



Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities or employment practices. The



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## ACADEMIC CALENDARS

### 2013 First Semester

September 3	Classes begin
October 11	Fall break begins after last class
October 21	Fall break ends at 8 a.m.
November 27	Thanksgiving vacation begins after last class
December 2	Thanksgiving vacation ends at 8 a.m.
December 12	Last day of classes
December 13-14	Review period
December 15-20	Examination period

### 2014 Second Semester

January 21	Classes begin
March 7	Spring vacation begins after last class
March 17	Spring vacation ends at 8 a.m.
May 2	Last day of classes
May 3-4	Review period
May 5-16	Examination period
May 17	Commencement

### 2014 First Semester

September 2	Classes begin
October 10	Fall break begins after last class
October 20	Fall break ends at 8 a.m.
November 26	Thanksgiving vacation begins after last class
December 1	Thanksgiving vacation ends at 8 a.m.
December 11	Last day of classes
December 12-13	Review period
December 14-19	Examination period

### 2015 Second Semester

January 20	Classes begin
March 6	Spring vacation begins after last class
March 16	Spring vacation ends at 8 a.m.
May 1	Last day of classes
May 2-3	Review period
May 4-15	Examination period
May 16	Commencement

## 4 Contact Information

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# CONTACT and WEBSITE INFORMATION

### Mailing Address:

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

### Switchboard:

610-526-5000

### College website:

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

For information regarding academic programs and regulations, academic advising, study abroad, the curriculum and special academic programs, visit the [www.brynmawr.edu/academic](http://www.brynmawr.edu/academic).

For information regarding course schedules, registration, procedures, exams and student records, visit the [www.brynmawr.edu/registrar](http://www.brynmawr.edu/registrar).

For information regarding entrance exams, advance registration, and special programs, visit the [www.brynmawr.edu/admissions](http://www.brynmawr.edu/admissions).

For information regarding financial aid, visit the [www.brynmawr.edu/sfs](http://www.brynmawr.edu/sfs).

For information about student billing, refunds and student loans, visit the Student Financial Services website at [www.brynmawr.edu/sfs](http://www.brynmawr.edu/sfs).

For information about the Health Center and health insurance, visit the Health Center's website at [www.brynmawr.edu/healthcenter](http://www.brynmawr.edu/healthcenter).

For information about residential life, visit the Student Life website at [www.brynmawr.edu/studentlife](http://www.brynmawr.edu/studentlife).

For information about meal plans and dining halls, visit the Dining Services website at [www.brynmawr.edu/dining](http://www.brynmawr.edu/dining).

For information about the libraries and their special collections, visit the Libraries website at [www.brynmawr.edu/library](http://www.brynmawr.edu/library).

For information about computers, labs, and technological resources, visit the Computing Services website at [www.brynmawr.edu/computing](http://www.brynmawr.edu/computing).

For information about accommodations for students with disabilities, visit the Access Services website at [www.brynmawr.edu/access\\_services](http://www.brynmawr.edu/access_services).

For information about career development services, including pre-law advising and the Externship Program, visit the Career Development website at [www.brynmawr.edu/cdo](http://www.brynmawr.edu/cdo).

For information about athletics, physical education, recreation and wellness, visit the Department of Athletics and Physical Education website at [www.brynmawr.edu/athletics](http://www.brynmawr.edu/athletics).

Web pages for individual academic departments and programs may be accessed from the following website: [www.brynmawr.edu/departments](http://www.brynmawr.edu/departments).

## ABOUT THE COLLEGE

### The Mission of Bryn Mawr College

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal-arts curriculum for women and in coeducational graduate programs in the arts and sciences and in social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Since its founding in 1885, the College has maintained its character as a small residential community that fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and

## 6 About the College

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the department became the Graduate School of Social Work and Social Research. In 1921, Bryn Mawr opened its Summer School for Women Workers in Industry, which offered scholarships for broad-based programs in political economy, science and literature to factory workers until 1938.

During the presidency of Marion Edwards Park, from 1922 to 1942, the College began to work toward cooperative programs with nearby institutions - Haverford College, Swarthmore College and the University of Pennsylvania - that would later greatly expand the academic and social range of Bryn Mawr students. In 1931 the Graduate School of Arts and Sciences began to accept male students. During the decades of the Nazi rise to power in Europe and World War II, Bryn Mawr became home to many distinguished European scholars who were refugees from Nazi persecution.

### A Tradition of Freedom

From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of change and growth. During McBride's tenure, the College twice faced challenges to its Quaker heritage of free inquiry and freedom of conscience. During the McCarthy era, Congress required students applying for loans to sign regarding membership in the Communist party. Later, at the height of student protest against the Vietnam War, institutions of higher education were required to report student protesters as a condition of eligibility for government scholarship support.

On both occasions, Bryn Mawr emerged as a leader among colleges and universities in protecting its aid under the McCarthy-era legislation and the only institution in Pennsylvania to decline aid rather than take on the role of informer during the Vietnam War. Bryn Mawr faculty and alumnae raised funds to replace much of the lost aid, and a court eventually found the Vietnam-era law unconstitutional and ordered restitution of the scholarship funds.

### Cooperation and Growth

During the 1960s, Bryn Mawr strengthened its ties to Haverford, Swarthmore and Penn when it instituted mutual cross-registration for all undergraduate courses. In 1969, it augmented its special relationship with Haverford by establishing a residential exchange program that opened certain dormitories at each college to students of the other college.

During the presidency of Harris L. Wofford, from 1970 commitment to international scholarship. Wofford

worked hard to involve alumnae overseas in recruiting students and raising money for their support and for the support of Bryn Mawr's extensive overseas programs. Wofford, who later became a U.S. senator, also initiated

Mary Patterson McPherson led the College from 1978 to 1997, a period of tremendous growth in number and diversity of students - now nearly 1,300 undergraduates, nearly a quarter of whom are women of color. During McPherson's tenure, Bryn Mawr undertook a thorough re-examination of the women-only status of its undergraduate college and concluded that providing



founding of the Women in Public Service Project with the U.S. Department of State. Addressing global needs in science, technology, engineering, and math (STEM), Bryn Mawr continued to be a leader in preparing

A faculty member at Bryn Mawr College since 1993, Kimberly Wright Cassidy became the College's Interim President on July 1, 2013. Prior to being named Interim President, Cassidy served as the College's Provost from 2008-2013 and as Chair of Bryn Mawr's Department of Psychology from 2004-2007. Cassidy earned her master's degree and Ph.D. in psychology from the University of Pennsylvania and earned a bachelor's degree with distinction in psychology from Swarthmore College. A developmental psychologist with a focus on cognition and education, Cassidy maintains a keen interest in the development of children's theories about the minds of others. Her research, supported by grants from the National Institutes of Health and the Guggenheim Foundation among others, has been published in *Developmental Psychology*, *Cognition*, *Journal of Experimental Psychology: General*, and *Psychological Bulletin and Review* among others.

### College as Community

Believing that a small college provides students with the best environment in which to learn, Bryn Mawr limits the number of undergraduates. Our small size allows students and faculty to work closely together and to know each other well as individuals. With a student-to-faculty ratio of eight to one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

In addition to being a renowned college for women, Bryn Mawr has two excellent coeducational graduate schools: the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research. The presence of the graduate schools contributes program and the richness of the undergraduate graduate seminars, participate in advanced research from the insights and advice of their graduate-student colleagues.

women's college, Bryn Mawr substantially augments its resources and coeducational opportunities through cooperation at the undergraduate level with Haverford College, Swarthmore College, and the University of Pennsylvania. This cooperative arrangement

coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

The cooperative relationship between Bryn Mawr and Haverford is particularly close because the colleges are only about a mile apart, and naturally, this relationship extends beyond the classroom. Collections in the two colleges' libraries are cross-listed, and the libraries are open to students from either college. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of academic, athletic, cultural, and social activities. When there is equal interest from students on both campuses, Bryn Mawr and Haverford offer a housing exchange so that a few students may live on the other campus for a year.

Bryn Mawr itself sponsors a broad cultural program that supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. The Arts Program at Bryn Mawr coordinates the arts curriculum and a variety of extracurricular and theater. A regular schedule of concerts and productions is directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by the theater and dance programs and other student-run groups. These activities are complemented by an extensive program of readings, exhibitions, performances, and workshops given by visiting artists.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join members of the faculty and administration in making and carrying out plans for the College community as a whole. Bryn Mawr's Self Government Association, the nation's oldest student self-government organization, provides a framework in which individuals and smaller groups function. The association both legislates and mediates matters of social and personal conduct.

Through their Self Government Association, students share with faculty the responsibility for the Academic Honor Code. One of the most active branches of the association is the Student Curriculum Committee, which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs.

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The Self Government Association also coordinates the activities of many special-interest clubs, open to all students; it serves as the liaison between students and the College. The Self Government Association also provides opportunities for a variety of activities, including intramural and varsity contests. Both the Bryn Mawr *college news* and Bryn Mawr-Haverford's *The Bi-College News* welcome students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board and work with the board's committees. Two undergraduates are also elected to attend faculty meetings. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

Bryn Mawr's undergraduate enrollment and curriculum are shaped by a respect for and understanding of diversity. Bryn Mawr's student body is composed of people from all parts of the United States, from many nations around the world, and from all sectors of society, with a special concern for the inclusion of historically disadvantaged minorities in America.

The International Students Association enriches the Bryn Mawr community through social and cultural events. Sisterhood addresses the concerns of African-American students and supports Perry House, the African-American cultural center which sponsors cultural programs open to the College community and provides residence space for a few students.

Other student organizations include the Asian Students Association, BACaSO (Bryn Mawr African and Caribbean-African Student Organization), Mujeres (Latina students), Rainbow Alliance (lesbian, bisexual and transgendered students), and South Asian Women. These groups provide forums for members to address their common concerns and a basis from which they participate in other activities of the College.

