytical Mechanics	
PHYS-325	Electromagnetic Theory	
PHYS-326	Statistical Mechanics and Thermodynamics	
<b>Laboratory Work:</b>		
PHYS-220	Intermediate Lab in Physics	4
or PHYS-308	Electronics	
or PHYS-311	Computational Physics Laboratory	
And 4 additional credits of laboratory work from:		4
PHYS-295	Independent Study	
PHYS-295P	Independent Study with Practicum	
PHYS-395	Independent Study	

PHYS-395P Independent Study with Practicum  
PHYS-220 or PHYS-308, if you didn't count it already above  
or laboratory courses offered at other institutions, as arranged on  
a case-by-case basis.<sup>3</sup>

**Total Credits** 37

<sup>1</sup> Students who can demonstrate proficiency in one or both introductory courses by taking placement exams administered by the department may begin their physics study at the appropriate level but must still complete 37 credits of college-level physics courses for the major

<sup>2</sup> PHYS-231 should be taken during the first or second year

<sup>3</sup> As arranged on a case-by-case basis

<sup>4</sup> PHYS-336 (offered in alternate years) is recommended, as is MATH-211.

## Additional Specifications

- Course substitutions for the above requirements will be allowed on a case-by-case basis where it makes sense for a student's academic goals.
- Up to 4 credits of PHYS-295P or PHYS-395P may be earned through summer research, following college guidelines for awarding PHYS-295P/PHYS-395P credit. Note that PHYS-295P and PHYS-395P credit must be arranged with the department before the summer research experience begins; typically, a single eight to ten-week summer research program will account for no more than 2 credits of PHYS-295P or PHYS-395P.
- Normally, no more than 12 credits of PHYS-295, PHYS-295P, PHYS-395, or PHYS-395P will count towards the major.
- Physics majors are also encouraged to take CHEM-150.
- MATH-203 (Calculus III – multivariate calculus) and MATH-211 (linear algebra), while not required, are recommended for those students planning to take advanced physics courses or to pursue graduate study. MATH-302 (complex analysis) and MATH-333 (differential equations) are also recommended for students planning to pursue graduate study in physics or engineering.
- Students planning to pursue graduate study in physics are encouraged to take at least one graduate-level course in physics at UMass.
- For advising purposes, several Plans of Study (p. 325) are available in the physics suite showing recommended sequences of course-taking to complete the major.

## Sample Plans of Study for the Physics Major

*Courses with a footnote are required for the major.*

The recommended programs are based on the assumption that the student will undertake an independent project leading to honors in the fourth year. It is important for students to take mathematics courses which teach the specific skills needed for physics. Both integral and differential calculus are necessary for mathematical manipulation of formulas in the introductory physics courses.

Elective courses include:

Code	Title	Credits
PHYS-104	Renewable Energy	4
PHYS-220	Intermediate Lab in Physics	4

PHYS-295	Independent Study	1-4
PHYS-308	Electronics	4
PHYS-336	Quantum Mechanics	4
PHYS-395	Independent Study	1-8

Or a wide range of Five College options

## For students beginning physics in the first semester of the first year:

First Year		
Fall	Credits Spring	Credits
PHYS-110 <sup>1</sup>	4 PHYS-201 <sup>1</sup>	4
MATH-102 or 101	4 MATH-102 if needed	4
		<b>8</b>

Sophomore		
Fall	Credits Spring	Credits
PHYS-205 <sup>1</sup>	4 PHYS-250 <sup>1</sup>	4
PHYS-210 <sup>1</sup>	4 PHYS-220	4
		<b>8</b>

Junior		
Fall	Credits Spring	Credits
PHYS-311	4 PHYS-315	4
PHYS-326	4 PHYS-325	4
		<b>8</b>

Senior		
Fall	Credits Spring	Credits
PHYS-308	4 PHYS-336	4
PHYS-395	1-8 PHYS-395	1-8
		<b>5-12</b>

**Total Credits 54-68**

<sup>1</sup> Required for the major

## For students beginning physics in the second semester of the first year:

First Year		
Fall	Credits Spring	Credits
MATH-101	4 MATH-102	4
	PHYS-110 <sup>1</sup>	4
		<b>4</b>

Sophomore		
Fall	Credits Spring	Credits
PHYS-201 <sup>1</sup>	4 PHYS-220	4
PHYS-205 <sup>1</sup>	4 PHYS-315	4
		<b>8</b>

Junior		
Fall	Credits Spring	Credits
PHYS-210 <sup>1</sup>	4 PHYS-250 <sup>1</sup>	4
PHYS-311	4 Physics elective	4
		<b>8</b>

Senior		
Fall	Credits Spring	Credits
PHYS-308	4 PHYS-325	4



PHYS-326	4 PHYS-395	1-8
		<b>8</b>
		<b>5-12</b>

**Total Credits 53-60**

<sup>1</sup> Required for the major

## For students beginning physics in the first sophomore semester:

### First Year

Fall	Credits Spring	Credits
MATH-101	4 MATH-102	4
		<b>4</b>

### Sophomore

Fall	Credits Spring	Credits
PHYS-110 <sup>1</sup>	4 PHYS-201 <sup>1</sup>	4
		<b>4</b>

### Junior

Fall	Credits Spring	Credits
PHYS-205 <sup>1</sup>	4 PHYS-220	4
PHYS-210 <sup>1</sup>	4 PHYS-250 <sup>1</sup>	4
		<b>8</b>

### Senior

Fall	Credits Spring	Credits
PHYS-326	4 PHYS-315	4
PHYS-395 or 308	1-8 PHYS-325	4
		<b>8</b>

**Total Credits 45-52**

<sup>1</sup> Required for the major

- PHYS-231 should be taken during the junior or senior year
- PHYS-336, offered in alternate years, is recommended, as is MATH-211.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
Normally, courses for the minor consist of: <sup>1</sup>		
PHYS-201	Electromagnetism	4
Any three of:		12
PHYS-205	Introduction to Mathematical Methods for Scientists	
PHYS-210	Waves and Optics	
PHYS-250	Quantum Mechanical Phenomena	
PHYS-308	Electronics	
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> Other combinations of courses are also possible with permission of the department chair. Courses must be at or above the 200 level in Physics

## Teacher Licensure

Students interested in pursuing licensure in the field of physics can combine their course work in physics with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of physics, please consult your advisor or the chair of the physics department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, and consult Professor Lawrence in the psychology and education department.

Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the physics department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Getting Started in Physics

Entering students considering a major in physics are strongly urged to take PHYS-110 in the first year. While it is possible to complete the major by taking PHYS-110 and PHYS-201 as late as the second year, such a program is not recommended because this delay limits the student's opportunities for advanced electives or honors work.

### Introductory Courses and Distribution Requirements

PHYS-100–PHYS-150 is a non-calculus introductory course sequence in physics, appropriate for students in the life sciences and for students with a general, nonprofessional interest in physics. This sequence satisfies the physics requirements of medical school.

PHYS-110–PHYS-201 is a calculus-based introductory course sequence in physics, appropriate for students intending to major in a physical science. To major in physics, a student must complete PHYS-201 by the end of the sophomore year. A student with excellent preparation in physics may take a departmental placement exam to place out of one or both of these introductory courses. Any 200 or 300-level 4-credit physics course will then count for distribution in physics. PHYS-110 and PHYS-201 do not cover the full range of topics on the MCAT syllabus; the PHYS-100 and PHYS-150 sequence has a better coverage of these topics.

## Course Offerings

### PHYS-100 Foundations of Physics

Fall. Credits: 4

This course studies a variety of topics in physics unified by the physical notions of force, energy, and equilibrium. Mathematics is used at the level of geometry, proportion, and dimensional analysis. Topics, drawn from the MCAT syllabus, include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.

*Applies to requirement(s): Math Sciences*

*D. Debu*

*Coreq: PHYS-100L.*

**PHYS-104 Renewable Energy***Spring. Credits: 4*

We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

*Crosslisted as: ENVST-104**Applies to requirement(s): Math Sciences**A. Arango***PHYS-110 Force, Motion, and Energy***Fall and Spring. Credits: 4*

Studies the mechanics of material objects. Topics include Newton's laws, projectile motion, circular motion, momentum, kinetic and potential energy, angular momentum, gravitation, and oscillations. This course is appropriate for students intending to major in a physical science.

*Applies to requirement(s): Math Sciences**K. Nordstrom, S. Smith**Prereq: MATH-101 or equivalent. Coreq: PHYS-110L.**Advisory: Knowledge of calculus as demonstrated by MATH-101 or equivalent.***PHYS-132 Engineering for Everyone***Not Scheduled for This Year. Credits: 4*

Engineers change the world we live in every day by developing technologies that influence nearly every aspect of our lives. In this course, we will study how engineered things shape the world we live in. Students will engage in a team-based, hands-on engineering design project, from brainstorming solutions to a contemporary problem, to building, testing, and iterating design solutions. In the process, students will learn basic programming and fabrication skills. We will reflect together on the ethics of engineering design, and leave with a more nuanced understanding of the ways technology and society interact. Who decides what technologies matter? What is a "good" technological solution, and for whom is it "good"?

*Crosslisted as: COMSC-132**Applies to requirement(s): Math Sciences**The department**Advisory: This course has no prerequisites and is recommended for all students interested in engineering and technology.**Notes: Students interested in continuing with the Engineering Nexus are strongly recommended to take the course.***PHYS-150 Phenomena of Physics***Spring. Credits: 4*

This course studies a variety of topics in physics, drawn from the MCAT syllabus, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 100, the applicable mathematics is geometry, proportion, and dimensional analysis.

*Applies to requirement(s): Math Sciences**D. Debu**Prereq: PHYS-100 or PHYS-110. Coreq: PHYS-150L.***PHYS-201 Electromagnetism***Fall and Spring. Credits: 4*

Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Additional topics chosen according to the interests of the class and instructor.

*Applies to requirement(s): Math Sciences**A. Arango, D. Debu**Prereq: PHYS-110 and MATH-102. Coreq: PHYS-201L.***PHYS-205 Introduction to Mathematical Methods for Scientists***Fall. Credits: 4*

Topics include Taylor series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector calculus, ordinary differential equations, and Fourier series. The course includes a weekly computational lab using Python, in addition to a traditional emphasis on analytic solutions.

*Applies to requirement(s): Math Sciences**A. Arango**Prereq: PHYS-201 (or concurrent enrollment with permission).***PHYS-210 Waves and Optics***Fall. Credits: 4*

A comprehensive treatment of wave phenomena, particularly light, leading to an introductory study of quantum mechanics. Topics include wave propagation, polarization, interference and interferometry, diffraction, and special relativity.

*Applies to requirement(s): Math Sciences**A. Arango**Prereq: Electromagnetism (PHYS-201) and Intro to Math Methods (PHYS-205) or concurrent enrollment in PHYS-205 with permission.***PHYS-220 Intermediate Lab in Physics***Spring. Credits: 4*

This lab-based course is an introduction to modern, investigative, experimental physics. The course is intended as a bridge between the structured introductory lab experience and independent research. In addition to exploring key physical phenomena crucial to modern understandings and gaining familiarity with modern experimental apparatus and techniques, students complete exploratory projects of various sorts and then extended, multi-week experimental projects, participating in experimental design, construction, debugging and implementation. Students will present and interpret their experimental results and develop follow-up questions which they will answer experimentally. This course will introduce students to scientific communications skills and is speaking- and writing-intensive.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Nordstrom**Prereq: PHYS-201.***PHYS-231 Techniques of Experimental Physics***Fall and Spring. Credits: 1*

Provides training in the techniques employed in the construction of scientific equipment.

*Applies to requirement(s): Meets No Distribution Requirement**R. Higley**Restrictions: This course is limited to Physics majors.; This course is open to juniors and seniors**Notes: 1 meeting (2 hours) for 3 weeks. Credit/no credit grading.*

**PHYS-250 Quantum Mechanical Phenomena***Spring. Credits: 4*

This course provides an introduction to quantum phenomena and quantum mechanics. Topics include relativistic dynamics, blackbody radiation, and wave properties of matter. The Uncertainty Principle, Schrodinger's Equation, simple harmonic oscillators and the hydrogen atom are studied in depth, with emphasis on angular momentum, electron spin and the Pauli Exclusion Principle.

*Applies to requirement(s): Math Sciences**K. Aidala**Prereq: PHYS-205 and PHYS-210.***PHYS-290 Advanced Laboratory Practicum***Spring. Credits: 1 - 8*

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Nordstrom**Instructor permission required.**Notes: Repeatable for credit.***PHYS-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***PHYS-295P Independent Study with Practicum***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***PHYS-308 Electronics***Fall. Credits: 4*

This course is a study of electrical circuits and components with emphasis on the underlying physical principles; solid-state active devices with applications to simple systems such as linear amplifiers; feedback-controlled instrumentation; and analog and digital computing devices.

*Applies to requirement(s): Math Sciences**K. Aidala**Prereq: PHYS-150 or PHYS-201.**Notes: Meetings combine lecture and hands-on lab***PHYS-311 Computational Physics Laboratory***Not Scheduled for This Year. Credits: 4*

Computers bring a new dimension to the mathematical theories of physics, including new methods of visualization and new ways to explore theory through computer experiments. This laboratory course will combine mathematics, physics, and computation in projects that make essential use of all three together. Topics from various subfields of physics will be packaged into self-contained modules for exploration through the use of high-level computational tools.

*Applies to requirement(s): Math Sciences**S. Smith**Prereq: PHYS-205.***PHYS-315 Analytical Mechanics***Spring. Credits: 4*

Newton's great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.

*Applies to requirement(s): Math Sciences**S. Smith**Prereq: PHYS-205.***PHYS-325 Electromagnetic Theory***Spring. Credits: 4*

This course presents the development of mathematical descriptions of electric and magnetic fields; study of interactions of fields with matter in static and dynamic situations; mathematical description of waves; and development of Maxwell's equations with a few applications to the reflection and refraction of light and microwave cavities.

*Applies to requirement(s): Math Sciences**D. Debu**Prereq: PHYS-205 and PHYS-210.***PHYS-326 Statistical Mechanics and Thermodynamics***Fall. Credits: 4*

This course presents thermodynamic and statistical descriptions of many-particle systems. Topics include classical and quantum ideal gases with applications to paramagnetism; black-body radiation; Bose-Einstein condensation; and the Einstein and Debye solid; the specific heat of solids.

*Applies to requirement(s): Math Sciences**K. Nordstrom**Prereq: Quantum Mechanical Phenomena (PHYS-250) and Intro to Math Methods (PHYS-205) or permission from department.***PHYS-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering***Spring. Credits: 4*

The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Through project/case studies, basic scientific principles will be developed along side of basic engineering principles.

*Crosslisted as: CHEM-328**Applies to requirement(s): Math Sciences**Other Attribute(s): Writing-Intensive**M. Gomez**Prereq: MATH-102 and any chemistry or physics course.***PHYS-336 Quantum Mechanics***Fall. Credits: 4*

This course is an introduction to formal quantum theory: the wave function and its interpretation, observables and linear operators, matrix mechanics and the uncertainty principle; solutions of one-dimensional problems; solutions of three-dimensional problems and angular momentum; and perturbative methods.

*Applies to requirement(s): Math Sciences**S. Smith**Prereq: PHYS-250.*

**PHYS-390 Advanced Laboratory Practicum***Spring. Credits: 1 - 8*

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Nordstrom**Instructor permission required.**Prereq: 16 credits in Physics.**Notes: Repeatable for credit.***PHYS-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***PHYS-395P Independent Study with Practicum***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Psychology

## Overview and Contact Information

The major in psychology requires coursework in research methods, statistics, developmental psychology, social psychology, personality and abnormal psychology, perception and cognition, and the study of the biological bases of behavior.

- Developmental psychology includes the study of children, adolescents, and life-span issues.
- Social psychology examines such issues as the psychology of racism, the psychology of women, and the effects of social influence on families and individuals.
- Personality and abnormal psychology deals with theories of personality, concepts of abnormality, psychoanalytic psychology, and the history of psychoanalysis.
- Perception and cognition examines how humans learn, think, remember, see, and hear.
- The study of the biological bases of behavior looks at comparative animal behavior, behavior neuroscience, and sensory psychology.

A hallmark of the curriculum is a series of advanced-level laboratory courses beyond our intermediate-level statistics and research methods courses. Each area of the curriculum has advanced laboratory courses and seminars, providing a very wide range of choice, and requiring hands-on research experience. In addition to our courses, the department emphasizes independent work with faculty, and there is an array of such opportunities, ranging from one-or two-credit experiences for first-year students to honors theses for seniors.

## See Also

- Psychology & Education (p. 350)

## Contact Information

**Mara Breen, Co-chair****KC Haydon, Co-chair****Janet Crosby, Academic Department Coordinator**

303 Reese Psychology and Education Building

413-538-2422

<https://www.mtholyoke.edu/academics/find-your-program/psychology>[\(https://www.mtholyoke.edu/academics/find-your-program/psychology/\)](https://www.mtholyoke.edu/academics/find-your-program/psychology/)

## Learning Goals

By participating in coursework and experiences constituting a major in Psychology, students will acquire the following knowledge and skills:

- Through introductory courses, students will gain a comprehensive overview of the field of psychology, the intersections among sub-fields, and the connections among theory, research, and practice (including both classic and cutting-edge questions and problems within the field).
- Through core courses such as statistics and research methods, students will learn a variety of research approaches (both quantitative and qualitative), develop technological skills and facility with a variety of software, and become fluent in the ethical issues involved in human and non-human research.
- Through intermediate and advanced courses, students will learn how to read primary sources of psychological and educational research (both contemporary and historical), and learn how to analyze underlying assumptions, apply theoretical frameworks, and evaluate the validity of empirical evidence.
- From the curricular offerings, students will understand how psychological and educational questions and research may reflect gender, race, and social class biases and learn innovative ways of applying theory and research to critical social issues.
- Through our unique focus on research and independent study, students will have opportunities to develop skills as articulate writers and speakers and will gain additional research experience through participation in research projects with distinguished department faculty.

## Faculty

**This area of study is administered by the Department of Psychology and Education:**

Katherine Binder, William R. Kenan, Jr. Professor of Psychology, Teaching Spring Only

Mara Breen, Professor of Psychology and Education

Amber Douglas, Professor of Psychology and Education

KC Haydon, Professor of Psychology and Education

Becky Packard, Professor of Psychology and Education

Corey Flanders, Associate Professor of Psychology and Education, Teaching Fall Only

Jennifer Jacoby, Associate Professor of Psychology and Education; Director of First-Year Seminars; Director of the Teaching and Learning Initiative

Jared Schwartz, Associate Professor of Psychology and Education; Director of the Science Center

John Tawa, Associate Professor of Psychology, Teaching Fall Only



Travis Hodges, Assistant Professor of Psychology

Balbir Singh, Assistant Professor of Psychology

Alyssa Norris, Visiting Lecturer in Psychology

Kelley O'Carroll, Visiting Lecturer in Psychology and Education

Nathaniel Stafford, Visiting Lecturer in Psychology

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
One 100-level course in psychology		4
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
At the 200 level, all majors must take courses in at least three of the five areas of the psychology curriculum: <sup>1</sup>		12
A) social psychology		
B) personality and abnormal psychology		
C) developmental and educational psychology		
D) perception, cognition and language		
E) biological bases of behavior		
At least one 300-level laboratory course. Current laboratory courses are:		4
PSYCH-310	Laboratory: Social Psychology	
PSYCH-326	Laboratory in Personality and Abnormal Psychology	
PSYCH-330	Lab in Developmental Psychology	
PSYCH-331	Laboratory in Early Childhood Learning and Development	
PSYCH-340	Laboratory in Perception and Cognition	
PSYCH-350	Lab in Biological Bases of Behavior	
Two additional 300-level courses, which can be fulfilled by any combination of the following:		8
Additional laboratory courses		
Lecture, seminar, practicum courses		
Independent study at the 300 level <sup>2</sup>		
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> At least one of these courses must be from areas D or E. PSYCH-295 cannot be used to fulfill this requirement

<sup>2</sup> Only one PSYCH-395 can be used for this requirement

## Additional Specifications

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see PSYCH-295, PSYCH-395). Students are encouraged to discuss this option with any member of the department.
- Students who expect to do graduate work in psychology should consult with their advisors or with members of the department regarding their program within the department as well as election of related courses from other departments.
- Declaration of major forms should be signed by the department's academic department coordinator.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
Two other courses at the 200 or the 300 level, of which:		8
one must be from curriculum areas A–C: social psychology; personality and abnormal psychology; and developmental and educational psychology		
one must be from curriculum areas D–E: perception, cognition, and language; and biological bases of behavior		
<b>Total Credits</b>		<b>16</b>

## Course Advice

The Psychology and Education department offers a wide array of courses in the following areas:

### General Psychology

#### Social Psychology

The courses in the area of social psychology are concerned with how the social environment affects the behavior of individuals. Among the major topics covered are the ways attitudes develop and change; the conditions under which individuals adhere to or deviate from social norms; the behavior of groups; communication; social interaction and interpersonal relationships; and the differences in behavior across gender identities.

#### Personality and Abnormal Psychology

The courses in this area cover the fields of personality, abnormal psychology, and psychotherapy. The field of personality, the systematic study of individual differences and similarities, poses questions such as the following: How is each person unique? In what ways are people alike? Abnormal psychology concerns aspects of human behavior that are maladaptive in a person's current context. Students concentrating their study in this area are urged to take additional courses in developmental psychology, social psychology, and biological bases of behavior.

#### Developmental and Educational Psychology

Developmental psychology is characterized by a distinct point of view rather than a specific content area. It is concerned with the origins and progressive development over time of perception, thought, language, personality, and social behavior. Educational psychology involves the application of psychology to our understanding of learning, motivation, and teaching, and focuses on both the complex experiences of individual learners and the diverse sociocultural contexts of learning.

The courses in developmental and educational psychology reflect this range of topics and also cover the application of developmental theory and findings in education. Students concentrating their study in this area are urged to take courses in as many of the other areas of psychology as possible.

#### Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an

interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior and developmental psychology.

## Biological Bases of Behavior

The courses in this area adopt the perspective that behavior is the product of biological processes. Major topics include the physiological causes of behavior, the evolutionary history and function of behavior, and the role of learning in modifying behavior. Students concentrating their study in this area are urged to take additional course work in cognition, perception, and language, and in biological sciences.

## Course Offerings

### General Psychology

#### PSYCH-100 Introduction to Psychology

*Fall and Spring. Credits: 4*

How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.

*Applies to requirement(s): Social Sciences*

*M. Breen, K. Haydon*

#### PSYCH-201 Statistics

*Fall and Spring. Credits: 4*

Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Schwartz, B. Singh*

*Prereq: A 100-level course in Psychology or Neuroscience 100 or AP Psychology. Coreq: PSYCH-201L.*

#### PSYCH-204 Research Methods in Psychology

*Fall and Spring. Credits: 4*

This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*C. Flanders, T. Hodges*

*Prereq: PSYCH-201 or STAT-240. Coreq: PSYCH-204L.*

*Advisory: Students must take statistics (PSYCH-201 or STAT-240 or STAT-242) before enrolling in this course.*

#### PSYCH-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

#### PSYCH-395 Independent Study

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

#### PSYCH-398 Honors Thesis Seminar

*Fall. Credits: 1*

This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*J. Gagnon*

*Advisory: Only students doing an honors thesis are permitted to register.*

#### PSYCH-399 Honors Thesis Seminar

*Spring. Credits: 1*

This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*J. Gagnon*

*Advisory: Only students doing an honors thesis are permitted to register.*

*Notes: Must be concurrently enrolled in a 395 independent study.*

## Social Psychology

#### PSYCH-210 Social Psychology

*Spring. Credits: 4*

This course covers a range of information within social psychology, including theory, research, and applied contexts. Areas of interest will include self and social perception, attitudes, stereotypes, prejudice, discrimination, group dynamics, interpersonal attraction and relationships, among others.

*Applies to requirement(s): Social Sciences*

*B. Singh*

*Prereq: A 100 level psychology course or AP Psychology.*

#### PSYCH-212 Individuals and Organizations

*Spring. Credits: 4*

This course focuses on individual and small-group behavior in the organizational setting. The class will focus on: (1) understanding human behavior in an organizational context; (2) understanding of oneself as an individual contributor and/or leader within an organization, and ways to contribute to organizational change; (3) intergroup communication and conflict management; and (4) diversity and organizational climate.

*Crosslisted as: EOS-299ND*

*Applies to requirement(s): Social Sciences*

*B. Packard*

*Restrictions: Course limited to sophomores, juniors and seniors*

**PSYCH-213 Psychology of Racism***Fall. Credits: 4*

We begin this course by examining how the concept of race was developed to justify human rights atrocities and how it continues to be used to justify racial disparities today. We then examine theories of racism and its persistence at multiple ecological levels: intrapersonally, interpersonally, and institutionally. Although a theory driven course, students will be asked to apply theory to their own personal experiences, deepening an understanding of our own areas of oppression and privilege. Finally we will turn to inter-group relations theory, attending not only to dominant and minority group race-relation dynamics, but also inter-minority group relations (e.g., Black-Asian relations).

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**J. Tawa**Restrictions: Course limited to sophomores, juniors and seniors***PSYCH-219 Topics in Social Psychology****PSYCH-310 Laboratory: Social Psychology****PSYCH-310AP Laboratory in Social Psychology: 'Community-Based Participatory Action Research'***Not Scheduled for This Year. Credits: 4*

In this course we will apply social psychological research practices to understand a social problem and work toward promoting positive social change. Specifically, we will use community-based participatory action research principles to investigate community concerns related to sexual and mental health, or community-identified pathways to promoting sexual and mental well-being. Students will develop a research project in partnership with community stakeholders, collect and analyze data, and produce a final product that is based on community priorities and is useful for community partners.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**C. Flanders**Prereq: PSYCH-204.***PSYCH-310QR Laboratory in Social Psychology: 'Qualitative Research in Psychology'***Not Scheduled for This Year. Credits: 4*

Qualitative research in psychology includes the process of identifying qualitatively important patterns and units of meaning to provide rich, contextual descriptions of human experience. This lab course is designed to introduce students to a range of qualitative methodologies, including thematic analysis, grounded theory, and interpretive phenomenology, through the design and implementation of collaborative research projects. We will discuss the merits and limitations of qualitative research, the various challenges experienced within conducting this type of research, and the different philosophical perspectives of various qualitative research paradigms.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**C. Flanders**Prereq: PSYCH-204.***PSYCH-310SJ Laboratory in Social Psychology: 'Social Justice and Education'***Spring. Credits: 4*

As U.S. racial group populations are on the rise, educational institutions need to prepare for racial diversity reflected in classrooms from elementary school to college. In this lab course, students will use qualitative research methods and social justice frameworks to code and analyze three distinct data sets, one collected from Puerto Rican parents in Holyoke; one from a college course on social justice; and one from pre-service teachers in public schools. Students will create posters to display their findings on the presence (or absence) of social justice in education at the end-of-semester event.

*Crosslisted as: EDUST-351SJ**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive**J. Matos**Instructor permission required.**Prereq: PSYCH-204 and EDUC-205 or a multicultural perspectives course that covers race and racism.***PSYCH-319 Seminar in Social Psychology****PSYCH-319GS Seminar in Social Psychology: 'Gender and Sexual Minority Health'***Fall. Credits: 4*

This course is a critical overview and investigation of health as it relates to the experiences of gender and sexual minority people. We will begin with exploring theoretical understandings of health and marginalization, and use those as frameworks to examine various domains of health. Areas of interest will include mental health, sexual and reproductive health, substance use, disability, and issues related to body size and image. We will end by looking at other structural issues that affect gender and sexual minority health, such as access to care, health education, and health policy.

*Crosslisted as: GNDST-333GS**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Flanders**Prereq: PSYCH-204 or GNDST-201.***PSYCH-319PR Seminar in Social Psychology: 'Judging a Book By its Cover: Prejudice, Stereotyping, and Discrimination'***Fall. Credits: 4*

Stereotyping, prejudice, and discrimination are common words, but what do social psychologists mean when they use these terms? In this class, we will explore these concepts including questions such as: Why do people categorize others (e.g., race, gender)? Why do people generalize attitudes across members of a category? What is a stereotype? What is the relationship between stereotyping and prejudice? How do stereotyping and prejudice influence behavior? These conceptual questions will be examined through readings, class discussions, and projects. Additionally, we will explore how to reduce stereotyping, prejudice, and discrimination in one's own life and potentially to make systematic change.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Singh**Prereq: PSYCH-204.*

## Personality and Abnormal Psychology

### PSYCH-220 Theories of Personality

*Not Scheduled for This Year. Credits: 4*

How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major psychological theories of and approaches to understanding personality. We will critically examine theory and research on traits, genetics, neuroscience, self and identity, intrapsychic perspectives, regulation and motivation, and cognition, integrating these views into a more complete understanding of personality.

*Applies to requirement(s): Social Sciences*

*The department*

*Prereq: A 100-level course in Psychology or AP Psychology.*

### PSYCH-222 Abnormal Psychology: Clinical Perspectives

*Not Scheduled for This Year. Credits: 4*

This course surveys the psychological field of abnormal psychology. We will explore historical foundations, theories, research, assessment, and treatment as they relate to diagnoses included in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Throughout the course, we will critically examine the concept of abnormality and its intersection with societal and cultural contexts.

*Applies to requirement(s): Social Sciences*

*J. Tawa*

*Prereq: 100-level course in Psychology or AP Psychology.*

### PSYCH-229 Topics in Personality and Abnormal Psychology

#### PSYCH-229DE Topics in Personality and Abnormal Psychology: 'Developmental Psychopathology'

*Fall. Credits: 4*

In this course, we will explore and discuss mental health and mental health diagnoses using a developmental lens. Using foundational readings and through case studies, we will establish an understanding of the psychology field's approach to evaluation, diagnosis, and treatment of diagnoses and disability that are circumscribed to (e.g., reactive attachment) or typically first appear/are first detected in childhood and adolescence (e.g., ADHD, conduct problems, anxiety, developmental disorders, neurodivergence). The primary goal of this course is to establish a foundational understanding of the broad range of mental health diagnoses of childhood and adolescence. Therefore, we will explore and consider biopsychosocial factors that influence the etiology, assessment, diagnosis, and treatment of such concerns.

*Applies to requirement(s): Social Sciences*

*A. Norris*

*Prereq: PSYCH-100 or AP Psychology.*

#### PSYCH-229TH Topics in Personality and Abnormal Psychology: 'Psychopathology'

*Spring. Credits: 4*

In this course, which focuses largely on adulthood, we will explore and discuss mental health and mental health diagnoses. Using foundational readings and through case studies, we will establish an understanding of the psychology field's approach to evaluation, diagnosis, and treatment of diagnoses and disability. The primary goal of this course is to establish a foundational understanding of the broad range of mental health diagnoses of adulthood. Therefore, we will explore and consider biopsychosocial factors that influence the etiology, assessment, diagnosis, and treatment of such concerns. This course will focus most heavily on the overview of diagnosis, assessment, and etiology rather than treatment and services.

*Applies to requirement(s): Social Sciences*

*A. Norris*

*Prereq: PSYCH-100 or AP Psychology.*

*Advisory: This course will overlap heavily with PSYCH-229DE Developmental Psychopathology and PSYCH-222 Abnormal Psychology, and it is not recommended to take this course if you have taken or plan to take either of the other two.*

### PSYCH-326 Laboratory in Personality and Abnormal Psychology

#### PSYCH-326CP Laboratory in Personality and Abnormal Psychology: 'Advanced Statistics in Clinical Psychology'

*Fall. Credits: 4*

Students will be exposed to a variety of advanced statistics and methods commonly used in clinical psychological research. Statistics and methods that will be covered include but are not limited to: data cleaning strategies, moderation, mediation, and exploratory and confirmatory factor analyses. Students will complete secondary analyses of pre-existing datasets to answer hypotheses related to advancing our understanding of mental health and well-being.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*J. Tawa*

*Prereq: PSYCH-204 and either PSYCH-201 or STAT-242.*

#### PSYCH-326HE Laboratory in Personality and Abnormal Psychology: 'Intervention Development for Health Equity'

*Fall. Credits: 4*

This course will be rooted in a biopsychosocial model of health, highlighting how health can be both promoted but also negatively impacted at multiple levels (e.g., internalized, interpersonal, system/institutional, legal/societal) and will focus heavily on stigma. We will review intervention design (e.g., assessment, mixed methods research) at the intersection of psychology and public health. Students will complete individual final research projects in which they will learn to formulate their own research question, apply theory to guide intervention targets, design an intervention, outline the model and targets of the intervention, and produce a report of their findings (e.g., in-class presentation). Content will focus most heavily on health equity promotion around stigma, mental health, and related health behaviors/outcomes, such as substance use, sexual health, cardiovascular disease, and cancer.

*Applies to requirement(s): Social Sciences*

*A. Norris*

*Prereq: PSYCH-204.*



**PSYCH-326RE Laboratory in Personality and Abnormal Psychology: 'Stigma and Resilience'***Not Scheduled for This Year. Credits: 4*

Though stigma is understood to underlie and contribute to mental health and illness (e.g., minority stress model), what exactly is 'stigma' and how do we measure it? The course will take a broad view of stigma and mental health, but a large focus will be on health behavior such as substance use and sexual behavior. Course topics include methodological issues such as assessment, construct validity, and mixed methods research, as well as empirical research on models of stigma, resilience, and mental health. Students will complete individual final research projects in which they will learn to formulate their own research question, collect and analyze data, and produce a report of their findings (e.g., poster presentation).

*Applies to requirement(s): Social Sciences**A. Norris**Prereq: PSYCH-201 and PSYCH-204.***PSYCH-329 Seminar in Personality and Abnormal Psychology****PSYCH-329CN Seminar in Personality and Abnormal Psychology: 'Counseling Theory and Practice'***Not Scheduled for This Year. Credits: 4*

This course covers three major theoretical approaches to counseling: short-term psychodynamic, cognitive-behavioral, and solution-focused. Related to each theory we will explore case conceptualization, therapeutic alliance, treatment planning, and mechanisms of change. We will be examining applications to classes of clinical disorders and empirical support for improvement outcomes. Role-playing will be used to illustrate key concepts and approaches to the counseling process. Students will be supported to be reflective and solution focused, evidence-based, process oriented, and to value and facilitate the development of people in the cultural context in which they are embedded.

*Applies to requirement(s): Social Sciences**J. Tawa**Prereq: PSYCH-204.**Advisory: PSYCH-222 recommended.***PSYCH-329PR Seminar in Personality and Abnormal Psychology: 'From Pathology to Resilience: Emotion Regulation, Positive Psychology, and Therapy'***Spring. Credits: 4*

The field of psychology has focused predominantly on defining and treating mental illness, rather than the promotion of mental health and resilience broadly. The latter area has tended to be lumped into the idea of "positive psychology." However, this idea of "positive psychology" is narrower in scope than the field of resilience as a whole. Therefore, the course will heavily explore how pop and media presentations of mental health align with the actual clinical science (or not!). Topics will include therapeutic orientations, mindfulness, positive psychology, stress, and behavior change. We will review media sources, books, and peer-reviewed studies. The course will heavily rely on student-led discussions and presentations as well as weekly reflections, essays, and group projects.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Norris**Prereq: PSYCH-204.***Developmental and Educational Psychology****PSYCH-230 Developmental Psychology***Fall and Spring. Credits: 4*

Examines changes in cognitive, social, and emotional functioning, including theory and research that illuminate some central issues in characterizing these changes: the relative contributions of nature and nurture, the influence of the context on development, continuity versus discontinuity in development, and the concept of stage. Includes observations at the Gorse Children's Center.

*Applies to requirement(s): Social Sciences**M. Burch, K. Haydon**Prereq: A 100-level psychology course or AP Psychology.***PSYCH-233 Educational Psychology***Fall and Spring. Credits: 4*

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings.

*Crosslisted as: EDUC-233**Applies to requirement(s): Social Sciences**K. O'Carroll, B. Packard**Prereq: A 100-level psychology course or AP Psychology.***PSYCH-236 Adolescent and Adult Development***Not Scheduled for This Year. Credits: 4*

Adolescence is often thought of as a time of great change and upheaval as children navigate the transition into adulthood. Raging hormones, changing social expectations and relationships, and developing autonomy all contribute to this tumultuous time. This course will examine the biological, cognitive, and social changes that occur during adolescence to develop a better understanding of this unique period of development. Using psychological as well as neuroscience and social science literature the course will examine adolescence through multiple perspectives to develop a well-rounded picture of this developmental period.

*Applies to requirement(s): Social Sciences**K. O'Carroll**Prereq: A 100-level course in Psychology or AP Psychology.***PSYCH-330 Lab in Developmental Psychology****PSYCH-330RD Lab in Developmental Psychology: 'Laboratory in Romantic Development: Observational Coding Methodology'***Fall. Credits: 4*

Students will work in teams to code videotaped observations of romantic partners discussing relationship conflicts. Students will learn to code emotion expressions and behavior at the dyadic and individual levels.

Course topics include methodological issues such as coding bias, construct validity, and intercoder reliability, as well as empirical research on individual differences in conflict behavior and links between conflict behavior and relationship outcomes. Students will complete individual final research projects to report original quantitative multivariate analyses based on data generated during the course.

*Applies to requirement(s): Social Sciences**K. Haydon**Restrictions: This course is open to juniors and seniors**Prereq: PSYCH-204.**Advisory: Priority given to Psychology or Psychology and Education majors.*

**PSYCH-331 Laboratory in Early Childhood Learning and Development***Fall. Credits: 4*

This course will explore child development in the context of early childhood education. The course will cover topics related to early childhood learning and development including cognition, language and literacy, social-emotional development, and personality development while considering how the early education context supports these developmental processes. Discussion of the early education setting will include the teacher-child relationship, family-school relationships, and curriculum. Through intensive participation in an early education classroom, students will have the opportunity to link course content to practice.

*Applies to requirement(s): Social Sciences**K. O'Carroll**Instructor permission required.**Prereq: PSYCH-204 and PSYCH-230.**Notes: 1 lab (3 hours) required at Gorse Children's Center***PSYCH-337 Seminar in Educational Psychology****PSYCH-337CH Seminar in Educational Psychology: 'Childhood and Adolescence in the U.S. Today'***Spring. Credits: 4*

This course will explore conceptualizations of childhood and adolescence in the United States today. Using both academic articles and media resources, the course will address topics such as: early education and school readiness; play and extracurricular involvement; college access and attendance; mental health, self-esteem, and social media; and youth activism. We will use developmental psychology as the lens for most of our readings and discussion, although the course will integrate concepts from sociology, history, and education. We will also examine the roles of relationships (e.g., family, teachers, and peers) and contexts (e.g., policy, schools, and culture) on youth experience.

*Crosslisted as: EDUST-351CH**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**K. O'Carroll**Prereq: PSYCH-200 or PSYCH-204.**Advisory: PSYCH-230 recommended.***PSYCH-337MV Seminar in Educational Psychology: 'Motivation'***Fall. Credits: 4*

In this course we will examine multiple theories of motivation and their relevance across a range of organizational settings (including corporations, special programs, and schools or colleges). How do we spark interest in a new subject or inspire people to undertake a challenging project? How do we sustain persistence in ourselves and others? This course is relevant for students interested in motivation, whether for attainment (such as within in human resources, talent development, or management) or for learning (whether for students, teachers, or leaders). Because motivation is closely linked to learning and achievement, in addition to well-being and purpose, we will also consider these topics and more.

*Crosslisted as: EOS-349MV**Applies to requirement(s): Social Sciences**B. Packard**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in psychology or entrepreneurship, organizations, and society (EOS).***PSYCH-339 Seminar in Developmental Psychology****PSYCH-339CR Seminar in Developmental Psychology: 'Close Relationships and Health'***Spring. Credits: 4*

Drawing on research in developmental, social, clinical, and health psychology, this speaking-intensive course investigates how close relationships "get under the skin" to affect our health and well-being. Topics include relational contexts of physical and mental health, sleep, stress, psychoimmunology, substance use, and behavior change. We will focus on attachment relationships, but other close relationships will be investigated as well. The course will emphasize presentations, debate, and student-led discussions, as well as writing assessments and reflection.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**K. Haydon**Prereq: PSYCH-204.***PSYCH-339LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'***Not Scheduled for This Year. Credits: 4*

This course explores how home and school learning environments influence the development of language and literacy skills of children ages 3-8. It examines situations in which families and schools, although utilizing different languages, dialects, and ways of communicating, can work together to enhance children's language learning. Particular attention is given to children's development of academic language – the written and spoken language needed to understand and create texts required for success in school.

*Crosslisted as: EDUST-351LG**Applies to requirement(s): Social Sciences**J. Jacoby**Prereq: PSYCH-230, PSYCH-233, or PSYCH-241.**Advisory: Prior coursework in developmental psychology, educational psychology, or cognitive psychology required.***PSYCH-339ND Seminar in Developmental Psychology: 'Narratives in Development'***Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore the development of how children use and engage in stories that help them find meaning in their lives and in the world. Narratives are found throughout our daily lives: in picture books, in videos, and in sharing our personal past. We will examine how they help us find meaning in experiences, the course of their development in different contexts, the role of conversation in learning how to convey narratives, and cultural differences in autobiographical narratives.

*Applies to requirement(s): Social Sciences**M. Burch**Prereq: PSYCH-204.*

## Perception and Cognition

### PSYCH-241 Cognitive Psychology

*Spring. Credits: 4*

Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment. Thus, cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.

*Applies to requirement(s): Social Sciences*

*K. Binder*

*Prereq: A 100-level course in psychology or AP Psychology.*

### PSYCH-242 Autobiographical Memory, Identity, and Emotion

*Not Scheduled for This Year. Credits: 4*

Autobiographical memories of personal past experiences create our life stories. Our memories range from the mundane to the momentous. In this course we will explore the functions of autobiographical memory as well as its development. What are the basic cognitive processes that contribute to our ability to remember and report the past? How do we interpret past events to inform the development of our self-identity? How do social experiences contribute to the development of memory? We will also discuss how emotions at encoding and retrieval influence our recall of past experience as we make meaning of personal past experiences.

*Applies to requirement(s): Social Sciences*

*M. Burch*

*Prereq: A 100-level course in psychology or AP Psychology.*

### PSYCH-243 Memory Systems

*Spring. Credits: 4*

In this course we will discuss the many types of memory we use daily, from remembering the name of a new friend, a favorite birthday party, or even how to ride a bike. We will explore the constructive nature of memories and how they may change over time as well as how memory capabilities develop over the life course. We will also explore the neurological underpinnings of memory and the limits of our brains' memory systems. However, a background in neuroscience is not necessary. In addition to reading scholarly research and participating in demonstrations of the various forms of memory and their properties, students will be expected to integrate their understanding through a final paper.

*Applies to requirement(s): Social Sciences*

*M. Burch*

*Prereq: A 100-level course in psychology or AP Psychology.*

### PSYCH-246 Cognitive Neuroscience

*Fall. Credits: 4*

Cognitive psychologists investigate the features and functions of the human mind through behavioral techniques; neuroscientists explore the physiology of the human brain. Cognitive Neuroscience lies at the intersection of these disciplines, and asks questions like: How are memories represented in the brain? Is our brain pre-prepared to learn language and if so, how? How does the average human brain still outperform most face recognition software? This course explores the cognitive and neural processes that support vision, attention, language, memory, and music. It introduces basic neuroanatomy, functional imaging techniques, and behavioral measures of cognition.

*Crosslisted as: NEURO-246*

*Applies to requirement(s): Social Sciences*

*M. Breen*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

*Notes: This course counts in the cognitive or biol bases area of the psychology major.*

### PSYCH-249 Topics in Perception and Cognition

#### PSYCH-249CN Topics in Perception and Cognition: 'Consciousness'

*Not Scheduled for This Year. Credits: 4*

Nagel states, "Without consciousness the mind-body problem would be much less interesting. With consciousness it seems hopeless." Chalmers calls consciousness "the hard problem." Explaining consciousness raises significant challenges for philosophers and cognitive scientists alike, and understanding the nature of the problem is half the battle. This class will explore contemporary philosophical approaches to consciousness, and draw in psychology and neuroscience perspectives. Topics may also include split-brain problems, the nature of dreaming, and altered states.

*Crosslisted as: PHIL-250CN*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*L. Sizer*

*Prereq: One course in philosophy and either a second course in philosophy or a course in neuroscience.*

*Notes: Students will learn to read and critically analyze primary research articles in a number of different fields, and are expected to write a series of short papers and complete a final project.*

### PSYCH-340 Laboratory in Perception and Cognition

#### PSYCH-340CL Laboratory in Perception and Cognition: 'Cognition and Literacy'

*Spring. Credits: 4*

Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Community-Based Learning*

*K. Binder*

*Prereq: PSYCH-204.*

*Notes: 3 hours per week as a literacy tutor in Springfield is required.*

**PSYCH-340SP Laboratory in Perception and Cognition: 'Speech'**

*Not Scheduled for This Year. Credits: 4*

This course presents an overview of laboratory methods in cognitive psychology including research design, methodology, data analysis, and statistical inference. We will explore these issues through the lens of human communication; specifically, speech. Students will design and complete a research project in which they record and analyze speech to explore questions about how meaning is expressed through spoken language.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

*M. Breen*

*Prereq: PSYCH-204.*

**PSYCH-349 Seminar in Perception and Cognition****PSYCH-349AD Seminar in Perception and Cognition: 'Adult Literacy'**

*Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore a number of literacy issues as they relate to the ever-present challenge of adult illiteracy. We will examine the following topics as they relate to adults with low-literacy skills: vocabulary acquisition, reading comprehension, and writing abilities. This is a Community-Based Learning course, and students will spend time each week tutoring adults in local Adult Basic Education centers to gain first-hand insights into these issues.

*Crosslisted as: EDUST-351AD*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Community-Based Learning*

*K. Binder*

*Prereq: PSYCH-204.*

**PSYCH-349AM Seminar in Perception and Cognition: 'Art, Music, and the Brain'**

*Spring. Credits: 4*

Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

*Crosslisted as: MUSIC-321AM*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*M. Breen, A. Mueller*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.*

**PSYCH-349LT Seminar in Perception and Cognition: 'Language and Thought'**

*Fall. Credits: 4*

Languages differ in the way they describe the world. For example, the noun for bridge is feminine in German, but masculine in French. Russian has two words for blue, while English has only one. The Piraha (an Amazonian hunter-gatherer tribe) arguably have no number words. In this course, we will be asking to what extent these cross-linguistic differences are reflected in thought. That is, do German speakers think bridges are more feminine than French speakers do? Can Russian speakers discriminate different shades of blue better than English speakers? Can the Piraha count? In exploring these questions, we hope to discover how tightly linked language and thought are.

*Applies to requirement(s): Social Sciences*

*M. Breen*

*Prereq: PSYCH-204.*

*Advisory: A 200-level course in Cognitive Psychology recommended.*

**Biological Bases of Behavior****PSYCH-250 Introduction to the Biological Bases of Behavior**

*Fall and Spring. Credits: 4*

This course is an introduction to and survey of the biological bases of behavior, including physiological, biochemical, and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language, and mental disorders.

*Applies to requirement(s): Social Sciences*

*N. Stafford*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

**PSYCH-254 Psychopharmacology**

*Spring. Credits: 4*

Psychopharmacology focuses on the impact that drugs (both illicit and prescription) have on the brain, neurocircuitry, and behavior. Students will explore the underlying neurotransmitter systems of the brain and discover how substances influence nervous system function including the experience of pain, sleep, emotional states, motivation, addiction, and mental health. The course will bridge concepts in chemistry, biology, psychology, and neuroscience by highlighting major drug classes and their underlying mechanisms of action. Additional discussions will focus on the economic, social, and political aspects of the drug market, as well as ethics and legalities of the drug industry.

*Crosslisted as: NEURO-254*

*Applies to requirement(s): Social Sciences*

*J. Schwartz*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

**PSYCH-256 Hormones and Behavior**

*Fall. Credits: 4*

Does the idea of Finals Week stress you out? Have you ever felt hungry or thirsty? Is our biology to blame when people cheat on their partners? From mental health and hunger to sexual motivation and aggression, our hormones dictate many of our basic choices and ultimately control how we interact with our world. This course will explore how hormones communicate with our brain to influence behaviors such as sexual attraction and reproduction, parental care, and social behavior. Special emphasis will be placed on the underlying biology and role of the nervous system in regulating hormone levels.

*Crosslisted as: NEURO-256*

*Applies to requirement(s): Social Sciences*

*T. Hodges*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*



**PSYCH-259 Topics in Biological Bases of Behavior****PSYCH-259ST Topics in Biological Bases of Behavior: 'Stressed Out'**  
*Fall and Spring. Credits: 4*

In this course we will examine the neurobiological, physiological, and psychological responses to stress. We will investigate mechanisms of stress resilience and vulnerability as it pertains to physical and psychological health states, including how our individual responses to stress and methods of intervention. We will also explore developmental, social, and cultural implications of stress.