Students who wish to volunteer their services outside campus are encouraged to do so. The Self Government Association supports numerous community-service and activist groups by offering transportation reimbursement for off-campus volunteers, mini-grants for individuals and groups planning service activities, a database of internship and volunteer opportunities, and other resources for student volunteers. Through their participation in these volunteer activities, students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

## Geographical Distribution of Students

### 2012-13 Undergraduate Degree Candidates

The 1289 full time students came from 46 states, the District of Columbia, Puerto Rico and 61 foreign nations, distributed as follows:

#### United States Residents

<i>Mid-Atlantic</i>	492	37.6%
Pennsylvania	187	
New York	118	
New Jersey	116	
Maryland	49	
Delaware	18	
District of Columbia	4	
<i>Midwest</i>	64	4.9%
Illinois	17	
Michigan	16	
Ohio	10	
Minnesota	7	
Wisconsin	5	
Indiana	3	
Iowa	2	
Missouri	2	
Kansas	1	
Nebraska	1	
<i>New England</i>	143	10.9%
Massachusetts	107	
Connecticut	22	
Vermont	6	
New Hampshire	4	
Rhode Island	3	
Maine	1	
<i>South</i>	97	7.4%
Virginia	31	
Florida	19	
North Carolina	16	
Georgia	12	
Tennessee	5	
Louisiana	4	
South Carolina	3	
West Virginia	3	
Alabama	2	
Arkansas	1	
Kentucky	1	
<i>Southwest</i>	43	3.3%
Texas	28	
Arizona	8	
New Mexico	7	
<i>West</i>	186	14.2%
California	129	
Washington	19	
Oregon	14	

Colorado	12
Hawaii	5
Idaho	3
Nevada	2
North Dakota	1
Utah	1
<i>Other</i>	

## 10 Libraries and Educational Resources

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usually in less than 24 hours. Through the Library's home page ([www.brynmawr.edu/library](http://www.brynmawr.edu/library)), students may connect to Tripod; explore more than 200 subject-  
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services and resources such as reference services, research consultation, reserve readings, interlibrary loan, etc.

Bryn Mawr maintains extensive relationships with other major academic libraries both in the region and worldwide. Through the consortial EZ-Borrow system, students can borrow materials from more than 30 Pennsylvania-area academic libraries. Students may also request items in almost any language from libraries across North America through interlibrary loan. Additional information about Bryn Mawr's libraries and services may be accessed on the Web through the library home page at

## Computing

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

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

Library and is available during building hours for walk-up help, email and telephone assistance. The Canaday Media Lab, located on Canaday's A Floor just beyond the Lusty Cup is equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

Public computing labs may be found in the following buildings.

- Canaday (1st Floor, A Floor, and in the Language Learning Center, 3rd Floor)
- Carpenter
- Collier (Park Science Center)
- Graduate School of Social Work and Social Research

## Language Learning Center

The Language Learning Center (LLC) provides the audio-visual and computing resources for learning foreign languages and cultures. Students may use the lab to complete course assignments or simply to software programs, the internet or international satellite television. The Language Learning Center and has individual and group viewing rooms. The lab is permanently equipped with computers and an instructor workstation to accommodate classes in the center. The LLC supports e-mail, word processing and Internet access in the languages taught at the College. A projection unit enables the lab to be used for demonstration purposes or class use.

## Laboratories

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

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

See below for more detailed descriptions of the labs in each department, as well as a description of the instrument shop, where custom-designed equipment for special research projects can be fabricated by two expert instrument makers.

### *Biology*

The Department of Biology houses a wide variety of instrumentation appropriate for the investigation of living systems at the levels of cells, organisms

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The department has rock hammers, two gas-powered rock drills, several Eijkelkamp augers and coring devices, and a Ponar sediment grab sampler.

**Physics**

The Department of Physics has many laboratories for education and research. The instructional advanced experimental physics laboratories house oscilloscopes, digital multimeters, power supplies, low-temperature facilities, and a great deal of ancillary equipment commonly found in research laboratories. In addition, the instructional optics laboratory has six dark rooms with interferometers, lasers, and miscellaneous equipment for optics experiments. The instructional nuclear physics laboratory houses a low-temperature gamma detector and computer-based multichannel analyzers for nuclear spectroscopy, alpha particle detection, and positron-electron annihilation detection. The instructional electronics laboratory has seventeen stations equipped with electronic breadboards, function generators, power supplies, oscilloscopes, multimeters, and computers. The Atomic and Optical Physics research laboratory is equipped with three optical tables, two ultrahigh vacuum systems used for cooling and trapping of atomic rubidium, a host of commercial and home built diode laser systems, several YAG pumped dye laser systems, a high vacuum atomic beam system, an electron multiplying ccd camera, and a variety of other supporting equipment. The Solid State Nuclear Magnetic Resonance (NMR) research laboratory is equipped with two Bruker Avance spectrometers, a Varian 1.2 Tesla water-cooled electromagnet, a Spectro Magnetic 0.4 Tesla air-cooled electromagnet, two data acquisition systems, and ancillary electronics and computers. The Photo-Physics Laboratory houses three optical tables, two Nd:YAG pump lasers, three commercial, tunable dye lasers, two auto-tracking harmonic crystal systems, a differentially pumped vacuum chamber with a supersonic pulsed nozzle, a Bruker Avance spectrometer for ion detection. In addition, there are various pieces of equipment for data acquisition and laser energy calibration. The Nanomaterials and Spintronics Laboratory has an AJA ATC Orion Sputtering system, three chemical hoods, a TMC vibration isolated optical table, and a 100-square-foot class-1000 soft curtain cleanroom with the ceiling lighting suitable for photolithography. It also has a Princeton Applied Research potentiostat (VersaSTAT-200) for electrochemical deposition and an ETS humidity control chamber for self-assembly. It also has a PMS MicroMagTM 3900 Vibrating Sample Magnetometer shared with the Geology Department. Along with the other science departments in the Park Science Center, the Physics Department has shared access to an Atomic

Force Microscope and a new on-campus computing cluster that has 72 computing cores, 512 GB RAM, and 110 TB of accessible storage.

**Psychology**

The Department of Psychology provides students with laboratory experience encompassing the wide range of subject matters within the discipline of psychology. At the basic level of brain and behavior, the department has a wide range of state of the art equipment including several stereotaxic apparatuses as well as instrumentation for recording and analyzing the activity of single neurons in relation to behavior. This equipment includes head stages, and stimulators, The equipment interfaces with computers with advanced software for evaluating electrophysiological data. There is also equipment for the microinjection of pharmacological agents for the evaluation of the role of neurotransmitters in important aspects of behavior. For research in cognition, students have access to a variety of computerized programming equipment. This equipment includes digital video cameras, video editing programs, behavioral coding programs, and statistical analysis programs that are used to analyze the behavior, cognition and emotions of human participants ranging in age from early childhood to older adulthood. The laboratory in Introductory Psychology has equipment for studying sensation and perception, decision-making, language processing, and the psychophysiological correlates of human cognition and emotion.

**Instrument Shop**

The Department of Science Services in the Park Sciences Building houses a fully-equipped Instrument Shop staffed by 2 full-time instrument makers and 1 analytical instrumentation specialist that design, build, and repair instrumentation for instructional and research laboratories in all 6 natural science departments. Capabilities include 3D SolidWorks design modeling of instrumentation, 2- and 3-axis CNC milling machines, a precision instrument lathe, surface grinding, full welding complement, sandblasting, sheet metal machinery, as well as a large lathe and milling machine for oversized work. The instrument makers/designers work with undergraduates engaged in research, class projects and senior thesis projects with some hands-on machining and assembly from their designs. Help with material selection, design and production alternatives is also offered.

**Facilities for the Arts**

The College's main venue for theater and dance. Performance spaces in Goodhart include the 500-seat McPherson Auditorium, which has state-of-the art

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lighting and sound systems; the Katharine Hepburn Theatre, which has state-of-the-art theatrical lighting and sound capabilities; the Music Room, equipped with a small stage and two pianos and used for ensemble rehearsals and chamber-music recitals; and the Common Room, an intimate, carpeted space. Students may also reserve time in the four practice rooms in Goodhart, all of which are furnished with grand pianos.

The M. Carey Thomas Great Hall provides a large space for classical music concerts, lectures and readings, while the adjacent Cloisters, Carpenter Library roof, and Taft Garden are popular outdoor performance spaces. The former Rhoads Dining Hall is appropriate for parties, DJ events, and small-to-medium scale concerts.

The Pembroke and Denbigh dance studios are home to most smaller-to-medium-scale dance performance activities. Both have large windows, ballet bars, mirrors and theatrical lighting capabilities.

Wyndham Alumnae House's Ely Room and English House host creative writing classes, workshops, and readings.

Arnecliffe Studio houses a printmaking studio and plays host to many student-organized workshops, readings and performances. The Rockefeller Hall drafting studios are devoted to architectural studies and theater design. Students interested in learning more about art spaces and venues on campus should visit [www.brynmawr.edu/studentlife/art-spaces/](http://www.brynmawr.edu/studentlife/art-spaces/).

### The Bern Schwartz Fitness and Athletic Center

The Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in 2013. The center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from a broad offerings of physical education classes, Bryn Mawr Fit Club classes and strength and conditioning sessions for student athletes. The center also offers a variety of options, free weights, indoor cycling bicycles, ergs, and cardiovascular and strength training machines.

The Class of 1958 Gymnasium is home to the College's intercollegiate badminton, basketball and volleyball programs and hosts two regulation sized basketball and volleyball courts. In addition, the building includes a state-of-the art eight lane swimming pool, athletic training room, locker rooms, a conference smart room and the Department of Studio houses a [4800560056000300460& P222 Td(EBryn MawrID 10 BDC /TT0 1 Tf6lfut of tue-of-the a] sachines.) T







### Career and Professional Development

The liberal arts experience positions students and alumnae/i with a highly valued foundation for rewarding, stimulating and successful careers building on their interests in and outside of the classroom. Well developed communication skills, critical thinking, problem solving, breadth of interdisciplinary thought and in depth research are keystone building blocks for long term career success and leadership. Curricular and co-curricular experiences are intentionally designed to create ample opportunity for engagement in actively exploring interests and developing related skill sets as one's career interests begin to take form and grow during the college years.

Through the Center for Leadership, Innovation and the Liberal Arts, career development programs serve to engage students throughout their Bryn Mawr experience. Recent years, programs have focused on careers in the sustainability, technology, gap year programs, law, resolution. Each year brings a new variety of topics. Alumnae/i are invited to continue to utilize as well as contribute to our services and active alumnae/i networks.

The following list offers a sampling of career and professional development services.

- One on one career counseling & interest assessment
- Online information on more than 2,000 internships
- Online databases of career information and job postings (password protected)
- OCEAN (Online Career Exploration And Networking) career opportunity management system
- Student Career Interest Registration fuels target emails of opportunity announcements
- Externships: 2 – 10 day job shadowing with alumnae/i during breaks
- Career Exploration Days and Employer Site Visits during breaks
- Careers Conferences and Alumnae/i Panels
- Alumnae/i Networks for career information and advice
- Mock Interview Days
- Employer and Graduate & Professional School Information Sessions

- On Campus Recruiting / Interview Programs
- Off Campus Recruiting / Interview Programs in Chicago, New York, Washington, DC & San Francisco
- National Virtual Job Fairs

### Health Center

The College's Health Service offers a wide range of medical and counseling services to all matriculated undergraduates.

aid, nursing visits, routine laboratory work, same day appointments in the medical clinic, gynecological services and appointments with the College physician. There is no charge for doctor, nurse practitioner or nurse visits. A current fee schedule for other services is available on the health center website at [brynawr.edu/healthcenter](http://brynawr.edu/healthcenter). No student is denied needed care due to an inability to pay.

The counseling service is available to all undergraduate students. Each student may receive six free visits per academic year. While there is a fee for subsequent visits, no student is ever denied service because of an inability to pay. Consultation with a psychologist, social worker or psychiatrist can be arranged by appointment by calling the main number of the Health Center.

and evaluation forms with Health Services before registration for classes.

The College purchases a limited medical insurance policy for full-time undergraduate students. The insurance is provided in conjunction with services supplied by the Bryn Mawr College Health Center. The insurance policy is a limited one and will not cover hospitalization. Therefore, it is strongly recommended that students maintain their coverage on their families' health plans or purchase additional insurance. The College does provide information about additional insurance plans that may be available to Bryn Mawr students. Information about the basic insurance plan and any available additional plans is sent to students each summer.

A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. For information on leaves of absence, see Department from the College prior to Graduation in the Academic Regulations.

## Student Residences

Residence in College housing is required of all undergraduates, except those those who live off campus after having received permission to do so from the College during the annual room draw.

The College's residence halls provide simple and comfortable living for students. Bryn Mawr expects students to respect its property and the standards on which the halls are run. More information is posted on the Residential Life website: [www.brynmawr.edu/residentiallife/policies](http://www.brynmawr.edu/residentiallife/policies).

Thirty-nine hall advisors provide resources and advice to students living in the halls, and they work with the

The halls are open during fall and spring breaks and Thanksgiving vacation, but the dining halls are closed. During winter vacation, special arrangements are made for international students, winter athletes and students who are taking classes at the University of Pennsylvania who wish to remain in residence. These students

## ADMISSION

Bryn Mawr College is interested in candidates of character and ability who want an education in the liberal arts and sciences and are prepared for college work by a sound education. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad. In its consideration of candidates, the College looks for evidence of ability in the student's high-school record, the challenge of her program of study, her rank in class (if available), and her College Board, AP, or ACT tests; it asks her high-school adviser and several teachers for an estimate of her character, maturity and readiness for college.

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition and literature through four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; three years of one modern or ancient language, or a good foundation in two languages; some work in history; and at three courses in science, including 2 lab sciences preferably biology, chemistry or physics. Elective subjects might be offered in, for example, art, music or computing to make up the total of 16 or more credits recommended for admission to the College.

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

### Application

Bryn Mawr College exclusively accepts The Common Application and there is no application fee. The Common Application is available at [www.commonapp.org](http://www.commonapp.org). For more information about applying to Bryn Mawr please visit: [www.brynmawr.edu/admissions/apply/](http://www.brynmawr.edu/admissions/apply/).

### Admission Plans

one of three plans: Fall Early Decision (ED I), Winter Early Decision (ED II), or Regular Decision.

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

### Application Deadlines

Fall Early Decision (ED I) the deadline for applications and all supporting materials: November 15

Winter Early Decision (ED II) the deadline for applications and all supporting materials: January 1

Regular Decision Plan the deadline for applications and all supporting materials: January 15

### Entrance Tests and Interviews

allows Bryn Mawr applicants to select the standardized tests that they believe best represent their academic

## 20 Admission

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potential. The standardized testing requirements for students applying to the Undergraduate College under the Early Decision I, Early Decision II, or Regular Decision plans are as follows:

- The SAT Reasoning Test and a combination of two different SAT Subject Tests or AP tests or
- The ACT or
- A combination of three SAT Subject Tests and/or AP tests in the following areas:
  1. Science or Math and
  2. English, History, Languages, Arts or Social Sciences and
  3. Student's Choice: one subject of the student's choice but in a subject different from the other two.
- Only one non-English language test result may be submitted.

but only as your "student's choice." One of your remaining test results must be from subject area 1 and the other must be from subject area 2, as listed above.

### AP Tests

#### *Math and Sciences*

Biology  
Calculus AB  
Calculus BC  
Chemistry  
Computer Science A  
Computer Science AB  
Environmental Science  
Physics B  
Physics C  
Statistics

#### *English, History, and Languages*

Art History  
Chinese Language and Culture  
English Language  
English Literature  
European History  
French Language  
French Literature  
German Language  
Italian Language and Culture  
Japanese Language and Culture  
Latin Literature  
Latin: Vergil  
Spanish Language  
Spanish Literature

U.S. History  
World History

#### *Arts*

Music Theory  
Studio Art

#### *Social Sciences*

Psychology  
Comparative Government & Politics  
U.S. Government & Politics  
Human Geography  
Macroeconomics  
Microeconomics

### SAT Subject Tests

#### *Math and Sciences*

Mathematics Level 1  
Mathematics Level 2  
Biology (ecological)  
Biology (molecular)  
Chemistry  
Physics

#### *English, History and Languages*

English Literature  
World History  
U.S. History  
Chinese with Listening  
French  
French with Listening  
German  
German with Listening  
Spanish  
Spanish with Listening  
Modern Hebrew  
Italian  
Latin  
Japanese with Listening  
Korean with Listening

All tests must be completed by the January test date.

Candidates are responsible for registering with the College Entrance Examination Board, or ACT, Inc. for the tests. Information about the tests, test centers, fees and dates may be obtained by contacting the following: The College Board: [www.collegeboard.com](http://www.collegeboard.com).

ACT, Inc.: [www.actstudent.fu](http://www.actstudent.fu)C the following: ACwinhy Map93 U.S.ACT, Inc.

be made in advance by completing the campus visit request form at <http://www.brynmawr.edu/admissions/> is open from 9 a.m. to 5 p.m. on weekdays, and is open on select Saturdays throughout the year. A student who is unable to visit the College can arrange an alumna or Skype interview by visiting: [www.brynmawr.edu/admissions/regional/interview/index.html](http://www.brynmawr.edu/admissions/regional/interview/index.html).

## International Students

Bryn Mawr welcomes applications from international students who have outstanding secondary school records and who meet university entrance requirements in their own countries.

All applicants to Bryn Mawr should follow Bryn Mawr's

## 22 Admission

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\*Honors scores are considered to be 6 or 7 in English, French, History and Spanish; 5, 6 or 7 in other subjects.

Bryn Mawr also recognizes and awards credit for other international exams. Depending upon the quality of the examination results, Bryn Mawr may award credit



enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. For more information, please visit: [www.brynmawr.edu/mcbride](http://www.brynmawr.edu/mcbride).

Bryn Mawr College exclusively accepts The Common Application and there is no application fee. The Common Application is available at [www.commonapp.org](http://www.commonapp.org). For more information about applying to Bryn Mawr please visit:

[www.brynmawr.edu/admissions/apply/mcbrides.html](http://www.brynmawr.edu/admissions/apply/mcbrides.html).

### The Community College Connection

Community College Connection (C3) encourages women studying at the Community College of Philadelphia and Montgomery County Community College to continue their education toward a bachelor's degree at Bryn Mawr College.

Students pursuing an A.A., A.S., or A.F.A. at either community college are eligible to apply. At the time of application, students should have completed or nearly completed their associate's degree with strong core classes that cross disciplines.

The most competitive applicants demonstrate the potential and drive to complete a bachelor's degree at a liberal arts college, have a G.P.A. of approximately 3.5 or higher, and demonstrate leadership abilities and critical thinking skills.

Though not eligible for this program, students at other community colleges may qualify to apply as transfer students.

C3 applicants to Bryn Mawr College should follow the application instructions for transfer students. The application deadline for spring entrance is Nov. 1 and the application deadline for fall entrance is March 1. In addition to The Common Application and supporting documents required for all transfer applicants, C3 applicants are required to have an interview with a

### Readmission

A student who has withdrawn from the College must apply for permission to return. She should contact the W}â^! \*!æâ ~æc^!Ö^æ}q•^U-, &^!&[ ]&^!}â} \*^c@^!æ ] |â&æcâ [ }^ process and be prepared to demonstrate that she is ready to resume work at Bryn Mawr.

## BILLING, PAYMENT AND FINANCIAL AID

### Student Financial Services

Student Financial Services administers the College's , }æ}&âæ|âæââ^! | [ \*!æ { •É!ââ|!•^! [ !^c~âcâ [ }É! [ [ { ^æ} â!â [æ!âÉ! , }^•!æ} â! [c@^!^!•^!•É!

### Costs of Education

The tuition and fees in 2013-2014 for all enrolled undergraduate students, resident and nonresident, is

## 24 Billing, Payment, and Financial Aid

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Information about the payment plan is available from Student Financial Services.

No student is permitted to attend classes or enter residence until payment of the College charges has been made each semester. No student may register at the beginning of a semester, graduate, receive a transcript or participate in room draw until all accounts are paid, including the activities fee assessed by the fee covers class and hall dues and support for student organizations and clubs. All resident students are required to participate in the College meal plan.

undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College, with the exception of students in the Junior Year Abroad Program.