*Applies to requirement(s): Social Sciences*

*N. Stafford*

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

**PSYCH-350 Lab in Biological Bases of Behavior****PSYCH-350BN Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'**

*Spring. Credits: 4*

This intensive laboratory course will train students to use the technical methods and tools commonly used in behavioral neuroscience research. Skills covered will include animal care and handling, use of behavioral assays, pharmacology, and brain chemistry analyses. Students will engage in weekly exercises and hands-on experiments to study the link between brain function and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and drug-seeking behaviors. After completion of this course, students will have a deeper understanding of the design and implementation of behavioral neuroscience research.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*J. Schwartz*

*Instructor permission required.*

*Prereq: PSYCH-204.*

*Advisory: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.*

**PSYCH-350ET Lab in Biological Bases of Behavior: 'Ethology'**

*Fall and Spring. Credits: 4*

Why do animals behave the way they do? How do animals see their world? In what ways do animals adapt to a changing environment? What is the best way to observe and analyze animal behaviors? Ethology is the study of animal behavior and the key to understanding animal evolution. In this course we will observe animals in their natural habitat and in the laboratory setting. We will read literature and watch videos that will cover key concepts of animal cognition, learning, and other behavior. You will learn the best animal observation practices, how to analyze this data, and what conclusions you can draw from the behavior observed. There will be a focus on non-human animal development and individual differences in animal behavior.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*T. Hodges*

*Prereq: PSYCH-204.*

**PSYCH-359 Seminar: Biological Bases of Behavior****PSYCH-359CN Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'**

*Not Scheduled for This Year. Credits: 4*

Explore how psychology, neuroscience, and medicine come together to study the etiology and treatment of neuropsychiatric disorders. Students will examine the behavioral features and neurobiology behind various clinical disorders such as Autism, ADHD, Substance Use Disorders, Mood Disorders, Schizophrenia, Anxiety, and Neurodegenerative Diseases. The course will rely on primary research to identify how changes in physiology and biology might manifest in the behaviors that define psychopathology. Students will gain a deeper understanding of clinical and preclinical techniques used to study these disorders while bridging their knowledge of molecular, cellular, and systems neuroscience research.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

*J. Schwartz*

*Prereq: PSYCH-204.*

*Advisory: NEURO-100 and PSYCH-254 strongly recommended.*

**PSYCH-359NE Seminar: Biological Bases of Behavior: 'Neuroethics'**

*Spring. Credits: 4*

Neuroethics draws on the tools of philosophical analysis to investigate the role of neuroscience in our personal, social, and ethical lives. This class will look at the ethics of neuroscientific interventions such as cognitive enhancement, mind reading, and lie detection. We will examine how the neurosciences might inform philosophical discussions about human nature, personality, and ethics. In addition, we will look at the evidential role of neuroscientific evidence and how neuroscience technologies such as fMRI have influenced our thinking about the mind/brain and person.

*Crosslisted as: PHIL-334NE, NEURO-309NE*

*Applies to requirement(s): Humanities*

*L. Sizer*

*Prereq: 8 credits from the Philosophy department or 4 credits from Philosophy and 4 credits from Neuroscience and Behavior.*

## Politics

### Overview and Contact Information

The word "politics" in ordinary conversations may refer to struggles for power or justice among antagonistic individuals or groups; the types of regimes by which people are governed; the ties that bind subjects to rulers or citizens to states; the election of representatives, passage of laws, and voicing of public opinion in democratic societies; and international relations among different polities, whether they be empires, multinational federations, or nation-states. The phrase "international politics" encompasses the waging of war and conducting of peace, the pursuit of national interests in competition with other states, norms of interaction among sovereign states, projects of humanitarian intervention, and collective efforts to enhance state security, global order, and human rights.

The study of such a complex subject has traditionally been divided into four overlapping fields:

- Political theory tackles the contested meanings of freedom, equality, power, justice, community, and individuality, as well as the clashing ideological perspectives by which different people make sense of political life. It also explores the ideas of influential political theorists from Plato to Thomas Hobbes to Hannah Arendt.

- American politics studies the history and current organization of political institutions at the national, state, and local level in the United States. It also examines conflicts in America over private rights and material interests; racial, class, and gender inequality; and public goods, including the good of American citizenship itself.
- Comparative politics covers the spectrum of political histories, systems of government, public policies, political parties, and social movements across the world. It examines, for example, parliamentary systems, ethnic conflict, authoritarian regimes, immigration policy, and nationalist movements from Asia to Europe to the Americas to Africa and the Middle East.
- International politics investigates U.S. foreign policy, international organizations such as the United Nations, the World Trade Organization, and the International Criminal Court; the politics of population migrations; war, terrorism, and international security; and the political dilemmas sparked by economic globalization and such border-crossing problems as resource depletion and environmental decay.

The Department of Politics at Mount Holyoke College offers students courses within all four fields as well as courses that cross the lines between them.

## See Also

- Law, Public Policy & Human Rights (p. 278)
- Journalism, Media, and Public Discourse (p. 270)
- International Relations (p. 260)

## Contact Information

**Cora Fernandez Anderson, Chair**

**Linda Chesky Fernandes, Academic Department Coordinator**

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<https://www.mtholyoke.edu/academics/find-your-program/politics>

(<https://www.mtholyoke.edu/academics/find-your-program/politics/>)

## Learning Goals

Students in the Politics major should:

- Understand political systems at the local, national, and international levels, and how they relate to one another.
- Acquire the vocabulary with which to analyze historical and contemporary political thought and developments.
- Demonstrate the ability to investigate political questions and to write and speak cogently about their findings.
- Critically assess texts, speeches, and other forms of political communication, and the academic political science literature.
- Understand what it means to be a thoughtful and active citizen, engaging in debates about justice and power.

## Faculty

**This area of study is administered by the Department of Politics:**

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Danielle Holley-Walker, Professor of Politics ; President

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Elizabeth Markovits, Professor of Politics; Associate Provost and Associate Dean of Faculty

Preston Smith II, Class of 1926 Professor of Politics

Cora Fernandez Anderson, Associate Professor of Politics

Andy Reiter, Associate Professor of Politics and International Relations, Teaching Spring Only

Ali Aslam, Assistant Professor of Politics

Adam Hilton, Assistant Professor of Politics

Christopher Mitchell, Assistant Professor of International Relations and Politics

Joanna Wuest, Assistant Professor of Politics

Robert Darrow, Visiting Instructor in Politics

Kevin Henderson, Visiting Instructor in Politics

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
<b>Subfield Requirements</b>		
One course must be taken in each of the four subfields, ordinarily to be selected from the list below: <sup>1</sup>		16
American politics:		
POLIT-104	American Politics	
POLIT-235	Constitutional Law: The Federal System	
POLIT-236	Civil Liberties	
POLIT-246	American Political Thought	
Comparative politics:		
POLIT-106	Comparative Politics	
POLIT-208	Chinese Politics	
POLIT-209	Contemporary Russian Politics	
POLIT-228	East Asian Politics	
POLIT-243	Introduction to Latin American Politics	
POLIT-249	African Politics	
International politics:		
POLIT-116	World Politics	
POLIT-232	Introduction to International Political Economy	
POLIT-247	International Law and Organization	
POLIT-270	American Foreign Policy	
Political theory:		
POLIT-118	Introduction to Political Ideas	
POLIT-233	Introduction to Feminist Theory	
POLIT-246	American Political Thought	
<b>300-level Course Work Requirements</b>		
Three courses (12 credits) at the 300 level: <sup>2,3</sup>		12
Two of which (8 credits) must be taken at Mount Holyoke College		

The remaining course (4 credits) may be completed at another institution, subject to departmental approval

4 additional credits in politics at the 200 or 300 level 4

**Total Credits 32**

<sup>1</sup> With permission from the department chair, certain 300-level courses may substitute for a 200-level field requirement, but no 300-level course may be counted as satisfying both a field requirement and the three 300-level course requirement in politics.

<sup>2</sup> No more than 4 credits of POLIT-395 may be counted toward this requirement of three courses at the 300 level.

<sup>3</sup> A single course at the 200 level offered at Mount Holyoke can be taken at the 300 level with the instructor's permission, provided the student has already taken 8 credits in politics, and provided the instructor and student agree upon additional work

### Additional Specifications

- With the permission of the department chair, a class transferred in from another institution that is less than 4 credits may fulfill one of the subfield requirements. All students, however, need 32 credits overall to complete the major.

## Requirements for the Minor

At least 16 credits:

Code	Title	Credits
	12 credits in politics at the 200 level or above	12
	At least 4 credits in politics at the 300 level	4
Courses must span at least two of the department's four subfields: <sup>1</sup>		
	American Politics	
	Comparative Politics	
	International Politics	
	Political Theory	
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> See the requirements of the Politics major for a list of which courses are approved choices within each subfield.

### Additional Specifications

- Students must obtain the approval of the department chair at the time they register for their next-to-last semester.

## Teacher Licensure

Students interested in pursuing licensure in the field of politics can combine their course work in politics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of politics, please consult your advisor or the chair of the politics department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, and consult Professor Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test

objectives for the MTEL are available in the politics department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Offerings

### POLIT-104 American Politics

*Fall and Spring. Credits: 4*

Offers an overview of the American political system and the theories of those who both celebrate and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties, elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the varieties of liberalism, conservatism, pluralism, and democracy that inform the practice of American politics.

*Applies to requirement(s): Social Sciences*

*R. Darrow, A. Hilton, P. Smith, The department*

### POLIT-106 Comparative Politics

*Fall and Spring. Credits: 4*

This course provides an introduction to comparative political analysis, one of the four subfields of political science. The primary objective is to help students understand how the 'modern' world, one characterized by the rise of industrialized nation-states, took form and what shape it might take in the post-Cold War era. We will examine how the challenges of economic development, social transformation, and nation-building sparked the emergence of alternatives to 'modernity' characterized by diverse configurations of political institutions and social forces. We will also assess how globalization and the re-emergence of local identities may be redefining our understanding of 'modernity.'

*Applies to requirement(s): Social Sciences*

*C. Chen, C. Fernandez Anderson, The department*

### POLIT-116 World Politics

*Fall and Spring. Credits: 4*

This course is a survey of contending approaches to the study of conflict and cooperation in world politics. Examines key concepts—including balance of power, imperialism, collective security, deterrence, and interdependence—with historical examples ranging from the Peloponnesian War to the post-cold war world. Analyzes the emerging world order.

*Applies to requirement(s): Social Sciences*

*S. Hashmi, K. Khory, C. Mitchell, A. Reiter*

### POLIT-118 Introduction to Political Ideas

*Fall. Credits: 4*

This course introduces students to the study of political thought, focusing on such concepts as freedom, power, equality, justice, and democracy. Over the course of the semester, students will develop a theoretical vocabulary with which to analyze both the history of political thought and contemporary politics. This course is writing-intensive; students will have the opportunity to rigorously analyze texts and hone their ability to write confidently and effectively.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*A. Aslam, K. Henderson*

**POLIT-208 Chinese Politics**

*Not Scheduled for This Year. Credits: 4*

This course examines the politics of contemporary China. Beginning with an assessment of the origins of the Chinese Revolution, the course then examines core institutions and events in the People's Republic, including the Great Leap Forward, Cultural Revolution, post-Mao reforms, and the Tiananmen Incident. In addition, the course analyzes the changing nature of state-society relations, the emergence of new social and political identities, and China's role in the international arena.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Advisory: Politics 106 recommended.*

**POLIT-209 Contemporary Russian Politics**

*Not Scheduled for This Year. Credits: 4*

Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?

*Crosslisted as: RES-240*

*Applies to requirement(s): Social Sciences*

*N. Sabanadze*

**POLIT-212 Modern Political Thought**

*Not Scheduled for This Year. Credits: 4*

Through readings authored by canonical thinkers such as Machiavelli, Hobbes, Locke, Nietzsche, Burke, but also more contemporary thinkers reflecting on the emergence and practices of modern state power and discourses, we will trace the development of key political concepts such as sovereignty, the "science" of politics, natural rights, rationality, and tradition, in order to weigh the promise and peril of each idea.

*Applies to requirement(s): Social Sciences*

*A. Aslam*

*Restrictions: Course limited to sophomores, juniors and seniors*

**POLIT-216 Middle East Politics**

*Spring. Credits: 4*

Introduction to the peoples and politics of the Middle East. Begins with the historical situation of the region in the early twentieth century and challenges to the Ottoman Empire. Traces how the clash of nationalisms and imperialisms shaped the emergence of independent states before and after World War II, the rise of Pan-Arab and Zionist ideologies, the subsequent Arab-Israeli conflicts, the intra-Arab disputes, and the superpower rivalry and its influence on regional politics.

*Crosslisted as: JWST-216*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: POLIT-116.*

**POLIT-218 Israel/Palestine: Fact/Fiction**

*Not Scheduled for This Year. Credits: 4*

This seminar traces the evolution of the Israeli-Palestinian conflict through autobiography, novels, and film. It focuses on the birth of Israel and the creation of a Palestinian diaspora, the toll war and terrorism have taken on both sides, and the mental and physical barriers that separate Israelis and Palestinians today.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

**POLIT-224 The United States and Iran**

*Not Scheduled for This Year. Credits: 4*

Explores America's relationship with Iran from the end of World War II to the present. Examines America's close ties to the Shah and the political, social, and economic causes of the Iranian revolution, with emphasis on the role of Shi'ite Islam. Concludes with analysis of politics and society in the Islamic Republic under Khomeini and his successors.

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Prereq: POLIT-116.*

**POLIT-226 The United States, Israel, and the Arabs**

*Not Scheduled for This Year. Credits: 4*

Surveys the constants and variables in U.S. foreign policy toward Israel and the Arabs since the end of World War II to the present. Analysis of domestic determinants of U.S. policy, including lobbies, ideology, and the international system. Consideration of U.S. policy in the Arab-Israeli conflict, intra-Arab disputes, and the Gulf War.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: POLIT-116.*

**POLIT-228 East Asian Politics**

*Fall. Credits: 4*

This course examines the dramatic rise of East Asia in the post-World War II period in comparative perspective. The focus will be on understanding the process and consequences of rapid development in Japan, Korea, Taiwan, and China. Assesses the strengths and weaknesses of the 'East Asian model of development' and explores how different developmental experiences and policies affect state-society relations, social and political identities, and prospects for peace and cooperation throughout the region.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: POLIT-106 recommended*

**POLIT-230 Resistance and Revolution**

*Not Scheduled for This Year. Credits: 4*

This course examines the dynamics and causes of protest, rebellion, and revolution. Topics include the three 'great' revolutions - the French, Russian, and Chinese - as well as such social science theories as moral economy, rational choice, resource mobilization, political culture, and relative deprivation. Attention will be devoted to peasant protest and elite responses to resistance movements. The objectives of the class are to familiarize students with alternative explanations of revolutionary change and to provide students with an opportunity to link general theories to specific case studies.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 8 credits in Politics.*

*Advisory: POLIT-106 recommended.*



**POLIT-232 Introduction to International Political Economy**

*Not Scheduled for This Year. Credits: 4*

This course examines the theory and practice of the politics of international trade and economics, focusing on the spread of global trade, global financial flows, causes and effects of globalization and migration, and the intersection of trade and environmental issues. Major themes include tensions between the developed and developing world, various development strategies, and the impact of a rising China on both the developed North American and European economies and developing economies.

*Applies to requirement(s): Social Sciences*

*C. Mitchell*

*Prereq: POLIT-116.*

**POLIT-233 Introduction to Feminist Theory**

*Fall and Spring. Credits: 4*

This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of 'women's emancipation.' We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.

*Applies to requirement(s): Social Sciences*

*K. Henderson*

*Restrictions: Course limited to sophomores, juniors and seniors*

**POLIT-234 Black Metropolis: From MLK to Obama**

*Not Scheduled for This Year. Credits: 4*

Black Metropolis refers to the more than half a million black people jammed into a South Side ghetto in Chicago at mid-twentieth century that featured an entrenched black political machine, a prosperous black middle class, and a thriving black cultural scene in the midst of massive poverty and systemic inequality. This course will follow the political, economic, and cultural developments of what scholars considered to be the typical urban community in postwar United States. We will examine such topics as Martin Luther King's failed desegregation campaign; Harold Washington, first black mayor; William Julius Wilson's urban underclass thesis; and the rise of Barack Obama.

*Crosslisted as: CRPE-234*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*P. Smith*

**POLIT-235 Constitutional Law: The Federal System**

*Fall. Credits: 4*

This course examines the impact of U.S. constitutional law on the legitimacy of different assertions of governmental power. Topics include judicial review; congressional control of court jurisdiction; federal regulation of the economy; and the relative powers and authority of the president, Congress, and the courts in national emergencies, foreign relations, war, and covert action, including torture and assassination. Case method.

*Applies to requirement(s): Social Sciences*

*A. Hilton, J. Wuest*

*Prereq: POLIT-104.*

**POLIT-236 Civil Liberties**

*Not Scheduled for This Year. Credits: 4*

This course addresses the federal Constitution and civil liberties.

Topics include the authority of the courts to read new rights into the Constitution; equal protection of the laws and affirmative action for racial minorities, women, gays, and non-citizens. Also, freedoms of expression, association, and the press. Emphasis on the appropriateness of different methods of interpreting law. Case method.

*Applies to requirement(s): Social Sciences*

*J. Wuest*

*Prereq: POLIT-104.*

**POLIT-243 Introduction to Latin American Politics**

*Spring. Credits: 4*

Why has Latin America struggled to achieve democratic stability? Why is it the region of the world with the highest economic inequality? How have the periodic political and economic crises allowed for creative experimentation with policy alternatives to create a more equal and sustainable social order? This course examines the political and economic evolution and transformation of Latin America from the time of the European conquest until these very days, with a particular focus on the 20th century. It will also analyze how these general trends took specific shapes in each of the 7 countries studied: Mexico, Argentina, Brazil, Cuba, Chile, Venezuela and Bolivia.

*Applies to requirement(s): Social Sciences*

*C. Fernandez Anderson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: Politics 106 (Comparative Politics) is recommended.*

**POLIT-246 American Political Thought**

*Not Scheduled for This Year. Credits: 4*

This course explores limited government, popular sovereignty, representative institutions, checks and balances, republicanism, liberty, equality, democracy, pluralism, liberalism, and conservatism, and how these concepts have developed during three centuries of American politics and in contrast to European thought. The focus is not on the writings of the 'great thinkers' but on the 'habits of thought' of the American people and on ideas implicit in laws and institutions that affect the allocation of authority and power within the constitutional order.

*Applies to requirement(s): Social Sciences*

*The department*

*Prereq: POLIT-104, or HIST-270, or HIST-170 and HIST-171.*

**POLIT-247 International Law and Organization**

*Not Scheduled for This Year. Credits: 4*

This course presents international norms and institutions for regulating conflict, including promoting economic well-being, protecting human rights, exploring and using outer space, and controlling exploitation and pollution of the oceans. The course considers international agreements, problems of lawmaking, interpretation, and compliance; nationality and the status of foreigners and their investments; the principle of self-determination; and interests of postcolonial states as they impinge on the international legal order.

*Applies to requirement(s): Social Sciences*

*A. Reiter*

*Restrictions: Course limited to sophomores, juniors and seniors*

**POLIT-248 Topics in Politics****POLIT-248DA Topics in Politics: 'Defense Against the Dark Arts'***Fall. Credits: 4*

Popular narratives about American politics today are often horror stories or crime stories, set in a realm of dirty tricksters, snake-oil salesmen and swamp creatures. Does entering the political arena mean going over to the dark side? This course separates myths, caricatures and textbook idealizations from the more complicated realities about political operators and their machinations. Participants will study the dark arts of electoral manipulation, propaganda, influence-peddling, and other cynical and subterranean political stratagems, learning how these tricks are performed, with the aims of counteracting their influence and designing more democratic modes of governance.

*Applies to requirement(s): Social Sciences**R. Darrow***POLIT-248GE Topics in Politics: 'Sex, Gender, and American Law'***Not Scheduled for This Year. Credits: 4*

How does the law police or protect sexuality? Why do activists and attorneys spar over theories of gender identity? How did abortion become the seeming center of American politics? This course examines sexual and gender oppression and liberation in the U.S. from the nineteenth century to the present. We will explore how sexual and gender minorities won civil rights struggles, how those rights have been rolled back, and how these political conflicts have transformed the meanings of liberty and equality. In this pursuit, we will consult court cases, social movement histories, police records, "gayborhood" maps, labor union contracts, and other means by which law shapes identity and desire.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Wuest**Prereq: POLIT-104.***POLIT-248GR Topics in Politics: 'Grassroots Democracy'***Spring. Credits: 4*

The central focus of this course is to explore theory and organizing practices of grassroots democracy. Each week the seminar will move back and forth between historical and theoretical reflection and reflection upon the experience of organizing communities. The course is motivated by citizens acting together to generate responses to the most challenging questions and issues of the present.

*Applies to requirement(s): Social Sciences**A. Aslam***POLIT-248PM Topics in Politics: 'Parties and Movements in American Politics'***Not Scheduled for This Year. Credits: 4*

This course explores the relationship between political parties and social movements in the United States. Through a historical examination of abolitionist, labor, civil rights, and other movements, we will analyze how formal electoral politics intersects with the more fluid politics of protest and direct action. We will look at how parties have grown out of, allied with, co-opted or eschewed movements for social change. Students will develop a clear analytical sense of the conditions that facilitate successful movement-party dynamics, concluding with critical assessments concerning the impact of the Tea Party, Occupy Wall Street, and Black Lives Matter.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Hilton**Prereq: POLIT-104.***POLIT-249 African Politics***Not Scheduled for This Year. Credits: 4*

The purpose of this course is to introduce students to a historically informed comparative study of African politics. The course views Africa as a distinct region with a vital role in the international system, reviewing major theories designed to explain patterns of African politics and the variations between and within African states. The course is motivated by the need to understand the legacies of colonialism, the relative weakness of the African state, and the variation of political and economic development in the continent. Finally, the course examines some aspects of social change and political reforms in post-independence Africa, such as democratization, international relations, and the role of civil society.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**The department***POLIT-252 Urban Politics***Fall. Credits: 4*

This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How are differences of race, class, and gender negotiated through urban institutions and community struggles?

*Applies to requirement(s): Social Sciences**P. Smith**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Introductory course in American history or social sciences.***POLIT-255 Gender and Power in Global Contexts****POLIT-255PA Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'***Fall. Credits: 4*

The Americas have been characterized by the strictness of their laws in the criminalization of abortion. In some countries abortion is criminalized even when the woman's life is at risk. What role have women's movements played in advancing abortion rights? What has mattered most for a movement's success, its internal characteristics or external forces? Has the way the movement framed its demands mattered? How has the political influence of the Catholic and Evangelical churches influenced policies in this area? We will answer these questions by exploring examples from across the region through primary and secondary sources.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. Fernandez Anderson***POLIT-267 The Politics of Finance and Financial Crises***Not Scheduled for This Year. Credits: 4*

The development and operation of stable and effective banks and financial markets has a tremendous impact on the economy and political stability of rich and poor countries alike. A stable financial system may be a necessity for economic growth and a financial crisis can wipe out decades of growth in weeks. This course will critically examine the debates around regulation of finance and management of financial crises in both the advanced capitalist states and emerging markets. It will examine specifically the Latin American debt crisis, the East Asian financial crisis, the 2007-2009 trans-Atlantic financial crisis, and the European debt crisis.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. Mitchell**Restrictions: Course limited to sophomores, juniors and seniors*

**POLIT-269 Social Movements: Theory and Praxis***Not Scheduled for This Year. Credits: 4*

Why do people mobilize? When do they do so? Why and how do they create movements? Are social movements successful paths towards social change? If so, under which conditions? This course will review the main theories of social movements and use them to analyze cases from around the world. Some of the cases we will take upon are the Arab Spring, the American civil rights movement, women and indigenous movements in Latin America, the anti-apartheid movement in South Africa, and the environmental movement in Europe.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Fernandez Anderson**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: POLIT-106 (Comparative Politics) is recommended.***POLIT-270 American Foreign Policy***Not Scheduled for This Year. Credits: 4*

In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy.

*Applies to requirement(s): Social Sciences**The department**Prereq: POLIT-116.***POLIT-272 Trade and American Foreign Policy***Fall. Credits: 4*

Trade policy has been central to American political debates since independence. Whether free trade, fair trade, or protectionism is best for America has been hotly debated for centuries. Decisions to trade or not to trade have also long been linked to other domestic and foreign policy issues including abolitionism and the Civil War, securing allies in the Cold War, building peaceful relations with China, and cementing U.S. global leadership. This course examines the shifting coalitions arguing over U.S. trade policy, the shifting goals they seek to accomplish via U.S. trade policy, and the international effects of U.S. trade.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. Mitchell**Prereq: POLIT-116.***POLIT-273 Public Policy***Spring. Credits: 4*

Want to change your government for the better? This course is concerned with the practical business of how, focusing on the often invisible and underappreciated public servants who do the hard work of designing, implementing and enforcing the policies and programs on which modern societies depend. Their work is often nonideological, yet modern democracies have long harbored suspicions of the power of unelected bureaucrats. Students in this course will study these debates over the organization and functions of modern state administration, familiarize themselves with policymaking processes, and engage in designing practical solutions to some of the most pressing social issues of the present.

*Applies to requirement(s): Social Sciences**R. Darrow***POLIT-277 Dislocation: Class and Politics in the U.S.***Spring. Credits: 4*

Dislocation from work and home has been a common experience of the working class in the United States since World War II. Whether caused by factors such as the gentrification of urban neighborhoods and rural towns, deindustrialization, urban renewal, automation, or the precarity of low-wage employment, the working class experience of dislocation continues today. This course will examine the decision making behind the policies and practices that have dislocated many working class Americans, as well as how these people have adjusted, accommodated, resisted, and sometimes fought dislocation from their jobs and homes. In this course, class is viewed as a social position shaped by power relations. While race and gender will be taken into account, our main focus will be understanding and explaining the common experience of the working class majority in the U.S.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**P. Smith**Prereq: POLIT-104 or POLIT-252, or 8 credits in Politics.***POLIT-278 U.S. Elections***Not Scheduled for This Year. Credits: 4*

Elections are at the core of both the vitality and fragility of American democracy. Free and responsive government is hard to imagine without elections, yet U.S. elections suffer from relatively low turnout, increasing polarization, invisible money, racial and gender inequality, partisan gerrymandering, and new forms of voter disenfranchisement. This course offers students an overview of American elections by placing the November elections in historical and comparative perspective and following their development in real time. Students will also gain on-the-ground experience working in the local community as voter registrants and get-out-the-vote activists in the run-up to the November elections. By the end of the semester, students will have developed an in-depth understanding of the workings of American electoral institutions and behavior as well as transferrable skills for organizing and mobilizing political action.

*Applies to requirement(s): Social Sciences**A. Hilton**Prereq: POLIT-104.***POLIT-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***POLIT-305 International Society***Not Scheduled for This Year. Credits: 4*

An intensive reading course in theories of international society: the idea that states and peoples are or should be linked to each other through a web of shared values and institutions. It focuses on the work of Hedley Bull, Immanuel Kant, and John Rawls. How did these three men understand international society? What are or should be the values and institutions that give rise to it and support it? What implications do their visions of international society have for war and peace, state sovereignty, religion, democracy, capitalism, distributive justice, human rights, and international law? What responses and criticisms have their arguments engendered?

*Applies to requirement(s): Social Sciences**S. Hashmi**Prereq: POLIT-116.*

**POLIT-312 Silk Roads: Ancient and Modern Highways across the Eurasian Continent**

*Not Scheduled for This Year. Credits: 4*

The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.

*Crosslisted as: RES-312*

*Applies to requirement(s): Social Sciences*

*The department*

*Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.*

**POLIT-314 Political Violence: Causes and Solutions**

*Not Scheduled for This Year. Credits: 4*

This course is an examination of political violence. Throughout the semester, the course covers the various manifestations of political violence, focusing on diverse topics such as genocide, ethnic conflict, interstate war, terrorism, and civil war. The course explores the debates in the field of political science regarding the nature and causal factors behind these types of violence. The course also examines how to end violence, how to maintain peace, and how societies should attempt to heal from periods of violence.

*Applies to requirement(s): Social Sciences*

*A. Reiter*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Politics.*

**POLIT-319 War: What Is It Good For?**

*Fall. Credits: 4*

A multidisciplinary exploration of the ways humans have understood, represented, experienced, and justified war over time and across cultures. Using art, literature, and film in addition to social scientific research, this course considers the many different meanings war has in human societies. It analyzes possible causes of war, including innate human drives, gender differences, socialization, regimes, and ideological and resource competition in a condition of international anarchy. It probes how war is experienced by soldiers and civilians. Finally, it examines justifications for war from a range of ethical perspectives.

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Restrictions: This course is open to juniors and seniors*

**POLIT-327 Transitional Justice**

*Not Scheduled for This Year. Credits: 4*

As societies emerge from authoritarian rule or civil war, they face the daunting task of engaging past human rights violations. States have a myriad of options at their disposal, ranging from granting blanket amnesties to hosting complex trials and truth commissions. In making these decisions, new leaders face pressures from former authoritarian actors, victims' groups, and international organizations. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses, and the political, legal, economic, and moral ramifications of each choice. Most importantly, it asks—does transitional justice work?

*Applies to requirement(s): Social Sciences*

*A. Reiter*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Politics.*

**POLIT-333 Just War and Jihad: Comparative Ethics of War and Peace**

*Not Scheduled for This Year. Credits: 4*

Why do we moralize about war? When is war justified, if ever? What restraints should soldiers accept? This course examines these issues within the context of Western and Islamic thought. Study of the origins and evolution of both traditions is combined with consideration of important topics of current concern, such as intervention, weapons of mass destruction, and women and war.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: 8 credits in Politics.*

**POLIT-341 Political Islam**

*Not Scheduled for This Year. Credits: 4*

This course covers Islamic responses to European imperialism in the nineteenth and twentieth centuries, particularly the emergence of Islamic modernism; the growth of Islamic movements in the Arab world and South Asia and their responses to secular nationalism and socialism; and a survey of the ends to which religion is applied in three types of regimes: patrimonial Saudi Arabia, revolutionary Iran, and military-authoritarian Pakistan.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: 8 credits in Politics.*

**POLIT-342 Islamic Political Thought**

*Spring. Credits: 4*

This course examines Islamic political thought from the origins of Islam to the present. It considers how Muslim thinkers over the past 14 centuries have understood such fundamental political concepts as the state, leadership, and law. The seminar also includes modern Muslim reflections on political concepts of Western origin, such as democracy, nationalism, and civil society.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: POLIT-116 and 8 credits in Politics.*



**POLIT-343 Law and Religion***Not Scheduled for This Year. Credits: 4*

This course explores the relationship between law and religion through a comparative study of eight countries: the United States, the United Kingdom, France, Egypt, Iran, Pakistan, Israel, and India. It focuses on the role of religion in the constitutional law of these countries, both in the text of constitutional documents and in judicial interpretation of these texts. Starting with an analysis of the religion clauses in the First Amendment of the U.S. Constitution, the seminar explores questions relating to the separation of religion and state, religious liberty, and the proper role of courts in negotiating societal disputes over religion.

*Applies to requirement(s): Social Sciences**S. Hashmi**Prereq: 8 credits in Politics.***POLIT-351 The Supreme Court***Spring. Credits: 4*

This course will focus on the most important cases decided by the United States Supreme Court since 1803. Each week will focus on a different seminal Supreme Court case and the political context surrounding the case. The cases will focus on topics such as judicial review, reproductive rights, school desegregation, free speech, gay marriage, and affirmative action. As a final project, students will create a presentation on a Supreme Court case that is not covered in the course. Students will also submit reaction papers each week. The learning objectives of the course include: understanding how to read a federal court case, examining the way politics influences Supreme Court decisions, and exploring the way Supreme Court decision making has an impact on American society.

*Applies to requirement(s): Social Sciences**D. Holley**Restrictions: This course is open to juniors and seniors**Prereq: POLIT-104 or POLIT-235.***POLIT-355 Race and Housing***Not Scheduled for This Year. Credits: 4*

This course examines the role of race in the construction of housing markets and policies in United States. It will consider housing markets and policies in the larger context of postwar American Political Development. We will also examine how African Americans, Latinx, Asian Americans, and whites embraced, accommodated, and protested segregated housing markets and discriminatory policies. Topics discuss include racial and class segregation, fair housing, public housing, urban redevelopment, and gentrification.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**P. Smith**Prereq: 8 credits in Politics including POLIT-104, POLIT-234, or POLIT-252.***POLIT-357 War and Peace in South Asia***Not Scheduled for This Year. Credits: 4*

Rising inequality, political instability, and radicalism mark South Asia – a region of contested histories, ideologies, and territories. We will explore the history and causes of enduring conflicts such as Kashmir and the wars in Afghanistan, separatist movements in Pakistan, India, and Sri Lanka, and potential conflicts over scarce water and energy resources. We will conclude with analysis of the role of external powers in South Asia, for example, China and the U.S., and assess the prospects for peace in the region.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from Politics.***POLIT-359 Democratization and Civil Society in East Asia***Not Scheduled for This Year. Credits: 4*

This course examines the dramatic emergence of democratic institutions and civil society in East Asia. The primary aim of the class is to help students understand and analyze the process of democratic unfolding in Japan, Korea, and Taiwan. We will also evaluate China's recent, albeit limited experiments with democratic practices. We will begin by contrasting Western perspectives of democracy with both traditional and more contemporary Asian understandings of democracy. We will then focus on the actual processes of democratic consolidation in each of the cases, especially the developments that precipitated political crisis and ultimately, political change.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*C. Chen**Restrictions: This course is open to juniors and seniors***POLIT-363 Political Economy of the European Union***Spring. Credits: 4*

This course examines the political, economic, and cultural forces driving debates around the creation, expansion, and reform of the European Union. It examines the economic and political logic for integration, as well as the cultural and economic challenges pushing against integration, and provides an in-depth look at the specific challenges facing the EU.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*C. Mitchell**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Politics/International Relations.***POLIT-365 Ethics and International Relations***Not Scheduled for This Year. Credits: 4*

Do ethical considerations matter in international relations? Should they? These questions are examined from the perspective of Western writers on these specific issues: just war, intervention, human rights, weapons of mass destruction, and distributive justice. The course also considers challenges to the international system posed by the critiques and responses of non-Western states and peoples.

*Applies to requirement(s): Social Sciences**S. Hashmi**Prereq: POLIT-116.***POLIT-366 Global Migration***Not Scheduled for This Year. Credits: 4*

This course examines voluntary and forced migrations from local, regional and global perspectives. It focuses on contemporary population movements and their historical antecedents, paying particular attention to colonial legacies and the immigration policies of European states and the U.S. We will debate the costs and benefits of migration, the ethical and normative implications of asylum policies and the treatment of refugees, and rights and obligations of citizenship. The course concludes with an analysis of the global compact for migration and the institutional and legal frameworks for protecting migrant rights and refugees.

*Applies to requirement(s): Social Sciences**K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 Credits from Politics*

**POLIT-372 Earthborn Democracy***Fall. Credits: 4*

The relationship between ecology and democracy has a complex history and an uncertain future. Ecological crises threaten all forms of life on earth, and democracy too is an endangered species, as popular discontent, elite malfeasance, and unresponsive institutions herald democratic crisis if not collapse. If our present political concepts and institutions are inadequate for meeting the challenges of living in right relation with the more-than-human world, these inadequacies are themselves symptoms of a failing political-cultural *story* and a lack of concrete practices of ecological renewal. Course readings will excavate political practices and stories illustrating the interdependence necessary to inspire and orient the work of ecological renewal.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**A. Aslam**Prereq: 8 Credits from Politics***POLIT-378 Backsliding and Resilience in U.S. Democracy***Fall. Credits: 4*

American democracy is in trouble. But when has it not been? Since the election of Donald Trump, observers have increasingly begun to question basic assumptions about the apparent stability of the American constitutional regime. Yet critical observers, activists, and political movements across the past two centuries have persistently called attention to the deficits of U.S. democracy and sought to rectify them. Is America presently at risk of "democratic backsliding"? Or will U.S. democracy prove resilient? This course puts the current distemper of U.S. democracy in historical perspective by examining the complex and contradictory patterns of democratic development from the Founding to the present.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Hilton**Prereq: 8 credits in the department and POLIT-104.***POLIT-380 Nationalism and Ethnic Politics***Fall. Credits: 4*

This course examines ethnic and nationalist ideologies and movements in contemporary politics. It will focus on major theories and approaches to the study of nationalism, the role of nationalism in state-building and modern warfare, and the mobilization of ethno-nationalist identities by political entrepreneurs and movements including anticolonialism and fascism. Drawing on cross-regional examples from Asia, Europe and the United States, we will analyze the causes of ethnic conflict and political violence, the global resurgence of nationalism, and the rise of populist movements. We will also consider multiculturalism and cosmopolitan alternatives to nationalism.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Khory**Prereq: 8 credits in politics.***POLIT-384 Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century***Not Scheduled for This Year. Credits: 4*

How do we end political violence and achieve peace? This course focuses on the context for negotiation and bargaining strategies, including what types of actors are involved in negotiations, the contours of the mediation environment, the timing of intervention and talks, the use of leverage to get warring parties to the table, and the transformation of processes across multiple stages from initial mediation to implementation to enforcement. The course also examines several peacemaking strategies in depth, including resource sharing, territorial autonomy and partitions, elections and powersharing agreements, refugee crisis management, and demobilization and reintegration programs.

*Applies to requirement(s): Social Sciences**A. Reiter**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Politics.***POLIT-385 International Security***Not Scheduled for This Year. Credits: 4*

This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; humanitarian intervention; nuclear proliferation; and terrorism. The course concludes with analysis of specific initiatives for achieving both common and comprehensive security.

*Applies to requirement(s): Social Sciences**K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from Politics including POLIT-116.***POLIT-387 Advanced Topics in Political Theory****POLIT-387AW Advanced Topics in Politics: 'Law and Inequality'***Spring. Credits: 4*

The gap between the rich and the poor in the United States today is as wide as it was during the Great Depression. Some scholars and lawmakers have called our era the "Second Gilded Age," a reference that evokes images of robber barons and monopolists, the "billionaire class" of yesteryear. This seminar poses the question: what does law have to do with it? Together, we will explore all the ways that "law," "politics," and economics" are messily entwined, and how those entanglements explain who has wealth, who gets healthcare, who goes to jail, and who decides climate change policy.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Wuest**Prereq: 8 credits in the department and POLIT-104.*

**POLIT-387DE Advanced Topics in Politics: 'Democratic Desire'***Not Scheduled for This Year. Credits: 4*

If democracies trace their origins back to insurrections – whether, to name three, the American, French, or Haitian – how do we make sense of the near-universal condemnation of January 6th insurrections or of those participating in uprisings in Ferguson, Baltimore, Portland, Seattle, Athens or Madrid over the last decade as threats to democracy? This paradox points to an underdeveloped concept of desire across democratic theory that would explain the basis for the people to rule themselves. This course will explore democratic desire as both the desire not to be ruled by others and the desire for collective self-rule. Beginning with feminists writing about erotic power such as Audre Lorde and the varied practices of so-called "pleasure activists," we will understand the role of desire in politics, how it can be tapped into, why it can be so unruly, and why it is repressed. Tracing desire's anarchic element, our readings will examine "wild democracy" and the polymorphism of desire, as pathways for cultivating a healthy desire for exercising power and cooperating with others through organizing and movement practices. Readings may include titles by Anne Norton, adrienne marie brown, Lama Rod Owens, Norman O. Brown, Bonnie Honig, and Saidiya Hartman.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Aslam**Prereq: 8 credits in the department and POLIT-118.***POLIT-387FX Advanced Topics in Politics: 'The Feminist Sex Wars'***Spring. Credits: 4*

In the late 1970s through the 1980s, a series of contentious debates erupted in American feminism over pornography, prostitution, sadomasochism, and other issues related to sex, power, pleasure, desire, erotic community, and violence. This was a time of prolific theorizing and bitter conflict known as the "feminist sex wars." This course tries to make sense of some common contemporary discourses on pornography, sexual representation, sexual conduct, and sexual ethics by exploring their sources in the feminist political and theoretical debates of the sex wars, as well as examining how feminist engagement with these issues was entangled in larger political, cultural, and philosophical contexts. We will also question how the feminist sex wars are remembered and theorized today and what kind of stories about the feminist sex wars are repeatedly told in different institutional contexts.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Henderson**Prereq: 8 credits in the department.**Advisory: Strongly recommended that students take POLIT-233 or GNDST-101 before taking this course.***POLIT-387HE Advanced Topics in Politics: 'Health and Inequality'***Fall. Credits: 4*

This course is designed to provide students with both an in-depth study of the political and social determinants of health and with queer, feminist, and postcolonial theorizations of health and the body. We will question and theorize what "health" is as well as study how economic and social inequality distribute unequal life chances. We will examine how race, class, gender, sexuality, and citizenship combine to help some survive and even profit from disease and illness while others perish and experience shame, stigma, and financial insecurity. We will study how politicians, scientists, and public health officials have treated different communities and how various marginalized communities have fought back for improved life chances.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Henderson**Prereq: 8 credits in the department.***POLIT-387PD Advanced Topics in Politics: 'Other Political Dreams'***Not Scheduled for This Year. Credits: 4*

This course examines dreams of other politics, trying to recognize what is distinctive in a diverse set of traditions beyond their resistance to liberal-democracy's entwinement with contemporary capitalism. Spanning anarchism, Afro-pessimism and Afro-futurism, and the #BlackLivesMatter movement, we will examine political actions and thought that do not identify themselves as democratic and even define themselves as anti-democratic in order to name politics they aspire towards. Special attention will be given the picture of collective belonging and action that emerges in these works along with the techniques of figuring these visions and of gathering community around them.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Aslam**Prereq: 8 credits in Politics.***POLIT-387PE Advanced Topics in Politics: 'The 1%'***Not Scheduled for This Year. Credits: 4*

In recent years, scholarship on American politics has challenged the idea that our government has upheld and expanded basic democratic principles since the fall of Jim Crow. This scholarship notes a growing wealth gap since the 1970s and 1980s that has given rise to a "New Gilded Age." Along with this rising wealth gap, the United States has also endured rising incarceration rates, a shrinking middle class, an eroding public sphere, and charges that plutocracy – or governance by the rich – has overtaken American democracy. In this course we will explore, investigate, and challenge several arguments and assumptions at the heart of these critiques of contemporary US politics. Students will read and discuss cutting edge scholarship and journalism exploring the inequality debates, including inquiries into the complex interrelations of race, gender, and class.

*Applies to requirement(s): Social Sciences**A. Hilton**Prereq: 8 credits in Politics including POLIT-104.*

**POLIT-391 Pivotal Political Ideas****POLIT-391RE Pivotal Political Ideas: 'Reparations and the Politics of Repair'**

*Not Scheduled for This Year. Credits: 4*

This course will examine arguments for reparations for slavery with an eye towards understanding what withholding and extending reparations have meant for American democracy and citizenship. We will contextualize arguments for reparations within a larger conversation about repairing democratic norms, institutions, and social conditions within recent democratic theory. Together we will investigate what historical and ongoing injustices and inequalities reparations are meant to repair, how reparations would address those harms, and how arguments for reparations have mobilized social activists on both sides of the question. Our readings will span history, legal studies, politics, literature and the arts and arguments for reparations to be paid by the American state down to institutions such as corporations, universities, and other jurisdictions.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Aslam*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Politics.*

**POLIT-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Courses Meeting Politics Subfield Requirements for the Major

**American Politics**

Code	Title	Credits
<b>Politics</b>		
POLIT-104	American Politics	4
POLIT-234	Black Metropolis: From MLK to Obama	4
POLIT-235	Constitutional Law: The Federal System	4
POLIT-236	Civil Liberties	4
POLIT-246	American Political Thought	4
POLIT-248DA	Topics in Politics: 'Defense Against the Dark Arts'	4
POLIT-248GE	Topics in Politics: 'Sex, Gender, and American Law'	4
POLIT-248PM	Topics in Politics: 'Parties and Movements in American Politics'	4
POLIT-252	Urban Politics	4
POLIT-277	Dislocation: Class and Politics in the U.S.	4
POLIT-278	U.S. Elections	4
POLIT-343	Law and Religion	4
POLIT-351	The Supreme Court	4
POLIT-355	Race and Housing	4
POLIT-378	Backsliding and Resilience in U.S. Democracy	4
POLIT-387AW	Advanced Topics in Politics: 'Law and Inequality'	4
POLIT-387PE	Advanced Topics in Politics: 'The 1%'	4

**Comparative Politics**

Code	Title	Credits
<b>Politics</b>		
POLIT-106	Comparative Politics	4

POLIT-208	Chinese Politics	4
POLIT-209	Contemporary Russian Politics	4
POLIT-228	East Asian Politics	4
POLIT-230	Resistance and Revolution	4
POLIT-243	Introduction to Latin American Politics	4
POLIT-249	African Politics	4
POLIT-255PA	Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-269	Social Movements: Theory and Praxis	4
POLIT-314	Political Violence: Causes and Solutions	4
POLIT-327	Transitional Justice	4
POLIT-341	Political Islam	4
POLIT-343	Law and Religion	4
POLIT-359	Democratization and Civil Society in East Asia	4
POLIT-363	Political Economy of the European Union	4

**Russian & Eurasian Studies**

RES-240	Contemporary Russian Politics: From Lenin to Putin	4
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**International Politics**

Code	Title	Credits
<b>Politics</b>		
POLIT-116	World Politics	4
POLIT-216	Middle East Politics	4
POLIT-224	The United States and Iran	4
POLIT-226	The United States, Israel, and the Arabs	4
POLIT-232	Introduction to International Political Economy	4
POLIT-247	International Law and Organization	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-270	American Foreign Policy	4
POLIT-272	Trade and American Foreign Policy	4
POLIT-305	International Society	4
POLIT-312	Silk Roads: Ancient and Modern Highways across the Eurasian Continent	4
POLIT-314	Political Violence: Causes and Solutions	4
POLIT-319	War: What Is It Good For?	4
POLIT-327	Transitional Justice	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-357	War and Peace in South Asia	4
POLIT-363	Political Economy of the European Union	4
POLIT-365	Ethics and International Relations	4
POLIT-366	Global Migration	4
POLIT-380	Nationalism and Ethnic Politics	4
POLIT-384	Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century	4
POLIT-385	International Security	4

**Political Theory**

Code	Title	Credits
<b>Gender Studies</b>		
GNST-221QF	Feminist and Queer Theory: 'Feminist and Queer Theory'	4



**Politics**

POLIT-118	Introduction to Political Ideas	4
POLIT-212	Modern Political Thought	4
POLIT-233	Introduction to Feminist Theory	4
POLIT-246	American Political Thought	4
POLIT-248GR	Topics in Politics: 'Grassroots Democracy'	4
POLIT-305	International Society	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-342	Islamic Political Thought	4
POLIT-365	Ethics and International Relations	4
POLIT-372	Earthborn Democracy	4
POLIT-387HE	Advanced Topics in Politics: 'Health and Inequality'	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
POLIT-391RE	Pivotal Political Ideas: 'Reparations and the Politics of Repair'	4

## Psychology and Education

### Overview and Contact Information

The Psychology and Education department offers two options within the Psychology and Education major and a minor in Education. Within the major, Option I requires a minimum of 60 credits and leads toward teacher licensure in early childhood education (PreK–2) or elementary education (1–6); Option II requires a minimum of 44 credits and does not lead toward licensure. No major is offered in education alone. The minor in education (with teacher licensure) provides students with another route to completing the course work necessary for applying to Mount Holyoke's teacher licensure programs.

Students considering pursuing teacher licensure while an undergraduate at Mount Holyoke must contact the Five College Teacher Licensure Coordinator for an appointment (preferably by the middle of the sophomore year), to review their options, the licensure requirements, and application procedures for acceptance into the licensure program of their choice. Candidates for all Mount Holyoke's teacher education programs must complete a sequence of courses in the Psychology and Education Department prior to the spring semester of their senior year. The spring semester of the senior year is devoted almost entirely to the practicum, which is a full-time student teaching assignment in an area school.

Several options are available to complete the teacher licensure course sequence in relation to a student's major or minor:

- Students who wish to work towards an early childhood or elementary license have a choice of majors. Students can major in psychology and education or, with careful selection of courses, any liberal arts major which the College offers. The latter often elect to complete the education minor, as the minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs.
- Students pursuing a license in middle or secondary school subjects, or certification in the arts typically major in that subject area, with careful selection of courses to meet all licensure requirements.

More information is available within teacher licensure (p. 352).

Students are also encouraged to contact the teacher licensure website

(<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>) and the Teacher Licensure Coordinator for further information.

For those who have already completed a bachelor's degree, the Master of Arts in Teaching (p. 392) program, through the Professional and Graduate Education division, offers a route towards licensure.

### See Also

- Educational Studies (p. 159)
- Educational Policy and Practice (p. 158)
- Psychology (p. 329)
- For study after completing the bachelor's degree: Master of Arts in Teaching (p. 392)

### Contact Information

**Mara Breen, Co-chair**

**KC Haydon, Co-chair**

**Jackson Matos, Director, Secondary/Middle Teacher Licensure Program**

**Sarah Frenette, Director, Early Childhood/Elementary Teacher Licensure Program and Five College Teacher Licensure Coordinator**

**Cheryl McGraw, Academic Department Coordinator**

303 Reese Psychology and Education Building  
413-538-2844

<https://www.mtholyoke.edu/academics/find-your-program/psychology-and-education> (<https://www.mtholyoke.edu/academics/find-your-program/psychology-and-education/>)

### Learning Goals

By participating in coursework and experiences constituting a major in Psychology and Education, students will acquire the following knowledge and skills:

- Through introductory courses, students will gain a comprehensive overview of the field of psychology, the intersections among sub-fields, and the connections among theory, research, and practice (including both classic and cutting-edge questions and problems within the field).
- Through core courses such as statistics and research methods, students will learn a variety of research approaches (both quantitative and qualitative), develop technological skills and facility with a variety of software, and become fluent in the ethical issues involved in human and non-human research.
- Through intermediate and advanced courses, students will learn how to read primary sources of psychological and educational research (both contemporary and historical), and learn how to analyze underlying assumptions, apply theoretical frameworks, and evaluate the validity of empirical evidence.
- From the curricular offerings, students will understand how psychological and educational questions and research may reflect gender, race, and social class biases and learn innovative ways of applying theory and research to critical social issues.
- Through our unique focus on research and independent study, students will have opportunities to develop skills as articulate writers and speakers and will gain additional research experience through participation in research projects with distinguished department faculty.

## Faculty

### This area of study is administered by the Department of Psychology and Education:

Becky Packard, Professor of Psychology and Education

Jennifer Jacoby, Associate Professor of Psychology and Education;  
Director of First-Year Seminars; Director of the Teaching and Learning Initiative

Jackson Matos, Assistant Professor of Psychology and Education

Lenore Reilly, Senior Lecturer in Education

Molly Keehn, Visiting Lecturer in Intergroup Dialogue

Sarah Frenette, Five College Coordinator of Teacher Licensure

## Requirements for the Major in Psychology and Education

Two options are offered within the psychology and education major:

- Option I: (p. 351) requires a minimum of 60 credits and leads toward teacher licensure in early childhood education (PreK–2) or elementary education (1–6)
- Option II (p. 351): requires a minimum of 44 credits and does not lead toward licensure

### Option I: Leading to Teacher Licensure in Early Childhood or Elementary Education

A minimum of 60 credits (including the student teaching practicum in the senior year):

Code	Title	Credits
A 100-level psychology course		4
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Social Justice in Education	4
or EDUC-220	Foundations of Multicultural Education	4
EDUC-263	Teaching English Language Learners	4
One course at the 200 or 300 level in Area D (perception, cognition, and language) or Area E (biological bases of behavior) of the psychology curriculum		4
At least one course at the 200 or 300 level in psychology in Area A (social psychology) or Area B (personality and abnormal psychology) or Areas D or E (whichever area was not selected to complete the Area D or E requirement above)		4
One Psychology laboratory at the 300 level, if not completed in meeting the Area requirements above <sup>1,2</sup>		0-4
EDUC-300	The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools	4
EDUC-320	Observing and Assisting in Inclusive Classrooms (junior or senior year)	2
EDUC-325	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4

EDUC-322	Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education	4
EDUC-323	Student Teaching in Early Childhood and Elementary Schools	10
<b>Total Credits</b>		<b>60-64</b>

<sup>1</sup> All lab courses have the word "Lab" or "Laboratory" as the first word of the course title.