Students are permitted to reserve a room during the

- Federal PLUS Loans







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maximum repayment period is 10 years. Students who

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by friends and family in memory of Nora M. Healy, mother of Margaret M. Healy, Ph.D. '69, and Nora T. Healy, M.S.S. '73. The fund shall be used to provide graduate students. (1984)

The William Randolph Hearst Endowed Scholarship for Minority Students was established by The Hearst Foundation, Inc. The fund shall be used to provide

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

The Katharine Houghton Hepburn Memorial Scholarship Fund was established by Katharine Hepburn '28 in memory of her mother, Katharine Houghton Hepburn, Class of 1899, and will be awarded to "a student who independence in mind and spirit." The fund shall be

The Annemarie Bettmann Holborn Fund was established by Hanna Holborn Gray '50 and her husband, Charles Gray, in honor of Mrs. Gray's mother, Annemarie Bettmann Holborn. The fund shall be used

The Leila Houghteling Memorial Scholarship Fund was established by family and friends in memory of Leila Houghteling, Class of 1911, of Winnetka, Illinois. The

The Lillia Babbitt Hyde Scholarship Fund was established by the Lillia Babbitt Hyde Foundation. The

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

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by Deborah Jackson Weiss '68 and her family in memory of her grandmother, Elizabeth Bethune Higginson Jackson, Class of 1897, who died on January 14, 1974. Elizabeth Bethune Higginson Jackson, herself an alumna of Bryn Mawr, had two daughters, two daughters-in-law and three

granddaughters who attended Bryn Mawr, and was a major donor to the Class of 1897 Professorship in Science. The fund shall be used to provide

The Kate Kaiser Scholarship Fund was established by Ruth Kaiser Nelson '58 in her mother's name. The fund

The Sue Mead Kaiser Scholarship Fund was established by The Bryn Mawr Club of Northern California and other individuals. The fund shall be used

The Eileen P. Kavanagh Scholarship Fund provides highest academic promise and a personal commitment to the values of Bryn Mawr College. Preference will be given to a student involved in the Bryn Mawr Science Posse program. (2012)

The Sara Mann Ketcham '42 Scholarship Fund was established by established by Sara Mann Ketcham '42. The income will support her for all four years at aid with preference for a graduate of Philadelphia High School for Girls, the Fund may be used to provide support for a student from a Philadelphia area public high school. (2007)

The Kopal Scholarship Fund was established by Zdenka Kopal Smith '65 and her family in memory of Zdenka's late sister, Eva M. Kopal '71, conceived of by Zdenka's late sister, Eva M. Kopal '71, The fund shall be used to provide undergraduate

The Melodee Siegel Kornacker '60 Fellowship in Science was established by Melodee Siegel Kornacker '60, of Columbus, Ohio. The fund shall be used to

The Hertha Kraus Scholarship Fund was established to support a student of the Graduate School of Social Work

The Laura Schlageter Krause '43 Scholarship Fund in the Humanities was established by Laura Schlageter Krause '43. The fund shall be used to



### 34 Billing, Payment, and Financial Aid

The Mrs. Wistar Morris Japanese Scholarship was established by the Japanese Scholarship Committee of Philadelphia. The fund shall be used to provide ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ- [ !ÁRæ ] æ } ^•^Á•c ~ á^ } c•ÉÁ (1978)

The Frank L. and Mina W. Neall Scholarship Fund was established by the bequest of Adelaide W. Neall in memory of Miss Neall's parents. The fund shall be used c [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁÉÇFJ Í D

The Bryn Mawr Fund of the New Hampshire Charitable Foundation was established by The Spaulding-Potter Charitable Trusts, of Keene, New Hampshire through a challenge for alumnae of Bryn Mawr living in New Hampshire. The fund shall be used to provide ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ, éç@Á } !^~!^ } &^Ác [ Á•c ~ á^ } c•Á from New Hampshire. (1964)

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen '43. The fund •@æ|áá^Á ~ •^áÁc [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ, éç@Á preference given to psychology majors. (1985)

The Jane M. Oppenheimer Scholarship Fund was established by a bequest from Dr. James H. Oppenheimer, father of Jane Oppenheimer '32, William R. Kenan, Jr. Professor Emeritus of Biology and History of Science Department of Biology. The fund shall á^Á ~ •^áÁc [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ, éç@Á preference given to Jewish Biology students. (1997)

The Jean Shaffer Oxtoby '42 Memorial Scholarship Fund was established by her son, David Oxtoby. The ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ aid. (2010)

V@^ÁÚæ&á, &ÁP [ !c@, ^•cÁÚ&@ [ !æ!•@á ] ÁØ ~ } á^, æ•Á ^•cæá|á•@^áÁc [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁc [ Á •c ~ á^ } c•Á-! [ { Ác@^ÁÚæ&á, &ÁP [ !c@, ^•cÉÁÇFJ Í D

The Marie Hambalek Palm '70 Memorial Scholarship Fund was established by Gregory Palm, together with family and friends of his late wife, Marie Hambalek Palm '70. The fund shall be used to provide undergraduate , } æ } &æ|ææiáÁÉÇFJ J Í D

The Margaret Tyler Paul Scholarship Fund was established by the Class of 1922 in honor of their 40th Reunion. The fund shall be used to provide ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁÉÇFJ Í HD

The Delia Avery Perkins Fund was established by a bequest from Delia Avery Perkins, Class of 1900, of Montclair, New Jersey. The fund shall be used to provide ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ- [ !Á-!^•@ [ { æ } Á•c ~ á^ } c•Á-! [ { Á northern New Jersey. (1963)

The Mary DeWitt Pettit Scholarship was established by the Class of 1928 to honor their classmate. The fund

•@æ|áá^Á ~ •^áÁc [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ, éç@Á preference given to a student studying the sciences. (1978)

The Julia Peyton Phillips Scholarship Fund was ^•cæá|á•@^áÁc [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ, éç@Á Community Foundation. Since that time, the fund has provided scholarship support for undergraduates studying Latin, Greek, American History, or English.

The Vinton Liddell Pickens '22 Scholarship Fund was established by Cornelia Pickens Suhler '47 in memory of her mother. The fund shall be used to provide ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ, éç@Á } !^~!^ } &^Ác [ Á•c ~ á^ } c•Á with a major in Fine Arts or the Growth and Structure of Cities, or a concentration in Environmental Studies. (1995)

The Louise Hyman Pollak Scholarship Fund was established by a bequest from Louise Hyman Pollak 1908, of Cincinnati, Ohio. The fund shall be used to ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁc [ ÁæÁ•c ~ á^ } c•Á-! [ { Á Cincinnati or the surrounding area. (1932)

The Porter Scholarship Fund was established by Carol Porter Carter '60 and her mother, Mrs. Paul W. Porter, for the establishment of a scholarship fund. The fund •@æ|áá^Á ~ •^áÁc [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁc [ ÁæÁ returning student. (1985)

The Jean Seldomridge Price Memorial Scholarship Fund was established by a bequest from Jean S. Price '41. The Fund shall be used to provide undergraduate , } æ } &æ|ææiáÁÉÇGÉFFD

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly '91. The fund shall be used to provide ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁ- [ !ÁæÁ•c ~ á^ } c•Á-! [ { ÁæÁ@á•@Á school of the Catholic Archdiocese of Philadelphia. Should no graduate of the Archdiocesan school •^•c^Á { !Á^ ~ á!^Á, } æ } &æ|ææiáÁ- [ ÁæÁ•c ~ á^ } Á^~æ!ÉÁc@^ÁÚ ~ á } } Á Ú&@ [ !æ!•@á ] Á•@æ|áá^Áæ, æ!á^Ác [ ÁæÁ•c ~ á^ } c•Á, éç@Á, } æ } &æ|æÁ need in the Katharine E. McBride Scholars Program, or to another nontraditional-aged student at the College. (1991)

The Caroline Remak Ramsay Scholarship Fund was established by Caroline Remak Ramsay, Class of 1925. The fund shall be used to provide undergraduate , } æ } &æ|ææiáÁ- [ !Á ~ } á^! \* !æá ~ æc^Á•c ~ á^ } c•Á } Ác@^Á [ &æ|æ sciences. (1992)

The Maximilian and Reba E. Richter Scholarship Fund was established by Charles Segal, Esq., attorney for and one of the Trustees of the Estate of Max Richter, father of Helen R. Elser, Class of 1913. The fund shall á^Á ~ •^áÁc [ Á ] i [ çáá^Á ~ } á^! \* !æá ~ æc^Á, } æ } &æ|ææiáÁc [ ÁæÁ student from a New York City public high school or college. (1961)

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

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

The Serena Hand Savage Memorial Scholarship Fund was established by family and friends of Serena Hand Savage '22, former President of the Alumnae Association in her memory. The fund shall be used to shows great distinction in scholarship and character, years of College. (1951)

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

The Joseph and Gertrude Schrot Scholarship Fund was established through a bequest from Gertrude S. Schrot of Philadelphia. The fund shall be used to provide

## 36 Billing, Payment, and Financial Aid

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of Hope Wearn Troxell '46. The fund shall be used to  
]! [çãá^~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁc [ÁæÁ•c~ á^ }cÁ , @ [Á  
has contributed responsibly to the life of the College  
community. (1973)

The Suetse Li Tung '50 and Mr. and Mrs. Sumin Li  
Scholarship Fund for International Students was  
established by Suetse Li Tung '50. The fund shall  
à^Á~ •^áÁc [Á ]! [çãá^~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁ- [ !Á  
international students, with preference for students from  
China. (2008)

The Florence Green Turner Scholarship Fund was  
^•æãã@^áÁc [Á ]! [çãá^~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁ  
(1991)

The UPS Endowment Fund Scholarship was established  
by the Foundation for Independent Colleges, Inc. The  
-~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁ- [ !Á  
aid. (1997)

The Anne Hawks Vaux Scholarship Fund was  
established by George Vaux of Bryn Mawr,  
Pennsylvania in memory of his wife, Anne Hawks  
Vaux '35, M.A. '41. The fund shall be used to provide  
~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁcFJÏJD

The Nancy J. Vickers Global Scholars Fund recognizes  
Nancy's leadership as Bryn Mawr's seventh president  
à^Á ]! [çããËã }Á•c~ á^ }c•Á , ác@Á, }æ }&æ|æããÁ•ã•cæ }&^Ác [Á•c~ á^ Á  
abroad for one semester. This Fund was established  
with gifts honoring her 2008 retirement. (2011)

The Mildred and Carl Otto Von Kienbusch Fund for  
Undergraduate Scholarships was established by a  
bequest from Carl Otto von Kienbusch of New York City,  
husband of the late Mildred Pressinger von Kienbusch,  
Class of 1909. The fund shall be used to provide  
~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁcFJÏÎD

The Julia Ward Scholarship Fund was established  
by an anonymous friend in memory of Julia Ward,  
Class of 1923. The scholarship is given in particular  
recognition of Julia Ward's understanding and sympathy  
for young students. The fund shall be used to provide  
~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁcFJÏHD

The Elizabeth Vogel Warren '72 Scholarship was  
established by Elizabeth Vogel Warren '72. The fund  
•@æ|Áá^~ •^áÁc [Á ]! [çãá^~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁ  
(2008)

The Betsy Frantz Havens Watkins '61 Scholarship  
Fund was established in 2012 by Betsy Frantz  
Havens Watkins '61 and Charles Watkins. The fund  
•@æ|Áá^~ •^áÁc [Á ]! [çãá^~ }ã^! \*!æã~æc^Á, }æ }&æ|æããÁ•ã•cæ }&^Ác [Áæ }Á  
~ }ã^! \*!æã~æc^Á•c~ á^ }cÁ , ác@Á [ & { ^ }c^áÁ, }æ }&æ|Á }^áÁ

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

The Chinese Scholarship was established by Beatrice MacGeorge, Class of 1901, M.A. '21. The fund shall be used to provide undergraduate scholarship support for international students. (1985)

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

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

The Middle East Scholarship Fund was established by Eliza Cope Harrison '58, of Ann Arbor, Michigan. The purpose of the Fund will be to enable the College to make scholarship awards to able students from a number of Middle Eastern countries. While the countries of Iran and Turkey will be included. The fund shall be used to provide undergraduate scholarship support for international students. (1984)

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

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

## THE ACADEMIC PROGRAM

### The Curriculum

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum is designed to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum is designed to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society.

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

### Requirements for the A.B. Degree (for students who matriculated prior to fall 2011)

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

- One Emily Balch Seminar.
- One unit to meet the quantitative skills requirement.
- Work to demonstrate the required level of proficiency in writing.
- Six units to meet the divisional requirements.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete eight half-semester of physical education, successfully complete a foreign language requirement, and complete a computer literacy requirement.

### Emily Balch Seminar Requirement

The aim of the Emily Balch Seminar is to engage students in careful examination of fundamental issues and debates. By encouraging focused discussion and cogent writing, the seminars help prepare students for a modern world that demands critical thinking both within and outside of the frameworks of particular disciplines. Students who matriculated prior to the fall

## **38 Requirements for the A.B.**

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of 2009 complete one College Seminar to satisfy this requirement. Students who matriculate in the fall of 2009 or thereafter complete one Emily Balch Seminar to satisfy this requirement. Students must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

### **Quantitative Requirement**

Before the start of the senior year, each student must have demonstrated competence in college-level mathematics or quantitative skills by:



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The following is a list of major subjects.

Anthropology

Astronomy (Haverford College)

Biology

Chemistry

Classical and Near Eastern Archaeology

Classical Culture and Society

Classical Languages

Comparative Literature

Computer Science

East Asian Studies

Economics

English

Fine Arts (Haverford College)

French and Francophone Studies

Geology

German and German Studies

Greek

Growth and Structure of Cities

History

History of Art

Italian

International Studies

Latin

Linguistics (Tri-College Major)

Linguistics and Languages (Tri-College Major)

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Some courses are designated as limited enrollment in the Tri-Co Course Guide. The Tri-Co Course Guide provides details about restrictions. If consent of the instructor is required, the student is responsible for

## 46 Academic Regulations

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a registration form to be signed by her major adviser



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## 48 Academic Regulations

3.5, 4.5 or 5.0 units per semester with the approval of her dean. To enroll in 5.5 units, she must also secure the permission of the Special Cases Subcommittee of the Committee on Academic Standing.

### Pace:

Before the start of the junior year. These units may include transfer credits. At the end of her second, third or fourth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

All students must be on pace to complete the A.B. degree within 150% of the standard thirty-two units. To meet these guidelines, students must complete at least 67% of all courses attempted in any single semester and at least 67% cumulatively. Courses in which a student has earned the following grades for any reason, including non-attendance, will count as units attempted but not completed: W (withdrawal), 0.0 (failure), NC (a failure earned in a course taken credit / no credit), [ ] (audited courses count as neither units attempted nor completed). Courses in which a student has earned a grade of UI (unauthorized incomplete) or I (incomplete), a grade has been assigned. These standards apply to students enrolled in dual degree programs. The maximum time frame for a transfer student may not exceed 150% of the thirty-two units minus the number of units accepted for transfer at the point of matriculation. Any student who is unable to meet this expectation may petition her dean for an exception.

### Acceptance into a Major Program:

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

### Completion of requirements:

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

Committee on Academic Standing.

Before the start of the junior year, all students who matriculated in August 2011 or later must have completed the physical education requirement. At the end of her fourth semester, any student who has failed to meet this expectation must petition the Department of Athletics for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Before the start of the senior year, all students must have completed all remaining requirements, including the distribution, foreign language and quantitative requirements, and for students who matriculated prior to August 2011, the physical education requirement. At the end of her sixth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

### 3. Procedure: The Committee on Academic Standing (CAS)

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

Each student whose record is reviewed will receive an [ ] meet by the end of the following semester or before returning to the College. The student will also receive a letter from her dean. The student's parent(s) or guardian(s) will receive a copy of this report and letter.

Any student previously in good standing whose record has been reviewed will be put on academic probation the following semester, or the semester of her return if she has been required to withdraw. If the student [ ] aid warning. While on academic probation, she will be required to meet regularly with her dean and her instructors will be asked to submit mid-semester reports regarding her work. If the student meets the [ ] her good standing. If she fails to meet the standards, she may appeal to CAS for permission to continue for

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## 50 Academic Regulations

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approval of her plans from her dean and the Registrar  
one semester of completion of the course. A total of no  
more than four units earned in summer school may be  
counted toward the degree; of these, no more than two







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## 56 Academic Opportunities

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(AER 251, 252, 351, or 352) each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab utilizes a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers scholarships for two, three, and four years. All scholarships are applied to tuition and lab fees, and include a textbook allowance, plus a tax-free monthly allowance. For more information, contact the AFROTC Detachment 750 at Saint Joseph's University. Graduation date: May 15, 2011.

For further information on the AFROTC program, scholarships, and career opportunities, contact:

AFROTC Detachment 750  
Saint Joseph's University  
Philadelphia, PA 19131  
Phone: 610-680-3190  
Email: [rotc@sju.edu](mailto:rotc@sju.edu)

Information may also be obtained by visiting Air Force ROTC Detachment 750's website at [www.det750.com](http://www.det750.com) or the Air Force ROTC website at [www.afrotc.com](http://www.afrotc.com).

### Centers for 21st Century Inquiry

Bryn Mawr's interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. The four interrelated centers are designed to explore diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the centers help ensure that the College's curriculum can adapt to changing needs. Through research and internship programs, fellowships and public discussions, they foster links among scholars and between theoretical and practical learning.

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

The **Center for International Studies** brings together



## 58 Academic Opportunities

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students will inevitably address in their lives, regardless of the majors they elect at Bryn Mawr or the profession or career they pursue after graduating. Seminar topics vary from year to year.

Students can expect to write formal and informal assignments weekly during the semester. Students also meet one-on-one with their teachers every other week outside of class to discuss their written work and their progress in becoming a critical thinker.

In the Balch Seminars, students form a tightly knit, collaborative learning community that will serve as a model for much of their intellectual life at Bryn Mawr, both in and out of the classroom. As a result, students will enrich their educational experience in whatever

## Athletics and Physical Education

### Administration

Kathleen Tierney, Director of Athletics and Physical Education

Stacey Adams, Assistant Director of Athletics for Facilities and Operations

Jacob Mullins, Assistant Director of Athletics, Sports Information and Compliance

### Faculty

Carol Bower, Senior Lecturer and Head Coach

Jill Breslin, Instructor and Head Coach

Deb McLaughlin, Instructor and Head Coach

Erin DeMarco, Senior Lecturer and Head Coach

Jason Hewitt, Lecturer and Head Coach

Laura Marzano Kemper, Lecturer and Assistant Athletic Trainer

Nicole Reiley, Instructor and Head Coach

Marci Scheuing, Lecturer and Head Coach

Terry McLaughlin, Senior Lecturer & Head Athletic Trainer

Katie Tarr, Senior Lecturer and Head Coach

Kathy Tierney, Director of Physical Education

Nikki Whitlock, Senior Lecturer and Head Coach

### Staff

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The Department of Athletics and Physical Education sponsors 12 intercollegiate sports in badminton, àæ•\^càæ|ÉÁ&t^, ÉÁ&t [ ••Á& [ ~ } c t ~ ÉÁ, ^|áÁ@ [ &\^ÉÁá } á [ [ iÁæ } áÁ [ ~ cá [ [ iÁc t æ&\Áæ } áÁ, ^|áÉÁ|æ&t [ ••^ÉÁ • [ &&^ÉÁ •, á { { á } \*ÉÁ tennis and volleyball. Bryn Mawr is a NCAA Division III member and a charter member of the Centennial Conference. Club sport opportunities are available in a range of sports; including rugby, equestrian, fencing, karate, ice skating, squash, and ultimate Frisbee. Students interested in any of these programs should consult the Department of Athletics at: <http://athletics.brynmawr.edu/landing/index> .