<sup>2</sup> EDUC-395 for lab credit may be substituted for the 300-level Psychology lab. If choosing the EDUC-395 for lab credit option, the project must include analysis of data (e.g., quantitative, qualitative, archival, biographical), using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester. This option requires a minimum of 4 credits of EDUC-395.

### Other Requirements

- Distribution/General Education Courses. In addition, applicants for the early childhood (PreK-2) and elementary (1-6) licenses should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of subject matter knowledge requirements designated by the Massachusetts Department of Elementary and Secondary Education as appropriate for the early childhood and elementary licenses. See the appropriate program director or the teacher licensure coordinator for assistance in selecting this course work.
- Lab in Early Social and Personality Development. Applicants for the early childhood license (PreK-2) must enroll in PSYCH-331. This course can be used to fulfill the requirement for a Psychology lab at the 300 level.

### Additional Specifications

- Students who declare a psychology and education major automatically fulfill the College's "outside the major" requirement.

### Option II: Not Leading to Teacher Licensure

A minimum of 44 credits:

Code	Title	Credits
A 100-level psychology course		4
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Social Justice in Education	4
or EDUC-220	Foundations of Multicultural Education	4
One additional course at the 200 or 300 level in Area D (perception, cognition, and language) or Area E (biological bases of behavior) of the psychology curriculum		4
At least one course at the 200 or 300 level in psychology in Area A (social psychology) or Area B (personality and abnormal psychology) or Areas D or E (whichever area was not selected to complete the Area D or E requirement above)		4
One Psychology laboratory course at the 300 level <sup>1,2</sup>		4
8 additional credits in psychology above the 100 level. These credits must be at the 300 level, unless 12 other 300-level credits were completed in meeting Area requirements <sup>3</sup>		8
<b>Total Credits</b>		<b>44</b>

- <sup>1</sup> All lab courses have the word "Lab" or "Laboratory" as the first word of the course title.
- <sup>2</sup> If choosing EDUC-395 for lab credit, the project must include analysis of data (e.g. quantitative, qualitative, biographical), using any empirical method (e.g. experiment, case study, interview) and must be presented orally to the department at the end of the semester. This option requires a minimum of 4 credits of EDUC-395.
- <sup>3</sup> 300-level courses can be completed outside the psychology and education department if they are in a related field.

### Additional Specifications

- Students who declare a psychology and education major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor in Education

The minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs. Further information about teacher licensure programs and procedures for admittance into one of the programs is found within Teacher Licensure (p. 352).

Students who elect the interdisciplinary major in psychology and education (Option I) complete the same education course sequence requirements as the education minor, but through completion of the psychology and education major (p. 352).

## Requirements for the Education Minor Specific to the Early Childhood and Elementary Teaching License With a Major in Any Discipline *Other than Psychology and Education*

For students pursuing early childhood or elementary licensure with a major in any discipline other than psychology and education the requirements are:

A minimum of 44 credits:

Code	Title	Credits
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Social Justice in Education	4
or EDUC-220	Foundations of Multicultural Education	
EDUC-263	Teaching English Language Learners	4
EDUC-300	The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools	4
EDUC-320	Observing and Assisting in Inclusive Classrooms	2
EDUC-325	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4
EDUC-322	Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education	4
EDUC-323	Student Teaching in Early Childhood and Elementary Schools	10
An additional course as required for your level: PSYCH-331 for early childhood (PreK-2) applicants		4
<b>Total Credits</b>		<b>44</b>

## Required Courses for the Education Minor Specific to Teaching Licenses in Middle or Secondary Education, Foreign Language, Dance, Music, Theater, or Visual Art

Students pursuing middle or secondary (as well as foreign language, dance, music, theater, or visual art) licensure must take a minimum of 40 credits:

Code	Title	Credits
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Social Justice in Education	4
or EDUC-220	Foundations of Multicultural Education	
EDUC-263	Teaching English Language Learners	4
EDUC-320	Observing and Assisting in Inclusive Classrooms	2
EDUC-330	The Process of Teaching and Learning in Secondary and Middle Schools	4
EDUC-331	Student Teaching in Secondary and Middle Schools	10
EDUC-333	Practicum Seminar on Teaching and Learning: Middle and Secondary Education	4
A subject-specific methods of teaching course at one of the Five Colleges		4
<b>Total Credits</b>		<b>40</b>

## Teacher Licensure Programs

Information about the teacher licensure programs at the baccalaureate level, procedures for admittance into one of the programs, and the requirements for course work follow.

Currently, Mount Holyoke College is approved "with distinction" by the state of Massachusetts to offer "initial" licensure programs at the baccalaureate level in the following areas:

Code	Title	Credits
Early childhood education (PreK-2)		
Elementary education (1-6)		
Biology (8-12)		
Chemistry (8-12)		
Earth science (8-12)		
English (5-12)		
History (5-12)		
Mathematics (5-8 and 8-12)		
Physics (8-12)		
Social science (5-12)		
Foreign language (5-12) in Spanish and French		
Latin & classical humanities (5-12)		
Dance (all levels)		
Music (all levels)		
Theater (all levels)		
Visual art (PreK-8 and 5-12)		

At the graduate level, the College also admits qualified students who have completed their bachelor of arts degrees, to study for the degree of Master of Arts in Teaching (p. 392). The Master of Arts in Teaching

program is offered through the division of Professional and Graduate Education.

## Procedures and Policies for Teacher Licensure

### Procedures

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following:

1. attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator and director of the Early Childhood/Elementary Teacher Licensure Program, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure,
2. enroll in a sequence of courses in the psychology and education department constituting the education minor (p. 352) or built into Option I within the psychology and education major (p. 351),
3. attend follow-up advising sessions with Sarah Frenette as well as advisors in the major to assist with course selection necessary for teacher licensure, and,
4. complete the application process for the practicum year.

Part of the application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

### Relationship of the Licensure Course Sequence to the Student's Major

Students pursuing a license in middle or secondary school subjects, or certification in the arts typically major in that subject area, with careful selection of courses to meet all licensure requirements.

Students who wish to work towards an early childhood or elementary license have a choice of majors. Students can major in psychology and education (p. 351) or, with careful selection of courses, any liberal arts major which the College offers. The latter often elect to complete the education minor (p. 352), as the minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs.

Specific advice to students pursuing licensure in specific areas of study can be found with other information about that area of study (p. 45).

### Application to the Practicum Semester

Candidates for teacher licensure at all levels must apply to participate in the practicum semester (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>) between December 1 and January 7 of their junior year. In addition to completing an application form and having an interview with the practicum committee, students must submit a resume, unofficial transcript, a copy of their current degree audit, evidence of passing the appropriate components of the MTEL for the license sought (<https://www.mtel.nesinc.com>), two faculty recommendations, and a written essay. The transcript must reflect a cumulative GPA of 2.85 or higher. Following completion of prerequisite courses offered in their chosen major and in the Department of Psychology and Education and acceptance into the practicum semester, students are eligible to enroll in a student teaching practicum offered in the spring semester of their senior year.

### Teacher Incentive Semester (TIS)

The Teacher Incentive Semester provides an opportunity for those students who wish to pursue a teaching license but were unable to complete their final teacher licensure program requirements within the usual number of semesters expected for the bachelor's degree. The Teacher Incentive Semester is offered in the spring semester only and consists of the practicum course and the practicum seminar. To be eligible for TIS, the student must both, before the TIS semester:

1. have completed all graduation requirements including those of the major, minor, College distributions, and 128 credits;
2. have exceeded the funding limitation standards of the College (i.e., at least eight semesters for first-year fall entrants or seven semesters for first-year spring entrants. Transfer and Frances Perkins students should consult with Student Financial Services to determine the applicable limitation standard.).

Those who have completed all graduation requirements at mid-year and who meet all other eligibility requirements for TIS, must have their AB awarded in the College's March conferral, while completing the TIS for the spring semester.

Courses of study as well as procedures for application to a specific teacher licensure program and practicum are the same as those for students who complete the practicum without TIS eligibility. (See "Application to the Practicum Semester" above.) Students accepted into a teacher licensure program and TIS will be charged one credit for the TIS semester.

There is no housing or financial aid eligibility during the TIS semester. International students are advised that OPT cannot be used for the practicum semester, so international students must complete the practicum before they graduate instead of as a TIS.

### Obtaining a Teaching License from the Massachusetts Department of Elementary and Secondary Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, graduates must:

1. successfully complete the requirements of a Mount Holyoke teacher licensure program,
2. pass all the appropriate components of the Massachusetts Tests for Educator Licensure (MTEL), and,
3. submit licensure application materials and fees to the Massachusetts Department of Elementary and Secondary Education.

Through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement, candidates who become licensed in Massachusetts are eligible for licensure in most other states, some U.S. territories, and parts of Canada. More detailed information can be found at <https://www.nasdtdec.net/page/InterstateAgreements> (<https://www.nasdtdec.net/page/InterstateAgreements/>).



## Course Offerings

### EDUC-205 Social Justice in Education

*Fall. Credits: 4*

When do we bring up issues of identity (i.e., race, class, gender, etc) in a classroom? What do teachers need to interrupt racism and other types of oppression? How do societal issues affect schools and communities? This course examines the historical, social, and legal underpinnings of social constructions and how perspectives on racism and other types of oppression have influenced lives within school communities. Topics include white privilege, white supremacy, and accountability, achievement and opportunity gaps, gender oppression, classism, and the impact of anti-oppressive pedagogies on multiple levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, and final project are required.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*J. Matos*

*Restrictions: Course limited to sophomores, juniors and seniors*

### EDUC-220 Foundations of Multicultural Education

*Not Scheduled for This Year. Credits: 4*

This course offers a study of the historical, theoretical, and philosophical perspectives that are the underpinnings of multiculturalism in education. Through selected readings, class discussion, and oral presentations, the course will examine the epistemological elements of race, class, culture, and gender in the classroom.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*L. Reilly*

*Prereq: PSYCH-100 or AP Psychology.*

*Advisory: Priority given to licensure students.*

### EDUC-233 Educational Psychology

*Fall and Spring. Credits: 4*

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings.

*Crosslisted as: PSYCH-233*

*Applies to requirement(s): Social Sciences*

*K. O'Carroll, B. Packard*

*Prereq: A 100-level psychology course or AP Psychology.*

### EDUC-263 Teaching English Language Learners

*Fall. Credits: 4*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students. All participants will have opportunities to connect theory and practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*J. Jacoby*

*Instructor permission required.*

*Advisory: Permission of instructor. Preference is given to students enrolled in the teacher licensure program.*

*Notes: Required field experience for licensure students*

### EDUC-267 Children's Literature for Educators

*Fall. Credits: 4*

This course introduces various genres of children's literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Swift*

*Instructor permission required.*

*Advisory: Preference given to juniors and seniors in the teacher licensure program.*

### EDUC-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### EDUC-300 The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools

*Spring. Credits: 4*

Through a balanced and integrated approach students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*S. Frenette*

*Instructor permission required.*

*Advisory: Preference given to EC/ELEM/English (5-12) licensure students in the junior year.*

**EDUC-320 Observing and Assisting in Inclusive Classrooms**

*Fall and Spring. Credits: 2*

Students are expected to complete a supervised field experience full-time every day during January Intersession in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Frenette*

*Instructor permission required.*

*Prereq: One of the following: PSYCH-230, PSYCH-233, EDUC-205.*

*Advisory: This course is limited to seniors that have been accepted into the teacher licensure program. Permission to participate in prepracticum experience for credit is contingent upon attendance at the meetings in November. Consult Ms. Frenette in October for exact dates.*

*Notes: This course is required of all students pursuing teacher licensure.*

*Graded on a credit/no credit basis. Three mandatory meetings (2 hours each): one in November, one in December, and one in February. Prepracticum: five days a week for three weeks in January.*

**EDUC-322 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education**

*Spring. Credits: 4*

This weekly seminar provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*S. Frenette*

*Instructor permission required.*

*Advisory: Limited to students accepted into the practicum year program*

**EDUC-323 Student Teaching in Early Childhood and Elementary Schools**

*Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Candidate Assessment of Performance.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*S. Frenette*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: EDUC-300, EDUC-320, and EDUC-325.*

*Notes: Credit/no credit grading. 5 days a week for 12 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break); limited to students accepted to the practicum year program.*

**EDUC-324 Observing and Assisting in Early Childhood and Elementary Settings**

*Fall and Spring. Credits: 1 - 2*

Discussions and fieldwork provide the student with an opportunity to understand the classroom as a learning community. The tutorial includes several meetings focusing on the student's participant observations and assigned readings. Fieldwork includes a minimum of 20 hours on site, individually scheduled in early childhood (pre K-2) or elementary (1-6) settings. Assessment includes in-progress reports and a final project related to fieldwork. Course graded on a credit/no credit basis.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*S. Frenette*

*Instructor permission required.*

*Notes: 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum). Credit/no credit grading.*

**EDUC-325 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum**

*Fall. Credits: 4*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classrooms. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction. All participants will have opportunities to connect theory and practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*L. Mattone*

*Instructor permission required.*

*Advisory: Preference given to students accepted in the practicum year program.*

**EDUC-330 The Process of Teaching and Learning in Secondary and Middle Schools***Fall. Credits: 4*

This course addresses the question: what does teaching for understanding look like, and how can we plan for it? Informed by current research and effective teaching practice, students learn to plan and implement curricular units and lessons that engage adolescents, strengthen their literacy skills, and further their understanding of content. Topics include establishing a supportive classroom environment, designing equitable learning situations for students from diverse racial, ethnic, cultural and linguistic backgrounds as well as students with special needs, using digital media to enhance learning, and examining the connections between pedagogy and classroom management. All participants will have opportunities to connect theory and practice.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Speaking-Intensive**J. Matos**Instructor permission required.*

*Advisory: Students wishing to gain experience for Teach for America (and other teacher residency programs), the Fulbright Scholars program, Science Buddies, etc. may enroll with permission of instructor. Required for all teacher candidates accepted into the middle and secondary licensure program.*

**EDUC-331 Student Teaching in Secondary and Middle Schools***Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Candidate Assessment of Performance.

*Applies to requirement(s): Meets No Distribution Requirement**J. Matos**Restrictions: This course is limited to seniors.**Instructor permission required.**Prereq: EDUC-320 and EDUC-330.*

*Notes: Credit/no credit grading. 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's/Amherst College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum.*

**EDUC-332 Observing and Assisting in Secondary and Middle School Educational Programs***Fall and Spring. Credits: 1 - 2*

This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle-school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**J. Matos**Instructor permission required.**Notes: This course is graded on a credit/no credit basis.***EDUC-333 Practicum Seminar on Teaching and Learning: Middle and Secondary Education***Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive, Community-Based Learning**J. Matos**Instructor permission required.*

*Notes: Limited to seniors who have been accepted into the practicum year program. Section 02 is limited to Amherst College students who have been accepted into the practicum year program.*

**EDUC-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Queer, Trans, and Sexuality Studies

### Overview and Contact Information

The Five College Certificate in Queer, Trans, and Sexuality Studies provides a course of study that examines critically the relationship between queer sexual and gender identities, experiences, cultures, and communities in a wide range of historical and political contexts. The certificate also leads students to investigate how non-normative and normative genders and sexualities intersect with other social categories such as race, ethnicity, gender, class, and nationality.

### See Also

- Gender Studies (p. 221)

### Contact Information

**Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Social Thought**

<https://www.fivecolleges.edu/queerstudies> (<https://www.fivecolleges.edu/queerstudies/>)

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
One introductory course, such as the following:		1
GNDST-101	Introduction to Gender Studies (at Mount Holyoke)	
At least one critical race and transnational studies course		1
Five other courses, including:		5
At least two courses in the arts/humanities		
Two courses in the social/natural sciences		

At least one of these five courses must be an upper-level (300 or above) course

**Total Courses** 7

## Additional Specifications

- All courses must be approved by the program to count towards certificate requirements. A list of current courses typically approved for the certificate is available on the certificate program's website (<https://www.fivecolleges.edu/academics/queer-trans-and-sexuality-studies/#courses>).

## Religion

### Overview and Contact Information

To major in religion is to ask questions about the many ways people have sought to make sense of their lives. Examining religious traditions—their notable leaders, their valued texts, and the social behaviors designed to embody their visions—is a central way to study the profound questions that direct so many areas of human endeavor. The study of religion is an excellent way of organizing a liberal arts education so that diverse cultures, artistic expressions, political forces, and gender assignments can be questioned and set in historical and changing contexts.

Our courses focus on sacred texts and interpretive traditions; religious thought; and religion in history and society. The study of religion is inherently comparative, international, and interdisciplinary in approach, embracing a range of methodologies from the humanities and social sciences.

### See Also

- Jewish Studies (p. 267)

### Contact Information

**Mara Benjamin, Chair**

**Natalina Tulik, Academic Department Coordinator**

205 Skinner Hall  
413-538-2233

<https://www.mtholyoke.edu/academics/find-your-program/religion>  
(<https://www.mtholyoke.edu/academics/find-your-program/religion/>)

### Learning Goals

The Religion major is, by its very nature, intercultural and comparative, multi-disciplinary, critical, integrative, creative and constructive. Students are expected to:

- Explore more than one religious tradition and engage the phenomena of religion comparatively across and within cultures.
- Understand and apply a range of methodological and theoretical approaches to religious phenomena.
- Examine and engage religious phenomena, including issues of ethical and social responsibility, from a perspective of critical inquiry and analysis of both the other and the self.
- Apply theoretical knowledge of religious phenomena to lived, practical contexts, both historical and current.
- Employ knowledge of religious phenomena and the skills of religious studies in the solving of complex problems, including those raised in the personal and social engagement of issues of life, death, love, violence, suffering, and meaning.

## Faculty

**This area of study is administered by the Department of Religion:**

Mara Benjamin, Irene Kaplan Leiwant Professor of Jewish Studies

Susanne Mrozik, Professor of Religion

Amina Steinfelds, Associate Professor of Religion, Teaching Spring Only

Meredith Coleman-Tobias, Assistant Professor of Religion

Cesar Baldelomar, Visiting Lecturer in Religion

Madeleine Cohen, Visiting Lecturer in Jewish Studies

### Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
20 credits in religion at any level		20
12 additional credits in religion at the 300 level <sup>1</sup>		12
Majors must ensure their course selections include at least three different religious traditions such as Buddhism, Christianity, Hinduism, Islam, or Judaism. This requirement may be fulfilled by courses at any level and by courses that take a comparative approach.		
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> Only one 395 course will count toward the 300-level requirement

### Additional Specifications

- The Religion Major does not have a prescribed sequence of required courses. Students choose their course of study in close consultation with their advisors.
- Independent work is encouraged and, if approved by the advisor, such work may constitute partial fulfillment of the above requirements.
- Courses with a substantial focus on a religious tradition or a religious theme offered by other departments may be counted towards the Religion major with approval of the advisor and department chair. Examples include:

Code	Title	Credits
CLASS-211	Gods and Mortals: Ancient Greek and Roman Myth	4
POLIT-342	Islamic Political Thought	4

- Please note this list is not comprehensive. Additional courses should be identified in consultation with the advisor or department chair.
- One extra-departmental course on relevant methodological or theoretical approaches may be counted towards the major with permission of the advisor. Such a course may be of particular value for students planning to do independent research. Examples include:

Code	Title	Credits
ANTHR-275	Research Methods in Cultural Anthropology	4
SOCI-225	Social Science Research and Data Analysis	4
GNDST-201	Methods and Practices in Feminist Scholarship	4

- Please note that such courses may have prerequisites set by their department or require the permission of the instructor.



## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
	Four courses in religion at any level	16
	At least one additional course in religion at the 300 level	4
<b>Total Credits</b>		<b>20</b>

### Additional Specifications

- At least three of the courses should be taken in the Mount Holyoke Department of Religion.

## Course Offerings

### RELIG-100 Introduction to Religion

*Spring. Credits: 4*

This course is an introduction to the study of religion, assessing the nature of religion and methodological approaches through an examination of subject matter drawn from numerous traditions.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfels*

*Restrictions: This course is limited to first-years, sophomores, and juniors*

### RELIG-102 Introduction to Islam

*Not Scheduled for This Year. Credits: 4*

This course examines Islamic religious beliefs and practices from the origins of Islam to the present, focusing on such central issues as scripture and tradition, law and theology, sectarianism and mysticism. Attention will be given to the variety of Islamic understandings of monotheism, prophethood, dogma, ritual, and society.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfels*

### RELIG-108 Arts of Asia

*Fall. Credits: 4*

This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.

*Crosslisted as: ARTH-105*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

### RELIG-112 Introduction to Judaism

*Spring. Credits: 4*

Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.

*Crosslisted as: JWST-112*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Benjamin*

### RELIG-163 Introduction to Buddhism

*Fall. Credits: 4*

Some scholars have argued that there is no such thing as 'Buddhism' in the singular, but only 'Buddhisms' in the plural. This course introduces students to select historically and culturally diverse forms of Buddhism, including Sri Lankan Theravada Buddhism, Japanese Zen Buddhism, and Tibetan Buddhism. The course pays particular attention to modern (and modernist) reinterpretations of Buddhism, including contested views of gender.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Mrozik*

### RELIG-172 Religion and Ecological Movements

*Fall. Credits: 4*

This course introduces students to the complex relationships among religion, ecology, and culture. Religions have been instrumental in shaping how societies understand what nature is and what humans' place in it is. Environments have also molded religions, spiritualities, and societies. In this course, we explore how ecological movements of all sorts—from the global to the local—draw upon religions, faith traditions, and spiritualities from all around the world to advance their diverse goals. Some framing questions include: How do global faith/religious traditions hinder or support ecological regeneration? Can spiritual-led eco-movements help reorient and re-imagine the dominant views of nature spurred by Western religions? Is an ecologically oriented society possible or even desirable? What would it look like? How does intersectionality figure into ecological concerns? What about animal rights? These and other questions invite students to gain a deeper understanding of our being and actions amid an increasingly fragile ecosystem and ever-expanding cosmos.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*C. Baldelomar*

### RELIG-181 Introduction to African Diaspora Religions

*Fall. Credits: 4*

Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.

*Crosslisted as: CRPE-181*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Coleman-Tobias*

### RELIG-207 Women and Gender in Islam

*Not Scheduled for This Year. Credits: 4*

This course will examine a range of ways in which Islam has constructed women—and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.

*Crosslisted as: GNDST-210SL*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfels*

**RELIG-208 Religion and Science Fiction***Not Scheduled for This Year. Credits: 4*

This course examines the representation of religion and religious communities in science fiction. We will read works that speculate on the nature, origin, and function of religious beliefs and practices, and on the place of religion in imagined futures and universes. We will also explore science fiction-based religious movements, the use of science fiction to communicate religious ideas, and Afro-futurism. We will focus on mostly American novels, short stories, film, television, and music. Readings will include works by Ursula K. Le Guin, Octavia Butler, and Joanna Russ.

*Applies to requirement(s): Humanities**A. Steinfels***RELIG-209 Disability and Religion***Fall. Credits: 4*

What do religions say about disability? How do people with disabilities engage with religious texts, images, practices, and communities? Drawing on different religions and cultures, the course explores the challenges and resources disability offers to religious communities. We study religious narratives that link disability to sin or karma and alternative narratives that reimagine the divine as disabled; access to worship spaces and rituals; ways healthcare professionals can support the religious needs of disabled clients; and the Disability Justice movement, which foregrounds the interlocking oppressions of disability, race, ethnicity, class, gender, and sexuality.

*Applies to requirement(s): Humanities; Multicultural Perspectives**S. Mrozik***RELIG-225 Topics in Religion****RELIG-225AP Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'***Fall. Credits: 4*

Are societies beyond the turning point of preventing mass ecological collapse? This course explores what it means to live in times of increasing eco-anxiety, with environmental degradation leading to a host of social and economic ills that threaten all life, but especially the most precarious people and other life-forms. Students will analyze climate displacement and migration, mass extinction of species, and the possibility of widespread societal collapse, among other issues. We will then analyze a range of spiritual resources developed within and beyond religious communities to grapple with our collectively uncertain present and future. Can religions help avert a global apocalypse? Or if apocalypse is inevitable, how can our enduring faith traditions help us prepare for mass catastrophes and death? These and other questions will guide our reflections on perhaps the most urgent existential and physical crisis of our time.

*Applies to requirement(s): Humanities; Multicultural Perspectives**C. Baldelomar***RELIG-225CQ Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'***Spring. Credits: 4*

The conquests of 1492 cemented the theological and legal foundations for worlds of difference between and among individuals, cultures, and nation states. This course examines the ongoing historical and legal consequences of territorial conquests, the trans-Atlantic slave trade, political ideologies sustained by religious narratives of forging God's kingdom on earth, and anthropological theories of savage/civilized. In particular, students will explore the colonial legacies (coloniality) of "imperial religion" throughout the Americas and how they shape and impact, for example, conceptions of the human, gender, race, sexuality, religious practices and belonging, jurisprudence, sovereignty and citizenship, identities, and relations to the natural world and others.

*Applies to requirement(s): Humanities; Multicultural Perspectives**C. Baldelomar***RELIG-225KG Topics in Religion: 'Knowing God'***Not Scheduled for This Year. Credits: 4*

This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles' *Oedipus the King*, Plato's *Phaedo*, Cicero's *Concerning the Nature of the Gods*, Job, Paul's *Epistle to the Romans*, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.

*Crosslisted as: CLASS-260**Applies to requirement(s): Humanities**B. Arnold***RELIG-225KH Topics in Religion: 'Kingdoms Human and Divine'***Not Scheduled for This Year. Credits: 4*

How political authority is wielded is a theme of some of the greatest works in the Greco-Roman philosophical tradition: Plato's *Republic*, Aristotle's *Politics*, and Augustine's *City of God*. Authority exercised well gives rise to good order and human flourishing, but abusive authority results in the opposite: injustice, conflict, and ultimately destructive violence. In this course we will compare how these philosophers addressed the problem of political authority in the human realm with the theme of the kingdom of God in the Bible, especially as found in *The Gospel of Matthew* and *The Book of Revelation*.

*Crosslisted as: CLASS-262**Applies to requirement(s): Humanities**B. Arnold***RELIG-225LT Topics in Religion: 'Race and Religion in Latin America'***Not Scheduled for This Year. Credits: 4*

We often imagine race and religion as two distinct aspects of social life. However, this course considers their historical and contemporary interconnections in Latin America. It begins with an investigation of the proto-racial and religious categories through which Europeans in the early modern era conceived of human difference. We then trace how the encounter between Europeans, Africans, and Indigenous Peoples transformed these notions, with particular attention to how the overlapping racial and religious hierarchies that emerged were both constructed and resisted. We conclude with a series of ethnographies that highlight the contemporary entanglements of race and religion in the region.

*Crosslisted as: ANTHR-216LT**Applies to requirement(s): Social Sciences; Multicultural Perspectives**W. Girard**Prereq: ANTHR-105 or an introductory course in Religion.*

**RELIG-225NR Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'***Spring. Credits: 4*

This course invites its participants to place critical race and gender studies perspectives in dialogue with the emergence of new religious movements in the United States. Course participants rely on the presupposition that only through a thorough examination of religious traditions on the 'margin' can we fully understand the textured meaning of American religious history as a sub-discipline. Privileging the founding stories and institutionalization of minoritized American religious groups, the course considers how subaltern voices have shaped and transformed American religious life.

*Crosslisted as: GNDST-210NR**Applies to requirement(s): Humanities**M. Coleman-Tobias***RELIG-225SP Topics in Religion: 'Medieval Iberia: Art, Society, and Culture'***Spring. Credits: 4*

During the Middle Ages, the Iberian Peninsula was unique in its diversity: social and political, ethnic and religious, linguistic and cultural. This lecture course examines the art and architecture of Spain and Portugal from Late Antiquity to the Middle Ages from the perspective of the interconnections between its various communities. We will explore instances of coexistence and acculturation, periods of persecution and violence, and where these relations found visual expression.

Course topics will proceed both chronologically and thematically, taking in subjects such as: religious architectures; court culture; identity, assimilation, and exclusion; and Iberia's connection with the wider European and Mediterranean worlds.

*Crosslisted as: ARTH-290SP**Applies to requirement(s): Humanities**S. Barber**Restrictions: Course limited to sophomores, juniors and seniors***RELIG-225WT Topics in Religion: 'Witchcraft, Misfortune, and Ritual Healing'***Spring. Credits: 4*

This course explores the often-misunderstood concept of "witchcraft," past and present. "Witchcraft" is at times used to characterize nuanced cultural systems of power and healing, which seek to explain and redress suffering. In turn, many societies experiencing environmental insecurity, health crises, and rapid economic transitions have seen the rise of "witch-hunting" movements, from the Salem witch trials to present-day global conspiracy theories. We consider the causes and trajectories of these movements, which often promise collective redemption and salvation through the scapegoating of suspected malefactors, and examine alternative approaches to redressing injustice and misfortune.

*Crosslisted as: ANTHR-216WT**Applies to requirement(s): Social Sciences**M. Auslander**Prereq: ANTHR-105.***RELIG-226 Philosophy of Religion***Not Scheduled for This Year. Credits: 4*

Is there a God? If there is, what is God like? Could all religions be true, or are they contradictory? Is religion in conflict with science? Can we have morality without religion? What happens when we die? In this class, we will consider arguments for and against different positions that people have on these questions. This course will give students a sense of the issues that philosophers of religion are currently thinking and writing about. As we think through topics such as these, we will be working to develop and hone philosophical skills such as analyzing concepts, constructing and critiquing arguments, and evaluating philosophical theories.

*Crosslisted as: PHIL-226**Applies to requirement(s): Humanities**J. Mooney***RELIG-234 Women and Gender in Judaism***Fall. Credits: 4*

This course examines gender as a key category in Jewish religious thought and practice. Students examine different theories of gender and intersectional feminisms, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources. Students work with the Judaica collection at the MHC Art Museum and consider material culture as a source for women's and gender studies. Topics may include: how Jewish practice and law regulate sexuality and desire; feminist, queer and trans methods of engaging patriarchal texts; methods of studying women and gender in Jewish cultures; racialization.

*Crosslisted as: JWST-234, GNDST-210JD**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Benjamin***RELIG-241 Women and Gender in Buddhism***Spring. Credits: 4*

Can women become Buddhas? Why is the Buddha called a "mother"? Who gets to ordain? Why would anyone choose celibacy? Who engages in religious sexual practices and why? This course examines the centrality of gender to Buddhist texts, practices, and institutions. We pay particular attention to the challenges and opportunities Buddhist traditions have offered women in different historical and cultural contexts. Throughout the course we consider various strategies of empowerment, including feminist, postcolonial, queer, trans\*, and womanist.

*Crosslisted as: GNDST-210BD**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Mrozik***RELIG-246 Womanist Religious Thought***Fall. Credits: 4*

As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious Black women, womanist thought has expanded the interdisciplinary canon of Black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa – as well as theorists who understand womanism as a "spiritual but not religious" orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health – among others – to examine contemporary womanist religious thought.

*Crosslisted as: GNDST-210WR**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Coleman-Tobias*

**RELIG-248 Islam in America: From Slavery to the "Muslim Ban***Spring. Credits: 4*

Is Islam an American religion? Muslims in the United States have often been treated with suspicion and their religion viewed as foreign and incompatible with American values. Yet, Islam was present in North America since at least the 1700s in the lives of enslaved Africans. And it was theoretically included in the religions whose free exercise is protected by the First Amendment. This course traces the fraught and complex history of Islam and Muslims in North America, from the loss and preservation of Islamic practices under the regime of slavery through the reclamation of Islamic symbols and identities in African-American movements of the 20th century (e.g., The Moorish Science Temple, The Nation of Islam, and The Five-Percenter) to the rapid growth of a diverse immigrant Muslim community post-1965. Particular attention will be paid to: the intertwining of race, gender, and religion in the self-construction of Muslim identities and the policing of Muslim persons; the depictions of Islam and Muslims in U.S. society and politics; and the use of Islamic themes and symbols in contemporary popular culture, such as hip-hop.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
A. Steinfelds

**RELIG-254 Eat This Book: A Cross-Cultural Introduction to Sacred Text***Not Scheduled for This Year. Credits: 4*

Scripture is not only read or interpreted; it is also sung, illuminated, held aloft, buried, recited, eaten, and worn. In this thematic course, students examine what makes a text "scripture" by examining the idea of sacred text across multiple traditions. Students will become familiar with hermeneutic theory and will analyze embodied, material, and performative aspects of religious life as they pertain to the broad category of scripture.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
M. Benjamin

**RELIG-257 OMG: God and Her Critics, from the Bible to Ecological Crisis***Fall. Credits: 4*

For a being often said to be immutable, God has been imagined in myriad, often contradictory, ways over the centuries – even within a single religious tradition. Using Jewish studies as a springboard, this course examines the idea of God through the writings of philosophers and poets, mystics and rationalists from ancient to contemporary times. Topics include: body/spirit dualism and feminist and ecological critique thereof; cross-cultural encounter, diaspora and cultural mixing as generative forces; superstition and other kinds of heterodoxy; and ritual performance.

*Crosslisted as: JWST-257*

*Applies to requirement(s): Humanities*  
M. Benjamin

**RELIG-267 Buddhist Ethics***Not Scheduled for This Year. Credits: 4*

This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
S. Mrozik

**RELIG-269 Citizens and Subjects: Jews in the Modern World***Spring. Credits: 4*

This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.

*Crosslisted as: JWST-269**Applies to requirement(s): Humanities*

M. Benjamin

**RELIG-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***RELIG-311 Sufism: The Mystic Path in Islam***Not Scheduled for This Year. Credits: 4*

Exploration of the mystical tradition in Islam known as Sufism, from its origins in medieval Iraq to its role in contemporary Islamic societies. This course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials. Special attention will be paid to the themes of love, desire, and beauty in the literature of Sufism.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

A. Steinfelds

*Restrictions: This course is open to juniors and seniors***RELIG-331 Advanced Topics in Religion****RELIG-331AF Advanced Topics in Religion: 'African American Spiritualities of Dissent'***Not Scheduled for This Year. Credits: 4*

This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissenting qualities of selected African American activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

*Crosslisted as: CRPE-331**Applies to requirement(s): Humanities; Multicultural Perspectives*

M. Coleman-Tobias



**RELIG-331CA Advanced Topics in Religion: 'Carbon Christianity'***Not Scheduled for This Year. Credits: 4*

This seminar investigates the multiple connections between modern forms of Christianity and fossil fuels. The course begins with a consideration of recent scholarship that details how workers' everyday experiences in coal mines and oil fields profoundly shaped their religious sensibilities. We then examine how fossil fuel companies funded many of the most significant Christian institutions in the United States—both liberal and conservative—during the twentieth century. Finally, the course will reflect on contemporary Christian responses to climate change, both those that seek to halt the burning of fossil fuels and those that deny it is taking place.

*Crosslisted as: ANTHR-316CA**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.***RELIG-331LV Advanced Topics in Religion: 'Living in End Times: Religion and Climate Change'***Not Scheduled for This Year. Credits: 4*

Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates the sometimes surprising connections between them. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God's relationship with nature or with humanity have consequences for adherents' views on climate change? How do the futures predicted by climate models and those prophesied in sacred texts affect people's actions today?

*Crosslisted as: ANTHR-316LV**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Girard**Prereq: 8 credits in anthropology or religion.***RELIG-331NW Advanced Topics in Religion: 'Religion: It's Not What It Used to Be'***Not Scheduled for This Year. Credits: 4*

Not so long ago, anthropologists had a relatively clear understanding of what they meant by "religion"—any and all manner of beliefs and practices related to the supernatural or the sacred. However, in recent years, religion has been rethought in light of its own specific Western history, its normative tendencies, and its place in colonialism and other projects of domination. This course will begin with a review of the conventional ways that anthropologists have conceived of religion. It will then move on to investigate the exciting new theoretical and ethnographic perspectives that have emerged to more fully take into account the diverse world-making practices that humans engage in.

*Crosslisted as: ANTHR-316NW**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.***RELIG-331RC Advanced Topics in Religion: 'Ethnographic Research in Religious Communities'***Spring. Credits: 4*

With a focus on local religious communities, this course puts into practice the research methods, modes of analysis, and writing styles that characterize ethnographic fieldwork. We first consider prominent ethnographies of religious communities in the United States in order to better understand the specific questions, debates, and ethical challenges that this literature addresses. Students then gain hands-on experience with a variety of ethnographic methods through course field trips to local places of worship. Final projects are rooted in extensive independent ethnographic research with a religious community.

*Crosslisted as: ANTHR-316RC**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.***RELIG-331SE Advanced Topics in Religion 'Anthropology of Secularism'***Fall. Credits: 4*

What is secularism? For many of us, the answer is obvious: the world without religious belief, or the separation of church and state, or even the "really real" world. In recent years, scholars in number fields have begun to question these common sense notions about secularism. In this course, we will investigate this rapidly expanding literature and the critical lines of inquiry it has opened up: Under what specific cultural and historic conditions did secularism first emerge? Is secularism experienced today in the same way throughout the world? If not, how do they vary? What ways of being and living does secularism encourage or allow to flourish? Which does it stunt, block, or prohibit?

*Crosslisted as: ANTHR-316SE**Applies to requirement(s): Social Sciences; Multicultural Perspectives**W. Girard**Prereq: 8 credits in Anthropology or in Religion.***RELIG-331SL Advanced Topics in Religion: 'Spain and Islam'***Fall. Credits: 4*

This course will explore questions and concerns regarding the "Islamic constant" of Spanish history. We will focus on four major political and cultural contexts: the coexistence and conflicts among Jews, Muslims, and Christians in Medieval Iberia; the "moriscos" (converted Muslims) of Imperial Spain (sixteenth-seventeenth centuries); Spanish orientalism and colonial enterprises in Africa between the end of the nineteenth and the first half of the twentieth centuries; and the question of the Muslim emigrants in contemporary Spain. Readings will include literary texts, political and legal documents, historical accounts, and other cultural material such as architecture, film, and documentaries.

*Crosslisted as: SPAN-330SL**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Romero-Díaz**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish*

**RELIG-343 The Sabbath**

*Not Scheduled for This Year. Credits: 4*

The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.

*Crosslisted as: JWST-343*

*Applies to requirement(s): Humanities*

*M. Benjamin*

*Restrictions: Course limited to sophomores, juniors and seniors*

**RELIG-352 Body and Gender in Religious Traditions**

*Spring. Credits: 4*

Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.

*Crosslisted as: GNDST-333RT*

*Applies to requirement(s): Humanities*

*S. Mrozik*

*Prereq: 8 credits in Religion, Gender Studies, or Critical Race and Political Economy.*

**RELIG-361 The Aquatic Life of Black Devotion**

*Not Scheduled for This Year. Credits: 4*

Water informs religious and spiritual worldviews the world over; commonplace rituals from baptism to libation underwrite its prescience. The religious cultures of West and Central Africa, along with its multiple diasporas, theorize, encounter, and engage water centrally. Seminar participants will dive deeply into the water-based epistemologies of African and African diaspora religions, probing liturgical language, ritual performance and spiritual entities for aquatic common threads. Seminar participants will analyze the historical realities that have made water such a contested yet indispensable feature of black religious life.

*Crosslisted as: CRPE-361*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Coleman-Tobias*

*Restrictions: This course is open to juniors and seniors*

**RELIG-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Reproductive Health, Rights and Justice

### Overview and Contact Information

Scholarship on reproductive health, rights, and justice examines the impact of reproductive policies not only on individuals, but also on communities, with particular attention to diverse ethnic groups, cultures and nations, especially those which have been marginalized. The study of reproductive health, rights, and justice centers on the social, economic, legal, and political conditions that impact reproduction, including the health care industry, the prison industrial complex, the foster care system,

and laws and public policies regulating reproduction. This field also includes the history of social movements for reproductive empowerment, including the movements for women's liberation, disability rights, racial justice, economic justice, LGBTQ rights, and the women's health reproductive freedom and reproductive justice movements.

### Contact Information

**Cora Fernandez Anderson, Associate Professor of Politics**

**Jacquelyne Luce, Senior Lecturer, Gender Studies**

**Elizabeth Markovits, Associate Professor of Politics**

<https://www.fivecolleges.edu/reproductive-health-rights-justice> (<https://www.fivecolleges.edu/reproductive-health-rights-justice/>)

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
At least six approved courses including: <sup>1</sup>		
	One foundational course	
	One transnational/global course	
	One upper-level (300 or above) course	
<b>Total Courses</b>		<b>6</b>

<sup>1</sup> These courses must be selected from the courses currently approved to count towards this certificate by its Five-College faculty committee. That list is available at [www.fivecolleges.edu/reproductive-health-rights-justice/](http://www.fivecolleges.edu/reproductive-health-rights-justice/) (<http://www.fivecolleges.edu/reproductive-health-rights-justice/>) Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.

### Other Requirements

- Students must also complete a special project on reproductive health, rights, and justice including a 1,500-word reflection essay about their project. This requirement may be completed through an independent study project, thesis, or other course work that engages the student with issues of reproductive health, rights, or justice and meaningfully incorporates the perspectives of community-based groups. Students are encouraged to fulfill the requirement through participation in an appropriate community engaged experience selected in consultation with their academic advisors.

## Romance Languages and Cultures

### Overview and Contact Information

The major program in Romance languages and cultures is designed to assure fluency in at least two Romance languages, as well as knowledge of the literatures and cultures they represent. The student is encouraged to view language/literature/culture in its interrelatedness and combine linguistic proficiency with cultural and literary expertise. Students majoring in Romance Languages and Cultures will develop skills of communication and the critical tools to explore matters of aesthetics, cultural studies, history of ideas, and gender studies. A major in Romance languages and cultures can lead to a variety of national and international careers from government to fashion, from the culinary arts to banking, and from film to teaching.

## See Also

- French (p. 216)
- Italian (p. 263)
- Spanish (p. 377)

## Contact Information

**Ombretta Frau, Chair**

**Cara Lapenas, Academic Department Coordinator**

105 Ciruti Center

413-538-2347

<https://www.mtholyoke.edu/academics/find-your-program/romance-languages-and-cultures> (<https://www.mtholyoke.edu/academics/find-your-program/romance-languages-and-cultures/>)

## Learning Goals

The main learning goals of the Romance Languages and Cultures program are to:

- Assure (oral and written) fluency in at least two Romance languages, as well as knowledge of the literatures and cultures they represent.
- View language/literature/culture in its interrelatedness.
- Develop skills of communication and the critical tools to explore matters of aesthetics, cultural studies, history of ideas, and gender studies, among other areas of study.

## Faculty

**This area of study is administered by the Romance Languages and Cultures Committee:**

Justin Crumbaugh, Professor of Spanish, Latina/o and Latin American Studies

Ombretta Frau, Dorothy Rooke McCulloch Professor of Italian

Nieves Romero-Díaz, Professor of Spanish on the Alumnae Foundation

Adriana Pitetta, Assistant Professor of Spanish, Teaching Spring Only

Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director

Carolyn Shread, Senior Lecturer in French

Morena Svaldi, Faculty Director of the Language Assistant Program; Senior Lecturer in Italian, Teaching Fall Only

## Requirements for the Major

The Romance languages and cultures major includes work in two of the following Romance languages: Catalan, French, Italian, Portuguese, and Spanish. The student will select two languages, one for primary and one for secondary emphasis. The student is also encouraged to attain intermediate-level competence in a third Romance language or Latin. Students interested in Catalan or Portuguese should consult the chair of the committee for appropriate Five College courses.

A minimum of 40 credits:

Code	Title	Credits
12 credits in Romance languages and cultures at the 200 or 300 level		12
but always above FREN-203, SPAN-201, and ITAL-201		

**Additional 300-level Courses, divided as follows:**

16 credits at the 300 level dedicated to the language and literature of primary emphasis

12 credits at the 300 level dedicated to the language and literature of secondary emphasis

**Total Credits** **40**

## Additional Specifications

- FREN-203 and below and SPAN-201/ITAL-201 and below do not count toward the 40-credit minimum.
- Advanced courses in the major should be chosen to provide both a varied background and a means of focusing and unifying the major.
- Qualified students are required to elect the Seminar in the Romance Languages (ROMLG-375).
- Normally the student is well advised first to broaden her acquaintance with the two principal cultures in which she is working, then to select a more specific aspect—a topic, theme, period, literary form, or genre, for example—around which to organize her choice of courses. Students desiring to develop an advanced knowledge of languages as their specific focus can consider advanced language courses in French, Italian, Portuguese, and Spanish that are available through the Five College Consortium.
- No more than 4 credits of independent study (not including thesis credits) may be counted toward the 28 required credits at the 300 level. Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.
- Students should enhance their major by spending an academic year in a country where one of the languages of their major is spoken. Students who plan to take part in a study abroad program must consult both the chair of the Romance languages and culture committee and the chair of the target language. Normally, credits earned while studying abroad satisfy some of the requirements of the major.
- Students are advised to complement their study of Romance languages and cultures with related courses in the fields of humanities and social sciences. These courses should broaden the cultural and linguistic expertise of the student.
- Students who declare a Romance languages and cultures major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

Students are expected to select a Romance language for primary emphasis and another one for secondary emphasis.

A minimum of 16 credits:

Code	Title	Credits
For the language of primary emphasis:		8
At least 4 credits at the 200 level <sup>1</sup>		
4 credits at the 300 level, with completion of specified prerequisites		
For the language of secondary emphasis:		8
8 credits at the 200 level <sup>1</sup>		
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> To count the courses must be above FREN-203, SPAN-201, and ITAL-201.

## Additional Specifications

- FREN-203 and below and SPAN-201/ITAL-201 and below do not count toward the 16-credit minimum.
- More than the minimum 4 credits at the 300 level are encouraged in the primary or secondary language.
- A student majoring in a Romance language may not include that language in a Romance languages and cultures minor.

## Course Offerings

### ROMLG-295 Independent Study

*Fall and Spring. Credits: 2 - 4*

*The department*

*Instructor permission required.*

*Notes: Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.*

### ROMLG-375 Seminar in Romance Languages and Cultures

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

### ROMLG-375AV Seminar in Romance Languages and Cultures: 'About Vanguards and Revolutionary Ideas'

*Not Scheduled for This Year. Credits: 4*

This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguardias of the early twentieth century and controversies with the Italian and Spanish vanguardias; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.

*Crosslisted as: SPAN-360AV, ITAL-361AV, FREN-321AV*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Pitetta*

*Prereq: 8 credits at the 200 level in language or literature.*

*Notes: Taught in English. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

### ROMLG-375LT Seminar in Romance Languages and Cultures: 'Romance Languages Translate'

*Not Scheduled for This Year. Credits: 4*

This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

*Crosslisted as: SPAN-360LT, ITAL-361LT, FREN-321LT*

*Applies to requirement(s): Humanities; Language*

*C. Shread*

*Restrictions: This course is open to juniors and seniors*

*Advisory: Two courses in culture and literature at the 200 level.*

*Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

### ROMLG-375MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'

*Spring. Credits: 4*

Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: SPAN-360MT, ITAL-361MT, FREN-321MT*

*Applies to requirement(s): Humanities; Language*

*O. Frau*

*Advisory: for language majors; two courses in culture and literature at the 200-level*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

### ROMLG-395 Independent Study

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

*Notes: Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.*

## Russian and Eurasian Studies

### Overview and Contact Information

From Pushkin to Putin, from Balanchine to Lake Baikal, from caviar to commissars, from yurts to baba yaga—Russia and Eurasia offer a glittering array of riches waiting to be discovered. Mount Holyoke's Department of Russian and Eurasian Studies invites you to join with us in our exploration of the vast area of the world that we engage in on a daily basis. Through course work in language, literature, history and politics, our students gain a multidimensional understanding of the diverse peoples and cultures that inhabit this region—its past, its present, as well as its prospects for the future.

Students entering the College in Fall 2023 who declare a Russian and Eurasian Studies major or any of the related minors or those from a previous entrance year completing these programs should expect to need



some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare this major or any of the related minors.

As the world reconfigures itself at the beginning of the twenty-first century, a reenergized Russia will play a major role in shaping the political and economic futures of Europe and Asia, and resolving issues of global importance like resource use, climate change, terrorism, and nuclear proliferation. Indeed, Mount Holyoke graduates who have focused on Russian studies can be found working in nongovernmental organizations in Washington D.C., embassies in Russia and Europe, the oil fields of Siberia, as well as in journalism and business.

Beyond the purely pragmatic, Russia's fundamental cultural achievements—in literature, art, music, theater, and film—are of permanent value and interest to students of the humanities. Tolstoy and Dostoevsky, Akhmatova and Pasternak, Tchaikovsky and Shostakovich, Vertov and Eisenstein, Pavlova and Baryshnikov, Gergiev and Rostropovich—the Russian legacy of achievement is profound, and continues to be a living presence in the intellectual, spiritual, and creative life of humanity.

For students with a strong interest in the non-Russian nations of Eurasia, a working knowledge of Russian and a grasp of Russia's historical role on the Eurasian continent are essential to understanding the peoples and places that have lived or continue to live under Russian influence (the Caucasus, Central Asia, Siberia). Our students study not only in European Russia, but in Central Asia, the Caucasus, and Siberia, and experience the multicultural expanse of Eurasia.

Beyond regular course work, the department sponsors spring and fall festivals of Russian food, a film series, lectures, and other events (like building a Mongolian yurt).

## Study Abroad

Study abroad is highly recommended and may be used toward fulfillment of major requirements.

There are numerous summer, semester, and yearlong programs offered for undergraduates. Since admission to many Russian study abroad programs is competitive, students are advised to consult early in their academic careers with members of the department. We have had great success in getting our students into these competitive programs.

Opportunities to study the non-Russian languages of Eurasia are rapidly expanding. Summer immersion programs and summer and academic-year programs abroad offer instruction in Armenian, Georgian, Azeri, Uzbek, Tajik, Polish, Czech, Ukrainian, Bulgarian, Estonian, and others. In some cases, applicants may be expected to have an intermediate-level command of Russian.

## See Also

- Russian, East European, and Eurasian Studies (p. 370)

## Contact Information

Lisa Sullivan, Chair  
Dominique Rampton, Academic Department Coordinator

103 Ciruti Center  
413-538-2648

<https://www.mtholyoke.edu/academics/find-your-program/russian-and-urasian-studies> (<https://www.mtholyoke.edu/academics/find-your-program/russian-and-urasian-studies/>)

## Learning Goals

On completion of the following levels, students will be able to:

### Elementary Russian (Completion of the RES-101 and 102 sequence)

- Make introductions and get acquainted with others.
- Talk about self, family, friends, university studies, and jobs by providing basic information and description.
- Read simple authentic texts, such as announcements, schedules, greeting cards, phone texts, e-mails, personal letters, and short prose and poetry pieces for basic facts and information.
- Acquire basic linguistic and cultural knowledge to engage in the following activities: shopping, ordering food, buying tickets, giving directions, giving advice, issuing invitations, filling out forms with basic biographical information.
- Describe hobbies, interests, personal preferences, and routine activities in some detail.
- Talk about past personal events and plans for the future.
- Compare, contrast, and express opinions and feelings about things and people.
- Ask and answer questions about familiar topics.
- Write multi-paragraph compositions on familiar topics.
- Acquire basic Russian grammar: nominal, pronominal and adjectival declension system (6 cases); past, present and future tenses; some verbs of motion; some verbal aspectual pairs; impersonal constructions.
- Acquire cultural knowledge: some facts and names pertaining to Russian and Soviet "high" culture; sociocultural norms of interpersonal communication; some basic facts about Russian and Soviet literature and history which shape the way Russians think about themselves and the others, as well as basics of Russian worldview as coded in the language
- Acquire a working vocabulary of 800-1000 words.

By the end of the academic year, students will communicate at the Intermediate Low to Mid level of proficiency, as defined by ACTFL guidelines (<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking/>).

### Intermediate Russian (Completion of RES-201 and 202 sequence)

- Exchange information on familiar topics (such as family, relationships, housing) using complete sentences and time expressions in the past, present and future.
- Negotiate social interactions in familiar situations (such as daily routine, studies, visit around a city, health issues) in a culturally appropriate way.
- Narrate past events and talk about future plans in a string of connected sentences with some detail.
- Read longer authentic texts in various genres (stories, plays) and extract key information from the texts, as well as ask and answer questions about heroes' motivations.
- Understand main ideas of simple newspaper articles.
- Talk about reasons for personal preferences and choices.

- Exchange ideas on some abstract topics (Is it better to be an idealist or a pragmatist?).
- Expand knowledge of Russian grammar: construct complex sentences with the help of various conjunctions; prefixed and transitive verbs of motion; verbal aspect; conditional constructions.
- Acquire cultural knowledge through analyzing Russian and Soviet prose and film.
- Broaden active vocabulary to more than 1700 words.

By the end of the academic year, students will communicate at the Intermediate Mid to High level of proficiency, as defined by the ACTFL guidelines (<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking/>).

### Advanced Russian (Completion of RES-251)

- Read authentic Russian texts of various genres and length .
- Exchange ideas about texts' structure and composition, heroes' motives, and author's intent.
- Develop the notion of subtext and the skill of "reading between the lines".
- Respond to authentic texts by writing multi-paragraph essays.
- Contrast and compare various works of literature .
- Broaden active vocabulary to include specialized words and phrases describing shades of meaning.
- Adhere to Russian-only rule during class times.
- Develop cultural knowledge through analyzing historical and social background as well as people's behavior in various texts .

By the end of the course, students will communicate at the Intermediate High to Advanced Low level of proficiency, as defined by the ACTFL guidelines (<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking/>).

## Faculty

**This area of study is administered by the Department of Russian and Eurasian Studies:**

Peter Scotto, Professor of Russian, On Leave 2023-2024

Daniel Brooks, Five College Visiting Lecturer in Russian

Daniel Brooks, Visiting Lecturer in Russian and Eurasian Studies

## Requirements for the Major

Students should note that completion of this major will likely require them to travel to other institutions within the Five Colleges.

A minimum of 40 credits:

Code	Title	Credits
12 credits of Russian language courses beyond RES-201		12
RES-210	Great Books: The Literature of Nineteenth-Century Russia	4
RES-211	Topics in Twentieth-Century Russian Literature <sup>1</sup>	4
RES-240	Contemporary Russian Politics: From Lenin to Putin	4
RES-241		4
12 credits at the 300 level, divided among two or more disciplines		12
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Any RES-211 offering, for example RES-211MM

### Additional Specifications

- Students entering the College in Fall 2023 who declare a Russian and Eurasian Studies major and those from a previous entrance year completing these programs should expect to need some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare a Russian and Eurasian Studies major.
- Majors are strongly encouraged to take elective courses that reflect their particular focus within the major and to study abroad for at least one semester.
- When students have completed two courses at the 200 level, they may, with the permission of the instructor and in consultation with their advisor, enroll in a 200-level course for 300-level credit.
- Students are encouraged to explore Russian and Eurasian Studies courses offered through the Five Colleges if needed.
- The major in Russian and Eurasian Studies is interdisciplinary. Students who complete this major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor in Language

A minimum of 12 credits above the 100 level, ordinarily drawn from the following:

Code	Title	Credits
RES-201	Intermediate Russian I	4
RES-202	Intermediate Russian II	4
RES-301	Advanced Russian Language: From Reading to Speaking	4
<b>Total Credits</b>		<b>12</b>

### Additional Specifications

- Students entering the College in Fall 2023 who declare the Russian and Eurasian Studies minor in Language and those from a previous entrance year completing these programs should expect to need some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare a Russian and Eurasian Studies minor in Language.

## Requirements for the Minor in Culture and Literature

A minimum of 20 credits, which ordinarily include:

Code	Title	Credits
A one-semester course in Russian history		4
RES-210	Great Books: The Literature of Nineteenth-Century Russia	4
RES-211	Topics in Twentieth-Century Russian Literature <sup>1</sup>	4
Two additional courses to be chosen in consultation with the Russian department, including one at the 300 level		8
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Any RES-211 offering, for example RES-211MM

## Additional Specifications

- Students entering the College in Fall 2023 who declare the Russian and Eurasian Studies minor in Culture and Literature and those from a previous entrance year completing these programs should expect to need some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare a Russian and Eurasian Studies minor in Culture and Literature.
- The minor in culture and literature is designed for students who have an interest in Russian literature and culture, but have not studied the language. It requires 20 credits and is not recommended for anyone who wishes to focus on Russia at the graduate level.

## Requirements for the Minor in Russian and Eurasian Studies

A minimum of 12 credits, which ordinarily include:

Code	Title	Credits
RES-201	Intermediate Russian I (or its equivalent)	4
Two courses in Russian studies, including one course at the 300 level		8
<b>Total Credits</b>		<b>12</b>

## Additional Specifications

- Students entering the College in Fall 2023 who declare a Russian and Eurasian Studies minor and those from a previous entrance year completing these programs should expect to need some Five College classes to complete the programs. Students entering Fall 2024 or later will not have the option to declare a Russian and Eurasian Studies minor.
- The minor in Russian and Eurasian Studies is designed to encourage an interdisciplinary approach to the study of the former Soviet Union and its peoples and cultures and to develop intermediate-level proficiency in the Russian language.

## Teacher Licensure

Students interested in pursuing licensure in the field of Russian and Eurasian studies can combine their course work in Russian and Eurasian studies with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Russian and Eurasian studies, please consult your advisor or the chair of the Russian and Eurasian studies department. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Russian and Eurasian studies department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Getting Started in Russian

A student coming to Mount Holyoke with no background in Russian language should enroll in RES-101 and RES-102, a yearlong introduction to Russian language and culture.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

In addition to the RES-101 and RES-102 sequence, recommended courses for first-year study include:

Code	Title	Credits
RES-210	Great Books: The Literature of Nineteenth-Century Russia (Humanities I)	4
RES-211	Topics in Twentieth-Century Russian Literature (Humanities I)	4
RES-240	Contemporary Russian Politics: From Lenin to Putin (Social Sciences III)	4
RES-241	(Social Sciences III)	4

As listed, courses on Russian history or literature and culture may be used to satisfy the Humanities distribution requirement, while courses on Russian and Eurasian Politics satisfy the Social Science distribution requirement.

## Course Offerings

### Taught in Russian

#### RES-101 Elementary Russian

*Fall. Credits: 4*

The four-skills (listening, speaking, reading, and writing) introduction to the Russian Language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, basic conjugation patterns, and verbal aspect. By the end of the course the students will be able to initiate and sustain conversation on basic topics, write short compositions, read short authentic texts and comprehend their meaning, develop an understanding of the Russian culture through watching films and listening to songs.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive*

*D. Brooks*

*Coreq: RES-101L.*

#### RES-102 Elementary Russian

*Spring. Credits: 4*

Continuation of Russian 101. A four-skills course, with increasing emphasis on reading and writing, that completes the study of basic grammar. Major topics include: predicting conjugation patterns, un-prefixed and prefixed verbs of motion, complex sentences, time expressions, and strategies of vocabulary building. Students watch Russian films, read and discuss authentic texts.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive*

*D. Brooks*

*Prereq: RES-101. Coreq: RES-102L.*

**RES-201 Intermediate Russian I***Fall. Credits: 4*

In-depth review of grammar topics and expansion of vocabulary with the goal of developing communicative proficiency. Readings include short stories, poetry, and newspaper articles. Students watch Russian films and discuss them orally and in writing. Classes are conducted mostly in Russian.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**D. Brooks**Prereq: RES-101 and RES-102. Coreq: RES-201L.***RES-202 Intermediate Russian II***Not Scheduled for This Year. Credits: 4*

Emphasis on increasing active command of grammar while focusing on conversational topics. Readings include poetry, short stories, and magazine and newspaper articles. Students watch and discuss Russian films. Classes are conducted mostly in Russian.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Prereq: RES-201.***RES-301 Advanced Russian Language: From Reading to Speaking***Not Scheduled for This Year. Credits: 4*

This course aims at expansion of students' vocabulary and improvement of both writing and speaking skills. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts including short stories, films, and articles.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**The department**Prereq: RES-202.**Advisory: The course is intended for students who have completed at least four semesters of Russian or the equivalent.***RES-302 Advanced Russian Language II***Not Scheduled for This Year. Credits: 4*

This course is a continuation of RES-301 and is a further expansion of students' vocabulary, writing and speaking skills. We will read and discuss a variety of texts including short stories, films, and articles. Heritage learners of Russian (those who speak the language) will also benefit from the course.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**The department**Prereq: RES-301.***RES-309 Literary Translation from Russian: A Seminar Workshop***Not Scheduled for This Year. Credits: 4*

Translation practice and theory. Poetry and prose. Participants will undertake a joint project selected by the instructor, as well as texts of their own choosing. Comparative consideration of the work of published translators.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**P. Scotto**Prereq: RES-202.**Notes: In addition to the three-hour weekly class time, students are expected to sign up for individual tutorials with the instructor.***Taught in English****RES-210 Great Books: The Literature of Nineteenth-Century Russia***Spring. Credits: 4*

In no other culture has literature occupied the central role it enjoyed in nineteenth-century Russia. Political, social, and historical constraints propelled Russian writers into the roles of witness, prophet, and sage. Yet, far from being limited to the vast, dark 'Big Question' novels of legend, Russian literature offers much humor, lyricism, and fantasy. We will focus on the Russian novel as a reaction to western European forms of narrative and consider the recurring pattern of the strong heroine and the weak hero. Authors will include: Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Applies to requirement(s): Humanities**D. Brooks**Notes: Taught in English***RES-211 Topics in Twentieth-Century Russian Literature**

Topics in Twentieth-Century Russian Literature provide students with an intensive study of major writers, themes, and paradigm shifts in Russian literature during this turbulent century.

**RES-211MM Topics in Twentieth-Century Russian Literature: 'Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts'***Not Scheduled for This Year. Credits: 4*

Mephistopheles in Moscow? The Gospel retold? At turns both wildly comic and metaphysically profound, Bulgakov's novel has been a cult classic since its unexpected discovery in 1967. This course will consider Bulgakov's masterpiece together with some of its literary, historical, and social contexts. Additional readings from Goethe, Gogol, E.T.A.Hoffman, Akhmatova, and others.

*Applies to requirement(s): Humanities**P. Scotto**Notes: Taught in English***RES-213 War and Peace***Not Scheduled for This Year. Credits: 4*

We will be engaged in a close reading of a translation of Tolstoy's epic novel *War and Peace*. Tolstoy's sweeping account of men and women caught up in Russia's desperate struggle to survive against the onslaught of Napoleon's army is often considered among the greatest novels. We will focus on Tolstoy's literary strategies, philosophy, and historical contexts.

*Applies to requirement(s): Humanities**P. Scotto**Notes: Taught in English.***RES-215 Dostoevsky and the Problem of Evil: The Brothers Karamazov***Not Scheduled for This Year. Credits: 4*

Perhaps no other novelist has delved as deeply into the psychological and metaphysical dimensions of evil as the Russian novelist Fyodor Dostoevsky. This course will be devoted to a close reading of Dostoevsky's landmark novel of murderous passion and parricide, *The Brothers Karamazov*. Why should crime and transgression be a privileged avenue of access into the human interior? How is psychology tied to the metaphysical aspect of human existence? What are the sources of evil—and redemption?

*Applies to requirement(s): Humanities**P. Scotto**Notes: Taught in English*



**RES-226 Philosophical Tales: The Short Fiction of Anton Chekhov***Not Scheduled for This Year. Credits: 4*

Explore the short fictions of Anton Chekhov as brilliantly crafted exemplars of the *Philosophical Tale*, stories that use the resources of short narrative fiction to probe life's deepest questions: "what is the meaning of our lives, how do we face our inevitable death, why is there evil and suffering, what does it mean to be human, how should we live?" How do these stories work? What can fictions do that discursive philosophical essays can't? How do they engage the complexity of the world and of life? We'll also read Chekhov's work in larger tradition of Wisdom Literature, with readings drawn from Biblical, Hassidic, Classical, Folk, and Chinese traditions, as well as from other notable practitioners of the genre (Chesterton, Borges, Poe).

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**P. Scotto**Notes: Taught in English.***RES-231FA Anna Karenina and Contexts: Tolstoy on Love, Death, and Family Life'***Not Scheduled for This Year. Credits: 4*

*Anna Karenina* (1873) is one of a series of important works Tolstoy wrote pondering love, death, the nature of happiness, and the foundations of family life. Our reading of *Anna Karenina* will be the centerpiece of this course which will also include works ranging from *Childhood* (1852) to *The Kreutzer Sonata* (1889), which shocked and repelled readers with its unsparing depictions of human sexuality and murderous jealousy. Film versions of works will be screened.

*Applies to requirement(s): Humanities**P. Scotto**Notes: Taught in English***RES-235 The Strange World of Nikolai Gogol***Fall. Credits: 4*

Gogol was a strange creature, but genius is always strange." - Vladimir Nabokov. Nikolai Gogol was one of Russia's greatest and most enigmatic writers. Revered by Dostoevsky, he created a literary universe that has lost none of its original power despite the passage of time. This course will trace the development of Gogol's genius from his early Ukrainian stories, through his tales of St. Petersburg, to his comic masterpiece *Dead Souls*. Special attention will be paid to Gogol's deployment of the comic, fantastic and grotesque to render the reality of tsarist Russia.

*Applies to requirement(s): Humanities**D. Brooks**Notes: Taught in English.***RES-240 Contemporary Russian Politics: From Lenin to Putin***Not Scheduled for This Year. Credits: 4*

Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?

*Crosslisted as: POLIT-209**Applies to requirement(s): Social Sciences**N. Sabanadze**Notes: Taught in English***RES-244 Topics in Russian and Eurasian History****RES-244ST Topics in Russian and Eurasian History: 'Stalinism in Central Europe'***Not Scheduled for This Year. Credits: 4*

This course explores the use of revolutionary terror by the state. More specifically, it examines policies of terror pursued by Communist dictatorships in Hungary and Czechoslovakia during the early years of the Cold War. Who did what to whom, and why? What insights do secret police work and public propaganda, knitted together in macabre show trials, allow us into Stalinist rule, European politics, and maybe ourselves? How did memories of terror shape politics after Stalin's death? Students should deepen their understanding for the discipline of History, improve their reading and writing, and develop a working knowledge of Central European politics at the middle of the twentieth century.

*Crosslisted as: JWST-225ST, RES-244ST**Applies to requirement(s): Humanities**J. King***RES-312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent***Not Scheduled for This Year. Credits: 4*

The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.

*Crosslisted as: POLIT-312**Applies to requirement(s): Social Sciences**The department**Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.**Notes: Taught in English***Independent Study****RES-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***RES-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Russian, East European, and Eurasian Studies

## Overview and Contact Information

The Five College Certificate in Russian, East European, and Eurasian Studies offers students the multidisciplinary resources in the Five Colleges on Russia, Eurasia (here understood as the former republics of the Soviet Union), and East (and Central) Europe.

## See Also

- Russian and Eurasian Studies (p. 365)

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
	A core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses. HISTORY 315 Imperial Russia, offered at UMass, is an example of a core course.	1
	Five additional elective courses, distributed as follows:	5
	These electives must be drawn from more than one of the three geographical areas: Russia, Eurasia, and Eastern (and Central) Europe	
	At least one of the elective courses must focus on a period before the twentieth century	
	At least one course must be taken from each of the following disciplinary categories: history, social sciences, and humanities/ arts <sup>1</sup>	
	Proficiency in a language of one of the certificate regions, at a level equivalent to four semesters of postsecondary course work <sup>2</sup>	0-4
<b>Total Courses</b>		<b>6-10</b>

<sup>1</sup> no single course can fulfill more than one of these disciplinary categories

<sup>2</sup> this proficiency may be demonstrated by course work or examination

### Additional Specifications

- At least four of the six courses, including the core course, must be taken within the Five Colleges
- A language course beyond the intermediate level can be counted as one of the five electives. Elementary and intermediate language courses cannot be counted.
- The list of courses fulfilling particular certificate requirements (<https://www.fivecolleges.edu/academics/russian-east-european-and-urasian-studies-reees/#courses>) will be maintained and regularly updated by the Five College Committee for Russian, East European, and Eurasian Studies.
- Credit for one-time courses, special topics courses, independent study, and transfer or study abroad courses requires approval from the student's certificate program advisor at Mount Holyoke.
- Students are encouraged to study abroad in one of the certificate regions.
- Courses applied to this certificate may also be used to fulfill major requirements.

## Sociology

### Overview and Contact Information

Sociology is the systematic study of society and social relations. Sociology majors develop the critical tools to theoretically and comparatively understand social trends and problems, grasp the intersection of self and society, and analyze empirical data. They read the works of major sociological thinkers, from the classical figures who founded the discipline to contemporary theorists of society. The major requires courses in research methods and sociological theory. The faculty also offers classes in criminology, collective behavior and social movements, the sociology of gender, the sociology of media,

the sociology of education, and the sociology of development and globalization.

### Contact Information

**Matthew Watson, Chair**  
**Michelle Pietras, Academic Department Coordinator**

102 Porter Hall  
 413-538-2283

<https://www.mtholyoke.edu/academics/find-your-program/sociology>  
 (<https://www.mtholyoke.edu/academics/find-your-program/sociology/>)

### Learning Goals

By participating in coursework and experiences constituting a major in Sociology:

- Students will gain a comprehensive understanding of the field of sociology, the intersections among sub-fields, and the connections among theory, research, and practice.
- Students will gain skills and knowledge about research methods and understand the ethical issues involved in sociological research.
- Students will learn how to critically analyze texts and develop skills as writers, speakers, and researchers.

### Faculty

**This area of study is administered by the Sociology faculty:**

Patricia Banks, Professor of Sociology, On Leave 2023-2024

Kristie Ford, Professor of Sociology and Critical Race and Political Economy

Eleanor Townsley, Andrew W. Mellon Professor of Sociology; Director of Nexus

Kenneth Tucker, Helen P. Bibbero Professor of Sociology

Benjamin Gebre-Medhin, Assistant Professor of Sociology, On Leave 2023-2024

Ayca Zayim, Assistant Professor of Sociology

Samantha Leonard, Visiting Instructor in Sociology

Cassandra Sever, Visiting Instructor in Sociology

### Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
SOCI-123	Introduction to Sociology	4
SOCI-223	Development of Social Thought <sup>1</sup>	4
SOCI-225	Social Science Research and Data Analysis <sup>1</sup>	4
12 credits at the 300 level, including:		12
SOCI-333	Contemporary Social Theory	
12 additional credits beyond the 100 level		12
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> SOCI-223 and SOCI-225 should be completed as early as possible but certainly by the end of the junior year.

## Additional Specifications

- Please note: Proposal deadlines are strictly enforced for independent study at the SOCI-295 and SOCI-395 levels.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
SOCI-123	Introduction to Sociology	4
4 credits at the 300 level		4
12 additional credits above the 100 level		12
<b>Total Credits</b>		<b>20</b>

## Course Offerings

### SOCI-123 Introduction to Sociology

*Fall and Spring. Credits: 4*

This course uses a sociological framework to examine the nature and structure of modern industrial societies. To identify central trends in society and culture, this course covers several basic themes, such as social inequality and social interaction, that have appeared repeatedly in the works of major social thinkers.

*Applies to requirement(s): Social Sciences*

*C. Sever, E. Townsley*

*Restrictions: This course is limited to first-years, sophomores, and juniors*

### SOCI-214 Race in America: Inequality, Immigration, and Other Issues

*Not Scheduled for This Year. Credits: 4*

From the Black Lives Matter movement to debates about immigration and a color-blind America, race and ethnicity are at the forefront of contemporary public discourse. In this course students will be introduced to the various sociological perspectives and theoretical frameworks used to understand racial and ethnic relations in the United States. We will discuss the dynamics of individual racial and ethnic groups including African Americans, Latino Americans, Native Americans, Asian Americans, and White Americans. We will also examine what the concepts of race and ethnicity mean and how they affect various aspects of American society.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*P. Banks*

*Restrictions: Course limited to sophomores, juniors and seniors*

## SOCI-216 Special Topics in Sociology

### SOCI-216DR Special Topics in Sociology: 'Dialoguing for Racial Change' Spring. Credits: 4

A critical analysis of race, racism, and justice in the United States, as set in a socio-historical context defined by power. In addition to traditional modes of teaching-learning, students use intergroup dialogue and collaborative group work to examine how race is constructed, experienced, reproduced, and transformed within social structures. Topics include racial identity development and how individuals internalize and 'live race' in everyday interactions; historical mechanisms for how bodies and spaces have become 'raced' over time; institutional dimensions of racial inequality (e.g., law, education, popular culture); and practices for pursuing racial justice.

*Crosslisted as: CRPE-231*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*K. Ford*

*Instructor permission required.*

*Notes: Use this application form to seek instructor permission:*

<https://forms.gle/NYFWNcjLWAtQPNcf6> (<https://forms.gle/NYFWNcjLWAtQPNcf6/>)

### SOCI-216DU Special Topics in Sociology: 'Schooling in American Society'

*Not Scheduled for This Year. Credits: 4*

COVID-19 has upended schooling in the United States. Assumptions about physical co-presence, standardized testing, the rights of students, and the responsibilities of schools have all been transformed at warp speed. The pandemic also exposed durable fault lines in American education and society. This course provides an opportunity to evaluate our present moment using classical and contemporary sociological perspectives on mass schooling. It highlights issues facing the future of education, the role of schooling in struggles for economic and racial justice, and how the aspirations of individuals and families interact with state institutions to shape the American social and economic order.

*Applies to requirement(s): Social Sciences*

*B. Gebre-Medhin*

*Prereq: SOCI-123.*

### SOCI-216FM Special Topics in Sociology: 'Families, Kinship, and Sexuality'

*Fall and Spring. Credits: 4*

How do family and kinship shape our social lives? In turn, how are family and kinship shaped by social and historical contexts? We all come to this course with individual experiences of family, kinship, and sexuality, but this course will ask you to critically engage with these concepts from a sociological perspective. In this course we will both define and use an intersectional lens to understand how class, race-ethnicity, gender, sexuality, and citizenship mutually shape our individual and collective experiences of family and kinship. We will consider family as a site for reproducing inequality and violence, but also as a site for resistance, revolution, and home.

*Applies to requirement(s): Social Sciences*

*S. Leonard*

*Prereq: SOCI-123.*

**SOCI-216MK Special Topics in Sociology: 'Marketing and Society'**

*Not Scheduled for This Year. Credits: 4*

Marketing penetrates every domain of society. While perusing the Internet, watching television, attending sports and cultural events, we are being marketed to by businesses. This course offers students insight on the fundamentals of marketing through a critical lens. Readings and assignments will give students an understanding of the theories and concepts that underlie marketing, along with its practical elements. We will be especially attentive to the ways that marketing influences social inequality. An ongoing question that we will explore over the term is what is the potential for, and what are the limits of, marketing as a force for reducing gender, class, racial, and other forms of inequality. Among assignments will be exercises where students critically examine marketing campaigns, such as inclusive beauty campaigns, and a project where students develop a marketing campaign that is attentive to social purpose.

*Applies to requirement(s): Social Sciences*

*P. Banks*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: With the permission of the instructor, a select number of students can elect to take this course at the 300 level. If you are interested in doing so, please email the instructor to discuss this prior to registering for the course.*

**SOCI-216MV Special Topics in Sociology: 'Gender and Social Movements'**

*Spring. Credits: 4*

This course will focus on the relations between gender, politics, and social change to explore the gendered character of citizenship, political participation, and mobilization. We'll start by considering what makes a social movement, who mobilizes, and what resistance has, does, and can look like in practice. Students will engage with historical and contemporary cases of feminist and women's social movements to explore how gender constructs both formal political participation and activism. We will explore how feminist and women's movements have contributed to alternative practices of politics and visions of social change and wellbeing.

*Applies to requirement(s): Social Sciences*

*S. Leonard*

*Prereq: SOCI-123.*

**SOCI-216PT Special Topics in Sociology: 'Political Sociology'**

*Spring. Credits: 4*

This course focuses on political processes and power – in particular, which groups have the ability to implement their political, social, and economic agendas, which ones do not, and why. We will explore the means by which certain groups affect political outcomes that shape society and social-political reality. In particular, we will concentrate on the interrelationship between the state, the market, and civil society, and investigate how this intersection has informed the politics of our time. By the end of this course, students are expected to have achieved an understanding of the major theoretical perspectives and debates in political sociology, and a sense of the historical and contemporary organizations, parties, classes, and other groups that influence social change. We will focus mostly on western democracies, especially the U.S., but other countries and political arrangements will also be included. Globalization as an on-going social, political, and economic system will be discussed throughout the semester.

*Applies to requirement(s): Social Sciences*

*K. Tucker*

*Prereq: 4 credits in sociology.*

**SOCI-216QD Special Topics in Sociology: 'Qualitative Research and Data Analysis'**

*Not Scheduled for This Year. Credits: 4*

This course introduces students to qualitative research methods. In the course students will get basic training in the collection and analysis of qualitative research data, develop experience writing and presenting qualitative data, gain exposure to the theoretical assumptions underlying qualitative inquiry, and learn insights about the ethical responsibilities surrounding qualitative social analysis. We will focus on methods such as in-depth interviews, focus groups, and close observations. This course will provide students with the skills and knowledge to pursue qualitative data analysis in future projects such as for an independent study, senior thesis, or internship. In addition, since cases will focus on consumer research, this class is also well-suited for students who want to learn qualitative research techniques that are used in marketing.

*Applies to requirement(s): Social Sciences*

*The department*

**SOCI-216TX Special Topics in Sociology: 'Text as Data I: From Qualitative to Quantitative Text Analysis'**

*Not Scheduled for This Year. Credits: 4*

Characterizing, categorizing, and counting text documents is at the heart of research and knowledge development in the social sciences and humanities. New digital technologies have introduced new methods for analyzing text documents on a massive scale. These computational approaches have also provoked important debates about the role of meaning, context, and reproducibility in social science research. This course considers the affordances of new digital methods for text analysis in relation to established practices of qualitative coding. Students will explore this new frontier in a hands-on manner using Python to count and compare relevant features of text documents in large data sets.

*Applies to requirement(s): Social Sciences*

*B. Gebre-Medhin*

*Prereq: SOCI-123 or COMSC-151.*

**SOCI-216WK Special Topics in Sociology: 'Sociology of Social Work'**

*Fall. Credits: 4*

Sociology and social work – what's the difference? This course examines, from a sociological perspective, the history and current organization and operation of social welfare systems in the United States. It examines the social aspects of the welfare system and how certain issues have become the focus of social services, with a specific focus on the case of intimate partner violence. It will explore the professionalization of social change and reform, relationships between social workers and clients, and how gender, race-ethnicity, class, and sexuality shape the current welfare system in the U.S.

*Applies to requirement(s): Social Sciences*

*S. Leonard*

*Prereq: SOCI-123.*

**SOCI-223 Development of Social Thought**

*Fall. Credits: 4*

This course examines the origins and development of sociological theory in the nineteenth century. Focusing on the three most important representatives of the classical tradition in sociology - Karl Marx, Max Weber, and Emile Durkheim - we consider in detail the ideas of each, compare their perspectives on emerging industrial society, and assess their contemporary significance.

*Applies to requirement(s): Social Sciences*

*K. Tucker*

*Prereq: SOCI-123 or ANTHR-105.*



**SOCI-225 Social Science Research and Data Analysis***Spring. Credits: 4*

This course is an introduction to the use of quantitative data in sociology. It focuses on the ways in which data is collected, analyzed, and presented to make sociological arguments. It introduces various tools to describe data for single variables, explore relationships between pairs of variables, and make statistical inferences. Students will learn basic skills to conduct their own social science research and analyze data using statistical software. The aim of the course is to allow students to conduct elementary statistical analyses on their own and become critical readers of statistical evidence.

*Applies to requirement(s): Meets No Distribution Requirement**A. Zayim**Restrictions: This course is offered to Sociology majors only.***SOCI-231 Criminology***Fall. Credits: 4*

This course focuses on the historical and theoretical development of the major approaches to crime and criminality in the 20th and 21st centuries. Material discussed will include crime patterns, the formation of criminalized subgroups and how criminology relates to criminal justice policy. While focusing on social aspects of crime, we will ask: what makes people commit crimes? How do social policies impact criminal activity? How has our social construction of punishment changed over time?

*Applies to requirement(s): Social Sciences**C. Sever**Prereq: SOCI-123.***SOCI-234 Social Problems***Fall. Credits: 4*

This is a course on the social construction of social problems. It devotes almost exclusive attention to how a 'problem' becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.

*Applies to requirement(s): Social Sciences**C. Sever**Prereq: SOCI-123.***SOCI-239 How Capitalism Works: Social Class, Power, and Ideology***Fall. Credits: 4*

The Occupy movement protests and recent popular uprisings across developing countries draw attention to rising global economic inequality. This course asks, "How does capitalism produce and reproduce economic inequality both within and across nations?" Drawing on theoretical and empirical research, we will examine class relations as a way to explain the unequal distribution of wealth and power. We will also discuss the role of the state and ideology in perpetuating the gap between the rich and poor. Students will learn the social dynamics underlying a range of contemporary issues in advanced and developing economies, ranging from labor exploitation to unemployment and financial crises.

*Applies to requirement(s): Social Sciences**A. Zayim**Prereq: SOCI-123.***SOCI-240 Collective Behavior and Social Movements***Not Scheduled for This Year. Credits: 4*

This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.

*Applies to requirement(s): Social Sciences**K. Tucker**Prereq: SOCI-123.***SOCI-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***SOCI-316 Special Topics in Sociology****SOCI-316DG Special Topics in Sociology: 'Sociology of Development and Globalization'***Fall. Credits: 4*

This course investigates economic development and globalization through a sociological lens. What is development? Why and how has the idea of development changed over time? Which development policies has this promoted, and with what consequences on people's lives in developing countries? Based on case studies across Africa, Asia, Latin America and the Middle East, the course examines economic, political, and institutional factors that inform global development processes from post-WWII to the present. As we discuss challenges to the neoliberal development paradigm, students will gain a critical perspective on contemporary issues such as environmental damage, global inequality, and poverty.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**A. Zayim**Prereq: 4 credits in sociology.***SOCI-316EC Special Topics in Sociology: 'Ethnography of Crime'***Spring. Credits: 4*

What can ethnography reveal about the nature of crime and the functioning of criminal justice institutions? What contributions has ethnography made to the study of crime? What place does ethnography occupy within the contemporary landscape of criminology? These questions serve as the point of departure for this reading-intensive seminar investigating classic and contemporary ethnographic texts addressing crime and criminal justice institutions.

*Applies to requirement(s): Social Sciences**C. Sever**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in the department.*

**SOCI-316FN Special Topics in Sociology: 'Finance, Globalization, and Inequality'***Spring. Credits: 4*

We live in a financialized world dominated by financial actors, markets and institutions. From the Occupy Wall Street movement to ongoing debates about the power of big banks, finance has been seen as the culprit for the 2008 financial crisis, U.S. income and wealth inequality, and global instability. But what explains the rise of finance and how has finance gone global? How does global finance contribute to inequality within and across nations? We will tackle these questions by covering some of the recent sociological research on finance and financial globalization. Students will examine the political and institutional roots of financialization and its consequences in advanced and developing economies.

*Applies to requirement(s): Social Sciences**A. Zayim**Prereq: 8 credits in sociology.***SOCI-316LT Special Topics in Sociology: 'The New American Elite'***Not Scheduled for This Year. Credits: 4*

Inequality in the United States is at levels not seen since the 1920s, yet we know relatively little about those at the top who've accumulated enormous wealth and power. This course is a critical study of American Elites. Who are they? How did they amass such staggering resources? How are these resources used in the political, economic, and social spheres to reproduce/enhance their privilege? We put contemporary American elites into historical perspective, interrogate their origins, and evaluate the networks and practices that distinguish them from everyone else. We also analyze the narratives used to justify their privilege and consider their potential for group solidarity and collective action

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**B. Gebre-Medhin**Prereq: 8 credits in the department.***SOCI-316NQ Special Topics in Sociology: 'Organizations and Inequality'***Not Scheduled for This Year. Credits: 4*

In Organizations and Inequality, we analyze how organizations create, reproduce, and also potentially challenge social inequalities. Drawing on different organizational perspectives, students will engage the challenges of ethical action in a complex world marked by competing rationalities and deep inequalities. Students will also research an organization of which they are a member and develop their own case study.

*Crosslisted as: EOS-349NQ**Applies to requirement(s): Social Sciences**E. Townsley**Prereq: SOCI-123.***SOCI-316PS Special Topics in Sociology: 'Digital Media and the Public Sphere'***Fall. Credits: 4*

How do different kinds of stories unfold in contemporary public spheres? How do we make sense of pressing matters of common concern as members of publics? This research seminar asks: what are the effects of a pervasive cultural distrust in social institutions, the widespread mediatization of everyday life, and the intercultural and intertextual nature of media texts themselves? Drawing from foundational texts about media, the role of intellectuals, and the public sphere, students will be asked to develop an empirical case study to explore these questions and test their ideas.

*Applies to requirement(s): Social Sciences**E. Townsley**Prereq: 8 credits in Sociology.***SOCI-316RM Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'***Not Scheduled for This Year. Credits: 4*

This course looks at the central concerns of consumer culture through the lens of race and ethnicity. Through exploring issues such as multicultural marketing and advertising, discrimination in e-commerce, consumer boycotts, and urban food deserts, students will gain theoretical and empirical insight on the ways that racial and ethnic boundaries shape, and are shaped by, consumption.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Banks**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in sociology, economics, or EOS.***SOCI-316ST Special Topics in Sociology: 'Storytelling Sociology: Data for the People'***Not Scheduled for This Year. Credits: 4*

How can we communicate social science knowledge to the wider public? How can we interpret, and assess the quality of, social scientific sources? In this writing-intensive seminar, students will build data literacy and public writing skills to translate important social scientific findings to wider audiences. In a workshop-style model that maps the process of publication, students will create a long-form story that they may seek to publish in wider news outlets. Embedded within is a continuous exploration of social science communication ethics: what is the anticipated impact of publication on marginalized groups? What responsibility do writers carry of audience understandings?

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**C. Sever**Prereq: 8 credits in the department.***SOCI-316SY Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'***Not Scheduled for This Year. Credits: 4*

This course investigates the creative economy through a sociological lens. Through case studies of various creative industries, as well as examination of the creative sector as a whole, we will examine how the cultural economy influences, and is influenced by, social phenomena. We will explore issues such as how value is produced in the field of fashion modeling, how music and other creative industries drive urban economies, how local crafts enter global markets, and how norms and values influence the adoption of e-commerce in the market for fine art.

*Applies to requirement(s): Social Sciences**P. Banks**Restrictions: Course limited to sophomores, juniors and seniors***SOCI-316TX Special Topics in Sociology: 'Text as Data II: Computational Text Analysis for the Social Sciences'***Not Scheduled for This Year. Credits: 4*

How can the social sciences benefit from remarkable advances in hardware and software that have unlocked new approaches to using text-as-data? This course interrogates the use of text-as-data from both social scientific and computational perspectives. Students will consider how meaning and context are theorized and how scale is achieved in the analysis of text by social scientists and computational experts. This new frontier will be explored in a hands-on manner; by the end of the course, students will deploy machine learning models to gain insights from large bodies of text such that we may evaluate the utility of these approaches in our quest for insight into the social world.

*Applies to requirement(s): Social Sciences**B. Gebre-Medhin**Prereq: 8 credits in Sociology including SOCI-216TX.*

**SOCI-316VN Special Topics in Sociology: 'Violence and Intimacy'***Fall. Credits: 4*

What makes violence "intimate"? And how are the most private experiences of violence also collective ones? This course examines how seemingly private violence - such as intimate partner violence - come to be defined as public problems. Students will analyze how collective violence is intimately experienced and how intimate violence is collective issues. In our sociological examination of violence, we will trace the connections between the intimate and the collective, the historical and the present, the interpersonal and the structural to answer our initial questions of how to define violence, intimacy, and intimate violence. We will conclude by examining responses and solutions that have been enacted to prevent abuse and will imagine futures without violence.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Leonard**Prereq: 8 credits in sociology.***SOCI-317 Topics in Contemporary Social Thought****SOCI-317ST Topics in Contemporary Social Thought: 'Cultural Sociology and Contemporary Theory'***Spring. Credits: 4*

This seminar examines topics in cultural sociology and contemporary social theory. The first part of the class asks: How do we imagine social things? The second part of the class reviews the history of social theory with a focus on the multiple crises of the modernity narrative, and various attempts to resolve these crises. The final third of the class poses the question of how to analyze culture and "do" social theory.

*Applies to requirement(s): Social Sciences**E. Townsley**Prereq: SOCI-223 and 4 additional credits in Sociology.***SOCI-333 Contemporary Social Theory***Spring. Credits: 4*

In this critical survey of the main theoretical perspectives in contemporary sociology, we focus specifically on structural functionalism, symbolic interactionism, critical theory, feminism, and postmodernism. Besides gaining familiarity with these alternative perspectives, we try to identify the main axes of theoretical dispute in sociology and discuss the problems of evaluating and resolving conflict between theories.

*Applies to requirement(s): Social Sciences**K. Tucker**Prereq: SOCI-223, 8 credits in sociology.***SOCI-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## South Asian Studies

### Overview and Contact Information

One of four interdisciplinary majors offered by the Asian Studies Program, South Asian studies allows students to specialize in the history, languages, cultures, and politics of South Asia. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke and particularly the large numbers of students from Asian countries or with an Asian background.

Most of our students spend a semester or a summer in one of the many Mount Holyoke College-approved South Asian study abroad programs.

South Asian studies majors graduate to pursue graduate study and careers in fields as varied as education, business, NGOs, journalism, the arts, and government service.

### See Also

- Asian Studies (p. 77)

### Contact Information

**Naoko Nemoto, Chair****Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/academics/find-your-program/south-asian-studies> (<https://www.mtholyoke.edu/academics/find-your-program/south-asian-studies/>)

### Learning Goals

By majoring in South Asian Studies, students should:

- Develop knowledge of the history of premodern and modern South Asia.
- Develop knowledge of the arts, literature, religions, and philosophies of South Asia.
- Develop knowledge of the geography, politics, economics, and societies of South Asia.

### Faculty

**This area of study is administered by the Asian Studies Committee:**

Calvin Chen, Carol Hoffmann Collins '63 Professor of International Studies and Professor of Politics, Teaching Fall Only

Satyananda Gabriel, Professor of Economics

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics

Kavita Khory, Ruth Lawson Professor of Politics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology, Teaching Fall Only

Ajay Sinha, Julie '73 and Helene '49 Herzig Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Associate Professor of History, Teaching Fall Only

Lisha Xu, Senior Lecturer in Asian Studies, Teaching Fall Only

Jinhwa Chang, Lecturer in Japanese

Kyae-Sung Park, Five College Lecturer in Korean

May George, Five College Lecturer in Middle East Studies

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
One course (4 credits) in modern South Asian history, for example:		
HIST-124	History of Modern South Asia, 1700 to the Present	4
One course (4 credits) on pre-modern and/or early modern South Asia (c. 3000 BCE to 1700 CE)		
8 elective courses (32 credits): <sup>1</sup>		
Two (8 credits) must be from Group One: Humanities (history, religion, philosophy, literature, language, the arts, and interdisciplinary courses in these areas) <sup>2</sup>		
One (4 credits) must be from Group Two: Social Science (anthropology, economics, geography, international relations, linguistics, politics, sociology, and interdisciplinary courses in these areas)		
At least three courses (12 credits) must be at the 300 level. One of the three 300-level courses must be a non-language and non-independent study course. <sup>23</sup>		
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> A full list of the approved courses (p. 377) for the major appears at the end of the South Asian Studies Courses section.

<sup>2</sup> In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.

<sup>3</sup> A course that is taught outside of Mount Holyoke College must be approved by the chair of the Asian Studies program to count as a 300-level course.

### Additional Specifications

- Any course that devotes 50 percent or more of its substance to South Asian countries, peoples, or issues may count toward the major.
- Majors are strongly encouraged, but not required, to pursue study of a South Asian classical or modern language through the Five College Mentored Language Program, summer study, or study abroad. Students may count up to 4 credits toward the major for studying a South Asian language through the Five College Mentored Language Program.
- One course (4 credits) on South Asian diasporas may count toward the major.
- Students who declare a South Asian studies major automatically fulfill the College's "outside the major" requirement.

### Courses Counting toward the Major

Most South Asian studies courses at Mount Holyoke are listed below, but students should also consult the catalog entries or websites of other departments, including art history, history, international relations, politics, and religion. South Asian Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their

courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses/>) or individual college websites).

Please consult the chair of the Asian studies program for guidelines regarding Asian languages not taught in the Five Colleges.

Code	Title	Credits
<b>Art History</b>		
ARTH-290BC	Issues in Art History: 'Bollywood: A Cinema of Interruptions'	4
<b>Film, Media, Theater</b>		
FMT-230BC	Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'	4
<b>History</b>		
HIST-124	History of Modern South Asia, 1700 to the Present	4
HIST-222	Muslim Politics in Modern South Asia	4
HIST-239EN	Topics in Asian History: 'Empire, Nation, and the Making of Tribes in South Asia'	4
HIST-249	The Environment and South Asian Lifeworlds	4
HIST-301CS	Colloquium: 'Capitalism in South Asia'	4
<b>Politics</b>		
POLIT-357	War and Peace in South Asia	4
<b>Religion</b>		
RELIG-163	Introduction to Buddhism	4
RELIG-241	Women and Gender in Buddhism	4
RELIG-267	Buddhist Ethics	4
RELIG-311	Sufism: The Mystic Path in Islam	4

## Spanish (Hispanophone Studies) Overview and Contact Information

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latina/o heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently crosslisting courses with critical race and political economy; film, media, theater; gender studies; history; and Romance languages and cultures. Regular cocurricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

Spanish—the second most spoken language in the United States today and one of the three most spoken languages in the world—has become a crucial part of civic engagement and global citizenship. Facility with the language has been an important component of career success for many Mount Holyoke graduates in fields including government, law, business,



international affairs, education, journalism, medicine, and the performing arts.

To this end, the major and minor in Spanish (Hispanophone Studies) include a variety of courses intended to facilitate proficiency in the language and contextualize and analyze issues relevant to Spanish speakers abroad and in the U.S., such as terrorism, migration, and imperialism.

## Contact Information

**Justin Crumbaugh, Chair**

**Esther Castro, Language Program Director**

**Cara Lapenas, Academic Department Coordinator**

105 Ciruti Language Center  
413-538-2347

<https://www.mtholyoke.edu/academics/find-your-program/spanish>  
(<https://www.mtholyoke.edu/academics/find-your-program/spanish/>)

## Learning Goals

- Develop linguistic and cultural proficiency in Spanish to interact and communicate (read, write, speak, and listen) in different settings and for different purposes.
- Build analytical and problem-solving skills through the interpretation of cultural materials (literary, visual, linguistic, historical, etc.) that represent the linguistic and cultural diversity of the Spanish-speaking world.
- Learn about and question the past, current state, and emerging realities and histories of the societies and cultures of Latin America, Spain, and/or U.S. Latinxs, the relationship among them and with other regions around the world.
- Become aware of the similarities and differences within our Spanish-speaking global communities and challenge their representation in dominant discourses.
- Engage in research across multiple sources and viewpoints, build arguments through evidence, and be able to communicate them in different formats and to different audiences.
- Learn to assess their own learning practices and their multilingual experiences to become autonomous learners and more responsible members of the world.

## Faculty

**This area of study is administered by the Department of Spanish, Latina/o, and Latin American Studies:**

Justin Crumbaugh, Professor of Spanish, Latina/o and Latin American Studies

Nieves Romero-Díaz, Professor of Spanish on the Alumnae Foundation

Adriana Pitetta, Assistant Professor of Spanish, Teaching Spring Only

Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director

Megan Saltzman, Senior Lecturer in Spanish

Flávia Cunha, Language Instructor in Spanish

Elena García Frazier, Language Instructor in Spanish

Antonio Illescas, Language Instructor in Spanish

Maria Diaz, Mount Holyoke Fellow and Visiting Lecturer in Latina/o Studies

Dimaris Barrios-Beltrán, Visiting Lecturer in Spanish

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
SPAN-212	Preparation for Advanced Studies	4
A minimum of three 300-level courses: <sup>1</sup>		12
At least one must be taken in the senior year at Mount Holyoke in Spanish		
Four other courses in Spanish at any level, within the following restrictions:		16
Two 200-level introductory courses (above SPAN-212) must be taken prior to enrolling in any 300-level course		
At least one of the courses above SPAN-212 must at least in part concentrate on Spain and/or Latin America before 1800.		
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> Excluding SPAN-395 which may not be counted as one of these three courses.

## Additional Specifications

- Courses in Latin American Studies and Latina/o Studies count toward the Spanish major (see next bullet about courses in English).
- If a student spends a semester in a Spanish-speaking place or is a Spanish native speaker, two courses taught in English at Mount Holyoke by department faculty can be counted toward the major. If not, only one course taught in English (if cross-listed or approved by the department) will be allowed.
- For one semester abroad, a student can get up to 8 credits towards the major at the 200 or 300 level, and up to 20 credits for two semesters abroad. For the major in Spanish, the department will accept no more than 8 credits taken abroad at the 300 level.
- Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count toward the major, but only if the study abroad advisor approves of the course contents and objectives.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
SPAN-212	Preparation for Advanced Studies	4
At least one 300-level course <sup>1</sup>		4
Three other courses at the 200 or 300-level. One course below SPAN-212 could be substituted for one of these		12
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Note: two 200-level introductory courses (above SPAN-212) must be taken prior to enrolling in a 300-level course.

## Additional Specifications

- The 300-level required course must be taken in the department.
- No course in English can be counted toward the minor.
- Independent Study (SPAN-295 or SPAN-395) may not be used as part of the minor.
- No more than 8 credits toward the minor can be completed abroad. Spanish minors should take all their courses abroad in Spanish.

## Teacher Licensure

Students interested in pursuing licensure in the field of Spanish can combine their course work in Spanish with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Spanish (Hispanophone Studies), please consult your advisor or the chair of the Department of Spanish, Latina/o, and Latin American Studies. Further information about the minor in education (p. 352) and the Teacher Licensure program (p. 352) is available in other sections of the catalog, or consult Ms. Frenette in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Spanish, Latina/o, and Latin American Studies and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/academics/find-your-program/teacher-licensure/>).

## Course Advice

### Placement

Students with no prior knowledge of Spanish must take the placement test to enroll in SPAN-101.

Any student with prior course work in Spanish must do the following:

1. take an online placement test ([https://www.mtholyoke.edu/academics/find-your-program/spanish/?\\_ga=2.11033076.1115798967.1659984764-1556106209.1601496778](https://www.mtholyoke.edu/academics/find-your-program/spanish/?_ga=2.11033076.1115798967.1659984764-1556106209.1601496778)) within two months of registration, and
2. complete a language questionnaire (located in the online First-Year Curriculum Guide).

Upon reviewing both the questionnaire and placement test results, the department may require a level change.

### Notes

Students are strongly encouraged to take their language courses in close succession, without lapses between one level and the next.

Students who have previously taken Spanish courses at Mount Holyoke and who wish to continue their study of Spanish must have the prerequisites stipulated for specific courses.

All courses satisfy distribution requirements unless indicated otherwise.

All courses are conducted in Spanish unless indicated otherwise.

Students contemplating study abroad in Spain or Latin America are encouraged to elect a Spanish course in the first semester of their first year.