Bryn Mawr's Physical Education curriculum is designed to provide opportunities to develop lifelong habits that will enhance the quality of life. From organized sport instruction, to a variety of dance offerings, lifetime sport •\á|•ÉÁ, c} ^••Á&|æ••^ÉÁæ } áÁæÁ, ^||} ^••Á& ~ i i á& ~ | ~ { ÉÁc@^Á Department provides a breadth of programming to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculums offer more than 50 courses in a variety of disciplines. All students must complete a physical

## 60 Academic Opportunities

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types of Praxis courses—Praxis I and II departmental courses and Praxis III independent studies—are described below and at [www.brynmawr.edu/praxis](http://www.brynmawr.edu/praxis).

Praxis courses on all levels are distinguished by

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week. Praxis III courses are available to sophomore  
and higher-level students who are in good academic  
standing. No student may take more than two Praxis III  
courses during her time at Bryn Mawr.

**Collaboration with the Graduate  
School of Arts and Sciences and the  
Graduate School of Social Work and  
Social Research**

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Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

distinction and community service accomplishments.

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subject(s) and is held during the senior year. (1921)

York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project or career goal during term time or vacation. (1978)

The Pauline Jones Prize was established by friends, students and colleagues of Pauline Jones '35. The prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Anna Lerah Keys '79. The prize is awarded to an undergraduate majoring in Classical and Near Eastern Archaeology. (1984)

The Sheelah Kilroy Memorial Scholarship in English was founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. This prize is awarded annually on the recommendation of the Department of English to a student for excellence of work in an English course. (1919)

The Richmond Lattimore Prize for Poetic Translation was established in honor of Richmond Lattimore, Professor of Greek at Bryn Mawr and distinguished translator of poetry. The prize is awarded for the best poetic translation submitted to a committee composed of the chairs of the Departments of Classical and Modern Languages. (1984)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning '15, in the year of her retirement, by her class. The prize is awarded to a senior in the Department of History for

The McPherson Fund for Excellence was established through the generous response of alumnae/i, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The fund honors the achievements of President Emeritus Mary Patterson McPherson. Three graduating seniors are named McPherson Fellows in recognition of their academic

## 64 Academic Awards and Prizes

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The Barbara Rubin Award Fund was established by the Amicus Foundation in memory of Barbara Rubin '47. The fund provides summer support for students

Scholarship in Medicine and Public Health, awarded to members of the graduating class or graduates of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. Renewal applications will be sent to scholarship recipients by the premedical adviser. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother. The Scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Jane V. Myers Medical Scholarship Fund was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest under the will of Paul J. Sartain. The income from the fund is to establish a scholarship which is awarded by a committee to students and alumnae who have been accepted by a medical school. (1948)

## AREAS OF STUDY

### Definitions

#### MAJOR

In order to ensure that a student's education involves not simply exposure to many disciplines but also development of some degree of mastery in at least one, she must choose a major subject at the end of the sophomore year. With the guidance of the major adviser, a student plans an appropriate sequence of courses. The following is a list of major subjects:

Anthropology  
 Astronomy (Haverford College)  
 Biology  
 Chemistry  
 Classical and Near Eastern Archaeology  
 Classical Culture and Society  
 Classical Languages  
 Comparative Literature  
 Computer Science  
 East Asian Studies  
 Economics  
 English  
 Fine Arts (Haverford College)  
 French and Francophone Studies  
 Geology  
 German and German Studies  
 Greek  
 Growth and Structure of Cities  
 History  
 History of Art  
 Italian and Italian Studies  
 International Studies  
 Latin  
 Linguistics (Tri-College Major)  
 Linguistics and Languages (Tri-College Major)  
 Mathematics  
 Music (Haverford College)  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religion (Haverford College)

Romance Languages  
 Russian  
 Sociology  
 Spanish

**MINOR**

requirements determined by the department or program. A minor is not required for the degree. The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

*Africana Studies*  
 Anthropology  
 Astronomy (at Haverford)  
 Biology  
 Chemistry  
*Child and Family Studies*  
*Chinese*  
 Classical and Near Eastern Archaeology  
 Classical Culture and Society  
 Comparative Literature  
*Computational Methods*  
 Computer Science  
*Creative Writing*  
*Dance*  
 East Asian Studies  
 Economics  
*Education*  
 English  
*Environmental Studies*  
*Film Studies*  
 French and Francophone Studies  
*Gender and Sexuality*  
 Geology  
 German and German Studies  
 Greek  
 Growth and Structure of Cities  
*Health Studies*  
 History  
 History of Art  
 International Studies  
 Italian and Italian Studies

*Japanese*  
 Latin  
 Linguistics (at Haverford)  
 Mathematics  
*Middle Eastern Studies*  
 Music (at Haverford)  
*Neuroscience*  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Russian  
 Sociology  
 Spanish  
*Theater Studies*

**CONCENTRATION**

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a

- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures

**KEY TO COURSE LETTERS**

ANTH Anthropology  
 ARAB Arabic  
 ARTA Arts in Education  
 ASTR Astronomy  
 BIOL Biology  
 CHEM Chemistry  
 CNSE Chinese  
 ARCH Classical and Near Eastern Archaeology  
 CSTS Classical Culture and Society  
 COML Comparative Literature  
 CMSC Computer Science  
 ARTW Creative Writing  
 ARTD Dance  
 EAST East Asian Studies

ECON	Economics
EDUC	Education
ENGL	English
ARTS	Fine Arts
FREN	French and Francophone Studies
GNST	General Studies
GEOL	Geology
GERM	German and German Studies
GREK	Greek
CITY	Growth and Structure of Cities
HEBR	Hebrew and Judaic Studies
HIST	History
HART	History of Art
INST	International Studies
ITAL	Italian
JNSE	Japanese
LATN	Latin
LING	Linguistics
MATH	Mathematics
MUSC	Music
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PSYC	Psychology
RELG	Religion
RUSS	Russian
SOCL	Sociology
SPAN	Spanish
ARTT	Theater

## **KEY TO COURSE NUMBERS**

**001-099**

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## AFRICANA STUDIES

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Students may complete a minor in Africana Studies.

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### Steering Committee

Michael H. Allen, Professor of Political Science

Linda-Susan Beard, Associate Professor of English

Pim Higginson, Associate Professor of French and  
Francophone Studies (on leave semesters I and II)

Alice Lesnick, Coordinator and Term Professor in the  
Bryn Mawr/Haverford Education Program and  
Director

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**ANTH B253 Childhood in the African Experience**

An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships, and gender identity are included. Modern concerns such as child abuse, street children, and other social problems of recent origin involving children are considered in terms of theoretical approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course, Africana studies minor, or permission of instructor.

Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Child and Family Studies  
Units: 1.0  
(Not Offered 2013-14)

**ANTH B341 Cultural Perspectives on Marriage and Family**

This course considers various theoretical perspectives that inform our understanding of cross-cultural constructions of marriage and the family. Sociobiology, deviance, feminism, social constructionism, and cultural evolutionary approaches will be compared using primarily anthropological-ethnographic case examples. Cultural material from Africa and the United States will be emphasized. Applications will emphasize current U.S. socially contested categories such as same-sex marriage, plural marriage, gender diversity, divorce, and the blended family. Prerequisites: any history, biology, or social science major.

Requirement(s): Division I: Social Science  
Counts towards: Africana Studies; Child and Family Studies  
Units: 1.0  
(Not Offered 2013-14)

**ARCH B101 Introduction to Egyptian and Near Eastern Archaeology: Egypt and Mesopotamia**

A historical survey of the archaeology and art of the ancient Near East and Egypt. Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

**CITY B237 Themes in Modern African History**

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and

societies; migration and social change; urban space, health problems, city life, and women. Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Environmental Studies  
Crosslisting(s): HIST-B237  
Units: 1.0  
Instructor(s): Ngalamulume, K.  
(Spring 2014)

**CITY B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Praxis Program  
Crosslisting(s): EDUC-B266; SOCL-B266  
Units: 1.0  
Instructor(s): Curl, H.  
(Fall 2013)

**CITY B269 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists. Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Africana Studies  
Crosslisting(s): SOCL-B229  
Units: 1.0







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## 74 Africana Studies

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### **HART B282 Arts of Sub-Saharan Africa**

architectural traditions of African cultures south of the Sahara in their religious, philosophical, political, and social aspects.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HART B362 The African Art Collection**

This seminar will introduce students to the African art holdings that are part of the Art and Archaeology Collections.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B102 Introduction to African Civilizations**

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Ngalamulume, K.

*(Spring 2014)*

### **HIST B200 The Atlantic World 1492-1800**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form

**HIST B265 Colonial Encounters in the Americas**

The course explores the confrontations, conquests and accommodations that formed the “ground-level” experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Requirement(s): Division I or Division III

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

**HIST B303 Topics in American History**

This is a topics course. Topics vary. Recent topics have included medicine, advertising, and history of sexuality.

Requirement(s): Division I or Division III

Counts towards: Africana Studies

Units: 1.0

*Fall 2013:* Current topic description: History of Medicine in America. This course offers an introduction to the history of medicine, health, and the medical sciences in America from the colonial period to the present. We will discuss the changing role of medicine and medical professionals in America, from the rise of modern medical specialties to the politics of disease and public health today. Particular attention will be paid to how race, class and gender have been factors in the creation of biomedical knowledge and practices, the organization of medical work and objects, and contributed to

Fall 2013:d med3.444 Td[(H11 (opics vary)73.8ctio to ttory of,TJ0 -1.220 -1.ino/ )ca from4the heal17.9 (The course is BDC 16.7 (e ))id  
(12ot Offered 2013-14) **HIST B303 Topics in**

cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **SOCL B229 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Crosslisting(s): CITY-B269

Units: 1.0

Instructor(s): Washington, R.

(Fall 2013)

### **SOCL B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Crosslisting(s): EDUC-B266; CITY-B266

Units: 1.0

Instructor(s): Curl, H.

(Fall 2013)

### **SOCL B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at "home" leading to migration, the course proceeds with the

study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the northeastern United States.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies

Crosslisting(s): CITY-B338

Units: 1.0

(Not Offered 2013-14)

### **SPAN B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B217

Units: 1.0

Instructor(s): Harford Vargas, J.