## Course Offerings

### SPAN-101 Elementary Spanish

*Fall and Spring. Credits: 4*

An interactive introduction to the Spanish language and Hispanic cultures. This course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Covers basic grammar structures to equip students to communicate about personal information (description of self and family, routine, preferences) and carry out basic tasks (asking for directions, ordering food, making simple purchases). Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

*Applies to requirement(s): Humanities; Language*

*F. Cunha, E. García Frazier, A. Illescas*

*Prereq: Placement test required even if no previous study of Spanish; score 0-200.*

*Advisory: SPAN-101 is designed for students with no previous training in Spanish or a maximum of one year of Spanish at the high school level. All students must take the online Spanish placement test to register for the class.*

### SPAN-199 Preparation for Intermediate Spanish

*Fall and Spring. Credits: 4*

A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Deepens the students' command of Spanish, builds on content learned in SPAN-101 and expands knowledge of the necessary grammar and vocabulary to equip students to communicate in new social situations beyond elementary Spanish. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

*Applies to requirement(s): Humanities; Language*

*D. Barrios-Beltrán, F. Cunha, A. Illescas*

*Prereq: SPAN-101 or by obtaining a qualifying score on placement exam.*

**SPAN-201 Intermediate Spanish***Fall and Spring. Credits: 4*

A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Strives for mastery of complex grammatical structures and continues working on writing, listening, and reading skills to provide the necessary linguistic and cultural tools to communicate about current social issues. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

*Applies to requirement(s): Humanities; Language**E. García Frazier, A. Illescas**Prereq: SPAN-199 or by obtaining a qualifying score on placement exam.**Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.***SPAN-209 Composition and Culture***Fall and Spring. Credits: 4*

Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other's work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Castro, A. Illescas**Prereq: SPAN-201, AP Spanish Language, or a qualifying score on placement exam.**Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.***SPAN-212 Preparation for Advanced Studies***Fall and Spring. Credits: 4*

This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**N. Romero-Díaz, M. Saltzman**Prereq: SPAN-201, SPAN-209, AP Spanish Language, or a qualifying score on placement exam.**Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.***SPAN-230 Identities & Intersections**

A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.

**SPAN-230GV Identities & Intersections: An Introduction: 'Gendered Violence from Medieval to Contemporary Spain'***Not Scheduled for This Year. Credits: 4*

This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and sociocultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), song by Bebé and movie by Boyaín (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).

*Crosslisted as: GNDST-204GV**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Romero-Díaz**Prereq: SPAN-212.**Notes: Taught in Spanish***SPAN-230HY Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'***Spring. Credits: 4*

With a historical and transnational approach, this course will explore bi/multicultural identities and communities in the Spanish-speaking world, primarily of the postcolonial period. Mestizos, Korean-Argentineans, Cuban-Americans, Afro-Peruvians, Moroccans and West Africans in Spanish cities, "gallegos" in Buenos Aires, Chinatowns, Spanglish...Is Catalonia Spain? Through literary, audiovisual, and theoretical texts, we will put situations of ethnic and linguistic hybridity in dialogue with one another and focus on how communities and identities reclaim rights and space, are represented, aspired to, separated, and often slip away when we try to define them.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**M. Saltzman**Prereq: SPAN-212.**Notes: Taught in Spanish***SPAN-240 Visual Cultures: An Introduction**

A broad introduction to the study of visual representation in Latin American, Spanish, and U.S. Latina/o cultures. Students will examine the articulation of a variety of topics in media such as film, television, fine arts, Internet, and/or video. The specific course contents and examples examined will vary each semester.

**SPAN-240CN Visual Cultures, An Introduction: 'Latin American Cinema'***Fall. Credits: 4*

This course offers a broad introduction to the history, politics and aesthetics of Latin American cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.

*Crosslisted as: FMT-230CN**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**J. Crumbaugh**Prereq: SPAN-212 or native fluency in Spanish.**Notes: Taught in Spanish.*

**SPAN-240TR Visual Cultures, An Introduction: 'After Tragedy and Labor: Precarious Lives and Affection in Narratives of Violence'**

*Not Scheduled for This Year. Credits: 4*

How do labor relationships and the social construction of what work means affect Latin American societies? In which ways can our gender, sexual orientation, race, age, social class or migratory status define our possibilities of being part of a community through labor? How do the intersections between marginality, informal and postindustrial economies, and violence reshape the concepts and experiences of childhood, adolescence and youth? This course considers how film and literature address these questions, paying special attention to issues not usually highlighted when dealing with representations of violence like love, friendship, community, affection and elective families.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

A. Pitetta

*Prereq: SPAN-212.*

*Notes: Taught in Spanish.*

**SPAN-250 Concepts and Practices of Power**

A historical approach to the analysis of political discourses and economic relations in Latin America, Spain and Latina/o cultures in the United States. Topics may include, but are not limited to, imperialism, (post/neo)colonialism, (trans)nationalism, migration, globalization, and neoliberalism. The specific course contents and examples examined will vary each semester.

**SPAN-250AT Concepts and Practices of Power: 'The Agency of Things: Material Culture of Latin America, Spain, and the U.S. Border'**

*Not Scheduled for This Year. Credits: 4*

What is a thing? What is stuff? Water bottles, bread, trash, relics, photos, dirt, a broken printer, your favorite socks... Where do they come from and where are they going? In this course we'll gain an understanding of the political, historical, spatial, and affective agency of objects. We'll study how artists, writers, collectors, hoarders, migrants, and things of modern-day Latin America, Spain, and U.S.-border areas engage with the inanimate things around us. Our study will be enlightened by theoretical discussions on "Object Oriented Ontology," Environmental Humanities, the Anthropocene, everyday life, and automation. Students will also have a chance to decipher the meaning and trajectories of their own "stuff."

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Writing-Intensive*

M. Saltzman

*Prereq: SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-250LM Concepts and Practices of Power: 'Making Latin America: From Independence to the Present'**

*Not Scheduled for This Year. Credits: 4*

This transdisciplinary course is an introduction to Latin America through its cultural production (literature, film, music, painting, dancing, comics, performance, among others). We are going to address some of the most important moments of the continents' history: independence period, modernization, nationalism, Mexican Revolution, Latin America and the Cold War, Cuban Revolution, Literary Boom in Latin America, Southern Cone cultural production during dictatorships, politics of memory, popular media and mass culture. These cultural products and historical moments will also interact with some of the most relevant concepts of gender theory, cultural studies, critical race theory and human rights.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

A. Pitetta

*Prereq: SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-260 Studies in Language and Society**

A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester.

**SPAN-260BL Studies in Language and Society: An Introduction: 'Being Bilingual'**

*Not Scheduled for This Year. Credits: 4*

This course will introduce students to key issues and concepts in the study of bilingualism with a focus on communities in which Spanish interacts with other languages in Latin America, Spain, and the United States. One of the main goals of the course is to create awareness about the multidimensional nature of bilingualism as an individual, socio-political, cultural, and a psycholinguistic phenomenon. Topics will include degrees of bilingualism and the notion of "bilingual continua", language acquisition and language processing, relations between language and identity, the linguistic effects of other languages in different Spanish varieties, language maintenance and language loss, language policies and bilingual education.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

E. Castro

*Prereq: SPAN-209 or SPAN-212.*

*Notes: Taught in Spanish*



**SPAN-260CN Studies in Language and Society: An Introduction: 'Spanish Across the Continents'***Not Scheduled for This Year. Credits: 4*

This course will introduce students to the various varieties of Spanish throughout the world including North and South America, Spain, North Africa and regions where Judeo-Spanish is spoken. Topics will include the historical reasons for the presence and development of Spanish in different regions and the main causes of language variation, such as contact with other languages and social factors. The analysis of oral texts (audio and video recordings) will be a main component of the coursework.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Castro**Prereq: SPAN-209 or higher.**Notes: Taught in Spanish***SPAN-260CW Studies in Language and Society: An Introduction: 'Introduction to Creative Writing in Spanish'***Spring. Credits: 4*

Do you want to discover the creative writer inside of you? Do you want to learn techniques and strategies to play with the Spanish language and write poems or short stories? This course will introduce students to the pleasure of the creative writing process in Spanish. Students will develop the skills for understanding and analyzing the art and craft of writing fiction and poetry by famous writers and to develop the language and confidence to create your own. We will look at literature as writers rather than scholars. Students will learn strategies for experimenting with writing, giving and receiving feedback, and building a literary community.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**N. Romero-Díaz**Prereq: SPAN-212.**Notes: Taught in Spanish.***SPAN-260HL Studies in Language and Society: An Introduction: 'Introduction to Hispanic Linguistics'***Spring. Credits: 4*

The main objectives of this course are to consolidate the knowledge of the language, as well as to help both non-native and native speakers understand and explain how Spanish works as a linguistic system for communication. Topics covered in this course will range from a review of general goals and methods in Linguistics, to phonetics and phonology, morphology and syntax, semantics, and language variation within the Spanish speaking world. The coursework will highlight those grammatical aspects that are typically problematic for learners of Spanish as a second language.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Barrios-Beltrán**Prereq: SPAN-209 or SPAN-212.**Notes: Taught in Spanish.***SPAN-260PB Studies in Language and Society: An Introduction: 'Public Speaking in Spanish'***Fall. Credits: 4*

This course aims to help students develop their understanding of public speaking and improve their delivery skills in Spanish in a variety contexts. A special emphasis will be placed on the concept and practice of ethical communication. Coursework will include planning, presenting, and analyzing oral and written speeches, as well as critical evaluations of famous figures' speeches in Spanish and their particular audience in socio-historical contexts. Assignments will substantially focus on different aspects of the planning process -- such as content research, organization, writing, and the use of visual aids, among others--to create a well-informed, flexible, audience-oriented speech.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Castro**Prereq: SPAN-212.**Notes: Taught in Spanish***SPAN-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***SPAN-330 Advanced Studies in Identities and Intersections****SPAN-330BW Advanced Studies in Identities and Intersections: 'De Brujas y Lesbiana and Other "Bad Women" in the Spanish Empire'***Not Scheduled for This Year. Credits: 4*

During the Spanish Empire (16th-18th centuries), witches, prostitutes, transvestite warriors, lesbians, daring noblewomen and nuns violated the social order by failing to uphold the expected sexual morality of the "ideal woman." They were silenced, criticized, punished, and even burned at the stake. Students will study contradictory discourses of good and evil and beauty and ugliness in relation to gender in the Spanish Empire. We will analyze historical and literary texts as well as film versions of so-called "bad" women -- such as the Celestina, Elena/o de Céspedes, Catalina de Erauso and Sor Juana Inés de la Cruz.

*Crosslisted as: GNDST-333BW**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Romero-Díaz**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish***SPAN-330SL Advanced Studies in Identities and Intersections: 'Spain and Islam'***Fall. Credits: 4*

This course will explore questions and concerns regarding the "Islamic constant" of Spanish history. We will focus on four major political and cultural contexts: the coexistence and conflicts among Jews, Muslims, and Christians in Medieval Iberia; the "moriscos" (converted Muslims) of Imperial Spain (sixteenth-seventeenth centuries); Spanish orientalism and colonial enterprises in Africa between the end of the nineteenth and the first half of the twentieth centuries; and the question of the Muslim emigrants in contemporary Spain. Readings will include literary texts, political and legal documents, historical accounts, and other cultural material such as architecture, film, and documentaries.

*Crosslisted as: RELIG-331SL**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Romero-Díaz**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish*

**SPAN-330WE Advanced Studies in Identities and Intersections: 'Weird Feelings: Unsettling Latin American Short Fiction'**

*Not Scheduled for This Year. Credits: 4*

In this course we will read and discuss a group of short stories written by contemporary female, queer and trans Latin American authors. These stories deal with (among other weird feelings and states) the uncanny, the unsettling and the horror of daily life as well as processes of becoming, embodiment and disidentification. This course considers the intersections of identity and imagination, race, gender, and class. Special attention is given to the way in which these writings depict oppression and resilience and how they reinvent the Latin American short story writing tradition. Authors may include Ivan Monalisa, Guadalupe Nettel, Mariana Enriquez, Camila Sosa, and Claudia Salazar.

*Crosslisted as: GNDST-333WE*

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Pitetta*

*Prereq: Two 200-level Spanish courses above SPAN-212.*

*Notes: Taught in Spanish.*

**SPAN-340 Advanced Studies in Visual Cultures**

**SPAN-340AR Advanced Studies in Visual Cultures: 'Occupying the Arts: Activism, Crisis and Arts in Latin America'**

*Not Scheduled for This Year. Credits: 4*

In this course we will situate contemporary Latin American arts in a historical and political context – a moment of rupture that is informed by ongoing histories of racism, colonialism, sexism, authoritarianism, state terrorism, coloniality of power and debt. We will look at non canonical artists and movements between the sixties and now. What is artistic activism? What is social art? What is the role of creative industries in contexts of political oppression? What happens when art does not simply "talk about politics", but engages in a dialectical practice-moving between action and aesthetics? We will look at visual arts, performance and literature, also paying attention to the consumers.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Pitetta*

*Prereq: Two courses in Spanish at the 200-level above SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-340PA Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'**

*Not Scheduled for This Year. Credits: 4*

This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.

*Crosslisted as: GNDST-333PA, FMT-330PA*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*J. Crumbaugh*

*Prereq: Two courses in Spanish at the 200-level above SPAN-212.*

*Advisory: For Spanish credit: Two courses in Spanish at the 200 level above SPAN-212.*

*Notes: Taught in Spanish.*

**SPAN-340RR Advanced Studies in Visual Cultures: 'Anti-Fascism in Film: Reel Revolutions'**

*Spring. Credits: 4*

This course analyzes the fight against fascism through the lens of Spanish cinema. Students learn about the history of fascism and anti-fascism in general, Spain's pivotal role in the battle between the two opposing ideologies, the stylistic traits adopted by each in cinema, and how films themselves can wage "reel" revolution. Struggles against capitalism, officially dictated national(ist) histories and cis-hetero-normativity, as well as stances in favor of organized anarchism, are also central to anti-fascist art and politics. The course concludes with reflections on anti-fascism in the Americas, particularly in Argentina, Brazil, Chile, and the United States.

*Crosslisted as: FMT-330RR*

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*J. Crumbaugh*

*Prereq: Two courses in Spanish at the 200-level above SPAN-212.*

*Notes: Taught in Spanish.*

**SPAN-350 Advanced Studies in Concepts and Practices of Power**

**SPAN-350MG Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'**

*Not Scheduled for This Year. Credits: 4*

This course examines migration and transnational movements in relation to Spain. Students will explore the implications of migration and the significance of self and public imaging in the definition of a Spanish national identity. After studying the participation of Spanish emigrants during the '50s and the '60s in the reconstruction of Europe, the class will organize its discussion around the main immigrant groups present in contemporary Spain: from Africa (Moroccan and Sub-Saharan), from Asia (Pakistani and Chinese), and from Latin America (Dominican and Equatorian). We will analyze different types of discourses, from literature and film to music and social media.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*N. Romero-Díaz*

*Prereq: Two 200-level Spanish courses above SPAN-212.*

*Notes: Taught in Spanish.*

**SPAN-350QH Advanced Studies in Concepts and Practices of Power:**

**'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'**

*Fall. Credits: 4*

The bloody dictatorships that took place in the Southern Cone and the armed conflicts in Colombia, Guatemala and Peru during the 20th century left behind a legacy of political violence and collective trauma. These states themselves became sadistic death machines, where bodies became territories of punishment and discipline as well as of struggle, resistance, and difference. We will analyze how recent cultural production (film, novel, short stories, and theater) along with theoretical texts imagine and represent those "body struggles" through queer and female bodies, and how they replace the masculine icons of the left-wing militants and the state military terrorists.

*Crosslisted as: GNDST-333QH*

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Pitetta*

*Prereq: Two 200-level Spanish courses above SPAN-212.*

*Notes: Taught in Spanish.*

**SPAN-350UE Advanced Studies in Concepts and Practices of Power: 'Public Space and Everyday Life in Globalizing Spanish Cities'***Not Scheduled for This Year. Credits: 4*

This course will examine everyday urban life and public space in Spain from the post-Civil War period (1939) to 2021. We'll approach cities as dynamic global networks shaped by cultures, politics, economics, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we'll explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we'll also bring into dialogue the power within everyday practices (walking, sitting, remembering, shopping, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, historic buildings).

*Crosslisted as: ARCH-305UE**Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**M. Saltzman**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***SPAN-360 Advanced Studies in Language and Society****SPAN-360AV Advanced Studies in Language and Society: 'About Vanguard and Revolutionary Ideas'***Not Scheduled for This Year. Credits: 4*

This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguardias of the early twentieth century and controversies with the Italian and Spanish vanguardias; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.

*Crosslisted as: ROMLG-375AV, FREN-321AV, ITAL-361AV**Applies to requirement(s): Humanities; Language; Multicultural Perspectives A. Pitetta**Prereq: 8 credits at the 200 level in language or literature.**Advisory: Two courses in Spanish at the 200-level above 212.**Notes: Taught in English. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.***SPAN-360LG Advanced Studies in Language and Society: 'The Politics of Language'***Not Scheduled for This Year. Credits: 4*

This course examines how implicit and explicit efforts to manage a language influence speakers' beliefs about a language and language in general and determine access to different forms of power by establishing the hegemony of specific linguistic groups or communities in multilingual settings where Spanish is spoken. We will explore issues such as linguistic imperialism/colonization, linguistic discrimination, links between linguistic and national identities, linguistic human rights movements and the concept of language ecology as providing frameworks for social change through inclusion and political participation.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Castro**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***SPAN-360LT Advanced Studies in Language and Society: 'Romance Languages Translate'***Not Scheduled for This Year. Credits: 4*

This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

*Crosslisted as: ROMLG-375LT, ITAL-361LT, FREN-321LT**Applies to requirement(s): Humanities; Language C. Shread**Restrictions: This course is open to juniors and seniors**Advisory: Two courses in Spanish at the 200-level above 212.**Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.***SPAN-360MT Advanced Studies in Language and Society: 'The Mind of the Traveler: Journeys, Expeditions, Tours'***Spring. Credits: 4*

Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: ROMLG-375MT, ITAL-361MT, FREN-321MT**Applies to requirement(s): Humanities; Language**O. Frau**Advisory: for language majors; two courses in culture and literature at the 200-level**Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.***SPAN-360TR Advanced Studies in Language and Society: 'Into Translation: Connecting Words and Worlds in English and Spanish'***Spring. Credits: 4*

This course will explore the different components of the translation process from a multidimensional perspective: translation as a textual activity, translation as communication, and as a cognitive and learning processes. The main objective will be for students to develop their theoretical and practical understanding of the translation process through the analysis of translations, discussions of the main issues in the field, and extensive practice of translation of different types of texts between English and Spanish.

*Applies to requirement(s): Humanities; Language**E. Castro**Prereq: Two courses in Spanish at the 200-level above 212.***SPAN-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Special Major

### Overview and Contact Information

Students whose interests cross department lines in an area for which no interdisciplinary major exists may plan a special major incorporating work in two or more departments. Students must work closely with faculty advisors to create a plan that is academically and educationally rigorous, which then must also be approved by the Academic Dean for the Senior Class.

Each year, ten to 20 students graduate with a special major. Recent examples include biomathematics, musical theater, neurochemistry, psycholinguistics, urban studies, and wildlife biology.

### Contact Information

**Kathryn McMenimen, Academic Dean for the Senior Class**  
**Briana Chace, Office Manager and Assistant to the Vice President for Student Success**

300 Mary Lyon Hall  
 413-538-2855

<https://www.mtholyoke.edu/directory/departments-offices-centers/office-academic-deans> (<https://www.mtholyoke.edu/directory/departments-offices-centers/office-academic-deans/>)

### Requirements for a Special Major

A minimum of 40 credits:

Code	Title	Credits
	20 credits of coursework in the approved program <sup>1</sup>	20
	20 credits of coursework at the 300 level in the approved program, divided between two or more departments <sup>1</sup>	20
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Per the student's written plan endorsed by faculty and the Academic Dean for the Senior Class.

### Other Requirements

- Declaration of special major form ([https://my.mtholyoke.edu/ossa/academic\\_deans/Documents/Declaration%20of%20Special%20Major.pdf](https://my.mtholyoke.edu/ossa/academic_deans/Documents/Declaration%20of%20Special%20Major.pdf)) (student or faculty login required)
- A written plan must be submitted to and endorsed by two members of the faculty and approved by the Academic Dean for the Senior Class. The plan must be submitted no later than the end of the eighth week of classes of the second semester of the student's junior year.

### Additional Specifications

- Students who declare a special major automatically fulfill the College's "outside the major" requirement.
- Special majors at Mount Holyoke are multi-disciplinary and are not eligible for the STEM OPT visa extension even if the majority of courses are in STEM fields.
- A special major in mathematics and economics is automatically approved upon application if it includes:
  - ECON-211, ECON-212, and at least two 300-level Economics courses (including ECON-307 and/or ECON-320), and
  - MATH-203, MATH-211, MATH-251, and at least two of the following courses: MATH-333, MATH-339, MATH-342.

- A special major in statistics and economics is automatically approved upon application if it includes:
  - ECON-211, ECON-212, ECON-320, and at least one other 300-level Economics course.
  - MATH-203, MATH-211, and at least two of the following courses: STAT-340, MATH-342, STAT-343, STAT-344.
- Any special major with a music component requires approval of the music department chair, and one of the advisors of the special major must be a music department faculty member. These special majors must include:
  - MUSIC-231 and at least two of the following courses: MUSIC-281, MUSIC-282, MUSIC-283.
  - One music elective at any level and an additional two music electives at the 300 level.

## Statistics

### Overview and Contact Information

Statistics is used in most professions, in most sectors of the economy, and in a great many academic areas. Each year some students enter graduate programs in statistics, or in allied fields (business, economics, education, or psychology). Many students enter the job market and later pursue advanced degrees.

### Contact Information

**Gary Gillis, Chair**  
**Connell Heady, Academic Department Coordinator**

415A Clapp Laboratory  
 413-538-2162

<https://www.mtholyoke.edu/academics/find-your-program/statistics>  
 (<https://www.mtholyoke.edu/academics/find-your-program/statistics/>)

### Learning Goals

We welcome all students into the Statistics major, and we aim to create an inclusive, supportive environment for everyone. Statistics majors have the following learning goals:

- Communicate statistical concepts and their interpretation, with statistical colleagues and with a wider audience
- Describe key statistical methods and the reasoning behind them
- Use appropriate statistical and computational methods to explore data and draw conclusions
- Ask questions about new methods and applications, learn new techniques, and make new discoveries
- Incorporate "big picture" reasoning, including ethics, practicality, and creativity, into statistical practice
- Develop the independence to approach new problems, and the ability to collaborate effectively.

## Faculty

**This area of study is administered by the Department of Mathematics and Statistics:**

Margaret Robinson, Julia and Sarah Ann Adams Professor of Mathematics, Teaching Fall Only



Timothy Chumley, Associate Professor of Mathematics, Teaching Spring Only

Alanna Hoyer-Leitzel, Associate Professor of Mathematics, Teaching Fall Only

Dylan Shepardson, Robert L. Rooke Associate Professor of Mathematics, On Leave 2023-2024

Laura Tupper, Associate Professor of Statistics

Isabelle Beaudry, Assistant Professor of Statistics

Chassidy Bozeman, Clare Boothe Luce Assistant Professorship in Mathematics

Lidia Mrad, Assistant Professor of Mathematics

Marie Ozanne, Clare Boothe Luce Assistant Professorship in Statistics, Teaching Spring Only

Derek Young, Assistant Professor of Mathematics

Helen Wang, Visiting Professor in Mathematics

Kenneth Mulder, Visiting Associate Professor in Data Science

Christopher Cox, Visiting Lecturer in Mathematics

Victoria Day, Visiting Lecturer in Mathematics

Vincent Ferlini, Visiting Lecturer in Mathematics

Sean Hart, Visiting Instructor in Mathematics

Carrie Hosman, Visiting Lecturer in Statistics

Robert Quarles, Visiting Lecturer in Mathematics and Statistics

Bartu Bingol, Visiting Instructor in Mathematics; UMass Teaching Associate

Cristian Rodriguez Avila, Visiting Instructor in Mathematics; UMass Teaching Associate

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
As a prerequisite for MATH-203:		
MATH-101	Calculus I	
MATH-102	Calculus II	
MATH-203	Calculus III	4
MATH-211	Linear Algebra	4
As a prerequisite for STAT-242:		
STAT-140	Introduction to the Ideas and Applications of Statistics	
STAT-242	Intermediate Statistics	4
STAT-340	Applied Regression Methods	4
MATH-342	Probability	4
STAT-343	Mathematical Statistics	4

12 additional credits in mathematics or statistics at the 200-level or above<sup>1</sup>

**Total Credits** **36**

<sup>1</sup> A 300-level course that contains substantial mathematical or statistical content in another discipline may be used to fulfill at most 4 credits toward the major with prior departmental approval.

Students considering developing a special major in statistics and economics should consult the Special Major (p. 385) chapter.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least one 200-level course in statistics		
At least one 300-level course in statistics		
Two additional courses in mathematics or statistics at the 200 level or above		
<b>Total Credits</b>		<b>16</b>

### Additional Specifications

Substitutions are possible with the permission of the department. Students planning a minor in statistics should consult one of the statistics advisors.

With departmental permission, students who have already completed one 100-level exploration course may elect to enroll in a second exploration course at the 200-level so that it may be counted toward the minor.

## Course Advice

### Beginning the Study of Statistics

A natural way to begin if you have not studied statistics is with STAT-140, Introduction to the Ideas and Applications of Statistics.

A 200-level course in statistics is a good choice if you have taken an advanced placement statistics course or have taken the equivalent of a 100-level statistics course.

### Advice to Students with Special Interests

#### Actuarial science

Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (MATH-101), Calculus II (MATH-102), Calculus III (MATH-203), Probability (MATH-342), and Mathematical Statistics (STAT-343), along with Macroeconomic Theory (ECON-211), Microeconomic Theory (ECON-212), and Economics of Corporate Finance (ECON-215). Students are also encouraged to obtain experience through an internship.

#### Biostatistics, public health, or natural resources

Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

#### Economics or business

Many students with these interests design a special major (p. 385) in mathematics and economics or a special major (p. 385) in statistics and economics.

## Engineering

Students interested in engineering often double-major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering, or California Institute of Technology, or the University of Massachusetts (see the Other Degree and Certificate Programs chapter).

## Graduate school

Students preparing for graduate school in statistics or mathematics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. Students considering graduate work in statistics at the level of a Ph.D. are encouraged to include abstract algebra and especially MATH-301.

## Teaching certification

Students interested in pursuing certification for middle school or secondary school should major in mathematics rather than statistics. However, there is increasing emphasis on statistics in secondary school, and any of the applied courses would provide good preparation.

## Course Offerings

### STAT-140 Introduction to the Ideas and Applications of Statistics

*Fall and Spring. Credits: 4*

This course provides an overview of statistical methods, their conceptual underpinnings, and their use in various settings taken from current news, as well as from the physical, biological, and social sciences. Topics will include exploring distributions and relationships, planning for data production, sampling distributions, basic ideas of inference (confidence intervals and hypothesis tests), inference for distributions, and inference for relationships, including chi-square methods for two-way tables and regression.

*Applies to requirement(s): Math Sciences*

*T. Day, M. Ozanne*

*Advisory: 2 years of high school algebra*

### STAT-242 Intermediate Statistics

*Fall and Spring. Credits: 4*

In this course, students will learn how to analyze data arising from a broad array of observational and experimental studies. Topics covered will include exploratory graphics, description techniques, the fitting and assessment of statistical models, hypothesis testing, and communication of results. Specific topics may include multiple regression, ANOVA, and non-linear regression. Statistical software will be used.

*Applies to requirement(s): Math Sciences*

*I. Beaudry, C. Hosman*

*Prereq: STAT-140 or equivalent.*

### STAT-244 Intermediate Topics in Statistics

#### STAT-244MP Intermediate Topics in Statistics: 'Survey Sampling'

*Fall. Credits: 4*

In this course, students will explore statistical techniques for designing and analyzing complex survey designs. Sample surveys are used to obtain data on demography, health, and development; to measure attitudes and beliefs; to estimate natural resources; to evaluate the impact of social programs; along with many other uses. The proper design and analysis of these surveys is crucial to their utility. We will cover topics including survey design, estimation, poststratification, imputation, and survey error. We will also apply these methods by frequently using real (and often messy) survey data through assignments and projects. The analysis of the data will be performed through R programming. Background should include estimation, confidence intervals and hypothesis testing.

*Applies to requirement(s): Math Sciences*

*I. Beaudry*

*Prereq: STAT-140.*

*Notes: No prior knowledge of the statistical software R is required.*

#### STAT-244NF Intermediate Topics in Statistics: 'Infectious Disease Modeling'

*Spring. Credits: 4*

Infectious disease has plagued humanity since time immemorial. Statistical models serve a critical role in improving understanding of the progression and proliferation of infection in a population, as well as the impact of interventions in stopping the spread of disease. In this course, we will explore regression and compartmental model-based approaches, which will be motivated by some of the most impactful epidemics and pandemics in recent history, including HIV/AIDS, Ebola, Zika, and COVID-19. R statistical software will be used.

*Applies to requirement(s): Math Sciences*

*M. Ozanne*

*Prereq: STAT-140.*

#### STAT-244NP Intermediate Topics in Statistics: 'Nonparametric Statistics'

*Not Scheduled for This Year. Credits: 4*

The methods taught in traditional statistics courses are based on assumptions that are often not satisfied by real data sets. In this course we will learn about approaches that require fewer assumptions, known as nonparametric methods. After taking this course, students will be able to examine assumptions for different approaches to statistical inference, compare nonparametric statistical tests such as sign and Wilcoxon tests to their parametric equivalents, and implement nonparametric approaches using R. In addition, the course will incorporate computational techniques for statistical analysis, including simulation, permutation tests, and bootstrapping.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: STAT-140.*

*Advisory: Students should have experience with the programming language R.*

#### STAT-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

*Advisory: The permission of the department is required for independent work to count toward the major or minor.*

**STAT-331 Design of Experiments***Not Scheduled for This Year. Credits: 4*

How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll use R to explore real-world experimental data from science, industry, and everyday life; and we'll discuss key principles for working with expert (and not-so-expert) collaborators to help them set up the experiments they need.

*Applies to requirement(s): Math Sciences**The department**Prereq: STAT-242.***STAT-340 Applied Regression Methods***Fall and Spring. Credits: 4*

This course includes methods for choosing, fitting, evaluating, and comparing statistical models; introduces statistical inference; and analyzes data sets taken from research projects in the natural, physical, and social sciences.

*Applies to requirement(s): Math Sciences**I. Beaudry, L. Tupper**Prereq: MATH-211 and STAT-242.***STAT-343 Mathematical Statistics***Spring. Credits: 4*

This course is an introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include probability, random variables, special distributions, introduction to estimation of parameters, and hypothesis testing.

*Applies to requirement(s): Math Sciences**L. Tupper**Prereq: MATH-102 and MATH-342.***STAT-344 Seminar in Statistics and Scientific Research****STAT-344TM Seminar in Statistics and Scientific Research: 'Time Series Analysis'***Spring. Credits: 4*

Time series – data collected across time – show up in a vast range of application areas, from climate to economics to music. But they can have special behaviors, like seasonality, memory, and directionality, that require some special treatment! We'll look at tools for describing, modeling, and predicting time series behavior. Topics include decomposition, ARIMA, exponential smoothing, dynamic regression, and a foray into the frequency domain. We'll apply these concepts using real datasets in R.

*Applies to requirement(s): Math Sciences**L. Tupper**Prereq: STAT-242 and MATH-211.**Advisory: Previous or concurrent registration in STAT-340 (or other multiple regression experience) is recommended.***STAT-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.**Advisory: The permission of the department is required for independent work to count toward the major or minor.*

# Sustainability Studies

## Overview and Contact Information

Sustainability will be essential to the formulation of sound environmental, economic, and social progress in the twenty-first century. The Five College Sustainability Studies Certificate program is designed to engage students in a structured course of study that will draw on courses from across the campuses in a range of disciplines. Students will also complete an internship, independent research project, or advanced course work in sustainability studies. On each participating campus, program advisors will work with students to design a course of study that fulfills program requirements and is tailored to students' interests and faculty strengths at the Five Colleges.

## See Also

- Environmental Studies (p. 180)
- Nexus in Development Studies (p. 148)

## Contact Information

**Timothy Farnham, Associate Professor of Environmental Studies**

<https://www.fivecolleges.edu/academics/sustainability-studies-program>  
(<https://www.fivecolleges.edu/academics/sustainability-studies-program/>)

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
Three core courses, one from each of the following areas:		3
	Environmental Sustainability	
	Sustainable Economy and Politics	
	Sustainable Society and Culture	
A minimum of three courses in one of the following five concentration areas: <sup>1</sup>		3
	Agriculture and Food Systems	
	Energy Systems, Climate, and Water	
	Green Infrastructure, Design, and Technology	
	Politics and Policy	
	Culture, History, and Representation	
Another one course from a different concentration area		1
<b>Total Courses</b>		<b>7</b>

<sup>1</sup> At least one of the concentration area courses must be at the advanced level. (One of the required courses for the concentration may also be counted toward the core courses requirement.)

## Other Requirements

- Program plan. Interested students must submit to their campus program advisor a declaration of intent, outlining a potential course of study, by the second semester of their sophomore year. They will complete and submit applications during fall of sophomore year.
- Experiential Component. Students must work with their campus program advisor to identify and complete an internship or independent research project that addresses a contemporary, "real world" problem. This component may be an internship, thesis, independent study, or other suitable activity approved by the

student's program advisor. Alternatively, students may work with their program advisor to identify a suitable advanced course within their concentration area.

- Capstone Symposium. Advanced students must present work fulfilling this requirement at an annual symposium. For these presentations, students will be encouraged to consider the ways in which their projects address the core areas of sustainability and their linkages.

### **Additional Specifications**

- At least five of the required courses must be above the introductory level, and two of those courses must be at the advanced level.
- A list of current courses typically applicable to the certificate is available on the certificate program's website (<https://www.fivecolleges.edu/academics/sustainability-studies-program/#courses>).



# PROFESSIONAL AND GRADUATE EDUCATION

## Overview and Contact Information

Professional and Graduate Education (PaGE) at Mount Holyoke College offers engaged learning communities and high-quality academic programs for adult learners. PaGE offerings include a portfolio of Master's degree programs, teacher licensure programs, institutes for educators, and professional development programming. All courses, workshops, seminars and institutes offered through Mount Holyoke's Professional and Graduate Education (PaGE) programs are gender-inclusive.

Mount Holyoke College Student Handbook (<https://www.mtholyoke.edu/deanofstudents/student-handbook/>)

## Contact Information

**Tiffany Espinosa, Executive Director**

**Carolyn Rogers-Harris, Program Coordinator**

**Amy Asadoorian, Admissions and Communications Coordinator**

Merrill House

413-538-3478

<https://www.mtholyoke.edu/professional-graduate> (<https://www.mtholyoke.edu/professional-graduate/>)

## PaGE Program Offerings

### Graduate Programs

PaGE offers three graduate degrees with a mix of on-campus, online and hybrid courses:

- Master of Arts in Teaching, Teacher Leadership (p. 411)
  - A 32-to-34 credit two-year program
  - With customized options for areas of focus such as independent schools, advocacy and policy, research, differentiated learning, global and intercultural education, or entrepreneurship in education.
- Master of Arts in Teaching, Mathematics (p. 407)
  - A 32-credit two-year program
- Master of Arts in Teaching (p. 392)
  - A program that can be completed in a one- or two-year format
  - With Initial Teacher Licensure in areas including:
    - Biology (8-12)
    - Chemistry (8-12)
    - Dance (All)
    - Early Childhood (PreK-2)
    - Earth and Space Science (8-12)
    - Elementary (1-6)
    - English (5-12)
    - English as a Second Language (ESL)/English Language Learners (ELL) (PreK-6; 5-12)
    - Foreign Language (5-12)
    - General Science (5-8)
    - History (5-12)
    - Mathematics (5-8; 8-12)
    - Middle school: Humanities (5-8)

- Middle school: Mathematics/Science (5-8)
- Music: Vocal/Instrumental/General (All)
- Physics (8-12)
- Social Science (5-12)
- Teacher of Students with Moderate Disabilities (PreK-8; 5-12)
- Theater (All)
- Visual Arts (PreK-8; 5-12)

## Professional Development: Graduate Institutes and Non-degree Courses

In addition to the degree programs, there is a range of other opportunities to learn through our graduate-level institutes and customized on-site professional development offered through our initial teacher licensure, teacher leadership and mathematics teaching programs:

- Additional Teacher Licensure (p. 426)
  - English as second language/English language learners (PreK-6, 5-12)
  - Special education/moderate disabilities (PreK-8, 5-12)
  - New level/subject area
- Mathematics Leadership Programs (<http://mathleadership.org/programs/summer-institutes/>)
  - Developing Mathematical Ideas (DMI Institutes) (p. 427)
  - Math Coaching Institute (p. 427)
  - DMI Facilitation Institute (p. 428)
- Teacher Leadership Programs
  - Differentiated Instruction Institute (p. 426)
  - Equity, Advocacy, and Partnerships Institute (p. 427)
  - Independent Schools Institute (p. 427)
  - Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 428)
  - Research and Data Institute (p. 428)

## Learning Goals for Master of Arts in Teaching Degree Programs

- Master of Arts in Teaching, Teacher Leadership (<http://catalog.mtholyoke.edu/PaGE/programs/MAT-teacher-leadership/#learninggoalstext>)
- Master of Arts in Teaching, Mathematics (<http://catalog.mtholyoke.edu/PaGE/programs/MAT-mathematics-teaching/#learninggoalstext>)
- Master of Arts in Teaching (<http://catalog.mtholyoke.edu/PaGE/programs/MAT/#learninggoalstext>)

### Professional and Graduate Education is administered by:

Tiffany Espinosa (<https://www.mtholyoke.edu/directory/faculty-staff/tiffany-espinosa/>), Executive Director

Marria Carrington (<https://www.mtholyoke.edu/directory/faculty-staff/marria-carrington/>), Director, Mathematics Programs

Jemelleh Nurse Coes (<https://www.mtholyoke.edu/directory/faculty-staff/jemelleh-coes/>), Director, Teacher Leadership Programs

Naomi Dupre-Edelson (<https://www.mtholyoke.edu/directory/faculty-staff/naomi-dupre-edelman-matm21/>), Assistant Director, Mathematics Programs

Ruth Hornsby (<https://www.mtholyoke.edu/directory/faculty-staff/ruth-hornsby/>), Associate Director, Teacher Licensure Programs

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Roberto Mugnani (<https://www.mtholyoke.edu/directory/faculty-staff/roberto-mugnani/>), Program Director, New Program Development

Eric Schildge (<https://www.mtholyoke.edu/directory/faculty-staff/eric-schildge/>), Assistant Director, Teacher Leadership Programs

Catherine Swift (<https://www.mtholyoke.edu/directory/faculty-staff/catherine-swift/>), Director, Teacher Licensure Programs

**Faculty, professors of practice, and teacher-leaders-in-residence teaching in Professional and Graduate Education programs:**

Kathryn Accurso, M.A., University of Missouri

Sarah Banning, M.A.T., Mount Holyoke College

Gwendolyn Bass, Ed.D., University of Massachusetts Amherst

Virginia Bastable, Ed.D., University of Massachusetts

Sarah Bent, M.A.T., Mount Holyoke College

Beth Brady, M.A.T., Mount Holyoke College

Heather Brown, M.A., University of Arizona

Sarah Brown Wessling, M.A., Iowa State University

Kelly Carriere, Ph.D., University of Massachusetts Amherst

Erin Casioppo, M.Ed., Smith College

Zachary Champagne, M.A., University of North Florida

Yi Law Chan, M.Ed., Bank Street College of Education

Amy Chang, M.Ed., University of Massachusetts Amherst

Stephanie Charbonnet, M.A.T., Mount Holyoke College

Carmelo Chiello, M.A.T., Florida Atlantic University

Jemelleh Coes, Ph.D., University of Georgia

Amia Dixon, Ed.D., University of South Carolina

Jed Dearybury, M.A.T., Converse College

Kim Evelt, Ed.M., Harvard Graduate School of Education

Heidi Fessenden, Ed.M. Harvard University

Indyasia Fowler, M.Ed., University of Georgia

Michael Flynn, M.Ed., Lesley University

Andrew Gael, M.S., Brooklyn College

Marta Garcia, M.A., Florida Atlantic University

Nancy Gardner, M.A., Florida State University

Lauren Giordano, M.A.T., Mount Holyoke College

Holly Graham, Ed.D., University of Massachusetts Amherst

James Hanson, M.A.T., Mount Holyoke College

Karen Harrington, M.Ed., University of Massachusetts, Amherst

Shauna Hedgepeth, M.S., University of Southern Mississippi

John Holland, Ph.D., Virginia Commonwealth University

Ruth Hornsby, M.A.T., Mount Holyoke College

Katisha John

Mary Keller, M.A.T., Mount Holyoke College

Patricia Kepler, M.Ed., George Mason University

Elise Kuypers, M.A.T., Mount Holyoke College

Lauren Lamb, M.A.T. Mount Holyoke College

Alicia Lopez, M.Ed., University of Massachusetts Amherst

Meagan Magrath-Smith, M.A.T., University of Massachusetts, Amherst

Lisanne Manzi, M.Ed., Lesley University

Daniele Massey, Ed.D., Walden University

Bryan Meyer, M.Ed., High Tech High Graduate School of Education

Pam Mulcahy, M. Ed., University of New Hampshire

Lyndsey Nunes, Ph.D., University of Massachusetts, Amherst

Allegra Osborne, M.A., University of Phoenix

Deborah Peart, M.A., Manhattanville College

Shelby Regner, M.A.T., Mount Holyoke College

Jacob Rivers, M.A.T., Mount Holyoke College

Deborah Schifter, Ph.D., University of Massachusetts

Eric Schildge, M.A.T., Mount Holyoke College

Karen Schweitzer, M.A.T., Mount Holyoke College

Meredith Stanley, M.A.T., Mount Holyoke College

Tammy Sullivan-Daley, M.Ed., University of Massachusetts Amherst

Anne Sussman, M.A.T., Smith College

Catherine Swift, M.Ed., Smith College

Janice Szymaszek, M.Ed., Smith College

Kaneka Turner, M.A.T., Mount Holyoke College; M.Ed., University of Phoenix

Elizabeth Van Cleef, M.S., Bank Street College of Education

Polly Wagner, M.Ed., Lesley College

Diana Yousfi, M.Ed., Boston University

Ann Zito, M.A.T., Mount Holyoke College

## Graduate Areas of Study

### Master of Arts in Teaching, Teacher Leadership

The Master of Arts in Teacher Leadership (p. 411) is a Master of Arts in Teaching (M.A.T.) degree program with a customized option for an Independent Schools focus and support for educators who want to serve in leadership roles at the local, state, or national level.

### Master of Arts in Teaching Mathematics

The Master of Arts in Teaching Mathematics (p. 407) is an M.A.T. degree program to strengthen skills and expertise of educators wishing to enhance their professional credentials to become teacher leaders in mathematics education.

### Master of Arts in Teaching

The Master of Arts in Teaching (p. 392) is an M.A.T. degree program with Initial Teacher Licensure in over 25 areas, including:

- Biology (8-12)
- Chemistry (8-12)
- Dance (All)
- Early Childhood (PreK-2)
- Earth and Space Science (8-12)
- Elementary (1-6)
- English (5-12)
- English as a Second Language (ESL)/English Language Learners (ELL) (PreK-6; 5-12)
- Foreign Language (5-12)
- General Science (5-8)
- History (5-12)
- Mathematics (5-8; 8-12)
- Middle school: Humanities (5-8)
- Middle school: Mathematics/Science (5-8)
- Music: Vocal/Instrumental/General (All)
- Physics (8-12)
- Social Science (5-12)
- Teacher of Students with Moderate Disabilities (PreK-8;5-12)
- Theater (All)
- Visual Arts (PreK-8; 5-12)

### Professional Development: Graduate Education Institutes and Non-degree Courses

In addition to our degree programs, there is a range of other opportunities to learn through our graduate-level institutes (p. 425) and customized on-site professional development offered through our initial teacher licensure, teacher leadership and mathematics teaching programs in the following areas:

- Additional Teacher Licensure (p. 426)
  - English as second language/English language learners (PreK-6, 5-12)

- Special education/moderate disabilities (PreK-8, 5-12)
- New level/subject area
- Mathematics Leadership Programs (<http://mathleadership.org/programs/summer-institutes/>)
  - Developing Mathematical Ideas (DMI Institutes) (p. 427)
  - Math Coaching Institute (p. 427)
  - DMI Facilitation Institute (p. 428)
- Teacher Leadership Programs
  - Differentiated Instruction Institute (p. 426)
  - Equity, Advocacy, and Partnerships Institute (p. 427)
  - Independent Schools Institute (p. 427)
  - Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 428)
  - Research and Data Institute (p. 428)

## Master of Arts in Teaching

### Overview and Contact Information

The Master of Arts in Teaching program (M.A.T.) is an accelerated gender-inclusive teacher education program for aspiring Early Childhood, Elementary, Middle, Secondary, English Language Learners and Moderate Disabilities teachers. This flexible, year-long M.A.T. – taken fully online or in a hybrid model – includes an innovative curriculum with a strong commitment to social justice and equity, a unique collaboration with EL Education, personalized advising, and initial teacher licensure in over 25 areas, including:

- Biology (8-12)
- Chemistry (8-12)
- Dance (All)
- Early Childhood (PreK-2)
- Earth and Space Science (8-12)
- Elementary (1-6)
- English (5-12)
- English as a Second Language (ESL)/English Language Learners (ELL) (PreK-6; 5-12)
- Foreign Language (5-12)
- General Science (5-8)
- History (5-12)
- Mathematics (5-8; 8-12)
- Middle school: Humanities (5-8)
- Middle school: Mathematics/Science (5-8)
- Music: Vocal/Instrumental/General (All)
- Physics (8-12)
- Social Science (5-12)
- Teacher of Students with Moderate Disabilities (PreK-8; 5-12)
- Theater (All)
- Visual Arts (PreK-8; 5-12)

Through the M.A.T. program, we also offer additional licensure options in:

- New level/subject area
- English as Second Language/English Language Learners (PreK-6, 5-12)
- Special Education/Moderate disabilities (PreK-8, 5-12)

These additional licensure (p. 420) options are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an additional license.

Students in the M.A.T. program receive personalized advising to help them reach their academic and career goals. They work closely with a network of professionals including faculty advisors, supervising teachers, EL Education mentors, and a variety of content area experts.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

## See Also

- Differentiated Instruction Institute (p. 426)
- Digital Innovation and Media for Educators Institute (p. 427)
- Equity, Advocacy, and Partnerships Institute (p. 427)
- Global and Intercultural Education Institute (p. 427)
- Independent Schools Institute (p. 427)
- Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 428)
- Research and Data Institute (p. 428)
- TESOL Certificate for Educators (p. 428)

## Contact Information

**Catherine Swift, Director, Teacher Licensure Programs**

**Ruth Hornsby, Assistant Director, Teacher Licensure Programs**

413-538-2610

<https://www.mtholyoke.edu/directory/departments-offices-centers/professional-and-graduate-education> (<https://www.mtholyoke.edu/directory/departments-offices-centers/professional-and-graduate-education/>)

## Learning Goals

Graduates of the Master of Arts in Teaching at Mount Holyoke College will develop the ability to do the following:

- Write and adapt well-developed lesson/unit plans to reach a range of learners in the PK12 classroom.
- Design and administer a variety of student assessments, analyze student performance and growth, and use data to improve instruction and learning.
- Integrate and apply research, theory, and pedagogy to inform instruction and interactions with students.
- Have and apply insights on their teaching and learning, both individually and with colleagues, to improve practice and student learning.

## Professional Standards for Teachers

Graduates of the Master of Arts in Teaching at Mount Holyoke College will demonstrate a range of professional skills that respond to a deep understanding and application of the knowledge, skills and dispositions found in the Guidelines for the Professional Standards for Teachers (<https://www.doe.mass.edu/edprep/resources/guidelines-advisories/>):

- Curriculum, Planning and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth

data, using this data to improve instruction, providing students with constructive feedback on an on-going basis and continuously refining learning objectives.

- Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment and demonstrate cultural proficiency.
- Family and Community Engagement: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members and organizations.
- Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled and collaborative practice.

Sarah Banning, M.A.T., Mount Holyoke College

Gwendolyn Bass (<https://www.mtholyoke.edu/people/gwen-bass/>), Ph.D., University of Massachusetts Amherst

Heather Brown, M.A., University of Arizona

Kelly Carriere, Ph.D., University of Massachusetts Amherst

Erin Casioppo, M.Ed., Smith College

Carmelo Chiello, M.A.T., Florida Atlantic University

Holly Graham, Ed.D., University of Massachusetts Amherst

Ruth Hornsby, M.A.T., Mount Holyoke College

Alicia Lopez, M.Ed., University of Massachusetts Amherst

Dinah Mack, M.A.T., University of Massachusetts Amherst

Meagan Magrath-Smith, M.A.T., University of Massachusetts Amherst

Lisanne Manzi, M.Ed., Lesley University

Lyndsey Nunes, Ph.D., University of Massachusetts Amherst

Allegra Osborne, M.A., University of Phoenix

Tammy Sullivan-Daley, M.Ed., University of Massachusetts Amherst

Catherine Swift (<https://www.mtholyoke.edu/people/catherine-swift/>), M.Ed., Smith College

Diana Yousfi, M.Ed., Boston University

## Curriculum and Requirements

Coursework for the M.A.T. is delivered in four sessions: summer, fall, January, and spring. Students are expected to maintain a B grade in all courses.

While the M.A.T. is designed to be a continuous one year program, part-time students can complete requirements at their own pace over two years, although they will eventually need to complete the program's capstone: a full-time, semester-long teaching practicum. Students will work with an advisor to design an approved plan to complete program requirements.