(Fall 2013)

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Anthropology  
Studies

Crosslisting(s): POLS-B206

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B208 Human Biology**

This course will be a survey of modern human biological variation. We will examine the patterns of morphological and genetic variation in modern human populations and discuss the evolutionary explanations for the observed patterns. A major component of the class will be the discussion of the social implications of these patterns of biological variation, particularly in the construction and application of the concept of race. Prerequisite: ANTH



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## 82 Anthropology

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interpretive vs. casual), explore their varying degree of  
the end goal of this course is a mini-ethnography, the  
structure of the course is writing intensive with regular  
short writing exercises and assignments, review



**ANTH B303 History of Anthropological Theory**

A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms, [ !Á [ iá^ } cæcá [ ] •Éá à ~ çæ•Á & [ ] , \* ~ !æcá [ ] •Á [-Ác@ [ ~ \* @cÉÁ c^&@ } á ~ ^ÉÁ \ [ ] , |á \* ^Éáæ } áÁ [ ] , ^!Ác@æcá!^' ^&c@^Á^ç^!É changing relationships among the societies and cultures of the world. Prerequisite: at least one additional anthropology course at the 200 or 300 level. Requirement(s): Division I: Social Science Units: 1.0 Instructor(s): Merritt,C. (Spring 2014)

**ANTH B312 Anthropology of Reproduction**

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and } [ ] ÉY ^•c^! } Á& ~ |c ~ !^•ÉÁV@^Áá } ' ~ ^ } &^Á [-Á& [ { ] ^cá } \*Á interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH 102 or permission of instructor. Requirement(s): Division I: Social Science Counts towards: Child and Family Studies; Gender and Sexuality Studies Units: 1.0 Instructor(s): Pashigian,M. (Fall 2013)

**ANTH B316 Gender in South Asia**

Examines gender as a culturally and historically constructed category in the modern South Asian context, focusing on the ways in which everyday experiences of and practices relating to gender are informed by media, performance, and political events. Prerequisite: ANTH 102 or permission of instructor. Requirement(s): Division I: Social Science Counts towards: Gender and Sexuality Studies Units: 1.0 Instructor(s): Weidman,A. (Fall 2013)

**ANTH B317 Disease and Human Evolution**

Pathogens and humans have been having an “evolutionary arms race” since the beginning of our species. In this course, we will look at methods for tracing diseases in our distant past through skeletal and genetic analyses as well as tracing the paths and impacts of epidemics that occurred during the historic past. We will also address how concepts of Darwinian medicine impact our understanding of how people might be treated most effectively. There will be a

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**ANTH B318 Argentine Tango**

This course examines Argentine tango in anthropological perspective, from its origins among disenfranchised populations in late 19th century Río de la Plata society, its journey to the dance salons of Europe and New York, and ultimate transformation into local/ national symbol. Topics include: the performance of gender roles in tango lyrics, movement vocabulary, æáç^!cá•á } \*Áá { æ \* ^•ÉÁ•cæ \* ^Á } ^!- [ ! { æ } & ^•Éáæ } áÁ , | { •LÁc@^ÁÁ impact of globalization, fusion, and improvisation upon the development of tango music and dance; debates surrounding authenticity and cultural ownership; the & [ { { [ áá , &æcá [ ] Á [-Á { ^ { [ ! ^Áæ } áÁ ] [ •cæ ] \* áæÁá } ÁCE! \* ^ } cá } ^Á government, tourism, and industry promotional campaigns. Students will be introduced to basic tango dance vocabulary and etiquette in class, as well as through participant observation at Argentine tango events in the Philadelphia area. Prerequisites: ANTH B102, or permission of the instructor. Requirement(s): Division I: Social Science Crosslisting(s): ARTD-B318 Units: 1.0 Instructor(s): Merritt,C. (Spring 2014)

**ANTH B320 Culture Change, Heritage and Tourism**

This course will examine change among individuals and groups in various cultural contexts, with a focus on heritage and tourism, and the tensions between preservation and evolution in the survival of cultural phenomena and practice. Readings will address topics including: identity construction; public celebrations such as festivals, parades, and processions; religious belief and ritual practices; transformations in food, { ~ •i&ÉÁáæ } & ^Éáæ } áÁ ^!- [ ! { æ } & ^LÁc@^ÁÁ& [ { { [ áá , &æcá [ ] Á of “ethnic” arts and crafts and “untouched” landscapes; debates over public space and historic preservation; and economic and cultural arguments surrounding tourism and heritage programs. Special attention will be directed towards the impact of migration, colonialism, nationalism, and global capitalism upon cultural change. Prerequisite: ANTH B102, or permission of instructor. Requirement(s): Division I: Social Science Units: 1.0 Instructor(s): Merritt,C. (Fall 2013)

**ANTH B322 Anthropology of the Body**

This course examines a diversity of meanings and interpretations of the body in anthropology. It explores

anthropological theories and methods of studying the body and social difference via a series of topics including the construction of the body in medicine, identity, race, gender, sexuality and as explored through cross-cultural comparison. Prerequisite: ANTH B102, Suggest Preparation: 200 level cultural anthropology course.

Requirement(s): Division I: Social Science  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B330 Archaeological Theory and Method**

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

Requirement(s): Division III: Humanities  
Crosslisting(s): ARCH-B330  
Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B331 Advanced Topics in Medical Anthropology**

The purpose of the course is to provide a survey of theoretical frameworks used in medical anthropology

Cultural material from Africa and the United States will be emphasized. Applications will emphasize current U.S. socially contested categories such as same-sex marriage, plural marriage, gender diversity, divorce, and the blended family. Prerequisites: any history, biology, or social science major.

Requirement(s): Division I: Social Science  
 Counts towards: Africana Studies; Child and Family Studies  
 Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B343 Human Growth and Development and Life History**

In this seminar we will examine various aspects of the human life history pattern, highly unusual among mammals, from a comparative evolutionary perspective. First, we will survey the fundamentals of life history theory, with an emphasis on primate life histories. Secondly, we will focus on unique aspects of human life history, including secondary altriciality of human infants, the inclusion of childhood and pubertal life stages in our pattern of growth and development, and the presence of a post-reproductive life span. Finally, we will examine fossil evidence from the hominin lineage used in reconstructing the evolution of the modern human life history pattern. Prerequisite: ANTH B101 or permission of instructor.

Requirement(s): Division I: Social Science  
 Units: 1.0  
 Instructor(s): Seselj, M.  
*(Spring 2014)*

**ANTH B347 Advanced Issues in Peace, Conflict, and Social Justice Studies**

An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace, Conflict, and Social Justice Studies. Various important readings and student projects. Prerequisite: POLS B206, B111, or POLS H247.

Requirement(s): Division I: Social Science  
 Counts towards: Africana Studies  
 Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B350 Advanced Topics in Gender Studies**

This is a topics course. Topics vary.  
 Requirement(s): Division I: Social Science  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B351 Transnationalism, Culture and Globalization**

Introduces students to transnationalism, globalization and what it means to live in culturally diverse societies. Through media, art, technology, fashion, food, and music this course examines the sociopolitical contours of contemporary multiculturalism in our globalizing world. The course will examine the impact of global forces such as immigration, media, and labor markets on cultural diversity. We will look critically at the concept of multiculturalism as it differs across the world, and consider the power of culture as a means of oppression as well as a tool for social change. We will consider how people create and deploy culture through art production, visual media, social movements and other phenomena. Prerequisites: ANTH B102 or permission of the instructor

Requirement(s): Division I: Social Science  
 Units: 1.0  
 Instructor(s): Uzwiak, B.  
*(Fall 2013)*

**ANTH B359 Topics in Urban Culture and Society**

This is a topics course. Topics vary. Requirement(s): Division I or Division III  
 Crosslisting(s): CITY-B360; SOCL-B360; HART-B359  
 Units: 1.0  
 Instructor(s): McDonogh, G.

*Spring 2014: ANTH B1 I or Divisiobalkets*



**ANTH B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III  
 and Social Justice Studies  
 Crosslisting(s): POLS-B382; HIST-B382  
 Units: 1.0  
 (Not Offered 2013–14)

**ANTH B398 Senior Conference**

The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most

Requirement(s): Division I: Social Science  
 Units: 1.0  
 Instructor(s): Pashigian, M., Weidman, A.  
 (Fall 2013)

**ANTH B399 Senior Conference**

The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most

Requirement(s): Division I: Social Science  
 Units: 1.0  
 Instructor(s): Pashigian, M.  
 (Spring 2014)

**ANTH B403 Supervised Work**

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest.

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Fall 2013)

**ANTH B403 Supervised Work**

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest.

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Spring 2014)

**ANTH B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program  
 Units: 1.0  
 (Not Offered 2013–14)

## ARABIC

### Faculty

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

Manar Darwish, Instructor and Coordinator of Bi-Co  
Arabic Program

Farnaz Perry, Drill Instructor

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

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by an average grade of at least 2.0 or with a grade of 2.0 or better in ARAB 002.

### COURSES

#### ARAB B003 Second Year Modern Standard Arabic

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

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Darwish, M.

(Fall 2013)

#### ARAB B004 Second-Year Modern Standard Arabic

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

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Darwish, M.

(Spring 2014)

#### ARAB B007A Tri-Co Arabic Communication Workshop

A 0.5-credit conversation course concentrating on the development of intermediate skills in speaking and listening through texts and multimedia materials in Modern Standard Arabic. The aim of the course is for the student to acquire well-rounded communication skills and socio-cultural competence. Students are required to read chosen texts (including Internet materials) and prepare assignments for the purpose of generating discussion in class. The class is conducted entirely in Arabic. The class may be divided into smaller groups if needed to facilitate conversation. This course will be offered at Swarthmore College in 2013/2014. Prerequisite: For students presently or previously in ARAB 003 or ARAB 004 or the equivalent.

Units: 0.5

(Not Offered 2013-14)

#### ARAB B403 Independent Study

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

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technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Mosier, E.  
 (Fall 2013)

**ARTW B360 Writing Short Fiction II**

This course is designed to strengthen skills of experienced student writers as practitioners and critics. Requires writing pieces, and reading texts ranging from realist stories to the short novella, to explore how writers can work work demonstrating equivalent expertise in writing Writing Program during the preregistration period to be considered for this course.