## Standard Course Schedule for MAT Early Childhood/Elementary Teacher Candidates

Code	Title	Credits
<b>Summer</b>		
X.CMPTC-418	Digital Literacy and Computer Science	1
X.EDUC-409	Schools, Schooling, and Society: an Introduction to Education and Social Policy	1
X.EDUC-421	Online Pedagogy and Distance Learning for PK-12 Educators	1
X.SPED-426	The Inclusive Classroom	2
X.EDUC-420	Human Development: 'Child and Adolescent Development'	2
<b>Fall</b>		
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Our Schools	4
X.EDUC-462HS	Subject-Specific Methods 2: 'History/Social Sciences'	2
X.EDUC-463		4
X.SCI-470	The Process of Teaching and Learning: Science/Technology Curriculum Development and Instruction	2
X.MATH-400	Developing Mathematical Ideas: Building a System of Tens	2
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
<b>January</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
<b>Spring</b>		
X.EDUC-423	Student Teaching in Early Childhood and Elementary Schools	10
X.EDUC-422	Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education	4
<b>Total Credits</b>		<b>38</b>

### Additional Specifications

- Fall. In a traditional fall semester, September-December, students complete four to five courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include content-specific methodology coursework with associated school-based pre-practicum work.
- Spring. Students complete a full-time, semester-long student teaching practicum as well as a weekly seminar in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

## Standard Course Schedule for MAT Middle/Secondary Teacher Candidates

Code	Title	Credits
<b>Summer</b>		
X.CMPTC-418	Digital Literacy and Computer Science	1

X.EDUC-409	Schools, Schooling, and Society: an Introduction to Education and Social Policy	1
X.EDUC-421	Online Pedagogy and Distance Learning for PK-12 Educators	1
X.SPED-426	The Inclusive Classroom	2
<b>Fall</b>		
X.EDUC-420	Human Development: 'Child and Adolescent Development'	2
X.EDUC-460	Subject-Specific Methods 1 for Middle and Secondary Teachers	2
X.EDUC-462	Subject-Specific Methods 2	2
X.EDUC-463		4
X.EDUC-430	The Process of Teaching and Learning in Secondary and Middle Schools	4
One content course (i.e., an advanced-level elective in licensure subject area)		4
<b>January</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
<b>Spring</b>		
X.EDUC-433	Practicum Seminar on Teaching and Learning: Middle and Secondary Education	4
X.EDUC-431	Student Teaching in Secondary and Middle Schools	10
<b>Total Credits</b>		<b>38</b>

### Additional Specifications

- Fall. In a traditional fall semester, September-December, students complete four to five courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include general and content-specific methodology coursework with associated school-based pre-practicum work.
- Spring. Students complete a full-time, semester-long student teaching practicum, as well as a weekly seminar in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

## Standard Course Schedule for MAT Special Education/Moderate Disabilities Teacher Candidates (PreK-8 and 5-12)

Code	Title	Credits
<b>Summer</b>		
X.CMPTC-418	Digital Literacy and Computer Science	1
X.EDUC-409	Schools, Schooling, and Society: an Introduction to Education and Social Policy	1
X.EDUC-420	Human Development: 'Child and Adolescent Development'	2
X.EDUC-421	Online Pedagogy and Distance Learning for PK-12 Educators	1
X.SPED-426	The Inclusive Classroom	2
X.SPED-441	Differentiated Instruction for Diverse Learners	2

X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	2
<b>Fall</b>		
X.SPED-421	Assistive Technology for Special Education	1
X.SPED-447	Assessment and Instruction for Exceptional Learners	3
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Our Schools	4
X.EDUC-463		4
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
X.SCI-470	The Process of Teaching and Learning: Science/Technology Curriculum Development and Instruction	2
<b>January</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
X.SPED-471	Legal Perspectives in Special Education	1
<b>Spring</b>		<b>14</b>
For PreK-8:		14
X.SPED-423	Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities	
X.SPED-422	Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8	
For grades 5-12:		14
X.SPED-431	Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities	
X.SPED-433	Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12	
<b>Total Credits</b>		<b>38</b>

### Additional Specifications

- Fall. In a traditional fall semester, September through December, students complete four to five courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners.
- Spring. Students complete a full-time, semester-long student teaching semester as well as a weekly seminar in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

### Standard Course Schedule for MAT English Language Learners (PreK-6 and 5-12)

Code	Title	Credits
<b>Summer</b>		
X.EDUC-409	Schools, Schooling, and Society: an Introduction to Education and Social Policy	1
X.EDUC-420	Human Development: 'Child and Adolescent Development'	2
X.EDUC-421	Online Pedagogy and Distance Learning for PK-12 Educators	1
X.ELL-403	Research in Teaching English Language Learners	3

X.ELL-418	Second Language Acquisition and Classroom Practice	2
X.SPED-426	The Inclusive Classroom	2
<b>Fall</b>		
X.ELL-421	Linguistics for Teachers	2
X.ELL-426	Methods in Teaching English Language Learners (ELL Methods)	4
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Our Schools	4
X.EDUC-463		4
<b>January</b>		
X.ELL-416	Language Assessment and Classroom Practice	2
X.ELL-451	English Language Development Standards and Assessment Framework	1
<b>Spring</b>		<b>14</b>
For PreK-6:		14
X.ELL-422	Practicum Seminar in Teaching and Learning: Elementary ELL Education	4
X.ELL-423	Student Teaching English Language Learners in Elementary Schools	10
For grades 5-12:		14
X.ELL-433	Practicum Seminar in Teaching and Learning: Secondary ELL Education	4
X.ELL-431	Student Teaching English Language Learners in Secondary Schools	10
<b>Total Credits</b>		<b>36</b>

### Additional Specifications

- Fall. In a traditional fall semester, September through December, students complete four to five courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include content-specific methodology coursework with associated school-based pre-practicum work.
- Spring. Students complete a full-time, semester-long student teaching practicum as well as a weekly seminar in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

### Admission

All applicants must have:

- Completed a bachelor's degree prior to beginning the M.A.T. program.
- An undergraduate major—or demonstrated equivalent subject area knowledge—in desired teaching discipline.
- A passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Those who have not yet taken the MTEL are still able to apply to the M.A.T program. Further details on the timing of the necessary tests required for the particular license will be provided when the applicant meets with the program advisor.
- An interview with the admissions committee.

Those who apply to this program generally have a 3.0 undergraduate GPA or above.

To apply to the M.A.T. program, prospective students complete the M.A.T. application and upload all supporting materials via the online application ([https://gradadmission.mtholyoke.edu/apply/?\\_ga=2.203493840.1115798967.1659984764-1556106209.1601496778](https://gradadmission.mtholyoke.edu/apply/?_ga=2.203493840.1115798967.1659984764-1556106209.1601496778)), except official transcripts which need to be mailed in to:

Amy Asadoorian  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

To secure their place in the program, admitted applicants will pay a non-refundable \$500 deposit that will be applied as a credit to their first term's bill.

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 429) for further information.

## Course Offerings

This course listing contains all graduate courses with subjects X.EDUC, X.ELL, and X.SPED including those intended for other graduate programs. Courses from other subjects, such as X.MATH, may also apply to your program. Please contact your advisor if you are unsure of courses that are appropriate for your program.

### **X.EDUC-409 Schools, Schooling, and Society: an Introduction to Education and Social Policy**

*Credits: 2*

The course familiarizes students with the historical foundations of public education, current movements in education reforms such as Race to the Top, Common Core Standards, Every Student Succeeds Act, and theories of change. The course examines the social policies and catalysts that have caused transformation in society and public education and includes contemporary events. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for work in a diverse society. Topics include knowledge of curriculum; knowledge of learners; knowledge of educational goals, knowledge of social/cultural contexts; and pedagogical content knowledge.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby, C. Swift*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-411 Policy Fluency: Current Issues in Education**

*Spring. Credits: 3 - 4*

In this learning experience, teacher leaders will deepen their understanding of how to share, spread, and scale their practices and convictions to impact the teaching profession beyond their classroom walls. Participants will engage in simulated project pitches, reflective writing, drafting and revising a blog post, and conversations with guest speakers working to shape policy and practice across the country. This course is intended for teacher leaders in both public and independent school contexts.

*Applies to requirement(s): Meets No Distribution Requirement*  
*J. Minkel*

*Restrictions: This course is offered for graduate students only.*

*Notes: Those who want to learn more about current issues in education with a systems lens in order to scale future initiatives should enroll in the 3-credit option. For those ready to apply the course content to a specific project, the 4-credit option includes an action component built around implementing that initiative.*

### **X.EDUC-412 Integrated Approaches in Teaching for Resilience**

*Not Scheduled for This Year. Credits: 1*

This course introduces approaches that can improve school experiences and long-term outcomes for children who have experienced trauma. Participants will develop an understanding of common barriers to educational access and engagement for youth who have experienced trauma, through a lens that incorporates Social Emotional Learning, Culturally Responsive Teaching, and Universal Design for Learning principles. Using case examples, discussion, and skill-building exercises, participants will learn practical strategies for cultivating resilience and improving school performance and advocacy for children with special needs and circumstances.

*Applies to requirement(s): Meets No Distribution Requirement*  
*G. Bass*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice**

*Fall. Credits: 2*

Based on Domain 2 of the Teacher Leader Model Standards, this class helps build the skills, knowledge, and dispositions teacher leaders need to support colleagues in using the latest research and data to improve practice and student learning. Topics we will explore include types of research, examining the research process, the skills teacher leaders need to lead colleagues in using research to improve practice, research competencies, action research, data collection and analysis, how research makes instruction intentional and systematic, and how it allows us to make meaning out of numbers.

*Applies to requirement(s): Meets No Distribution Requirement*  
*J. Holland*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-414 Research Design for Educators***Credits: 1*

This course provides an introduction to research methodology and design in applied educational contexts. Topics covered in this course include: ethical considerations in educational research, how to conduct comprehensive literature searches, measurement and interpretation of qualitative and quantitative data, and research report writing. Through this course, students will explore the research process from hypothesis development and literature review to publication. At the conclusion of this course, students will be prepared to develop and incorporate the elements of effective research designs into their own research projects.

*Applies to requirement(s): Meets No Distribution Requirement**J. Holland***X.EDUC-416 Applied Action Research***Not Scheduled for This Year. Credits: 1 - 2*

This course is designed for educators who are implementing innovative projects and are conducting action research in educational settings. Through this course, participants examine opportunities and potential challenges associated with implementation of their research project. Participants will expand and refine existing project plans and will create the corresponding materials, such as consent forms, approval plans, participant outreach documents, implementation timeline, data collection tools etc., needed to execute the project in their context.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is offered for graduate students only.**Advisory: X.EDUC-413 and X.EDUC-414.**Notes: Credit/no credit grading. Repeatable.***X.EDUC-418 Seminar in Public and Non-Public Schools***Credits: 2*

This seminar course will examine the legal, social, and cultural factors that shape the various types of schooling in America. Students will have the opportunity to learn about and discuss the history, curriculum and teaching methods, role of various stakeholders, and current debates surrounding various types of schooling. Throughout the course, students will engage in critical analysis of various public and non-public schooling models and will be encouraged to develop their own perspectives on the role of education in American society. The seminar format will facilitate discussion, and students will be expected to contribute actively to class discussions and written assignments. Note: Types of schooling discussed may shift each semester that the course is offered.

*Applies to requirement(s): Meets No Distribution Requirement**J. Coes**Restrictions: This course is limited to Teacher Leadership MAT students only**Notes: Repeatable for credit.***X.EDUC-419 Independent Schools: New Teachers Seminar***Credits: 2*

This course helps new independent school teachers answer questions that all teachers ask themselves on a daily basis: How do we best serve our students and their learning needs, across the multiple dimensions of learning styles, ethnicity, race, gender and class? As we design an experience to welcome and engage all of our students, how do we also nourish and sustain ourselves in this important work? The course includes cohort meetings as well as time for reflection, designing lesson plans, exploring how we organize our classrooms, and discussing how we support ourselves and each other.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.***X.EDUC-420 Human Development: 'Child and Adolescent Development'***Spring. Credits: 2*

In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Through individualized exploration, students will have opportunities to delve into the study of the age group that they intend to teach, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

*Applies to requirement(s): Meets No Distribution Requirement**L. Perroncel***X.EDUC-421 Online Pedagogy and Distance Learning for PK-12 Educators***Not Scheduled for This Year. Credits: 1*

In this class, we will review current research on effective online pedagogy and teaching with technology in PK-12 classrooms. We will examine teaching in synchronous and asynchronous formats, utilizing different types of devices. We will also evaluate curricula, platforms, and web-based tools that support planning and assessment for standards based, online teaching. Students will develop electronic portfolios that address content and performance standards. We will explore the work of national teacher technology organizations and open educational resources.

*Applies to requirement(s): Meets No Distribution Requirement**D. Mack**Restrictions: This course is offered for graduate students only.***X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education***Spring. Credits: 4*

The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing EL protocols and practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only*



**X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools***Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 20 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and program supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.**Notes: 5 days a week for 20 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break). This course is graded on a credit/no credit basis.***X.EDUC-424 Internship in Educational Settings***Not Scheduled for This Year. Credits: 4 - 10*

Graduate students undertake a supervised internship from January through June in an educational setting comprised of up to 600 hours. This would be a supervised, mentored experience, and tailored to the hours of the student, approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby, C. Swift**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Advisory: For graduate students who will not be pursuing licensure.**Notes: This course is graded on a credit/no credit basis.***X.EDUC-427 Practicum 1: Professional Development and Mentoring***Fall. Credits: 3*

Participants survey best practices in instructional coaching and professional development and implement these practices in their educational contexts. Topics include: cultivating positive mentoring/coaching relationships, observation protocols, developing and facilitating andragogically-sound professional learning, coaching for emotional resilience, and assessing professional learning. Participants actively apply skills in their own settings with specialized coaching from the course instructor and create a professional learning experience and/or approach to instructional coaching that is designed to meet the needs of students and teachers in their unique learning community.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***X.EDUC-429 Using Art for Educational Advancement***Fall. Credits: 2*

This course focuses on using arts as a catalyst for change inside and outside of the classroom. It supports educators in deepening their pedagogical techniques using arts, and it supports leaders outside the classroom in exploring how to use art beyond the classroom to influence system change. Participants will engage in discussion around critical issues in education and problem solve for such issues using various forms of art. Techniques to be explored may include, but are not limited to: literature, visual arts, the graphic arts, the decorative arts, and performing arts. By the end of this course, participants will have a portfolio of resources that can be used in their areas of practice.

*Applies to requirement(s): Meets No Distribution Requirement**J. Dearybury**Restrictions: This course is limited to Teacher Leadership MAT students only. Instructor permission required.***X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools***Fall. Credits: 4*

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The focus of this course is to explore a range of philosophies of education and existing classroom practices. The course uses the current educational landscape in order for teacher candidates to examine culturally relevant teaching and learning practices, teaching in multicultural settings, establishing the classroom climate, choosing instructional approaches, and attending to the needs of a range of learners.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**The department**Restrictions: This course is offered for graduate students only.***X.EDUC-431 Student Teaching in Secondary and Middle Schools***Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 20 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.**Notes: 5 days a week for 20 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break). Credit/no credit grading.*

**X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education***Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: Credit/no credit grading.***X.EDUC-437 Advanced Practicum: Professional Development and Mentoring***Not Scheduled for This Year. Credits: 2*

This course is the culmination of The Institute for Instructional Coaching. Participants reflect, refine, and expand upon the professional learning sessions they have developed, as well as their instructional coaching practice, while expanding their learning experience to enhance the impact in their context. Topics in this course include: developing systematic professional learning opportunities for new and experienced educators in a given setting, professional collaboration and co-facilitation, enhancing professional leadership through system-wide programming. Participants complete the institute as experts in ongoing, embedded, and personalized professional learning.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***X.EDUC-438 Exceptional Learners Internship II***Not Scheduled for This Year. Credits: 1 - 3*

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act polices and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.***X.EDUC-441 Fostering a Collaborative Culture for Learning***Credits: 2*

This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!).

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner**Restrictions: This course is offered for graduate students only.***X.EDUC-449 Equity and Social Justice: A Teacher's Role***Credits: 2*

In this course, participants will learn to address issues of social justice seamlessly and incorporate social justice into the design of their learning environments. This will be accomplished in three steps: First, participants will be assigned a self-awareness partner to process socialization around social issues. Second, participants will produce narratives about their social justice development. Finally, participants will create action plans that will create learning environments that don't shut down dialogues about difference, but open them up. Participants will then take this new learning and self-awareness and apply it to education systems outside of their classroom.

*Applies to requirement(s): Meets No Distribution Requirement**J. Coes***X.EDUC-450 Social-Emotional Learning and Development: Foundations of Social, Emotional, and Academic Development***Not Scheduled for This Year. Credits: 2*

In this course, educators will learn the foundational principles of social and emotional learning (SEL) including vocabulary, concepts, and research. They will explore how SEL advances educational equity and personal student growth by establishing affirming learning environments that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. Educators will examine the clear connection and the roles of the school in students' emotional and academic success. Educators will build a strong SEL foundation that includes equity-based, culturally responsive, and trauma-sensitive practices through case studies, examples, personal reflection, and portfolio development.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Coreq: X.EDUC-451 and X.EDUC-466*

**X.EDUC-451 Social-Emotional Learning and Development: Pedagogy and Practice***Spring. Credits: 2*

In this course, educators will explore ways to put the foundations of social and emotional learning (SEL) into practice. This exploration includes the examination of available resources, evaluation of ways in which SEL may be built into their current curriculum and instruction, and strategic development of collaboration and connections with educators, families, and other stakeholders on issues related to social and emotional learning. Educators will identify areas of strength and opportunity of the social and emotional well-being of students, reflect on their own social and emotional well-being, and create a plan of action for their own growth and the growth and empowerment of students.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.***X.EDUC-452 Topics in Social-Emotional Learning and Development****X.EDUC-452AC Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'***Fall. Credits: 2*

Educators serve in multiple roles to support students in their academic, extracurricular, and, in some cases, dorm lives. This course will provide an overview of the following: school counseling principles, widely adopted models of comprehensive developmental counseling curricula, social-emotional learning, approaches in multicultural counseling, and mentoring students on academic and professional issues. We will also address identification, prevention, intervention, and crisis management strategies for topics including: relationships, mental health, trauma, and substance use/abuse. Students will explore how to analyze various types of student performance data to inform academic and non-academic programming.

*Applies to requirement(s): Meets No Distribution Requirement**K. Harrington**Restrictions: This course is offered for graduate students only.***X.EDUC-452AT Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'***Not Scheduled for This Year. Credits: 2*

Educators in public and independent schools often serve in multiple roles, including as coaches for competitive and intramural sports. This class will provide an overview of issues related to supporting the student athlete, including the following: administering sport programs, principles of effective coaching, promoting and coaching the college-bound student athlete, compliance with governing bodies in sport, equity in athletics, team-building, event management, and sport safety.

*Applies to requirement(s): Meets No Distribution Requirement**J. Rivers**Restrictions: This course is offered for graduate students only.***X.EDUC-455 Outreach and Advocacy for Educational Change***Credits: 4*

This course integrates Teacher Leader Model Standards for Domains VI and VII: assessing community needs and values, engaging families and colleagues in partnerships, and advocating for students and for the teaching profession. Participants will explore culturally responsive teaching approaches and strategies for collaborating with families to support meaningful and relevant student learning and development. Participants will also learn how to use research, policies, and persuasive communications to help build appropriate programs, interventions, and advocacy efforts that promote positive outcomes for both students and teachers.

*Applies to requirement(s): Meets No Distribution Requirement**J. Coes***X.EDUC-456 Promoting Professional Learning***Fall. Credits: 2*

This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning.

*Applies to requirement(s): Meets No Distribution Requirement**S. Brown Wessling***X.EDUC-457 Personal and Professional Leadership in Education***Credits: 1*

This course is designed to help educators cultivate their skills as reflective practitioners as a means of enhancing personal leadership development. Students will examine personal leadership qualities and the role of storytelling as leadership. Course participants will create individualized learning plans that allow for deeper exploration of personal and professional leadership interests. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, leadership and related topics.

*Applies to requirement(s): Meets No Distribution Requirement**K. Jackson***X.EDUC-458 Owning Assessments and Data for Student Learning***Not Scheduled for This Year. Credits: 2*

Built around Domain 5 of the Teacher Leader Model Standards, this course helps teachers build the skills to do just that, as we explore organizational improvement through assessment design. Learn to facilitate and support colleagues in using assessment tools to inform decisions to improve practice and student learning. One module of this class includes an exploration of Improvement Science, a new methodology brought to education from the health field, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement**The department*

**X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice***Credits: 2*

This course is designed for teachers with 2-5 years of classroom experience at independent schools. Building from participants' experience, the course focuses on improving teachers' use of evidence-based practices to support children's progress. Topics include: focused observation, instructional support, emotional support, classroom organization, giving and receiving feedback and designing your ideal classroom. Participants will reflect on and share feedback about their teaching practices, and continue to develop their practice in this engaging learning community.

*Applies to requirement(s): Meets No Distribution Requirement**The department***X.EDUC-460 Subject-Specific Methods 1 for Middle and Secondary Teachers***Fall. Credits: 2*

This course is the first of two methods courses. Firmly embedded within the EL Education Model, it will provide opportunities for participants to explore the links among the theoretical underpinnings of expeditionary learning, experiential learning, and project-based learning through an interdisciplinary approach, with a focus on arts integration. Students will engage with the Understanding by Design (UBD) model of curriculum development, focusing on universal access to content for a full range of learners. Students will connect theory with practice and reflect on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**A. Beattie**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Requires a field-experience in an educational setting.***X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Our Schools***Fall. Credits: 4*

Through a balanced and integrated approach, students will learn to develop literacy in our schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and a variety of formative and summative ways to assess learning.

*Applies to requirement(s): Meets No Distribution Requirement**T. Sullivan-Daley**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Requires a field-experience in an educational setting.**Notes: Requires a field experience in an educational setting.***X.EDUC-462 Subject-Specific Methods 2**

This advanced course builds on the design Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

**X.EDUC-462AR Subject-Specific Methods 2: 'The Arts'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**A. Beattie, K. Ripley**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).***X.EDUC-462EN Subject-Specific Methods 2: 'English'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**A. Beattie, T. Thomas**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).***X.EDUC-462FR Subject-Specific Methods 2: 'Foreign Languages'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**A. Beattie, The department**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).*



**X.EDUC-462HS Subject-Specific Methods 2: 'History/Social Sciences'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**A. Beattie, C. Swift**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).***X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**A. Beattie, E. Foley**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).***X.EDUC-462SC Subject-Specific Methods 2: 'The Sciences'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**M. Winston**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).***X.EDUC-466 Social-Emotional Learning and Development: Instructional Coaching And Mentoring***Not Scheduled for This Year. Credits: 2*

Having already studied the foundational principles of and pedagogical strategies for implementing social and emotional learning, educators in this course will learn best practices in the coaching and mentoring of other educators toward resource utilization, implementation of practices, and the identification and embodiment of dispositions that promote social and emotional learning. Educators in this course will begin to train other educators to be culturally responsive, trauma-informed, reflective practitioners who attend to the social and emotional well-being of themselves, their students, and the communities they serve. Educators will engage in practical application and evaluation of their budding skills.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Coreq: X.EDUC-450 and X.EDUC-451.**Advisory: X.EDUC-451 or courses in social and emotional learning.***X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements***Credits: 2*

This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, P. Mulcahy, S. Regner***X.EDUC-468 Leadership in Practice for Educators***Spring. Credits: 1*

In this course students will develop their goals as teacher leaders and will engage in discussions, readings, modules, and activities that support professional growth. Critical course concepts will be introduced in a whole group book study format. Additionally, students will explore opportunities for leadership in education through conversations with guest experts in the field. At the culmination of the course students will complete an articulation of practice and professional development plan.

*Applies to requirement(s): Meets No Distribution Requirement**E. Schildge**Restrictions: This course is offered for graduate students only.***X.EDUC-471 Communications and Networking for Teachers***Credits: 1*

In this course, students will develop their skills of networking, communication, and leadership by organizing special events such as panel discussions, webinars, public forums, and speaker series' on current topics and pressing issues in the field of education. Students will collaborate to identify areas of focus for these events and will then work with the course instructor to recruit speakers, develop promotional campaigns and communications, facilitate sessions, create resource materials, and engage constituents.

*Applies to requirement(s): Meets No Distribution Requirement**K. Bassett**Restrictions: This course is limited to Teacher Leadership MAT students only*

**X.EDUC-476 Independent School: Beyond the Classroom***Fall. Credits: 2*

The independent school faculty member wears many "hats" in addition to that of the teacher. Students in this course study the non-teaching aspects of independent school work, improving their ability to serve as stewards of their schools' missions. Guest speakers from independent schools will address these roles and facilitate students' investigation of other topics including school governance and administration, admissions, advancement, athletics, counseling, student and residential life, and more. Coursework will include analyzing case studies, budgets, interviewing various departments and jobs within an independent school, and an in-depth case study of the student's context based on current independent school standards and best practices. Student work will culminate in the creation of a personal inventory and growth plan for successful career development in independent schools.

*Applies to requirement(s): Meets No Distribution Requirement**P. Mulcahy***X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners***Not Scheduled for This Year. Credits: 4*

In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshopping new curricular ideas, integrating evidence-based practices for effective classroom management and teaching, and ways to support other areas of the participants' administrative or co-curricular responsibilities. Participants attend group seminars and individual conferences intended to strengthen their confidence in the classroom and capacity to successfully engage diverse learners. Evaluation of performance is determined through course observations and by written assignments.

*Applies to requirement(s): Meets No Distribution Requirement**P. Mulcahy**Advisory: Must be in a teaching role in a school setting.**Notes: This course is graded on a credit/no credit basis. This course may be repeated once for an additional four credits.***X.EDUC-481 Internship in Education Administration***Fall. Credits: 2 - 6*

Graduate students undertake an internship of up to 500 hours in an educational setting under the supervision of an PreK-12 school administrator from January through June. This would be a supervised, mentored experience, that is tailored to the student's needs and interests, and approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**J. Maher**Restrictions: This course is offered for graduate students only.**Notes: Repeatable to a maximum of 6 credits.***X.EDUC-489 Catapult! Capstone Course***Spring. Credits: 2 - 6*

This course is designed to catapult students' professional and personal leadership journey to the next level. It serves as an idea incubator, helping give teacher leaders the support and direction they need to propel themselves forward in their work and launch teacher-created ideas to improve education for all students. In this class, graduate students will demonstrate and document the impact of their knowledge gained throughout their journey at Mount Holyoke College. Students will choose a domain of the Teacher Leader Model Standards to focus their capstone work, then they will choose one of four pathways for the semester: a research study, a teacher-created project, a teacher leader internship, or National Board candidacy. They will apply their skill and knowledge under a teacher leader coach, who will support them and engage in weekly reflective practice of their teacher leadership work. At the end of the semester, teachers will complete and share a portfolio that demonstrates how their experiential learning experience has enhanced their practice as a leader and a teacher leader.

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner, C. Swift**Restrictions: This course is limited to Teacher Leadership MAT students only***X.EDUC-495 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2) this independent study may range from 1 to 2 credits.***X.ELL-403 Research in Teaching English Language Learners***Credits: 3*

This course introduces teacher candidates to the sociocultural context of schooling and examines current research in the field of ELL teaching and learning. The course will support teacher candidates in developing an orientation toward teaching as inquiry, as well as the ability to read and conduct classroom research. Critical qualitative methods (e.g., ethnography, case study, action research) will be considered and teacher research in the ELL classroom will be emphasized. Teacher candidates will develop and complete a qualitative inquiry project that investigates an aspect of language teaching or learning of interest to them.

*Applies to requirement(s): Meets No Distribution Requirement**A. Lopez***X.ELL-406 Introduction to Teaching English Language Learners***Fall. Credits: 2*

This introductory course examines theories and issues related to multilingual education and teaching English language learners in the United States today. Specifically, students will be introduced to approaches and pedagogies that support teaching linguistically and culturally diverse learners in the PK-12 setting and the places where second language acquisition theory and practice intersect. In addition, this course will prepare participants to sit for the Massachusetts ESL Test for Educator Licensure (MTEL).

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.*

**X.ELL-416 Language Assessment and Classroom Practice***Spring. Credits: 2*

Brief introduction to theory and practice in assessing students' academic English proficiency. Students will learn about purposes of and types of language assessments (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing oral language assessment tasks and using rubrics to evaluate student writing.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby***X.ELL-418 Second Language Acquisition and Classroom Practice***Credits: 2*

This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby***X.ELL-421 Linguistics for Teachers***Fall. Credits: 2*

This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.***X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education***Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-423 Student Teaching English Language Learners in Elementary Schools***Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.ELL-423 if concurrently taking X.ELL-422.**Notes: This course is graded on a credit/no credit basis.***X.ELL-426 Methods in Teaching English Language Learners (ELL Methods)***Fall. Credits: 4*

This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.

*Applies to requirement(s): Meets No Distribution Requirement**J. Albury**Restrictions: This course is offered for graduate students only.**Advisory: X.ELL-403 and X.ELL-418 advised but not required.**Notes: Requires a field experience in an educational setting.***X.ELL-431 Student Teaching English Language Learners in Secondary Schools***Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.ELL-431 if concurrently taking X.ELL-433.**Notes: This course is graded on a credit/no credit basis.*

**X.ELL-433 Practicum Seminar in Teaching and Learning: Secondary ELL Education***Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.***X.ELL-438 Exceptional Learners Internship II***Not Scheduled for This Year. Credits: 1 - 3*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 100 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend weekly course meetings, during which they will have the opportunity to learn more about language development in the four domains (listening, speaking, reading, writing), planning curriculum for effective English language instruction in K-12 standards based settings, and ELLs and technology.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Notes: This course is graded on a credit/no credit basis.***X.ELL-451 English Language Development Standards and Assessment Framework***Spring. Credits: 1*

This course introduces teacher candidates to the WIDA English language development standards and assessment framework, with a particular focus on understanding the large-scale standardized assessment of English language learners (e.g., WIDA ACCESS 2.0). This course will prepare teacher candidates to understand test design, prepare to participate in administrator training, and interpret score reports in ways that support their ability to use assessment to inform instruction and communicate with students and families about students' English language development needs and progress.

*Applies to requirement(s): Meets No Distribution Requirement**D. Yousfi**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone***Fall and Spring. Credits: 4*

This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.**Advisory: This course is offered for licensed Massachusetts teachers and teacher candidates seeking SEI endorsement***X.SPED-416 Interventions for Behavior and Classroom Management***Spring. Credits: 1*

In this course students will review research, theories, and practices for responding to challenging behavior. Topics will include establishing effective rules and procedures, classroom-and school-wide behavior management systems, and approaches for addressing individual student behavior and developing relationships with children and support professionals to improve behavior across settings.

*Applies to requirement(s): Meets No Distribution Requirement**E. Casioppo, I. Fowler**Restrictions: This course is offered for graduate students only.***X.SPED-421 Assistive Technology for Special Education***Fall. Credits: 1*

This course provides an introduction to teaching with technology and, more specifically, how assistive technologies can be used by individuals with disabilities, PreK-12, to enhance the teaching and learning experience. Students will have the opportunity to explore a range of devices, applications, software, etc. that enhance access to academic and non-academic learning in schools. Course assignments will help students develop an understanding of how to assess student assistive technology needs, employ and monitor interventions, and improve teaching through the use of technology.

*Applies to requirement(s): Meets No Distribution Requirement**A. Osborne**Restrictions: This course is offered for graduate students only.*



**X.SPED-422 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8***Spring. Credits: 4*

During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby, C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only***X.SPED-423 Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in PreK-8 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.SPED-423 if concurrently taking X.SPED-422.**Notes: This course is graded on a credit/no credit basis.***X.SPED-426 The Inclusive Classroom***Spring. Credits: 2*

This course surveys the etiology, diagnosis, and remediation of learning differences including dyslexia, attention deficit disorder, autism, as well as factors that influence a child's readiness to learn. Students present, discuss, question, and exchange ideas that contribute to an overall understanding of special education in the field. With an emphasis on inclusion in schools, students explore the impact of current policies, assessments, and practices. Students will have the opportunity to examine and practice applying interventions and approaches that support student engagement and prosocial behavior. The focus is on adapting the learning environment, classroom structures, and teaching approach so that all children, regardless of learning strengths and needs are supported to reach their potential and achieve meaningful goals.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass, A. Dixon**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.SPED-431 Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.SPED-431 if concurrently taking X.SPED-433.**Notes: This course is graded on a credit/no credit basis.***X.SPED-433 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12***Spring. Credits: 4*

During seminar students will discuss the teaching of children grades 5-12 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.SPED-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: Credit/no credit grading.*

**X.SPED-438 Exceptional Learners Internship II**

*Not Scheduled for This Year. Credits: 1 - 3*

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act polices and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement  
R. Hornsby*

*Restrictions: This course is offered for graduate students only.  
Notes: This course is graded on a credit/no credit basis.*

**X.SPED-441 Differentiated Instruction for Diverse Learners**

*Credits: 2*

This course will address the design and modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms, to monitor academic and behavioral progress, and to make instructional decisions accordingly. Students will experiment with a variety of technological tools for teaching PreK-12 such as applications and web-based tools that for student engagement and progress monitoring. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.

*Applies to requirement(s): Meets No Distribution Requirement  
E. Casioppo, The department*

*Restrictions: This course is offered for graduate students only.*

**X.SPED-447 Assessment and Instruction for Exceptional Learners**

*Fall. Credits: 3*

In this class, students will examine legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds. Through course activities students learn to: administer psychoeducational and achievement tests; explore formal and informal assessments that minimize bias; interpret results and use data to guide educational decisions for individuals with exceptionalities; make collaborative, data-based decisions with and about learners; monitor the learning progress of individuals with exceptionalities.

*Applies to requirement(s): Meets No Distribution Requirement  
L. Nunes*

*Restrictions: This course is offered for graduate students only.*

**X.SPED-471 Legal Perspectives in Special Education**

*Credits: 1*

This course will review state and federal laws and regulations that represent the requirements for special education. Participants will be introduced to concepts including educational terminology for students with mild to moderate disabilities; preparation, implementation, and evaluation of Individualized Education Programs (IEPs); review of federal and state laws and regulations pertaining to special education and the history of special education.

*Applies to requirement(s): Meets No Distribution Requirement  
K. Carriere*

*Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications**

*Credits: 2*

This online course will review state and federal laws and regulations which governing special education and their implications, including preparation, and evaluation of Individualized Education Programs (IEPs), knowledge of transition services and services provided by other agencies, strategies for building and maintaining collaborative partnerships with team members, the role of families in advocacy and planning, and cultural variables that influence school culture and accessibility.

*Applies to requirement(s): Meets No Distribution Requirement  
K. Carriere*

*Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-495 Independent Study**

*Fall and Spring. Credits: 1 - 4*

Students enrolled in this course collaborate with the instructor to further their learning in teacher leadership through advanced independent research or an academic project on a specific topic that is distinct from existing course offerings within the MATL program of study. Together they outline a series of academic activities and unique work products that the student generates throughout the semester to demonstrate learning. Some examples include: conducting in-depth research, developing programs or curriculum related to instructional leadership, mentoring, and coaching, writing comprehensive papers for presentation and/or publication in education journals.

*The department*

*Restrictions: This course is offered for graduate students only.*

*Instructor permission required.*

*Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2), this independent study may range from 1 to 2 credits.*

## Master of Arts in Teaching Mathematics

### Overview and Contact Information

The Master of Arts in Teaching Mathematics program is designed for K-8 teachers and math coaches looking to strengthen their mathematical content and pedagogical knowledge, enhance their skills in mathematics teacher leadership, and develop their professional credentials and expertise to make a difference in the field of mathematics education. This 32-credit program is structured around educators' schedules so they can balance work, family, and life responsibilities while pursuing a graduate degree. Students can attend the week-long summer courses on campus or participate online through our dynamic hybrid learning format. The academic year courses are conducted online.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching (M.A.T.) degree.

### Contact Information

**Tiffany Espinosa, Acting Director**

413-538-3478

<https://www.mtholyoke.edu/directory/departments-offices-centers/professional-and-graduate-education/>

## Learning Goals

Graduates of the Master of Arts in Teaching Mathematics will:

- Have a deep conceptual understanding of the mathematical content in each of the following mathematical domains appropriate to K-8 grade levels, including:
  - Counting and cardinality
  - Number and operations in base 10
  - Operations and algebraic thinking
  - Measurement and data
  - Geometry
  - Ratios and proportional relationships
  - The number system
  - Expressions and equations
  - Functions
- Understand how students make sense of the mathematical ideas in each domain and how these concepts and skills build from kindergarten through eighth grade.
- Appreciate the power and complexity of students' mathematical thinking.
- Know what questions to ask of students that will deepen their mathematical understanding.
- Use and/or adapt curriculum to meet the needs of their students.
- Connect their experiences in the courses to current research from the field.
- Develop rich images of teacher leadership at all levels from sharing their classroom work to coaching and mentoring colleagues to leading professional learning opportunities to advocating for the profession.
- Participate fully in the mathematics education community at the local, state, and national levels.

Virginia Bastable (<https://www.mtholyoke.edu/people/virginia-bastable/>), Ed.D., University of Massachusetts

Sarah Bent (<https://www.mtholyoke.edu/people/sarah-bent/>), M.A.T., Mount Holyoke College

Beth Brady, M.A.T., Mount Holyoke College

Zachary Champagne, M.A., University of North Florida

Yi Law Chan, M.Ed., Bank Street College of Education

Amy Chang, M.Ed., University of Massachusetts Amherst

Stephanie Charbonnet, M.A.T, Mount Holyoke College

Heidi Fessenden, Ed.M. Harvard University

Michael Flynn (<https://www.mtholyoke.edu/people/michael-flynn/>), M.Ed., Lesley University

Andrew Gael, M.S., Brooklyn College

Marta Garcia, M.A., Florida Atlantic University

Lauren Giordano, M.A.T., Mount Holyoke College

James Hanson, M.A.T., Mount Holyoke College

Shauna Hedgepeth, M.S., University of Southern Mississippi

Katisha John

Mary Keller, M.A.T., Mount Holyoke College

Patricia Kepler, M.Ed., George Mason University

Lauren Lamb, M.A.T., Mount Holyoke College

Bryan Meyer, M.Ed., High Tech High Graduate School of Education

Deborah Peart, M.A., Manhattanville College

Susan Jo Russell, Ed.D., Boston University

Deborah Schifter, Ph.D., University of Massachusetts

Karen Schweitzer, M.A.T., Mount Holyoke College

Meredith Stanley, M.A.T., Mount Holyoke College

Anne Sussman, M.A.T., Smith College

Janice Szymaszek, M.Ed., Smith College

Kaneka Turner, M.A.T., Mount Holyoke College; M.Ed., University of Phoenix

Elizabeth Van Cleef, M.S., Bank Street College of Education

Polly Wagner, M.Ed., Lesley College

Ann Zito, M.A.T., Mount Holyoke College

## Curriculum and Requirements

This 32-credit program is built around the latest research and best practices in math education. The core component of the work is the Developing Mathematical Ideas curriculum. The two-and-a-half-year program involves three intensive summer sessions (three weeks each, except the final summer of two weeks) and two academic years of online work.

Each summer will consist of three weeks of courses, some focused on mathematics, others on educational leadership. The final summer will consist of one week of mathematics and one week of educational leadership. Students may attend in person on our beautiful campus at Mount Holyoke College or online through our virtual learning environment during the summer sessions.

Each academic year will include four credits of work each semester, all conducted online. The academic year online courses blend asynchronous assignments in mathematics or educational leadership with live virtual learning sessions.

### Sample Plan of Study

Code	Title	Credits
<b>Summer</b>		
X.MATH-400	Developing Mathematical Ideas: Building a System of Tens	2
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
X.MATH-407	Developing Mathematical Ideas: Reasoning Algebraically About Operations	2
<b>Fall</b>		
X.MATH-460	Connecting Arithmetic to Algebra	4

**Spring**

X.MATH-424	Developing Mathematical Reasoning	4
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**Summer**

X.MATH-406	Developing Mathematical Ideas: Patterns, Functions, and Change	2
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X.MTHED-409	Educational Leadership I: Exploring the Roles of Math Teacher Leadership	2
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X.MATH-402	Developing Mathematical Ideas: Examining Features of Shape	2
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**Fall**

X.MTHED-465	From Theory to Practice: The Learning and Teaching of Mathematics	4
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**Spring**

X.MTHED-466	Advocacy Through Math Teacher Leadership	4
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**Summer**

X.MATH-405	Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions	2
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X.MTHED-411	Educational Leadership II: Facilitating Adult Learning	2
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<b>Total Credits</b>		<b>32</b>
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## Admission

The M.A.T. in Mathematics is designed for teachers, math coaches, math specialists, and math interventionists in grades K-8 who have at least a bachelor's degree. The program is ideal for educators looking to strengthen their skills and expertise as math teachers and those who wish to enhance their professional credentials in order to become teacher leaders in mathematics education.

To apply to the M.A.T., Mathematics program, prospective students must complete an application and upload all supporting materials via the online application ([https://gradadmission.mtholyoke.edu/apply/?\\_ga=2.203493840.1115798967.1659984764-1556106209.1601496778](https://gradadmission.mtholyoke.edu/apply/?_ga=2.203493840.1115798967.1659984764-1556106209.1601496778)). Send official transcripts to:

Amy Asadoorian  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 429) for further information.

## Course Offerings

### Mathematics

**X.MATH-400 Developing Mathematical Ideas: Building a System of Tens***Fall. Credits: 2*

Participants will explore the base-ten structure of the number system, consider how that structure is exploited in multi-digit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals. They will study the various ways children naturally tend to think about separating and combining numbers and what children must understand in order to work with numbers in these ways.

*Applies to requirement(s): Meets No Distribution Requirement**A. Chang, K. Mello, A. Zito**Restrictions: This course is offered for graduate students only.***X.MATH-401 Developing Mathematical Ideas: Making Meaning for Operations***Fall. Credits: 2*

This course provides opportunities for participants to examine the actions and situations modeled by the four basic operations. The course will begin with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers.

*Applies to requirement(s): Meets No Distribution Requirement**H. Fessenden, T. Kepler, K. Mello**Restrictions: This course is offered for graduate students only.***X.MATH-402 Developing Mathematical Ideas: Examining Features of Shape***Credits: 2*

Participants examine aspects of two-dimensional and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The seminar includes a study of angle, similarity, congruence, and the relationships between three-dimensional objects and their two-dimensional representations. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.

*Applies to requirement(s): Meets No Distribution Requirement**K. John, J. Szymaszek***X.MATH-404 Developing Mathematical Ideas: Modeling With Data***Not Scheduled for This Year. Credits: 2*

Participants will work with the collection, representation, description, and interpretation of data. They will learn what various graphs and statistical measures show about features of the data, study how to summarize data when comparing groups, and consider whether the data provides insight into the questions that led to data collection.

*Applies to requirement(s): Meets No Distribution Requirement**S. Hedgepeth***X.MATH-405 Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions***Credits: 2*

Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.

*Applies to requirement(s): Meets No Distribution Requirement**J. Hawkins, K. Schweitzer*



**X.MATH-406 Developing Mathematical Ideas: Patterns, Functions, and Change***Credits: 2*

Participants discover how the study of repeating patterns and number sequences can lead to ideas of functions, learn how to read tables and graphs to interpret phenomena of change, and use algebraic notation to write function rules. With a particular emphasis on linear functions, participants also explore quadratic and exponential functions and examine how various features of a function are seen in graphs, tables, or rules. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.

*Applies to requirement(s): Meets No Distribution Requirement**B. Brady, J. Szymaszek S. Charbonnet, J. Hanson**Advisory: Intended for practicing teachers.***X.MATH-407 Developing Mathematical Ideas: Reasoning Algebraically About Operations***Spring. Credits: 2*

Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.

*Applies to requirement(s): Meets No Distribution Requirement**L. Giordano***X.MATH-415 Early Numeracy Assessment and Instruction I***Spring. Credits: 2*

This course helps teachers identify and address challenges students are having with K-2 math skills. Interview assessments that help teachers develop strategies to monitor and support progress in number words and numerals, structuring numbers, and addition and subtraction are learned and put into practice. Through assessments, data and teaching tools, teachers will recognize their students' current levels of numeracy and make data-driven instructional decisions. This course supports Pk-2 educators with core instruction, and Pk-8 educators working with students who haven't yet learned the Pk-2 standards. This course provides a certificate of completion from the US Math Recovery Council.

*Applies to requirement(s): Meets No Distribution Requirement**M. Carrington**Restrictions: This course is offered for graduate students only.**Notes: Materials fee: \$150***X.MATH-424 Developing Mathematical Reasoning***Spring. Credits: 4*

Developing Mathematical Reasoning (DMR) builds on and extends the work of Connecting Arithmetic to Algebra. Participants will work with a five-phase model for instruction in mathematical argument: Noticing, Articulating, Representing Specific Instances, Creating Mathematical Argument, and Comparing and Contrasting Operations. They will examine and implement a set of lessons designed to engage their own students with generalizations about the operations using these phases of instruction. DMR investigates how this approach to mathematics thinking supports a range of mathematics learners including those who have difficulty with grade-level mathematics and those who need additional challenge.

*Applies to requirement(s): Meets No Distribution Requirement**V. Bastable, J. Szymaszek**Restrictions: This course is offered for graduate students only.**Advisory: X.MATH-460 Connecting Arithmetic to Algebra.***X.MATH-460 Connecting Arithmetic to Algebra***Fall. Credits: 4*

Connecting Arithmetic to Algebra (CAA) is a year-long professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.

*Applies to requirement(s): Meets No Distribution Requirement**V. Bastable, K. Schweitzer**Restrictions: This course is offered for graduate students only.***X.MATH-470 The Process of Teaching and Learning: Math Curriculum Development and Instruction***Not Scheduled for This Year. Credits: 2*

Students will learn about developmental math curriculum development and instruction in PreK-6 classrooms. They will construct more extensive understandings of math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, math talks, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is offered for graduate students only.***Mathematics Education****X.MTHED-408 Professional Development for Coaching Mathematics***Credits: 2*

This course is designed for elementary math specialists with responsibilities for supporting teachers in the development of strong mathematics education programs. Participants explore issues related to: learning mathematics while in the context of teaching; facilitating the professional development of colleagues; teachers' and students' ideas about mathematics and learning; and fostering a stance of collaborative investigation. By way of a central theme of mathematics learning, the institute will offer coaches opportunities to explore, through the coaching perspective, ideas of number and geometry in the elementary grades.

*Applies to requirement(s): Meets No Distribution Requirement**P. Wagner***X.MTHED-409 Educational Leadership I: Exploring the Roles of Math Teacher Leadership***Credits: 2*

This course will explore the roles of teacher leadership in math education at the local, state, and national level. Topics will include coaching, mentoring, writing (blogs, journals, op-eds, articles), professional learning communities (virtual and face-to-face), and advocacy. Participants will consider current issues and challenges facing students and teachers with regard to math education and will work to develop action plans to address these issues in the coming school year.

*Applies to requirement(s): Meets No Distribution Requirement**The department*

**X.MTHED-410 Developing Mathematical Ideas: Facilitator Training***Credits: 2*

This institute focuses on learning to teach one of the Developmental Mathematical Ideas (DMI) modules. Participants will choose a particular DMI module on which to concentrate their facilitation work. The institute will include examination of the central mathematical ideas of the module, identifying key goals for each session, discussion of the process of interacting with participants both in the institute sessions and through written responses, as well as opportunities for practice facilitation.

*Applies to requirement(s): Meets No Distribution Requirement V. Bastable*

*Advisory: Prior experience with a DMI seminar recommended.*

**X.MTHED-411 Educational Leadership II: Facilitating Adult Learning***Credits: 2*

This course provides opportunities for participants to develop skills and knowledge to enable them to design and implement professional learning opportunities in mathematics for adults. Activities focus on four aspects: the importance of identifying key ideas and goals for professional learning, strategically using both small and whole group formats, an analysis of the range of professional learning opportunities for teachers, and opportunities to practice facilitating professional learning with an audience of teachers.

*Applies to requirement(s): Meets No Distribution Requirement M. Carrington, L. Van Cleef*

**X.MTHED-465 From Theory to Practice: The Learning and Teaching of Mathematics***Fall. Credits: 4*

This course focuses on the teaching and learning of mathematics and considers how we move from theory to practice. The course focuses on the pedagogical moves of the teacher and the impact on students' mathematical experiences. Participants in the course will produce written cases of practice based on audio or videotaped classroom discussions and interviews with their own students. They will analyze their own cases and those of their colleagues to examine the learning of students and the impact of teacher moves. Course instructors will provide individual feedback based on the classroom cases.

*Applies to requirement(s): Meets No Distribution Requirement M. Garcia, The department*

*Restrictions: This course is offered for graduate students only. Notes: Online.*

**X.MTHED-466 Advocacy Through Math Teacher Leadership***Not Scheduled for This Year. Credits: 4*

The course involves exploring teacher leadership roles in mathematics education and how to advocate for change in the field. Students will create an action plan related to a change initiative in math education, develop a capstone project, and share findings and reflections so the group can provide critical feedback and support. The scalable nature of this work allows each student to define a leadership role and project to fit their interests and professional goals.

*Applies to requirement(s): Meets No Distribution Requirement M. Garcia, H. Patel*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.MTHED-465*

## Master of Arts in Teacher Leadership

### Overview and Contact Information

The M.A.T. in Teacher Leadership (MATL) program supports educators who want to help build their school's capacity for success, support professional growth among their peers, or serve in a leadership role at

the local, state, or national level. With the option of three pathways – Leadership, Independent School Leadership, and Independent School Pedagogy – all of our courses are specifically designed to equip educators with practical skills that they can apply immediately in their schools and organizations to build stronger education systems.

Designed for full-time educators, MATL students have the option of completing this 32- to 36-credit program fully online or in a hybrid model through dynamic learning that provides students the opportunity to attend class sessions through interactive video conferences. Courses are offered throughout the year, including in the evenings and as a week-long intensives during summer months.

Our innovative curriculum emphasizes equity, advocacy, and collaboration, and course content can be personalized to ensure that you gain skills you can immediately apply in practice. At the culmination of your course of study you will initiate a capstone project, inspired by your personal leadership goals and specifically designed for implementation in your classroom, school, community, or beyond.

Educators can choose modified academic tracks to seek specialization, expertise, and prepare to build their career in the following areas:

- Differentiated Instruction (p. 426)
- Digital Innovation and Media (p. 427)
- Equity, Advocacy and Partnerships (p. 427)
- Global and Intercultural Education (p. 427) and/or TESOL (p. 428)
- Independent Schools (p. 427)
- Nonprofit Leadership and Entrepreneurship (p. 428)
- Research and Data (p. 428)
- Prepare for National Board Candidacy (<https://www.nbpts.org/national-board-certification/>)
- Apply for Massachusetts Professional License (<http://www.doe.mass.edu/licensure/academic-prek12/teacher/license-types.html#professional-license>) (for elementary 1-6; math 1-6 and 5-8)

Students can work with their advisor to develop a customized course of study based on areas of interest/need.

Courses can be completed online, with real-time and asynchronous components.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

**Contact Information**

**Jemellah Coes, Director, Teacher Leadership Programs**  
**Eric Schildge, Assistant Director, Teacher Leadership Programs**

Merrill House  
 413-538-3692  
<https://www.mtholyoke.edu/directory/departments-offices-centers/professional-and-graduate-education> (<https://www.mtholyoke.edu/directory/departments-offices-centers/professional-and-graduate-education/>)

**Learning Goals**

Graduates of the Master of Arts in Teaching, Teacher Leadership program will:

Outcome 1: Develop a working knowledge of the Teacher Leader Model Standards and identify areas for applying these principles to encourage personal and professional growth.

Outcome 2: Develop an understanding of the field of Teacher Leadership in the U.S. and globally as a means of aligning personal and professional leadership goals with trends across contexts.

Outcome 3: Articulate personal and professional leadership goals related to instructional practice, advocacy, professional development and andragogy, educating the whole child, data-driven instruction, and policy-making, and develop a continuous practice of self-reflection and improvement.

Outcome 4: Develop a foundational understanding of education policy, including how policies are created, implemented, and modified, and how teachers can work to inform broad based changes.

Gwendolyn Bass, Ed.D., University of Massachusetts Amherst

Sarah Brown Wessling, M.A., Iowa State University

Jemelleh Coes (<https://www.jemellehcoes.com/>), Ph.D., University of Georgia

Amia Dixon, Ed.D., University of South Carolina

Jed Dearybury, M.A.T, Converse College ([mrdearybury.com](http://mrdearybury.com))

Kim Evelt (<https://www.mtholyoke.edu/people/kim-evelt/>), M.Ed., Harvard Graduate School of Education

Indyasia Fowler, M.Ed., University of Georgia

Nancy Gardner, M.A., Florida State University

Karen Harrington, M.Ed., University of Massachusetts, Amherst

John Holland (<https://www.mtholyoke.edu/people/john-holland/>), Ph.D., Virginia Commonwealth University

Elise Kuypers, M.A.T., Mount Holyoke College

Daniele Massey, Ed.D., Walden University (NNSTOY Affiliate)

Pam Mulcahy, M. Ed., University of New Hampshire

Shelby Regner, M.A.T., Mount Holyoke College

Jacob Rivers, M.A.T., Mount Holyoke College

Eric Schildge, M.A.T., Mount Holyoke College

## Curriculum and Requirements

The 32-credit program includes the option for students to take additional coursework to deepen their skills in particular areas of specialty. Below is a sample schedule of the progression of courses a student might take over the course of their two years in the program:

Code	Title	Credits
<b>Summer</b>		
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2
X.EDUC-458	Owning Assessments and Data for Student Learning	2

### Fall

X.EDUC-427	Practicum 1: Professional Development and Mentoring	3
X.EDUC-471	Communications and Networking for Teachers	1

### January

X.EDUC-457	Personal and Professional Leadership in Education	1
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### Spring

X.EDUC-411	Policy Fluency: Current Issues in Education	4
X.EDUC-437	Advanced Practicum: Professional Development and Mentoring	2
X.EDUC-468	Leadership in Practice for Educators	1

### Summer

X.EDUC-449	Equity and Social Justice: A Teacher's Role	2
X.EDUC-455	Outreach and Advocacy for Educational Change	4

### Fall

X.EDUC-413	Leading Colleagues Using Research: Bridging the Gap Between Research and Practice	2
X.EDUC-456	Promoting Professional Learning	2

### January

X.EDUC-414	Research Design for Educators	1
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### Spring

X.EDUC-489	Catapult! Capstone Course	4
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## See Also

- Differentiated Instruction Institute (p. 426)
- Digital Innovation and Media for Educators Institute (p. 427)
- Equity, Advocacy, and Partnerships Institute (p. 427)
- Global and Intercultural Education Institute (p. 427)
- Independent Schools Institute (p. 427)
- Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 428)
- Research and Data Institute (p. 428)
- TESOL Certificate for Educators (p. 428)

## Admission

All applicants must have a bachelor's degree, and a history of effective classroom practice and strong passion for student learning. GRE scores are not required.

To apply to the M.A.T. in Teacher Leadership, prospective students must complete an application and upload all supporting materials via the online application ([https://gradadmission.mtholyoke.edu/apply/?\\_ga=2.203493840.1115798967.1659984764-1556106209.1601496778](https://gradadmission.mtholyoke.edu/apply/?_ga=2.203493840.1115798967.1659984764-1556106209.1601496778)). Send official transcripts to:

Amy Asadoorian  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 429) for further information.

## Course Offerings

### **X.EDUC-409 Schools, Schooling, and Society: an Introduction to Education and Social Policy**

*Credits: 2*

The course familiarizes students with the historical foundations of public education, current movements in education reforms such as Race to the Top, Common Core Standards, Every Student Succeeds Act, and theories of change. The course examines the social policies and catalysts that have caused transformation in society and public education and includes contemporary events. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for work in a diverse society. Topics include knowledge of curriculum; knowledge of learners; knowledge of educational goals, knowledge of social/cultural contexts; and pedagogical content knowledge.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby, C. Swift*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-411 Policy Fluency: Current Issues in Education**

*Spring. Credits: 3 - 4*

In this learning experience, teacher leaders will deepen their understanding of how to share, spread, and scale their practices and convictions to impact the teaching profession beyond their classroom walls. Participants will engage in simulated project pitches, reflective writing, drafting and revising a blog post, and conversations with guest speakers working to shape policy and practice across the country. This course is intended for teacher leaders in both public and independent school contexts.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Minkel*

*Restrictions: This course is offered for graduate students only.*

*Notes: Those who want to learn more about current issues in education with a systems lens in order to scale future initiatives should enroll in the 3-credit option. For those ready to apply the course content to a specific project, the 4-credit option includes an action component built around implementing that initiative.*

### **X.EDUC-412 Integrated Approaches in Teaching for Resilience**

*Not Scheduled for This Year. Credits: 1*

This course introduces approaches that can improve school experiences and long-term outcomes for children who have experienced trauma. Participants will develop an understanding of common barriers to educational access and engagement for youth who have experienced trauma, through a lens that incorporates Social Emotional Learning, Culturally Responsive Teaching, and Universal Design for Learning principles. Using case examples, discussion, and skill-building exercises, participants will learn practical strategies for cultivating resilience and improving school performance and advocacy for children with special needs and circumstances.

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Bass*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice**

*Fall. Credits: 2*

Based on Domain 2 of the Teacher Leader Model Standards, this class helps build the skills, knowledge, and dispositions teacher leaders need to support colleagues in using the latest research and data to improve practice and student learning. Topics we will explore include types of research, examining the research process, the skills teacher leaders need to lead colleagues in using research to improve practice, research competencies, action research, data collection and analysis, how research makes instruction intentional and systematic, and how it allows us to make meaning out of numbers.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Holland*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-414 Research Design for Educators**

*Credits: 1*

This course provides an introduction to research methodology and design in applied educational contexts. Topics covered in this course include: ethical considerations in educational research, how to conduct comprehensive literature searches, measurement and interpretation of qualitative and quantitative data, and research report writing. Through this course, students will explore the research process from hypothesis development and literature review to publication. At the conclusion of this course, students will be prepared to develop and incorporate the elements of effective research designs into their own research projects.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Holland*

### **X.EDUC-416 Applied Action Research**

*Not Scheduled for This Year. Credits: 1 - 2*

This course is designed for educators who are implementing innovative projects and are conducting action research in educational settings. Through this course, participants examine opportunities and potential challenges associated with implementation of their research project. Participants will expand and refine existing project plans and will create the corresponding materials, such as consent forms, approval plans, participant outreach documents, implementation timeline, data collection tools etc., needed to execute the project in their context.

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Bass*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-413 and X.EDUC-414.*

*Notes: Credit/no credit grading. Repeatable.*

### **X.EDUC-418 Seminar in Public and Non-Public Schools**

*Credits: 2*

This seminar course will examine the legal, social, and cultural factors that shape the various types of schooling in America. Students will have the opportunity to learn about and discuss the history, curriculum and teaching methods, role of various stakeholders, and current debates surrounding various types of schooling. Throughout the course, students will engage in critical analysis of various public and non-public schooling models and will be encouraged to develop their own perspectives on the role of education in American society. The seminar format will facilitate discussion, and students will be expected to contribute actively to class discussions and written assignments. Note: Types of schooling discussed may shift each semester that the course is offered.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Coes*

*Restrictions: This course is limited to Teacher Leadership MAT students only*

*Notes: Repeatable for credit.*



**X.EDUC-419 Independent Schools: New Teachers Seminar***Credits: 2*

This course helps new independent school teachers answer questions that all teachers ask themselves on a daily basis: How do we best serve our students and their learning needs, across the multiple dimensions of learning styles, ethnicity, race, gender and class? As we design an experience to welcome and engage all of our students, how do we also nourish and sustain ourselves in this important work? The course includes cohort meetings as well as time for reflection, designing lesson plans, exploring how we organize our classrooms, and discussing how we support ourselves and each other.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.***X.EDUC-420 Human Development: 'Child and Adolescent Development'***Spring. Credits: 2*

In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Through individualized exploration, students will have opportunities to delve into the study of the age group that they intend to teach, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

*Applies to requirement(s): Meets No Distribution Requirement**L. Perroncel***X.EDUC-421 Online Pedagogy and Distance Learning for PK-12 Educators***Not Scheduled for This Year. Credits: 1*

In this class, we will review current research on effective online pedagogy and teaching with technology in PK-12 classrooms. We will examine teaching in synchronous and asynchronous formats, utilizing different types of devices. We will also evaluate curricula, platforms, and web-based tools that support planning and assessment for standards based, online teaching. Students will develop electronic portfolios that address content and performance standards. We will explore the work of national teacher technology organizations and open educational resources.

*Applies to requirement(s): Meets No Distribution Requirement**D. Mack**Restrictions: This course is offered for graduate students only.***X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education***Spring. Credits: 4*

The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing EL protocols and practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools***Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 20 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and program supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.**Notes: 5 days a week for 20 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break). This course is graded on a credit/no credit basis.***X.EDUC-424 Internship in Educational Settings***Not Scheduled for This Year. Credits: 4 - 10*

Graduate students undertake a supervised internship from January through June in an educational setting comprised of up to 600 hours. This would be a supervised, mentored experience, and tailored to the hours of the student, approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby, C. Swift**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Advisory: For graduate students who will not be pursuing licensure.**Notes: This course is graded on a credit/no credit basis.*

**X.EDUC-427 Practicum 1: Professional Development and Mentoring***Fall. Credits: 3*

Participants survey best practices in instructional coaching and professional development and implement these practices in their educational contexts. Topics include: cultivating positive mentoring/coaching relationships, observation protocols, developing and facilitating andragogically-sound professional learning, coaching for emotional resilience, and assessing professional learning. Participants actively apply skills in their own settings with specialized coaching from the course instructor and create a professional learning experience and/or approach to instructional coaching that is designed to meet the needs of students and teachers in their unique learning community.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***X.EDUC-429 Using Art for Educational Advancement***Fall. Credits: 2*

This course focuses on using arts as a catalyst for change inside and outside of the classroom. It supports educators in deepening their pedagogical techniques using arts, and it supports leaders outside the classroom in exploring how to use art beyond the classroom to influence system change. Participants will engage in discussion around critical issues in education and problem solve for such issues using various forms of art. Techniques to be explored may include, but are not limited to: literature, visual arts, the graphic arts, the decorative arts, and performing arts. By the end of this course, participants will have a portfolio of resources that can be used in their areas of practice.

*Applies to requirement(s): Meets No Distribution Requirement**J. Dearybury**Restrictions: This course is limited to Teacher Leadership MAT students only  
Instructor permission required.***X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools***Fall. Credits: 4*

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The focus of this course is to explore a range of philosophies of education and existing classroom practices. The course uses the current educational landscape in order for teacher candidates to examine culturally relevant teaching and learning practices, teaching in multicultural settings, establishing the classroom climate, choosing instructional approaches, and attending to the needs of a range of learners.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**The department**Restrictions: This course is offered for graduate students only.***X.EDUC-431 Student Teaching in Secondary and Middle Schools***Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 20 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.**Notes: 5 days a week for 20 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break). Credit/no credit grading.***X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education***Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: Credit/no credit grading.*

**X.EDUC-437 Advanced Practicum: Professional Development and Mentoring***Not Scheduled for This Year. Credits: 2*

This course is the culmination of The Institute for Instructional Coaching. Participants reflect, refine, and expand upon the professional learning sessions they have developed, as well as their instructional coaching practice, while expanding their learning experience to enhance the impact in their context. Topics in this course include: developing systematic professional learning opportunities for new and experienced educators in a given setting, professional collaboration and co-facilitation, enhancing professional leadership through system-wide programming. Participants complete the institute as experts in ongoing, embedded, and personalized professional learning.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***X.EDUC-438 Exceptional Learners Internship II***Not Scheduled for This Year. Credits: 1 - 3*

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act polices and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.***X.EDUC-441 Fostering a Collaborative Culture for Learning***Credits: 2*

This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!).

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner**Restrictions: This course is offered for graduate students only.***X.EDUC-449 Equity and Social Justice: A Teacher's Role***Credits: 2*

In this course, participants will learn to address issues of social justice seamlessly and incorporate social justice into the design of their learning environments. This will be accomplished in three steps: First, participants will be assigned a self-awareness partner to process socialization around social issues. Second, participants will produce narratives about their social justice development. Finally, participants will create action plans that will create learning environments that don't shut down dialogues about difference, but open them up. Participants will then take this new learning and self-awareness and apply it to education systems outside of their classroom.

*Applies to requirement(s): Meets No Distribution Requirement**J. Coes***X.EDUC-450 Social-Emotional Learning and Development: Foundations of Social, Emotional, and Academic Development***Not Scheduled for This Year. Credits: 2*

In this course, educators will learn the foundational principles of social and emotional learning (SEL) including vocabulary, concepts, and research. They will explore how SEL advances educational equity and personal student growth by establishing affirming learning environments that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. Educators will examine the clear connection and the roles of the school in students' emotional and academic success. Educators will build a strong SEL foundation that includes equity-based, culturally responsive, and trauma-sensitive practices through case studies, examples, personal reflection, and portfolio development.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Coreq: X.EDUC-451 and X.EDUC-466***X.EDUC-451 Social-Emotional Learning and Development: Pedagogy and Practice***Spring. Credits: 2*

In this course, educators will explore ways to put the foundations of social and emotional learning (SEL) into practice. This exploration includes the examination of available resources, evaluation of ways in which SEL may be built into their current curriculum and instruction, and strategic development of collaboration and connections with educators, families, and other stakeholders on issues related to social and emotional learning. Educators will identify areas of strength and opportunity of the social and emotional well-being of students, reflect on their own social and emotional well-being, and create a plan of action for their own growth and the growth and empowerment of students.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.***X.EDUC-452 Topics in Social-Emotional Learning and Development****X.EDUC-452AC Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'***Fall. Credits: 2*

Educators serve in multiple roles to support students in their academic, extracurricular, and, in some cases, dorm lives. This course will provide an overview of the following: school counseling principles, widely adopted models of comprehensive developmental counseling curricula, social-emotional learning, approaches in multicultural counseling, and mentoring students on academic and professional issues. We will also address identification, prevention, intervention, and crisis management strategies for topics including: relationships, mental health, trauma, and substance use/abuse. Students will explore how to analyze various types of student performance data to inform academic and non-academic programming.

*Applies to requirement(s): Meets No Distribution Requirement**K. Harrington**Restrictions: This course is offered for graduate students only.*

**X.EDUC-452AT Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'**

*Not Scheduled for This Year. Credits: 2*

Educators in public and independent schools often serve in multiple roles, including as coaches for competitive and intramural sports. This class will provide an overview of issues related to supporting the student athlete, including the following: administering sport programs, principles of effective coaching, promoting and coaching the college-bound student athlete, compliance with governing bodies in sport, equity in athletics, team-building, event management, and sport safety.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Rivers*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-455 Outreach and Advocacy for Educational Change**

*Credits: 4*

This course integrates Teacher Leader Model Standards for Domains VI and VII: assessing community needs and values, engaging families and colleagues in partnerships, and advocating for students and for the teaching profession. Participants will explore culturally responsive teaching approaches and strategies for collaborating with families to support meaningful and relevant student learning and development. Participants will also learn how to use research, policies, and persuasive communications to help build appropriate programs, interventions, and advocacy efforts that promote positive outcomes for both students and teachers.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Coes*

**X.EDUC-456 Promoting Professional Learning**

*Fall. Credits: 2*

This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Brown Wessling*

**X.EDUC-457 Personal and Professional Leadership in Education**

*Credits: 1*

This course is designed to help educators cultivate their skills as reflective practitioners as a means of enhancing personal leadership development. Students will examine personal leadership qualities and the role of storytelling as leadership. Course participants will create individualized learning plans that allow for deeper exploration of personal and professional leadership interests. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, leadership and related topics.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Jackson*

**X.EDUC-458 Owning Assessments and Data for Student Learning**

*Not Scheduled for This Year. Credits: 2*

Built around Domain 5 of the Teacher Leader Model Standards, this course helps teachers build the skills to do just that, as we explore organizational improvement through assessment design. Learn to facilitate and support colleagues in using assessment tools to inform decisions to improve practice and student learning. One module of this class includes an exploration of Improvement Science, a new methodology brought to education from the health field, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

**X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice**

*Credits: 2*

This course is designed for teachers with 2-5 years of classroom experience at independent schools. Building from participants' experience, the course focuses on improving teachers' use of evidence-based practices to support children's progress. Topics include: focused observation, instructional support, emotional support, classroom organization, giving and receiving feedback and designing your ideal classroom. Participants will reflect on and share feedback about their teaching practices, and continue to develop their practice in this engaging learning community.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

**X.EDUC-460 Subject-Specific Methods 1 for Middle and Secondary Teachers**

*Fall. Credits: 2*

This course is the first of two methods courses. Firmly embedded within the EL Education Model, it will provide opportunities for participants to explore the links among the theoretical underpinnings of expeditionary learning, experiential learning, and project-based learning through an interdisciplinary approach, with a focus on arts integration. Students will engage with the Understanding by Design (UBD) model of curriculum development, focusing on universal access to content for a full range of learners. Students will connect theory with practice and reflect on their practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Beattie*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: Requires a field-experience in an educational setting.*

**X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Our Schools**

*Fall. Credits: 4*

Through a balanced and integrated approach, students will learn to develop literacy in our schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and a variety of formative and summative ways to assess learning.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Sullivan-Daley*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: Requires a field-experience in an educational setting.*

*Notes: Requires a field experience in an educational setting.*



**X.EDUC-462 Subject-Specific Methods 2**

This advanced course builds on the design Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

**X.EDUC-462AR Subject-Specific Methods 2: 'The Arts'**

*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Beattie, K. Ripley*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462EN Subject-Specific Methods 2: 'English'**

*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Beattie, T. Thomas*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462FR Subject-Specific Methods 2: 'Foreign Languages'**

*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Beattie, The department*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462HS Subject-Specific Methods 2: 'History/Social Sciences'**

*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Beattie, C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'**

*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Beattie, E. Foley*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462SC Subject-Specific Methods 2: 'The Sciences'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**M. Winston**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).***X.EDUC-466 Social-Emotional Learning and Development: Instructional Coaching And Mentoring***Not Scheduled for This Year. Credits: 2*

Having already studied the foundational principles of and pedagogical strategies for implementing social and emotional learning, educators in this course will learn best practices in the coaching and mentoring of other educators toward resource utilization, implementation of practices, and the identification and embodiment of dispositions that promote social and emotional learning. Educators in this course will begin to train other educators to be culturally responsive, trauma-informed, reflective practitioners who attend to the social and emotional well-being of themselves, their students, and the communities they serve. Educators will engage in practical application and evaluation of their budding skills.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Coreq: X.EDUC-450 and X.EDUC-451.**Advisory: X.EDUC-451 or courses in social and emotional learning.***X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements***Credits: 2*

This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, P. Mulcahy, S. Regner***X.EDUC-468 Leadership in Practice for Educators***Spring. Credits: 1*

In this course students will develop their goals as teacher leaders and will engage in discussions, readings, modules, and activities that support professional growth. Critical course concepts will be introduced in a whole group book study format. Additionally, students will explore opportunities for leadership in education through conversations with guest experts in the field. At the culmination of the course students will complete an articulation of practice and professional development plan.

*Applies to requirement(s): Meets No Distribution Requirement**E. Schildge**Restrictions: This course is offered for graduate students only.***X.EDUC-471 Communications and Networking for Teachers***Credits: 1*

In this course, students will develop their skills of networking, communication, and leadership by organizing special events such as panel discussions, webinars, public forums, and speaker series' on current topics and pressing issues in the field of education. Students will collaborate to identify areas of focus for these events and will then work with the course instructor to recruit speakers, develop promotional campaigns and communications, facilitate sessions, create resource materials, and engage constituents.

*Applies to requirement(s): Meets No Distribution Requirement**K. Bassett**Restrictions: This course is limited to Teacher Leadership MAT students only***X.EDUC-476 Independent School: Beyond the Classroom***Fall. Credits: 2*

The independent school faculty member wears many "hats" in addition to that of the teacher. Students in this course study the non-teaching aspects of independent school work, improving their ability to serve as stewards of their schools' missions. Guest speakers from independent schools will address these roles and facilitate students' investigation of other topics including school governance and administration, admissions, advancement, athletics, counseling, student and residential life, and more. Coursework will include analyzing case studies, budgets, interviewing various departments and jobs within an independent school, and an in-depth case study of the student's context based on current independent school standards and best practices. Student work will culminate in the creation of a personal inventory and growth plan for successful career development in independent schools.

*Applies to requirement(s): Meets No Distribution Requirement**P. Mulcahy***X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners***Not Scheduled for This Year. Credits: 4*

In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshopping new curricular ideas, integrating evidence-based practices for effective classroom management and teaching, and ways to support other areas of the participants' administrative or co-curricular responsibilities. Participants attend group seminars and individual conferences intended to strengthen their confidence in the classroom and capacity to successfully engage diverse learners. Evaluation of performance is determined through course observations and by written assignments.

*Applies to requirement(s): Meets No Distribution Requirement**P. Mulcahy**Advisory: Must be in a teaching role in a school setting.**Notes: This course is graded on a credit/no credit basis. This course may be repeated once for an additional four credits.*

**X.EDUC-481 Internship in Education Administration***Fall. Credits: 2 - 6*

Graduate students undertake an internship of up to 500 hours in an educational setting under the supervision of an PreK-12 school administrator from January through June. This would be a supervised, mentored experience, that is tailored to the student's needs and interests, and approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**J. Maher**Restrictions: This course is offered for graduate students only.**Notes: Repeatable to a maximum of 6 credits.***X.EDUC-489 Catapult! Capstone Course***Spring. Credits: 2 - 6*

This course is designed to catapult students' professional and personal leadership journey to the next level. It serves as an idea incubator, helping give teacher leaders the support and direction they need to propel themselves forward in their work and launch teacher-created ideas to improve education for all students. In this class, graduate students will demonstrate and document the impact of their knowledge gained throughout their journey at Mount Holyoke College. Students will choose a domain of the Teacher Leader Model Standards to focus their capstone work, then they will choose one of four pathways for the semester: a research study, a teacher-created project, a teacher leader internship, or National Board candidacy. They will apply their skill and knowledge under a teacher leader coach, who will support them and engage in weekly reflective practice of their teacher leadership work. At the end of the semester, teachers will complete and share a portfolio that demonstrates how their experiential learning experience has enhanced their practice as a leader and a teacher leader.

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner, C. Swift**Restrictions: This course is limited to Teacher Leadership MAT students only***X.EDUC-495 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2) this independent study may range from 1 to 2 credits.*

## Additional Licensure

### Overview and Contact Information

Through the MAT program, PaGE offers additional licensure options in:

- New level/subject area
- English language learners (PreK-6, 5-12)
- Special education/moderate disabilities (PreK-8, 5-12)

These additional licensure options are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an additional license in ELL or moderate disabilities or an additional level/

subject area. These courses also provide a depth of knowledge for any student entering the broader field of education who seeks to work with a range of learners. All additional licenses require a field-based internship of at least 150 hours. Details for the specific internship requirements are available for each additional license.

### Contact Information

**Catherine Swift, Director, Teacher Licensure Programs****Ruth Hornsby, Assistant Director, Teacher Licensure Programs**

Merrill House

413-538-2610

<https://www.mtholyoke.edu/professional-graduate> (<https://www.mtholyoke.edu/professional-graduate/>)

## New Level/Subject Area Additional Teaching License

Students interested in seeking a new level or subject area for license may take the courses they need through the additional licensure program and independently apply for the additional license in the new level or subject area of their choice. These courses are taken individually as part of regular Professional and Graduate Education course offerings.

In order to apply for your additional license, you should meet with the program director to identify the appropriate courses and/or field-based internship(s) that you will need to complete. Additionally, you will also need to complete the appropriate Massachusetts Tests for Educator Licensure, indicating how you have acquired subject matter knowledge for your particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

Code	Title	Credits
<b>Fall or Spring</b>		
X.EDUC-436	Exceptional Learners Internship I	3
<b>Total Credits</b>		<b>3</b>

## English as Second Language/English Language Learners Additional License (PreK-6, 5-12)

The English as a Second Language/English Language Learners (ESL/ELL) module provides students with the core competencies they need to be able to apply independently to Massachusetts for a license in English Language Learners.

These courses are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an Additional License in ELL. These courses are taken individually as part of regular Professional and Graduate Education course offerings. They may be taken in any order with the exception of X.ELL-438: ELL Internship II, which can only be taken after the successful completion of X.ELL-436: ELL Internship I.

In order to apply for an additional license, students should meet with the program director to identify the appropriate courses that they will need to complete. Additionally, they will need to complete the appropriate Massachusetts Tests for Educator Licensure, indicating how they have acquired subject matter knowledge for their particular license area,

according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

Code	Title	Credits
<b>Summer</b>		
X.ELL-418	Second Language Acquisition and Classroom Practice	2
<b>Fall</b>		
X.ELL-436	Exceptional Learners Internship I	3
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Our Schools	4
<b>January</b>		
X.ELL-416	Language Assessment and Classroom Practice	2
<b>Total Credits</b>		<b>11</b>

## Special Education/Moderate Disabilities Additional License (PreK-8, 5-12)

Our Special Education/Moderate Disabilities program provides students with the core competencies they need to be able to apply independently to Massachusetts for a license in Moderate Disabilities (PreK-8 or 5-12).

These courses are specifically designed to provide opportunities for both current students pursuing initial licensure as well as for teachers with the appropriate licensure to earn and independently apply for an Additional License in Moderate Disabilities (PreK-8, 5-12). These courses are taken individually as part of regular Professional and Graduate Education course offerings.

In order to apply for an additional license, students should meet with the program director to identify the appropriate courses that they will need to complete. Additionally, they will need to complete the appropriate Massachusetts Tests for Educator Licensure and successfully meet the requirements for the State Competency Review, indicating how they have acquired subject matter knowledge for their particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

Code	Title	Credits
<b>Summer</b>		
X.SPED-426	The Inclusive Classroom	2
X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	2
X.SPED-441	Differentiated Instruction for Diverse Learners	2
<b>Fall</b>		
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Our Schools	4
X.SPED-436	Exceptional Learners Internship I	3
<b>January</b>		
X.SPED-471	Legal Perspectives in Special Education	1
X.SPED-416	Interventions for Behavior and Classroom Management	1
<b>Total Credits</b>		<b>15</b>

## Admission

To apply to the additional licensure program, prospective students must complete an application and upload all supporting materials via the online application (<https://gradadmission.mtholyoke.edu/apply/>)

\_ga=2.203493840.1115798967.1659984764-1556106209.1601496778), except official transcripts, which need to be mailed to:

Amy Asadoorian  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 429) for further information.

## Course Offerings

This course listing contains all graduate courses with subjects X.ELL and X.SPED including those intended for other programs. Please contact your advisor if you are unsure of courses that are appropriate for your program.

### English Language Learners (PreK-6, 5-12)

#### X.ELL-403 Research in Teaching English Language Learners

*Credits: 3*

This course introduces teacher candidates to the sociocultural context of schooling and examines current research in the field of ELL teaching and learning. The course will support teacher candidates in developing an orientation toward teaching as inquiry, as well as the ability to read and conduct classroom research. Critical qualitative methods (e.g., ethnography, case study, action research) will be considered and teacher research in the ELL classroom will be emphasized. Teacher candidates will develop and complete a qualitative inquiry project that investigates an aspect of language teaching or learning of interest to them.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Lopez*

#### X.ELL-406 Introduction to Teaching English Language Learners

*Fall. Credits: 2*

This introductory course examines theories and issues related to multilingual education and teaching English language learners in the United States today. Specifically, students will be introduced to approaches and pedagogies that support teaching linguistically and culturally diverse learners in the PK-12 setting and the places where second language acquisition theory and practice intersect. In addition, this course will prepare participants to sit for the Massachusetts ESL Test for Educator Licensure (MTEL).

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is offered for graduate students only.*

#### X.ELL-416 Language Assessment and Classroom Practice

*Spring. Credits: 2*

Brief introduction to theory and practice in assessing students' academic English proficiency. Students will learn about purposes of and types of language assessments (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing oral language assessment tasks and using rubrics to evaluate student writing.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*



**X.ELL-418 Second Language Acquisition and Classroom Practice***Credits: 2*

This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby***X.ELL-421 Linguistics for Teachers***Fall. Credits: 2*

This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.***X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education***Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-423 Student Teaching English Language Learners in Elementary Schools***Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premissed based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.ELL-423 if concurrently taking X.ELL-422.**Notes: This course is graded on a credit/no credit basis.***X.ELL-426 Methods in Teaching English Language Learners (ELL Methods)***Fall. Credits: 4*

This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.

*Applies to requirement(s): Meets No Distribution Requirement**J. Albury**Restrictions: This course is offered for graduate students only.**Advisory: X.ELL-403 and X.ELL-418 advised but not required.**Notes: Requires a field experience in an educational setting.***X.ELL-431 Student Teaching English Language Learners in Secondary Schools***Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premissed based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.ELL-431 if concurrently taking X.ELL-433.**Notes: This course is graded on a credit/no credit basis.***X.ELL-433 Practicum Seminar in Teaching and Learning: Secondary ELL Education***Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only*

**X.ELL-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.***X.ELL-438 Exceptional Learners Internship II***Not Scheduled for This Year. Credits: 1 - 3*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 100 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend weekly course meetings, during which they will have the opportunity to learn more about language development in the four domains (listening, speaking, reading, writing), planning curriculum for effective English language instruction in K-12 standards based settings, and ELLs and technology.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Notes: This course is graded on a credit/no credit basis.***X.ELL-451 English Language Development Standards and Assessment Framework***Spring. Credits: 1*

This course introduces teacher candidates to the WIDA English language development standards and assessment framework, with a particular focus on understanding the large-scale standardized assessment of English language learners (e.g., WIDA ACCESS 2.0). This course will prepare teacher candidates to understand test design, prepare to participate in administrator training, and interpret score reports in ways that support their ability to use assessment to inform instruction and communicate with students and families about students' English language development needs and progress.

*Applies to requirement(s): Meets No Distribution Requirement**D. Yousfi**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone***Fall and Spring. Credits: 4*

This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.**Advisory: This course is offered for licensed Massachusetts teachers and teacher candidates seeking SEI endorsement***Special Education/Moderate Disabilities (PreK-8, 5-12)****X.SPED-416 Interventions for Behavior and Classroom Management***Spring. Credits: 1*

In this course students will review research, theories, and practices for responding to challenging behavior. Topics will include establishing effective rules and procedures, classroom- and school-wide behavior management systems, and approaches for addressing individual student behavior and developing relationships with children and support professionals to improve behavior across settings.

*Applies to requirement(s): Meets No Distribution Requirement**E. Casioppo, I. Fowler**Restrictions: This course is offered for graduate students only.***X.SPED-421 Assistive Technology for Special Education***Fall. Credits: 1*

This course provides an introduction to teaching with technology and, more specifically, how assistive technologies can be used by individuals with disabilities, PreK-12, to enhance the teaching and learning experience. Students will have the opportunity to explore a range of devices, applications, software, etc. that enhance access to academic and non-academic learning in schools. Course assignments will help students develop an understanding of how to assess student assistive technology needs, employ and monitor interventions, and improve teaching through the use of technology.

*Applies to requirement(s): Meets No Distribution Requirement**A. Osborne**Restrictions: This course is offered for graduate students only.***X.SPED-422 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8***Spring. Credits: 4*

During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby, C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only*

**X.SPED-423 Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in PreK-8 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.SPED-423 if concurrently taking X.SPED-422.**Notes: This course is graded on a credit/no credit basis.***X.SPED-426 The Inclusive Classroom***Spring. Credits: 2*

This course surveys the etiology, diagnosis, and remediation of learning differences including dyslexia, attention deficit disorder, autism, as well as factors that influence a child's readiness to learn. Students present, discuss, question, and exchange ideas that contribute to an overall understanding of special education in the field. With an emphasis on inclusion in schools, students explore the impact of current policies, assessments, and practices. Students will have the opportunity to examine and practice applying interventions and approaches that support student engagement and prosocial behavior. The focus is on adapting the learning environment, classroom structures, and teaching approach so that all children, regardless of learning strengths and needs are supported to reach their potential and achieve meaningful goals.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass, A. Dixon**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.SPED-431 Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.SPED-431 if concurrently taking X.SPED-433.**Notes: This course is graded on a credit/no credit basis.***X.SPED-433 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12***Spring. Credits: 4*

During seminar students will discuss the teaching of children grades 5-12 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.SPED-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: Credit/no credit grading.***X.SPED-438 Exceptional Learners Internship II***Not Scheduled for This Year. Credits: 1 - 3*

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act polices and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.*

**X.SPED-441 Differentiated Instruction for Diverse Learners**

*Credits: 2*

This course will address the design and modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms, to monitor academic and behavioral progress, and to make instructional decisions accordingly. Students will experiment with a variety of technological tools for teaching PreK-12 such as applications and web-based tools that for student engagement and progress monitoring. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.

*Applies to requirement(s): Meets No Distribution Requirement*

*E. Casioppo, The department*

*Restrictions: This course is offered for graduate students only.*

**X.SPED-447 Assessment and Instruction for Exceptional Learners**

*Fall. Credits: 3*

In this class, students will examine legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds. Through course activities students learn to: administer psychoeducational and achievement tests; explore formal and informal assessments that minimize bias; interpret results and use data to guide educational decisions for individuals with exceptionalities; make collaborative, data-based decisions with and about learners; monitor the learning progress of individuals with exceptionalities.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Nunes*

*Restrictions: This course is offered for graduate students only.*

**X.SPED-471 Legal Perspectives in Special Education**

*Credits: 1*

This course will review state and federal laws and regulations that represent the requirements for special education. Participants will be introduced to concepts including educational terminology for students with mild to moderate disabilities; preparation, implementation, and evaluation of Individualized Education Programs (IEPs); review of federal and state laws and regulations pertaining to special education and the history of special education.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Carriere*

*Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications**

*Credits: 2*

This online course will review state and federal laws and regulations which governing special education and their implications, including preparation, and evaluation of Individualized Education Programs (IEPs), knowledge of transition services and services provided by other agencies, strategies for building and maintaining collaborative partnerships with team members, the role of families in advocacy and planning, and cultural variables that influence school culture and accessibility.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Carriere*

*Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-495 Independent Study**

*Fall and Spring. Credits: 1 - 4*

Students enrolled in this course collaborate with the instructor to further their learning in teacher leadership through advanced independent research or an academic project on a specific topic that is distinct from existing course offerings within the MATL program of study. Together they outline a series of academic activities and unique work products that the student generates throughout the semester to demonstrate learning. Some examples include: conducting in-depth research, developing programs or curriculum related to instructional leadership, mentoring, and coaching, writing comprehensive papers for presentation and/or publication in education journals.

*The department*

*Restrictions: This course is offered for graduate students only.*

*Instructor permission required.*

*Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2), this independent study may range from 1 to 2 credits.*

## Institutes for Educators Overview and Contact Information

Graduate-level professional development courses can be used to increase effectiveness, engage learners, and promote successful outcomes in classrooms, at nonprofits, or in other awareness-building, advocacy and community outreach programs.

The Institutes for Educators are appropriate for recent graduates, mid-career professionals changing direction, and those with significant professional experience looking to broaden their skills. The courses are open to college students and community members who are prepared for graduate-level coursework.

Coursework is offered in face-to-face classrooms, online, and in a combination of classroom and online. Classes can be taken individually or in pursuit of certificates of competency (12 credits).

Students who are already enrolled in a master's degree program at Mount Holyoke College do not need to submit a separate application to register for Institute courses. Undergraduate students may apply to take graduate courses, but they must demonstrate readiness to undertake graduate-level work. Credits earned by undergraduate students are not automatically applied toward degree requirements and must qualify as transfer credits per their home institutions' usual transfer credit policies in order to be applied toward the bachelor's. Grades and GPA earned as a non-matriculated student at Mount Holyoke are recorded on a Mount Holyoke non-matriculated student transcript and do not appear on the Mount Holyoke undergraduate or graduate transcript.

### Contact Information

**Amy Asadoorian, Admissions and Communications Coordinator**

Merrill House

413-538-3478

<https://www.mtholyoke.edu/academics/find-your-program/professional-development-institutes> (<https://www.mtholyoke.edu/academics/find-your-program/professional-development-institutes/>)

### Faculty

Kathryn Accurso, M.A., University of Missouri



Joseph Agron, M.Ed., American International College

Gwendolyn Bass, Ed.D., University of Massachusetts Amherst

Sarah Brown Wessling, M.A., Iowa State University

Kelly Carriere, Ph.D., University of Massachusetts Amherst

Jemelleh Coes, Ph.D., University of Georgia

Nancy Gardner, M.A., Florida State University

Holly Graham, Ed.D., University of Massachusetts Amherst

James Hanson, M.A.T., Mount Holyoke College

Karen Harrington, M.Ed., University of Massachusetts, Amherst

John Holland, Ph.D., Virginia Commonwealth University

Elise Kuypers, M.A.T., Mount Holyoke College

Alicia Lopez, M.Ed., University of Massachusetts Amherst

Daniele Massey, Ed.D., Walden University

Pam Mulcahy, M. Ed., University of New Hampshire

Lyndsey Nunes, Ph.D., University of Massachusetts, Amherst

Allegra Osborne, M.A., University of Phoenix

Shelby Regner, M.A.T., Mount Holyoke College

Janice Szymaszek, M.Ed., Smith College

Kaneka Turner, M.A.T., Mount Holyoke College; M.Ed., University of Phoenix

Polly Wagner, M.Ed., Lesley College

Ann Zito, M.A.T., Mount Holyoke College

## Admission

All courses and institutes offered through Mount Holyoke's Professional and Graduate Education (PaGE) programs are gender-inclusive.

Students already enrolled in a master's degree program at Mount Holyoke College do not need to submit a separate application to register for Institute courses.

All others will need to submit an application via the online application (<https://gradadmission.mtholyoke.edu/apply/>) including uploading the specified supporting materials, except official transcripts which should instead be mailed to:

Amy Asadoorian  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

Materials may also be emailed to [graduateadmissions@mtholyoke.edu](mailto:graduateadmissions@mtholyoke.edu).

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 429) for further information.

## Additional Teacher Licensure

Mount Holyoke has designed specific modules for previously licensed teachers and current students who are pursuing initial licensure to independently apply for an Additional License in one of the following three areas.

- New level/subject area
- English language learners (PreK-6, 5-12)
- Special education/moderate disabilities (PreK-8, 5-12)

See the Additional Licensure (p. 420) page for additional information.

## Differentiated Instruction Institute

The Differentiated Instruction Institute offers courses to help educators build a framework and deepen their skills to support and empower diverse learners. Courses cover strategies to: help learners process, construct, and make sense of ideas; engage learners; monitor progress and make informed instructional decisions; and help all learners succeed. Students work with an advisor to craft the right set of courses based on each students' needs and goals.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
<b>English Lang. Lrn (thru PaGE)</b>		
X.ELL-403	Research in Teaching English Language Learners	3
X.ELL-406	Introduction to Teaching English Language Learners	2
X.ELL-416	Language Assessment and Classroom Practice	2
X.ELL-418	Second Language Acquisition and Classroom Practice	2
X.ELL-421	Linguistics for Teachers	2
X.ELL-426	Methods in Teaching English Language Learners (ELL Methods)	4
X.ELL-451	English Language Development Standards and Assessment Framework	1
X.ELL-463	Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone	4
<b>Special Education (thru PaGE)</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
X.SPED-421	Assistive Technology for Special Education	1
X.SPED-426	The Inclusive Classroom	2
X.SPED-441	Differentiated Instruction for Diverse Learners	2
X.SPED-447	Assessment and Instruction for Exceptional Learners	3
X.SPED-471	Legal Perspectives in Special Education	1
X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	2

## Digital Innovation and Media Institute for Educators

In both formal and informal settings there is an increasing use of media to enhance learning, build public awareness, support learner guided exploration, create rich and interactive learning experiences, and engage people in new and creative ways. The Digital Innovation and Media Institute was designed to support educators, whether they work in a classroom, community outreach organization, library, museum, health care or other organizational context. With a range of media production, communications, storytelling, pedagogy, and project management courses, participants can select the right set of courses to meet their unique needs.

### Courses

Students may choose from the following courses:

Code	Title	Credits
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## Equity, Advocacy, and Partnerships Institute

The Equity, Advocacy, and Partnerships Institute engages educators in building skills and knowledge that will help them: explore issues of equity and social justice in the educational context, assess community needs and values, engage families and colleagues in partnerships, and advocate for students. Students work with an advisor to craft the right set of courses based on each students' needs and goals.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-411	Policy Fluency: Current Issues in Education	3-4
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-455	Outreach and Advocacy for Educational Change	4

## Global and Intercultural Education Institute

The Global and Intercultural Education Institute caters to people working in the context of educational institutions, non-profit and non-governmental organizations, cross-sector partnerships, and community outreach projects. Courses in the institute equip participants with the tools to: build their own cultural competency, adapt pedagogies and resources to be more accessible to people from diverse backgrounds, support intercultural education and advocacy, and enhance diversity and equity through their work.

### Courses

Students may choose from the following courses:

Code	Title	Credits
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## Independent Schools Institute

This program is specially designed for full-time educators working in independent schools who want to enhance their teaching and prepare for leadership roles. The program has two tracks: one for early career

teachers and the other for teacher leaders ready for new professional growth.

Courses can be taken in online, hybrid, on-campus and accelerated formats to provide flexible options for busy professionals.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-419	Independent Schools: New Teachers Seminar	2
X.EDUC-429	Using Art for Educational Advancement	2
X.EDUC-452AC	Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'	2
X.EDUC-452AT	Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'	2
X.EDUC-459	Independent Schools: Experienced Teachers Seminar Practice	2
X.EDUC-476	Independent School: Beyond the Classroom	2
X.EDUC-477	Seminar on Effective Teaching and Learning Strategies for Practitioners	4

### See also

- Master of Arts in Teaching (p. 392)
- Master of Arts in Teacher Leadership (p. 411)

## Developing Mathematical Ideas (DMI Institutes)

DMI, a professional development curriculum for teachers, provides one-week content institutes with opportunities for participants to engage with the ideas and activities of each module in sessions led by the authors of the materials, in collaboration with educational leaders who have experience with these materials in their own practice.

Participants choose among the following DMI modules:

Code	Title	Credits
<b>Mathematics (thru PaGE)</b>		
X.MATH-400	Developing Mathematical Ideas: Building a System of Tens	2
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
X.MATH-407	Developing Mathematical Ideas: Reasoning Algebraically About Operations	2

### See Also

- Math Coaching Institute (p. 427)
- DMI Facilitation Institute (p. 428)
- Master of Arts in Mathematics Teaching (p. 407)

## Math Coaching Institute

This institute is aimed at any math coach, math specialist, or teacher leader looking to develop the craft in supporting adult learners through a math coaching model. This is an intensive professional learning opportunity that is scalable depending on the needs and experience of the participants. Experienced facilitators customize the experience to

target the specific needs and interests of leaders who want to support the improvement of math instruction in their schools and/or districts. This institute is available with both on-campus and online options.

## Courses

Code	Title	Credits
<b>Math Education (thru PaGE)</b>		
X.MTHED-408	Professional Development for Coaching Mathematics	2

## See Also

- Developing Mathematical Ideas (DMI) Institutes (p. 427)
- DMI Facilitation Institute (p. 428)
- Master of Arts in Mathematics Teaching (p. 407)

## Related Course

### DMI Facilitation Institute

This one-week facilitation institute is designed to assist teacher leaders in developing skills and knowledge for leading DMI seminars at their own sites. Prior experience with one of our DMI seminars is preferred. Interested students should contact the Mathematics Leadership Programs Director.

## Courses

Code	Title	Credits
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## See Also

- Developing Math Ideas (p. 427)
- Math Coaching Institute (p. 427)
- Master of Arts in Mathematics Teaching (p. 407)

## Nonprofit Leadership and Entrepreneurship for Educators Institute

The focus of the Nonprofit Leadership and Entrepreneurship for Educators Institute is on supporting nonprofit and entrepreneurial leaders from a range of contexts, including schools, in non-profit/public service outreach and advocacy campaigns, and where education is used to support initiatives like public health, community development, environmental stewardship, equitable justice, ending poverty, global citizenship, or peace and reconciliation. With professional development as well as organizational development coursework, there is a pathway to support students' growth whether the goal is honing professional practice, supporting innovation and growth within an organization, developing new programming, developing partnerships and engaging the community more effectively, or creating altogether new organizations.

## Courses

Students may choose from the following courses:

Code	Title	Credits
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### Research and Data Institute

The Research and Data Institute engages educators in building skills and knowledge that will help them: create research that is applicable to their schools and classrooms, use data to improve student outcomes, and explore issues of equity and social justice in the educational

context. Each class includes unique opportunity for participants to video-conference with teacher leaders and experts across the nation.

## Courses

This institute is comprised of three graduate level courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-413	Leading Colleagues Using Research: Bridging the Gap Between Research and Practice	2
X.EDUC-458	Owning Assessments and Data for Student Learning	2
<b>Math Education (thru PaGE)</b>		
X.MTHED-465	From Theory to Practice: The Learning and Teaching of Mathematics	4
X.MTHED-466	Advocacy Through Math Teacher Leadership	4

## TESOL Certificate for Educators

Teachers of English to Speakers of Other Languages, or TESOL, is the professional qualification for teaching English as a second or foreign language. Recognized internationally, this certification prepares teachers with the tools to evaluate and apply the most effective methods for individual learners.

This two-course program is designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare for a job as a language instructor in an international environment. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion with a passing grade.

Some TESOL graduates have gone off to teach in places such as China, Morocco, or Thailand, but others have stayed in the United States to teach English to recently arrived immigrant families.

## Courses

Code	Title	Credits
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## Independent Schools Mentoring Institute

Working at an independent school requires a unique set of skills and dispositions. Mentors play a critical role in supporting teacher retention in the "triple threat" (teaching, advising, coaching) challenges facing independent school faculty. The best mentors foster practical skills that drive instructional innovation and possess the leadership dispositions to foster educator resilience.

Our certificate program supports educators in becoming effective and emotionally intelligent leaders and mentors for the next generation of independent school educators.

## Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-427	Practicum 1: Professional Development and Mentoring	3
X.EDUC-429	Using Art for Educational Advancement	2

X.EDUC-437	Advanced Practicum: Professional Development and Mentoring	2
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-456	Promoting Professional Learning	2
X.EDUC-457	Personal and Professional Leadership in Education	1
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2

## Instructional Coaching and Leadership Institute

Instructional coaches and mentors play a vital role in improving academic outcomes for students, fostering a positive school climate, and enhancing a school's professional culture. The best coaches possess practical skills that drive instructional improvements and leadership dispositions to foster educator resilience.

The Instructional Coaching and Leadership Institute is a one-year, cohort-based, program designed to equip teachers, instructional coaches, and mentors with the skills and dispositions needed to support colleagues and facilitate professional development on best practices in distance learning, equitable pedagogy, and emotional resilience.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-427	Practicum 1: Professional Development and Mentoring	3
X.EDUC-437	Advanced Practicum: Professional Development and Mentoring	2
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-456	Promoting Professional Learning	2
X.EDUC-457	Personal and Professional Leadership in Education	1
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2

## Social Justice and Advocacy Institute

The Social Justice and Advocacy Institute is a two-part exploration on how to incorporate culturally responsive teaching approaches and strategies in the classroom as well as with colleagues and parents.

### Courses

This institute is comprised of two graduate level courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-449	Equity and Social Justice: A Teacher's Role	2
X.EDUC-455	Outreach and Advocacy for Educational Change	4

## Social and Emotional Learning and Development Courses

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-450	Social-Emotional Learning and Development: Foundations of Social, Emotional, and Academic Development	2
X.EDUC-451	Social-Emotional Learning and Development: Pedagogy and Practice	2
X.EDUC-466	Social-Emotional Learning and Development: Instructional Coaching And Mentoring	2

## Graduate Programs Tuition, Billing, Financial Aid, and Refunds 2023-2024 Tuition and Fees

- Graduate tuition (per credit): \$880
- Graduate student fee (assessed once): \$150
- Transcript fee (per copy): \$10
- Non-credit courses: \$795 unless otherwise indicated

Some courses may require fees for laboratory use, materials, etc.

### Enrollment Deposit

To secure their place in the program, admitted applicants will pay a non-refundable \$125 deposit that will be applied as a credit on their first bill.

### Graduate Student Fee

The Graduate Student Fee is required of all incoming graduate students. This fee supports special events like orientation, community-building events, special guest speakers, and co-curricular opportunities for learning. The Graduate Student Fee is charged during the students' first semester.

### Transcript Fee

Current students may order official transcripts through my.mtholyoke. The fee will be charged to an active student's account. A student must pay all past due balances on the account before transcripts will be issued. Former students must prepay the transcript fee.

### Initial Licensure Field Experience Placement Change

There is a \$350 fee to change your field experience placement.

## Billing

No paper bills will be sent. The tuition is billed for the upcoming semester at the following times during the year based on enrollment. Additional monthly bills are created for any changes based on actual enrollment after the add/drop period. Payment for all charges is typically due within 30 days.

Bills are issued as follows:

- Summer Session 1 in early May
- Summer Session 2 in early June
- Fall semester in early August



- January term in December
- Spring semester in December

Billed amounts depend on the number of credits a student is registered for in a given term, and are adjusted for any scholarships, fellowships, and partnership discounts.

An email will be sent to the student's Mount Holyoke College email account when bills have been posted and are ready for viewing. Payment for all charges is typically due within 30 days. Students may view charges and credits on their student account by logging into my.mtholyoke and choosing "Course Registration and Bill Payment" then "Student Account and Payment" from the Self-Service Menu. Students may authorize others to view their bills and make payments by creating an authorized user account in TouchNet. Authorized users may view students' account information by logging in to TouchNet.

Student account information will not be shared with anyone who is not authorized by the student per federal regulation. Students must authorize other sponsors to view the bill and to receive notification to their Mount Holyoke College email address when the monthly bill is prepared.

Past due balances will incur a late fee of 1% each month on balances over \$100.

No student may register for classes, or receive a degree, diploma, or transcript until the student's bill is paid. In addition, on-campus charging privileges may be suspended for any student with significant past due charges. If you would like to arrange for payment other than on the regularly scheduled due dates, the College offers a semester payment plan and provides information on several types of educational loans. The College cannot make arrangements for payment other than those herein described.

## Financial Aid for Graduate Students

Funding education is a concern for many students. Mount Holyoke's Office of Student Financial Services works closely with students to talk about what federal aid resources might be available.

Graduate students are eligible to apply for graduate scholarships and fellowships and to participate in special partnership-based programs such as the Teach Western Mass M.A.T. Fellowship, the Peace Corps Coverdell Fellows Program, the City Year scholarship, the Holyoke Public Schools Urban Pathways Program, and the Amherst Public Schools Futures Program. Federal loans are also available for graduate students.

For information on Satisfactory Academic Progress standards, see the Graduate Academic Policies (p. 433) information on Academic Standards.

## Financing

Please read the information on Resources for Funding Your Education (<https://www.mtholyoke.edu/admission/graduate/tuition-fees-aid/>) for scholarships, fellowships, and other resources that can help defray the costs of education, such as the following:

### Mount Holyoke College Partnerships

**Independent Schools Partnership and Fellowship Program** (<https://www.mtholyoke.edu/academics/find-your-program/independent-schools-fellowship-program/>)

In collaboration with colleagues from both boarding and day schools we have designed a partnership and fellowship program specifically for

independent school teachers. With tracks for faculty who are new to the teaching profession and tracks for mid-careers and veteran teachers who want to reinvigorate their teaching, Professional and Graduate Education provides opportunities for educators at all stages of their careers to take their work to the next level.

### Peace Corps Scholarship

 (<https://www.peacecorps.gov/volunteer/university-programs/coverdell-fellows/>)

In partnership with the Paul D. Coverdell Fellows Program, Professional and Graduate Education programs offer a 50% tuition remission to Returned Peace Corps Volunteers.

### City Year Scholarship

In partnership with City Year, Professional and Graduate Education programs offer 50% tuition remission for City Year alumni who are aspiring school teachers.

### Holyoke Public Schools Urban Teacher Pathway

The Urban Teachers Pathways Program is an initiative that allows district educators the opportunity to pursue master's degrees at the College while they continue to work. Program applicants must have a bachelor's degree, be nominated by a supervisor, and have successfully completed the Communications and Literacy Massachusetts Test for Education Licensure examination.

## Mount Holyoke College Scholarships

Scholarship applications are available online (<https://gradadmission.mtholyoke.edu/apply/>). Applications for scholarships are accepted on a rolling basis, on a first-come, first served basis.

### Community Scholars Scholarship

This award is open to nondegree seeking students taking a course for credit. Community Scholars Scholarship amounts usually range from \$200-\$500 per course. Several scholarships are awarded each year depending on funds available.

### Mount Holyoke Alumnae Scholarship

This award is open to students who received their bachelor's degree from Mount Holyoke College who are committed to serving students in order to build a stronger education system. Mount Holyoke Alumnae Scholarship amounts usually range from \$1,000-\$3,000. Several scholarships are awarded each year depending on funds available.

### Promising Teacher Scholarship

This award is open to students who demonstrate a dedication to education and student learning, and aspire to affect change in their school, district, or beyond. Preferred candidates should demonstrate evidence of academic and professional potential and personal commitment to social justice, equity, and/or leadership in education. Promising Teacher Scholarship amounts usually range from \$1,000 - \$4,000. Several scholarships are awarded each year depending on funds available.

### Sonia Nieto Diverse Educator Scholarship

This award is open to students who demonstrate a dedication to education, student learning, and aspire to affect change in their school, district, or beyond. The purpose of this scholarship is to create a pathway for preparing teachers who represent the diverse range of children we serve in schools. Preferred candidates will be from underrepresented groups, demonstrate evidence of academic and professional potential, and have a personal commitment to social justice, equity, and/or leadership in education. Sonia Nieto Scholarship amounts usually range

from \$3,000-\$5,000, with a maximum of \$10,000. Several scholarships are awarded each year depending on funds available.

### Global Educator Scholarship

This award is open to students who have demonstrated behaviors focused on “thinking globally and acting locally” and who demonstrate a commitment to integrating global themes into their work. The themes addressed could include: global languages and culture; intercultural competence, environmental sustainability, or human dignity and rights. Preferred candidates will demonstrate (1) evidence of global experience through academics, extracurricular participation, community involvement, or work experience, and (2) professional potential and personal commitment to social justice, equity, and/or leadership in education. Global Educator Scholarship amounts usually range from \$3,000-\$5,000, with a maximum of \$10,000. Several scholarships are awarded each year depending on funds available.

### Critical Impact Scholarship

This award is open to students who demonstrate a dedication to working in areas of high need and/or in underserved areas or communities. Current areas of high need include: English as a Second Language, Special Education, and STEM. The purpose of this scholarship is to prepare educators to contribute in the areas of highest need. Preferred candidates will demonstrate evidence of academic and professional potential, and personal commitment to excellence and leadership in education. Critical Impact Scholarship amounts usually range from \$3,000-\$5,000. Several scholarships are awarded each year depending on funds available.

### Emerging Leader Scholarship

This award is open to students who show potential and interest in assuming a leadership role in their field. Emerging Leader Scholarships range up to \$5,000. Several scholarships are awarded each year depending on funds available.

### Emerging Teacher Scholarship

This award is open to Massachusetts teachers with emergency licenses, teachers on waiver, and paraprofessionals who enroll in the Master of Arts in Teaching initial licensure program. Scholarship amounts awarded are up to \$10,000. Several scholarships are awarded each year depending on funds available.

### Distinguished Teacher Leader Scholarship

This scholarship is intended to honor outstanding educators who have received formal acknowledgement of their expertise and leadership in teaching. This selective scholarship is available to those who have been chosen as recipients of one of the awards below. The scholarship amount is \$10,000. Awardees may use the scholarship or nominate one colleague to whom they wish to transfer (<https://gradadmission.mtholyoke.edu/register/DistinguishedTeacherNomination/>) it. (Transfer does not guarantee admittance to the program. The scholarship may only be transferred to someone who is not a current graduate student at Mount Holyoke College.)

Recipients of one of the awards below automatically receive the Distinguished Teacher Leader Scholarship upon acceptance into the program and verification of their award status.

- **Kevin Grover:** State Teachers of the Year or runners up for the State Teacher of the Year
- **Pioneer Valley:** Recipients of a Pioneer Valley Excellence in Teaching Award

### Global Teacher Leader Fellowship

This award provides tuition remission for students who are seen as leaders in the field who have the potential to support scholarship in the field of education. Graduate student fellows are responsible for contributing to Mount Holyoke College’s efforts in research, professional engagement, global initiatives and they work closely with faculty to develop unique projects. Up to two fellowships will be awarded each year. Global Teacher Leader Fellowship amounts usually range from \$6,000-\$8,000 up to a maximum of \$12,000. Two fellowships are awarded each year depending on funds available.

### Mount Holyoke College Fellowships

Fellowships provide partial tuition remission for students who have the potential to contribute to the state of knowledge and scholarship in the field. Graduate student fellows develop their capacity become leaders in the field and contribute to Mount Holyoke College’s research, professional engagement, and global initiatives. Fellows work closely with faculty to develop fellowship projects and are encouraged to publish and present on their work.

Up to two fellowships will be awarded each year in each category:

- Accessibility and Media
- Global and Intercultural Education
- Entrepreneurship in Education
- Vulnerable Youth and Child Welfare

Fellowship amounts usually range from \$6,000-\$8,000 up to a maximum of \$12,000. Please fill out a Fellowship Application (<https://gradadmission.mtholyoke.edu/apply/>) to be considered.

### Private Scholarships

Professional organizations, community organizations, and fraternal organizations are all places to consider when looking for private scholarships. Additionally, there may be career-specific scholarships, or scholarships based on particular aspects of the students’ lives (for women, for veterans, for people living in certain counties, etc.). For instance, many students in the Mathematics Teaching graduate program apply to National Council of Teachers of Mathematics Education Trust (<http://www.nctm.org/met/>) for scholarships and support. Mount Holyoke College undergraduate alumnae may apply for Alumnae Fellowships ([http://alumnae.mtholyoke.edu/career/alumnae-fellowships/?utm\\_source=blast&utm\\_medium=email&utm\\_campaign=fellowships](http://alumnae.mtholyoke.edu/career/alumnae-fellowships/?utm_source=blast&utm_medium=email&utm_campaign=fellowships)).

### Employer Tuition Assistance

Students should explore tuition benefits that may be offered by their employers. Benefits may include tuition reimbursement, scholarships, or waivers. Employers may provide up to \$5,250 in employer education assistance benefits for undergraduate or graduate courses tax-free each year, per section 127 of the Internal Revenue Code. Students do not necessarily need to be seeking a degree to be eligible. Many employers will require that graduates stay at the organization for some time once they’ve completed the degree.

### Veterans Benefits/GI Bill<sup>®</sup>

For veterans who qualify, GI Bill ([https://www.benefits.va.gov/gibill/higher\\_learning.asp](https://www.benefits.va.gov/gibill/higher_learning.asp))<sup>®</sup> ([https://www.benefits.va.gov/gibill/higher\\_learning.asp](https://www.benefits.va.gov/gibill/higher_learning.asp)) benefits (<https://www.benefits.va.gov/gibill/>)

higher\_learning.asp) may offer the cost of tuition, fees, books and housing. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

## Loans and Grants

There are a variety of federal and private types of financial aid available for graduate students, including (more information follows the list):

- Federal TEACH Grant (<https://studentaid.gov/sa/types/grants-scholarships/teach/>)
- Federal Direct Student Loan (<https://studentaid.gov/sa/types/loans/subsidized-unsubsidized/>)
- Grad PLUS Loan (<https://studentaid.gov/sa/types/loans/plus/>)
- Massachusetts Educational Financial Authority (MEFA) Graduate Student Loan (<https://www.mefa.org/pay/loanproducts/>)
- Private Student Loans (<https://studentaid.gov/sa/types/loans/federal-vs-private/>)
- Teacher Loan Forgiveness (<https://studentaid.gov/sa/repay-loans/forgiveness-cancellation/teacher/>)
- Public Service Loan Forgiveness (<https://studentaid.gov/sa/repay-loans/forgiveness-cancellation/public-service/>)

Student Financial Services works closely with students to ensure that they are aware of the different financing options available to best suit their individual needs.

### TEACH Grant

The Federal TEACH Grant Program (<https://studentaid.gov/understand-aid/types/grants/teach/>) provides grants to full time graduate students who are completing or plan to complete the coursework needed to become teachers. (A graduate student may receive a total of two scheduled awards provided they are in attendance full-time for two years.) There are a number of conditions and requirements that must be met in order to receive the TEACH grant.

### Federal Direct Student Loan

Graduate students are eligible for the Federal Direct Student Loan (FDSL) provided they are enrolled in at least 4 credits per semester. Repayment begins six months after the student is no longer enrolled in at least 4 credits. Students must complete the Free Application for Federal Student Aid (FAFSA) and complete entrance counseling and a promissory note.

### Grad PLUS Loan

Grad PLUS loans are available for up to the cost of attendance minus any other awarded financial aid (including loans). Repayment begins two months after the last disbursement for the academic year. Graduate students must be enrolled in at least four credits to be eligible for federal loans. Students must file the Free Application for Federal Student Aid (FAFSA) and a Grad PLUS application to be considered for a Grad PLUS loan.

### MEFA Graduate Student Loan

The Massachusetts Educational Financial Authority (MEFA) is a non-profit state agency that offers financing to U.S. citizens or permanent residents who are studying at least half time at accredited degree-granting non-profit colleges and universities.

### Private Student Loans

Student Financial Services strongly suggests that all federal financing options be maximized prior to turning to non-federal financing alternatives. Federal loans offer repayment options based on income and have forbearance and deferral options during times of extreme economic

hardship that other loan programs do not offer. Also, some federal loan programs offer loan reductions or forgiveness for public service and teaching in high need areas.

Students interested in private (alternative) student loans may find more information by contacting Student Financial Services (<https://www.mtholyoke.edu/directory/departments-offices-centers/student-financial-services/>).

### Teacher Loan Forgiveness

The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, those who teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications may be eligible for forgiveness. Those who have PLUS loans only are not eligible for this type of forgiveness. The Federal Student Aid website (<https://studentaid.gov/>) is a good resource for more information.

### Private Loans for International Graduate Students

Many of the private lenders who lend to Mount Holyoke undergraduates will also lend to graduate students who have qualified co-signers who are U.S. citizens or permanent residents.

### Tax Benefits for Education

There are a variety of Qualified Tuition programs that allow for tax-free college savings plans, including 529 plans, Coverdell Education Savings Accounts, and others.

Graduate students may also be eligible for education related tax credits, including the Lifelong Learning Tax Credit (up to \$2,000 annually), qualified educational expense deductions, student loan interest deductions, and business deductions. Please see IRS Publication 970 "Tax Benefits for Education" (<https://www.irs.gov/pub/irs-pdf/p970.pdf>) for more information.

## Refund Policies

### Tuition Refund

The Professional and Graduate Education office must receive written notice of the student's intent to withdraw from a course. The official withdrawal date for a student is determined based on when the request to withdraw was received.

Students will be refunded 100 percent of their previously paid tuition, less the enrollment deposit for new students, if the Professional and Graduate Education office receives written notice of an official withdrawal or leave of absence before the first day of classes. If a student officially withdraws or takes a leave of absence on or after the first day of classes of a particular term, refunds occur on the following schedule:

### Fall and Spring Refund Schedule

Weeks	Percentage
Week 1	90% refunded
Weeks 2-3	75% refunded
Weeks 4-5	50% refunded
Weeks 6-7	25% refunded

### Summer Session Tuition Refund Schedule

Weeks	Percentage
Weeks 1	75% refunded
Weeks 2	50% refunded
Weeks 3	25% refunded

Summer courses are typically shorter than fall and spring courses. Students requesting refunds before the first day of the Summer session are entitled to a full refund, less the enrollment deposit paid.

### January Session Refund

January session is typically only two weeks long. For this reason, refunds are not given to students who withdraw or take a leave of absence during the January session. Students requesting refunds before the first day of the January session are entitled to a full refund, less the enrollment deposit paid.

### Refund of Scholarships and Fellowships

If a student receiving a scholarship or fellowship drops or withdraws from a class, the amount of the credit applied towards the student bill will be proportional to the amount billed per the tuition refund schedule above.

### Refund of Federal Student Loan

Federal aid refund policies are different than institutional refund policies. For students receiving federal loans for the fall or spring, "earned" loan funds are prorated based on the time enrolled (percent earned vs. unearned). Grad PLUS loans are returned before the Federal Direct Student Loan when loan funds must be returned.

### Refund of Fees

There is no refund of the Graduate Student fee if a student withdraws on or after the first day of classes.

## Professional and Graduate Education Academic Policies

Mount Holyoke students are expected to be fully acquainted with the policies affecting their academic and nonacademic lives on campus. Policies are published in this Bulletin, the Student Handbook, and in Faculty Legislation. New policies are published on the College's website.

## Academic Integrity

### Academic Responsibility

The decision to join this academic community requires acceptance of special rights and responsibilities that are essential for its effective functioning and the realization of its mission.

All members of the community share the responsibility to uphold the highest standards of academic and personal integrity, community engagement, and commitment to principles of equity and inclusion that are central to the mission of the College. Failure to accept and act on this responsibility threatens the rights of the rest of the community by undermining the trust upon which the community is built.

Students, faculty, staff, and administrators assume a commitment to the academic community that supports teaching and learning in an open environment based on mutual trust, respect, and concern. All members of the community have the right to careful and constructive analysis of their work, and they have the responsibility to provide a serious response to the work of others.

Each member of the academic community has the right to benefit from its collective knowledge and resources as well as the responsibility to contribute to them.

### Honor Code

Each member of the Mount Holyoke community is expected to adhere to the following honor code and all regulations in the Student Handbook (<https://www.mtholyoke.edu/deanofstudents/student-handbook/>):

"I will honor myself, my fellow students, and Mount Holyoke College by acting responsibly, honestly, and respectfully in both my words and deeds."

The framework of our honor code assumes adherence to the rules and regulations of the College which are designed to promote intellectual and social pursuits and to ensure personal safety. In addition, the College protects and upholds human rights policies, and is committed to an inclusive and diverse community.

The honor code is the hallmark of life together at Mount Holyoke College. Simply stated, it means that each student is responsible for maintaining their own integrity and, to the best of their ability, the integrity of the Mount Holyoke community. While broad in its applications, it provides a guideline for decision making which holds each student to principles of good conduct toward themselves and others. To ensure the care and preservation of the honor code, standards and procedures have been developed and implemented to provide the structure by which the honor code is administered. Students are expected to comply with the rules and regulations of the College. Beyond minimal compliance, students under an honor code grow to understand, through course work and collaborative learning, that honor is achieved with diligence, commitment, and courage.

The Mount Holyoke College honor system relies on the integrity of each student. The strength of the system derives from the honesty and self-discipline of every student and from the faith of the faculty and the administration in the student body. With integrity as the foundation, the honor system promotes individual freedom tempered by responsibility to the community. Each student demonstrates their respect for individual freedom by conducting themselves with maturity and honor, and by showing due concern for the welfare of other members of the community.

College regulations delineate the expected standard of behavior in academic and social circumstances. Dishonorable academic conduct, such as plagiarism and cheating, discredits the individual student. Behavior which is in conflict with the community standards and regulations of the College is detrimental to the well-being of the Mount Holyoke community.

Please see more information on the honor code on the Student Handbook website (<https://www.mtholyoke.edu/student-handbook/honor-code-and-community-responsibility/>).

Additional information on the honor code, examples of violations, the process for reporting suspected violations, the procedures through which the Academic Honor Board adjudicates suspected violations, and potential penalties for its violation are available on the Academic Honor Board page (<https://offices.mtholyoke.edu/academicdeans/academic-honor-board/>).

### Plagiarism

Academic integrity is highly valued at Mount Holyoke College. Respect for intellectual labor and creativity is vital to academic discourse and



enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner and terms of publication and distribution. Plagiarism or other forms of scholarly misconduct can have no purpose or place in the academic life of the College. Each student is responsible for observing established procedures in the preparation of assignments, the writing of papers and examinations, and for submitting only original work. Violations of authorial integrity, including plagiarism may be grounds for sanctions against members of the academic community.

Please refer to this Library Research Guide (<https://guides.mtholyoke.edu/c.php?g=879988&p=6321509>) on how to cite sources properly and plagiarism. Please see the Graduate Student Policies Handbook for more information on academic integrity policies and procedures.

## Academic Standards

The academic requirements for graduate students include timely completion of all College, graduate program, and individual academic program requirements.

Students are expected to enroll in the courses per their approved program of study and submit any proposed changes to their program plan to their advisors, in advance, for approval.

Students are expected to be enrolled in all terms required by their degree program. The only exception to this requirement occurs when the student is granted an official leave of absence by the Professional and Graduate Education Executive Director, with the concurrence of the director of their program.

## Satisfactory Academic Progress

Students in the graduate programs are required to obtain a B or better in all coursework. Any grades lower than a B- are not acceptable and can not be used towards the completion of a degree. In instances where a student has not met this requirement, the student must meet with the program director/advisor who, in consultation with the Executive Director of Professional and Graduate Education, will determine if the student can proceed in the program.

If the student is approved to proceed, and the Executive Director approves the student to retake the course graded lower than a B-, the Registrar will enroll the student in the course for the second attempt. The student will be charged the full regular tuition and fees for each course retaken. Grades from both attempts at the course will appear on the transcript and factor into the student's GPA, however only the credits from a course graded B- or better can be counted towards the requirements of the graduate degree.

Incomplete grades are awarded at the discretion of the instructor in concurrence with the Executive Director of PaGE. Incompletes that remain unchanged after the end of the authorized extension are converted to F grades.

To maintain full eligibility for federal student aid funds, satisfactory academic progress must be maintained. Graduate students who fail to complete the total number of credits attempted, whose cumulative GPA falls below 3.00 or whose years of enrollment in the program exceed the statute of limitations for the academic program will lose eligibility to receive any future federal student aid funds at Mount Holyoke. Student

Financial Services will notify the student of the loss of federal eligibility and the appeal process available to request aid eligibility be reinstated.

## Statute of Limitations

For students who start a one-year graduate degree program, requirements must be completed within a three-year period from the semester of admission. For students who start a two-year graduate degree program, requirements must be completed within a four-year period from the semester of admission.

## Awarding of Degrees

Each candidate for graduation is personally responsible for obtaining clearance for graduation from their Program Director. Also, all graduating students should be sure to meet all required financial obligations to the College as prescribed by Student Financial Services, to ensure eligibility to receive their diplomas and continued access to official transcripts.

Mount Holyoke College confers degrees three times per year: on dates in October, March, and during the annual Commencement ceremony in May. Graduate students completing all degree requirements and having their degrees conferred in May, as well as those whose degrees were conferred the preceding October or March, are invited to participate in the May Commencement ceremony – unless they had participated, through exception criteria, in the previous May's ceremony.

The exception criteria allow graduate students to apply to participate fully in Commencement exercises before their actual degree conferral if they have completed at least 28 credits towards the Mount Holyoke degree and have a solid plan, approved by their program, for completing their remaining requirements by the end of the summer. Students interested in participating through this exception route in lieu of participating after they have completed all degree requirements should contact their program director in the winter of their last year to seek permission for early participation. If approved, these early participants will robe, process into the Commencement ceremonies and sit with the graduating students, have their names called and cross the stage individually like the graduating students, though they will neither actually graduate on that date nor receive their diplomas. These students are then ineligible to participate at all in the following year's Commencement and Commencement weekend activities, since they participated the previous year.

No student can participate in the Commencement ceremony or any degree conferral if they are currently suspended or withdrawn from the College. The only students eligible to participate in the May Commencement ceremony are those who have completed the degree requirements in May and are having their degrees conferred that day, those whose degrees were conferred the preceding October or March, and those officially approved for early participation.

## Access and Inclusion

Mount Holyoke is committed to creating and maintaining a community in which all its members including students, faculty, staff and visitors can live and work together in an environment free from discrimination. Under federal and state laws, all students are protected from discrimination based on race, color, religion, national origin, disability, gender, (including sexual harassment), age, sexual orientation, marital or veteran status.

The College complies with Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the

Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and amendments.

Compliance with the law is the responsibility of all members of the Mount Holyoke community.

Any student who feels that they have been discriminated against based upon any one of these factors must contact the College's Title IX Coordinator. These protections also include retaliation for filing complaints of discrimination. Concerns regarding course offerings, instructor and student attitudes should also be directed to the Title IX Coordinator.

The College's Title IX Coordinator shares oversight of the College's compliance with Title IX with Human Resources and the Dean of Faculty Office. The Title IX Coordinator oversees the use of grievance procedures as it pertains to the resolution of complaints of violation of Title IX.

The Title IX Coordinator can be contacted at: [titleixofficer@mtholyoke.edu](mailto:titleixofficer@mtholyoke.edu) or 413-538-3569.

For more information, please consult [www.mtholyoke.edu/risk/title-ix-compliance-mount-holyoke-college/](http://www.mtholyoke.edu/risk/title-ix-compliance-mount-holyoke-college/) (<https://www.mtholyoke.edu/risk/title-ix-compliance-mount-holyoke-college/>), [www.mtholyoke.edu/directory/departments-offices-centers/office-diversity-equity-and-inclusion/](http://www.mtholyoke.edu/directory/departments-offices-centers/office-diversity-equity-and-inclusion/) (<https://www.mtholyoke.edu/directory/departments-offices-centers/office-diversity-equity-and-inclusion/>), and [www.mtholyoke.edu/student-handbook/discrimination-and-harassment-policies/](http://www.mtholyoke.edu/student-handbook/discrimination-and-harassment-policies/) (<http://www.mtholyoke.edu/student-handbook/discrimination-and-harassment-policies/>).

## Accommodating Learning Differences

Students requiring accommodations should let their advisor know as soon as possible and will be required to register with the Office of Disability Services (<https://www.mtholyoke.edu/directory/departments-offices-centers/disability-services/>).

Students who are registered with the Office of Disability Services, and are seeking an incomplete as an accommodation based on a disability, should simultaneously make requests through Disability Services and the Executive Director of Professional and Graduate Education.

## Registration and Class Attendance

Students register for the next semester following academic advising periods. Courses may be added only during the designated add period, as outlined in the academic calendar (<https://www.mtholyoke.edu/academic-calendar/>).

Students may drop courses only during the designated drop period, as outlined in the academic calendar (<https://www.mtholyoke.edu/academic-calendar/>). Courses from which the student has dropped will not appear on the student's academic record. After the designated drop period, withdrawals from courses require the approval of the instructor and will appear on the student's record, with the notation "W." After this withdrawal period, students may withdraw from courses only with the approval of the instructor and authorization from the director of health services, the director of the counseling service, or AccessAbility Services when granted as an accommodation. Courses recorded with the notation "W" will not affect a student's grade average.

Regular class attendance is expected of all students unless an individual instructor suspends this expectation.

## Religious Observance

In support of our religiously diverse student population and in compliance with Title XXI Chapter 151C Section 2B of the General Laws of Massachusetts, students seeking a religious accommodation because their religious observance will determine they will miss a class or work and who need an extension, rescheduled exam, or make-up materials to complete work due on these dates are advised to contact their professors (or staff employer in relation to campus jobs) well in advance of the holiday or fasting period – preferably at the start of each semester.

Section 2B of Chapter 151C of the General Laws of Massachusetts reads: "Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

## Course Evaluation

As the semester draws to a close, students are required to submit an online course evaluation for each of their courses. This requirement is a reflection of the importance the College places on students and faculty supplying each other with timely, thoughtful feedback. Students who do not submit their evaluations on time may be blocked from access to their degree audit, unofficial transcript, and grades until they have submitted the overdue evaluations or, at minimum, until they record a "decline to evaluate" response. Professional and Graduate Education course evaluations are administered by the Office of the Dean of the Faculty.

## Grading Policies

The grades of A and B (with "+" and "-") are acceptable for graduate credit. Anything lower than a B- is not acceptable toward the degree.

Grade	=	Points
A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F	=	0

## Extensions

Extensions are to be used to address unanticipated emergencies only and are intended to apply to cases where the student has completed at

least three-quarters of the work of the semester. During the semester, course instructors have full discretion with regard to the granting of extensions when students need extra time to complete assignments or examinations. Prior to the last class in a given semester, however, students who need any further extension must consult with their instructor and receive approval of the Executive Director of Professional and Graduate Education. In order to be eligible for an extension to complete course work beyond the end of the semester, a student must experience a medical or personal emergency that could not have been anticipated that prevents them from completing the final work in a course.

Per College policy, faculty are not allowed to accept work after the noon deadline on the last day of the examination period unless a student has an authorized extension. Students are strongly advised to plan ahead as much as possible and request an authorized extension.

Students who would like to request a course extension can access the form and additional instructions (<https://gradadmission.mtholyoke.edu/register/CourseExtension/>).

## Leaves and Withdrawals

A variety of factors may emerge that require students to disrupt their program of study. If something comes up, students should discuss their options with their advisor or program director.

Official notification must be given by the student in order to drop or withdraw from a course, request a leave of absence, or withdraw from the College. If the effective date of the request is before the first day of classes, that semester's courses will be dropped from the student's transcript. However if the effective date of the request is on or after the first day of classes, the student will be withdrawn from those courses and they will remain on the student's transcript with a grade of "W". Failure to complete the withdrawal procedures may result in failing grades.

Dropping or withdrawing from classes, taking a leave or withdrawing from the college may impact financial aid eligibility or the loan repayment schedule. Please contact Student Financial Services with any questions. A partial tuition refund (p. 432) may be available depending on when a request is received.

## Course Drops/Withdrawal

Students who would like to request course drop or withdrawal can access the request form and additional instructions (<https://gradadmission.mtholyoke.edu/register/CourseWithdrawal/>). Withdrawing from a course may have both academic and financial implications. A grade of "W" is recorded for each withdrawn course. That grade will be reflected on the transcript, but not calculated in the grade point average. Once a withdrawal request has been processed for a course, it becomes part of the academic record and it is non-reversible. If the withdrawn course is required for the student's program, the student will need to retake the course and pay any associated tuition, fees, etc. Based on the time of withdrawal, students may qualify for a partial credit of tuition. The official date of withdrawal is based on the date the form is received by the Professional and Graduate Education.

## Leaves of Absence

A student in good academic and financial standing may request a leave for one or two semesters. A leave begins at the end of a regular semester. The student is expected to return at the conclusion of the leave or to request an extension of the leave. Students who would like to request a leave of absence can access the request form and

additional instructions (<https://gradadmission.mtholyoke.edu/register/LeaveOfAbsence/>). Students who take a leave without a formal request or notifying the College will be withdrawn and must request reinstatement if they wish to return.

## Voluntary Withdrawal from College

Students who would like to request a withdrawal from the college can access the request form and additional instructions (<https://gradadmission.mtholyoke.edu/register/CollegeWithdrawal/>). Once a withdrawal request has been processed, it becomes part of the student's academic record and is non-reversible. Students who withdraw from the College must reapply (<https://gradadmission.mtholyoke.edu/register/withdrawal-readmission/>) if they wish to return.

## Privacy of Student Records

Mount Holyoke College policy with respect to confidentiality of student records complies with the Family Educational Rights and Privacy Act of 1974 as amended (PL 93-380, Section 438, the General Education Provisions Act), which gives students certain rights, consistent with the privacy of others, to review their own official records, files, and data, and to challenge the accuracy of the contents of such records. The act also generally prohibits the release of personally identifiable information (other than "directory information" defined below) about students without their written consent other than to teachers and other College officials who have legitimate educational interests; to officials of other institutions in which the student intends to enroll; to certain authorized state and federal officials; to appropriate parties in connection with financial aid to the student; to organizations conducting certain studies for or on behalf of the College; to accrediting organizations; to comply with a judicial order or lawfully ordered subpoena; and to appropriate officials in the case of health and safety emergency.

A school official is a person employed by the College in an administrative, supervisory, academic or research or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, IT specialist, or collection agent); a person serving on the Board of Trustees; or a student or appointed volunteer serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

The regulations of the act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to parents without the student's prior consent. The College may notify the student's parents in writing of academic probation, required withdrawal, and suspension. In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from educational records without the student's prior consent.

Requests for review of specific records must be made in writing. A student who seeks to review only health or career records should file a written request to do so with the director of health services, the director of the counseling service, or the Career Development Center. All other requests should be made at the Office of the Dean of the College.

The Privacy Act gives Mount Holyoke College the right to make public at its discretion, without prior authorization from the individual student, the

following personally identifiable directory information: name; class year; home/permanent, off-campus/local, and College addresses; home, local, and residence hall telephone numbers; College electronic mail address; identification photograph; dates of attendance at Mount Holyoke College; enrollment status (e.g., undergraduate or graduate; full- or part-time; on leave); date and place of birth; major(s); degrees, honors, and awards received; participation in officially recognized sports and activities; status as student employee; and previous educational institution most recently attended. An individual student may limit release of the above information for any given year by filing such a request with the registrar by July 1 of that year; requests received after this date will be put into effect as quickly as possible, but directory information already released cannot be recalled.

## Transfer of Graduate Course Work

The College will accept transfer of up to two graduate courses, after a review has determined that the courses meet the content requirements of the particular program. However, all students completing the degree must still complete the full number of degree credits for their specific program by selecting among the alternative electives available through Mount Holyoke's Professional and Graduate Education programs.

### Course Eligibility Requirements

Grades received for courses requested for transfer must be "B" (3.00) or better. Graduate level courses to be transferred must have been taken no more than three years prior to the student's acceptance into the Master's program and may not have been used previously to fulfill the requirements for any other degree, certificate or diploma program. An official transcript and syllabus of the course(s) to be transferred are required.

No more than two courses, a maximum of eight (8) graduate credits, may be transferred. Eligible courses may be from any one of the following sources:

- Course(s) taken at another regionally accredited college/university within the United States,
- Course(s) taken while enrolled as a non-degree graduate student,
- Course(s) offered through Mount Holyoke's Professional and Graduate Education programs.

The MAT program may recognize courses taken as an undergraduate student, over and above the requirements necessary for the baccalaureate degree towards specific content areas, as appropriate towards licensure.



# FACULTY AND ADMINISTRATION

Faculty and Emeriti (p. 438)

Administration (p. 450)

## Faculty and Emeriti

Professional and Graduate Education faculty are not included in this list. Instead they are listed with each graduate program.

### A

Ajibola Abdulrahman

*Visiting Lecturer in History*

PhD University of Mississippi; MA University of Ilorin; BA University of Ilorin

Maria Abello Hurtado

*Assistant Professor of Africana Studies and Critical Race and Political Economy*

ABD University of Massachusetts, Amherst; MA University of Massachusetts, Amherst; BA Universidad Del Valle, Sede Melendez

Sarah Adelman

*Professor of Economics*

PhD University of Maryland; MS University of Maryland; BA Stanford University

Olivia Aguilar

*Associate Professor of Environmental Studies; Leslie and Sarah Miller Director of the Miller Worley Center for the Environment*

PhD Cornell University; MS Texas AM University; BS Texas AM University Teaching Spring Only

Katherine Aidala

*Kennedy-Schelkunoff Professor of Physics; Director of the Fimbel Maker Innovation Lab*

PhD Harvard University; MA Harvard University; BS Yale University

Nigel Alderman

*Associate Professor of English*

PhD Duke University; MA College of William and Mary; BA Cambridge University

David Allen

*Head Swimming and Diving Coach; Senior Lecturer in Physical Education and Athletics*

MA University of Minnesota; MS University of Wisconsin; BS Bridgewater State University

Marsha Allen

*Assistant Professor of Earth Science*

PhD University of Massachusetts, Amherst; MS Brooklyn College - CUNY; AB Mount Holyoke College; AS Kingsborough Community College

Anouk Alquier

*Lecturer in French*

MA University of Toulouse; MA Washington University in St. Louis

Jason Andras

*Associate Professor of Biological Sciences*

PhD Cornell University; BS Penn State University

Alexi Arango

*Associate Professor of Physics*

PhD Massachusetts Institute of Technology; MS Massachusetts Institute of Technology; BS University of California - Santa Cruz

Bruce Arnold

*Associate Professor of Classics*

PhD University of Washington; MA University of Washington; BA University of Washington

Ali Aslam

*Assistant Professor of Politics*

PhD Duke University; MPP University of Michigan, Ann Arbor; BA Rutgers College

Mark Auslander

*Visiting Lecturer in Anthropology*

PhD University of Chicago; MA University of Chicago; BA University of Chicago

Amanda Awadey

*Assistant Professor of Economics*

PhD Columbia University; MP Columbia University; MA Columbia University; BA University of Ghana

Pasqualina Azzarello

*Visiting Lecturer in Art*

MFA Rutgers University; BFA University of Massachusetts, Amherst

### B

Elif Babul

*Associate Professor of Anthropology*

PhD Stanford University; MA Bogazici University; BA University of Ankara

Sarah Bacon

*Associate Professor of Biological Sciences*

PhD University of Chicago; MA University of Chicago; AB Mount Holyoke College

Teaching Spring Only

Catherine Baker

*Visiting Lecturer in Classics*

PhD University of Cincinnati; MA New York University; BA Brandeis University

Cesar Baldelomar

*Visiting Lecturer in Religion*

ABD Boston College; LLM St Thomas University FL; JD St Thomas University FL; EDM Harvard Graduate School of Education; MTH Harvard Divinity School; BA St Thomas University FL

Kate Ballantine

*Marjorie Fisher Associate Professor of Environmental Studies*

PhD Cornell University; MS Cornell University; BS Smith College

Lisa Ballesteros

*Jean E. Sammet Associate Professor of Computer Science*

PhD University of Massachusetts; MS University of Massachusetts; BS Union College NY Teaching Fall Only

Bianka Ballina

*Visiting Lecturer in Film Media Theater*

ABD University of California - Santa Barbara; MA University of California - Santa Barbara; MA Tulane University; BA University of Florida

Patricia Banks

*Professor of Sociology*

PhD Harvard University; AM Harvard University; BA Spelman College  
On Leave 2023-2024

Chavi Bansal

*Visiting Lecturer in Dance*

NG Harvard Graduate School of Education; BA Fontys Hogescholen Voor de Kunsten; BBA University of Delhi

Samuel Barber

*Visiting Lecturer in Art and Architectural History*

PhD Cornell University; MA Cornell University; MA University of York; BA University of Durham

Dimaris Barrios-Beltrán

*Visiting Lecturer in Spanish*

PhD Indiana University; BA University of Puerto Rico; MA University of Puerto Rico

Shakia Barron

*Assistant Professor of Dance*

MFA Wilson College; BA Westfield State University; AA Dean College

Justin Baumann

*Five College Visiting Lecturer in Biology and Statistical and Data Sciences*

PhD University of North Carolina, Chapel Hill; MSC Ohio State University; BS Ohio State University

Isabelle Beaudry

*Assistant Professor of Statistics*

PhD University of Massachusetts, Amherst; BS Université Laval

Mara Benjamin

*Irene Kaplan Leiwant Professor of Jewish Studies*

PhD Stanford University; BA Hampshire College

Katie Berry

*Associate Professor of Biochemistry*

PhD University of California Berkeley; BA Swarthmore College  
On Leave 2023-2024

Katherine Binder

*William R. Kenan, Jr. Professor of Psychology*

PhD University South Carolina; MA University South Carolina; BA Southern Illinois University  
Teaching Spring Only

Bartu Bingol

*Visiting Instructor in Mathematics; UMass Teaching Associate*

ABD University of Massachusetts, Amherst; BS Bogazici University

Ligia Bouton

*Associate Professor of Art*

MFA Rutgers University School of Arts; BA Vassar College

Meredith Bove

*Visiting Artist in Dance*

MFA Hollins University; BFA University of the Arts Philadelphia

Chassidy Bozeman

*Clare Boothe Luce Assistant Professorship in Mathematics*

PhD Iowa State University; BS Clark Atlanta University

Mara Breen

*Professor of Psychology and Education*

PhD Massachusetts Institute of Technology; BA Hampshire College

Patricia Brennan

*Associate Professor of Biological Sciences*

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Teaching Fall Only

Wei Chen

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On Leave 2023-2024

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Teaching Spring Only

## P

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## Q

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# CATALOG A-Z INDEX

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# INDEX

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## A

About Mount Holyoke College .....	5
About PaGE .....	391
Abroad, Study .....	15
Abroad, Study - Financial Aid .....	38
Academic Advising .....	23
Academic and Career Advising .....	22
Academic Calendar .....	4
Academic Deficiencies .....	30
Academic Leave of Absence .....	30
Academic Leave of Absence, Refund Policy .....	36
Academic Regulations .....	25
Academic Standing .....	30
Access and Inclusion .....	31
Accreditation .....	5
Additional Teacher Licensure .....	420
Administration .....	450
Admission .....	32
Advance Placement Credits .....	27
African Studies .....	48
Africana Studies .....	49
Alumnae Fellowships .....	43
American University Washington Semester Program .....	19
Ancient Studies .....	51
Anthropology .....	53
Arabic .....	60
Architectural Studies .....	61
Areas of Study / Programs A-Z .....	45
Art History .....	64
Art Museum .....	5
Art Studio .....	70
Asian Studies .....	77
Asian/Pacific/American Studies .....	83
Astronomy .....	83
Attendance .....	25
Audio/Visual Recordings in the Classroom .....	25
Auditing Fees .....	34
Auditors .....	14
Award, Financial Aid .....	38

## B

Bio-Mathematical Sciences .....	97
Biochemistry .....	86
Biological Sciences .....	88
Board of Trustees .....	452
Buddhist Studies .....	98
Budget, Student .....	36

## C

Career Advising .....	23
Catalog A-Z Index .....	454
Center, McCulloch Center for Global Initiatives .....	15
Center, Miller Worley Center for the Environment .....	15
Center, Weissman Center for Leadership .....	15
Certificate and Licensure Programs .....	13
Certificate for International Students .....	13
Chemistry .....	98
Chinese .....	105
Class Standing and Academic Deficiencies .....	30
Classics .....	106
Coastal and Marine Sciences .....	110
Code of Ethical Conduct .....	23
Cognitive Neuroscience .....	111
College Courses .....	112
Commencement .....	11
Community-Based Learning (CBL) .....	15
Computer Science .....	112
Conceptual Foundations of Science .....	120
Cooperative PhD .....	33
Costs of Attendance .....	36
Course Evaluation .....	28
Course Load and Credits .....	26
Course Repeats .....	28
Credit Limits, Transfer .....	27
Credit Load .....	26
Credit Requirements, Undergraduate .....	8
Critical Race and Political Economy .....	120
Critical Social Thought .....	131
Culture, Health, and Science .....	134
Cum Laude .....	11
Curricular Support Courses .....	135
Curricular Support Credit Limit .....	135

**D**

Dance .....	136
Data Analytics and Society .....	144
Data Science .....	145
Degrees, Awarding of .....	11
Delta Phi Alpha .....	11
Development Studies .....	148
Dismissal .....	30
Distribution Requirements .....	10
Double-Counting Rules .....	28
Dual-Degree Programs .....	12

**E**

Early Decision .....	32
East Asian Studies .....	149
Economics .....	151
Educational Policy and Practice .....	158
Educational Studies .....	159
Emeriti .....	448
Employment, Student .....	38
Engineering .....	161
Engineering Advising .....	23
Engineering, Dual-Degree .....	12
English .....	162
Entrepreneurship, Organizations, and Society .....	176
Environment, Miller Worley Center for .....	15
Environmental Science Program, Semester in .....	19
Environmental Studies .....	180
Equestrian Center .....	5
Equestrian Fees .....	34
Equestrian Program .....	316
Ethnomusicology .....	188
Examinations, Final .....	28
Exchanges and Semester Programs .....	15

**F**

Facilities .....	5
Faculty and Administration .....	438
Faculty and Emeriti .....	438
Family Contribution .....	36
Family Rights and Privacy Act (FERPA) .....	31
Fees .....	34
Fellowships for Mount Holyoke Alumnae and Graduating Seniors .....	43
FERPA .....	31

Film, Media, Theater .....	188
Film Studies .....	205
Fimbel Maker & Innovation Lab .....	5
Financial Aid for Undergraduate Students .....	36
Financing Options .....	35
First-Year Seminar Requirement .....	9
First-Year Seminars .....	205
Five College Center for the Study of World Languages .....	21
Five College Consortium .....	20
Five College Interchange Enrollment .....	26
Five College Mentored Language Program (FCMLP) .....	21
Five College Supervised Independent Language Program (FCSILP) .....	21
Five-College Certificate Programs .....	21
Foreign Language Exemption .....	9
Foreign Language Requirement .....	9
Foreign Languages at Mount Holyoke .....	19
Foreign Languages, Less Commonly Taught .....	21
Frances Perkins Program .....	33
French .....	216

**G**

Gender Studies .....	221
Geography .....	233
Geology .....	237
German Studies .....	241
Global Business .....	247
Global Initiatives, McCulloch Center for .....	15
Golf Fees .....	34
GPA Requirement .....	9
Grading System .....	28
Graduate Admission .....	33
Graduate Areas of Study .....	392
Graduate Programs Tuition, Billing, Financial Aid, and Refunds .....	429
Graduate School Advising .....	24
Graduation Rate .....	11
Grant Aid .....	38
Greek .....	248

**H**

Health Insurance .....	34
History .....	250
Honor Code .....	25
Honors, Graduation .....	11
Honors Thesis .....	19

**I**

Incomplete Work .....	28
Independent Status .....	40
Independent Study .....	19
Independent Study Limit .....	9
Institutes for Educators .....	425
Interdisciplinary Major .....	10
International Diversity on Campus .....	15
International Guest Student Program .....	13
International Internships .....	15
International Relations .....	260
Internships .....	18
Intersession .....	19
Italian .....	263

**J**

January Term/Intersession .....	19
Japanese .....	266
Jewish Studies .....	267
Journalism, Media, and Public Discourse .....	270
Junior Year Abroad .....	15

**K**

Kendall Sports and Dance Complex .....	5
Key to Course Listings .....	48

**L**

Language Requirement .....	9
Languages, Five College Center for World .....	21
Latin .....	271
Latin American, Caribbean, and Latino Studies .....	276
Latin American Studies .....	274
Latin American Studies Cooperative Degree Program .....	13
Latinx Studies .....	277
Law, Public Policy, and Human Rights .....	278
Leadership, Weissman Center for .....	15
Learning Goals .....	8
Leave of Absence .....	30
Leave of Absence, Refund Policy .....	36
Library, Information, and Technology Services (LITS) .....	18
Licensure, Teacher .....	352
Loans .....	38
Logic .....	279
Lynk .....	18

**M**

Magna Cum Laude .....	11
Major(s), Requirement .....	10
Makerspace .....	5
Mary Lyon Scholars .....	11
Master of Arts in Teacher Leadership .....	411
Master of Arts in Teaching .....	392
Master of Arts in Teaching Mathematics .....	407
Mathematics .....	279
Mathematics Leadership Program .....	429
McCulloch Center for Global Initiatives .....	15
Medical Leave of Absence .....	30
Medieval Studies .....	285
Mentored Language Program .....	21
Merit Scholarships .....	38
Middle Eastern Studies .....	285
Miller Worley Center for the Environment .....	15
Minor .....	10
Mission of the College .....	5
Multicultural Perspectives Requirement .....	9
Music .....	287
Music Performance Fees .....	34

**N**

Native American and Indigenous Studies .....	304
Neuroscience and Behavior .....	305
Non-Liberal Arts Credit Limit .....	9
Non-matriculated Students .....	14
Nondiscrimination Statement .....	6
Nonprofit Organizations .....	308

**O**

Other Degree and Certificate Programs .....	12
Other Programs and Resources .....	12
Outside Scholarships .....	38
Outside the Major requirement .....	9

**P**

Pass/Fail Grading .....	28
Passport to Leadership .....	15
Payment Plans .....	35
PE Requirement .....	10
Phi Beta Kappa .....	11
Philosophy .....	309



Physical Education and Athletics .....	316	Sigma Iota Rho .....	11
Physical Education Fees .....	34	Sigma Pi Sigma .....	11
Physical Education requirement .....	10	Sociology .....	371
Physics .....	323	South Asian Studies .....	376
Politics .....	338	Spanish (Hispanophone Studies) .....	377
Pre-Law Advising .....	23	Speaking, Arguing, and Writing Program (SAW) .....	15
Pre-Medical and Pre-Health Advising .....	23	Special Major .....	10
Prescheduled and Self-Scheduled Exams .....	28	Special Major .....	385
Privacy of Student Records .....	31	Special Programs and Resources .....	15
Probation .....	30	Statistics .....	385
Professional and Graduate Education .....	390	Student Records, Privacy of .....	31
Professional and Graduate Education Academic Policies .....	433	Study Abroad .....	15
Psychology .....	329	Summa Cum Laude .....	11
Psychology and Education .....	350	Supervised Independent Language Program .....	21
Public History, Museums, Archives and Digital Humanities .....	356	Suspension .....	30
<b>Q</b>		Sustainability Studies .....	388
Queer, Trans, and Sexuality Studies .....	356	<b>T</b>	
<b>R</b>		Teacher Incentive Semester .....	352
Readmission .....	30	Teacher Licensure Programs .....	13
Reclassification .....	30	Theatre Arts .....	389
Records, Privacy of Student .....	31	Title IX .....	31
Refund Policies .....	36	Transfer Credit .....	27
Registration .....	25	Transfer Credit Limits .....	27
Religion .....	357	Trustees, Board of .....	452
Repeating Courses .....	28	Tuition and Fees .....	34
Reproductive Health, Rights and Justice .....	363	Tuition, Fees, Financial Aid and Fellowships .....	34
Required Withdrawal, Academic .....	30	Tuition Insurance .....	36
Requirements for Undergraduate Degree .....	8	Twelve College Exchange Program .....	19
Residency Requirement .....	9	<b>U</b>	
Riding Fees .....	34	Undergraduate Learning Goals and Degree Requirements .....	8
Romance Languages and Cultures .....	363	Ungraded Option .....	28
Russian and Eurasian Studies .....	365	<b>V</b>	
Russian, East European, and Eurasian Studies .....	370	Veterans Benefits .....	38
<b>S</b>		<b>W</b>	
Sarah Willison Scholars .....	11	Weissman Center for Leadership .....	15
Satisfactory Academic Progress .....	40	Withdrawal from a Course .....	25
Scholarships and Fellowships Advising .....	24	Withdrawal from the College .....	30
Seal of Mount Holyoke College .....	5	Withdrawal, Required .....	30
Second Bachelor's Degree .....	12		
Section 504 Compliance .....	31		
Self-Scheduled Exams .....	28		
Semester in Environmental Science Program .....	19		