Requirement(s): Division III: Humanities  
 Units: 1.0  
 Instructor(s): Mosier, E.  
 (Spring 2014)

**ARTW B361 Writing Poetry II**

This course assumes that reading and writing are inextricably linked, and that the only way to write intelligent and interesting poetry is to read as much of it as possible. Writing assignments will be closely connected to syllabus reading, including an anthology prepared by the instructor, and may include working in forms such as ekphrastic poems (i.e. poems about works of visual art or sculpture), dramatic monologues, prose poems, translations, imitations and parodies. Prerequisite: ARTW 261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. A writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.

Requirement(s): Division III: Humanities  
 Units: 1.0  
 Instructor(s): Kirchwey, K.  
 (Spring 2014)

**ARTW B364 Longer Fictional Forms**

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

Requirement(s): Division III: Humanities  
 Units: 1.0  
 Instructor(s): Torday, D.  
 (Spring 2014)

**ARTW B403 Supervised Work**

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

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Fall 2013)

**ARTW B403 Supervised Work**

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

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Spring 2014)

**ARTW B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program  
 Units: 1.0  
 (Not Offered 2013-14)

**DANCE**

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

academic inquiry. These include courses that examine dance within western practices as well as courses that extend or locate themselves beyond those social or theatrical traditions.

Students can take single courses in dance, can minor in dance, or submit an application to major through the independent major program. The core academic curriculum that serves as the basis for our minor or our independent major includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance research or analysis.

### Minor and Major Requirements

Requirements for the dance minor are six units of coursework: three required (ARTD 140, 142, and one credit which may be distributed among the following: 138, 139, 230, 231, 232, 330, 331 or 345); three approved electives; and requisite attendance at a prescribed number of performances/events. The major requires eleven credits, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; ARTD 142; one 0.5 technique course each semester after declaring the major distributed among ARTD 230, 231, 232, 330, and 331). The major also requires attendance at a prescribed number of performances/events, demonstration of basic writing competency in dance, and a senior capstone experience. With the advisor's approval, one elective in the minor and two electives in the major may be selected from allied Tri-College departments. In both the minor and the major, students

### Technique Courses and Performance Ensemble Courses

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

### TECHNIQUE/ENSEMBLE COURSES FOR PE CREDIT

PE B101 F/S Ballet I  
 PE B102 F/S Ballet II  
 PE B103 F/S Ballet III  
 PE B104 F/S Ballet Workshop  
 PE B105 F/S Modern I  
 PE B106 F/S Modern II  
 PE B107 F/S Modern III  
 PE B108 F/S Jazz I  
 PE B110 F/S Jazz  
 PE B111 F/S Hip-hop Technique  
 PE B112 F/S African Dance  
 PE B113T Modern Ensemble  
 PE B114T Ballet Ensemble  
 PE B115T Jazz Ensemble  
 PE B116F/S Salsa  
 PE B117 F/S Classical Indian Dance  
 PE B118 F/S Movement Improvisation  
 PE B119T African Ensemble  
 PE B120 F/S Intro. to Flamenco  
 PE B121 F/S Tap I  
 PE B122 F/S Intro to Social Dance  
 PE B123 F/S Tap II  
 PE B125 F/S Swing Dance  
 PE B131T Hip-hop Ensemble  
 PE B145T Dance Outreach Ensemble  
 PE B195 Movement for Theater  
 PE B196 Dance Composition Lab  
 PE B197 Directed Work in Dance

### COURSES FOR ACADEMIC CREDIT

ARTD B138 001 Intro to Dance Techniques I - Modern  
 ARTD B138 002 Intro to Dance Techniques I - Ballet  
 ARTD B139 001 Intro to Dance Techniques II – Modern  
 ARTD B139 002 Intro to Dance Techniques II – Ballet  
 ARTD B140 Approaches to Dance: Themes and Perspectives  
 ARTD B142 Dance Composition I  
 ARTD B145 Dance: Close Reading  
 ARTD/ANTH B223 Anthropology of Dance  
 ARTD B230 Intermediate Technique: Modern

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also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic

Requirement(s): Division III: Humanities  
 Crosslisting(s): PE-B102  
 Units: 0.5  
 Instructor(s): Moss, C.  
*(Spring 2014)*

**ARTD B232 Jazz: Intermediate Technique**

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic

Requirement(s): Division III: Humanities  
 Crosslisting(s): PE-B110  
 Units: 0.5  
*(Fall 2013)*

**ARTD B240 Dance History I: Roots of Western Theater Dance**

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century Western theater dance. It will consider nontheatrical forms and applications as well, but will give special emphasis to the development of theater dance forms within the context of their relationship to and impact on Western culture. The course, of necessity, will give some consideration as well to global interchange in the development of Western dance. It will also introduce students to a selection of traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Caruso Haviland, L.  
*(Spring 2014)*

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

This course investigates the history of dance with particular emphasis on its development in the twentieth century within a broader context of global art and culture. The course investigates the historical and cultural forces that shape both the form and function of dance as well to the development

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ANTH-B265

Units: 1.0

*(Fall 2013)*

**ARTD B310 Performing the City: Theorizing Bodies in Space**

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

and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B145

Units: 0.5

(Spring 2014)

**ARTD B346 Dance Ensemble: Ballet**

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

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B146

Units: 0.5

(Fall 2013)

**ARTD B347 Dance Ensemble: Jazz**

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

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B147

Units: 0.5

(Not Offered 2013-14)

**ARTD B348 Dance Ensemble: African**

Dance ensembles are designed to offer students particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged

from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B148

Units: 0.5

(Not Offered 2013-14)

**ARTD B349 Dance Ensemble: Dance Outreach**

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

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B149

Units: 0.5

Instructor(s): Cantor, M.

(Fall 2013)

**ARTD B350: Dance Ensemble: Special Topics**

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

**ARTD B390 Senior Project/Thesis**

Majors develop, in conjunction with a faculty advisor, a senior capstone experience that is complementary to and will expand and deepen their work and interests

choreographic work that will be supported in a full studio performance. Students who elect to do choreographic or performance work must also submit a portfolio (10 pages) of written work on dance. Work begins in the Fall

215). Performances are held both on and off campus; students have the opportunity to perform in master classes with internationally known chamber musicians.

- The Bryn Mawr Chamber Music Society offers extracurricular opportunities for experienced Bryn Mawr and Haverford students, faculty and staff to perform a variety of chamber works in a series of concerts held in the Music Room.

## THEATER

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

## Minor Requirements

Requirements for the minor in Theater are six units of course work, three required (ARTT 150, 251 and 252) and three elective. Students must consult with the Theater faculty to ensure that the necessary areas in the , ^|á!æ: ^Á& [ç^! ^áÉÁÛc ~ á^} c•Á { æ^Á• ~ à { áç!æ } Áæ ] ] |á&æçá [ } Á to major in Theater through the independent major program.

## Theater Performance

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, á { } | [ ç!•æçá [ ] ÉÁ& [ { { ~ } áç^Á [ ~ c!^æ&@ÉÁÛ@æ\^• ] ^æ!^ÉÁ, | { Á and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

## COURSES

### ARTT B142 Dance Composition I

In this introduction to the art of making dances, an array of compositional tools and approaches is used to ^ç [ | ç^Áæ } á!^, } ^Á&@ [ | ^ [ \*!æ ] @á&áá^æ•ÉÁÓæ•á&Á& [ } &^ ] c•Á such as space, phrasing, timing, image, energy, density and partnering are introduced and explored alongside attention to the roles of inspiration and synthesis in the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments æ } á!^æáá } \*Á& [ ] ç!áá ~ c^•Áç [ Áæ } æ | ~ : á } \*Áæ } á!^, } á } \*Á choreography. Concurrent attendance in any level technique course is required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)  
 Crosslisting(s): ARTD-B142  
 Units: 1.0  
 (Fall 2013)

### ARTT B150 Introduction to Theater

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

Requirement(s): Division III: Humanities  
 Units: 1.0  
 (Not Offered 2013-14)

### ARTT B230 Topics in American Drama

Considers American plays of the 20th century, reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how

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## 102 Arts Program

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Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ARTD-B310

Units: 1.0

*(Not Offered 2013-14)*

### **ARTT B332 The Actor Creates: Performance Studio in Generating Original**

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent her own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting)

Units: 1.0

*(Fall 2013)*

### **ARTT B351 Acting II**

A continuation of the methods of inquiry in Fundamentals of Acting, this course is structured as a series of project-based learning explorations in acting. Students will supplement their study, rehearsal, and performance work by exploring principals of directing, dramaturgy, and design as applied to class projects as well as with advanced training in movement and voice. Readings will be drawn from the acting texts of Stanislavski, Michael Chekhov and others,



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## **ASTRONOMY**

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Students may complete a major or minor in Astronomy at Haverford College.

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### **Faculty**

Stephen P. Boughn, Professor



projects. Prerequisite: Astronomy 205 and 206. Typically offered in alternate years.

B. Willman

### **ASTR 343 Advanced Topics: Stellar Structure and Evolution NA**

The theory of the structure of stellar interiors and atmospheres and the theory of star formation and stellar evolution, including compact stellar remnants.

Prerequisite: Astronomy 205 and Physics 214. Typically offered in alternate years.

S. Boughn

### **ASTR 344 Computational Astrophysics NA**

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

D. Narayanan

### **ASTR 404 Research in Astrophysics NA**

Prerequisite: Consent of instructor.

S. Boughn/B. Willman

### **ASTR 480 Independent Study NA**

Prerequisite: Astronomy 206.

B. Willman

## **BIOLOGY**

Students may complete a major or minor in Biology.

Within the major, students may complete minors in computational methods, environmental studies or neural and behavioral sciences.

## **Faculty**

### **Tamara Davis, Chair and Associate Professor**

Peter D. Brodfuehrer, Eleanor A. Bliss Professor

Joshua Caplan, Bucher-Jackson Postdoctoral Fellow in the Sciences

Monica Chander, Associate Professor (on leave semesters I and II)

Gregory K. Davis, Assistant Professor

Stephen L. Gardiner, Senior Lecturer Emeritus

Karen F. Greif, Professor

Tom Mozdzer, Assistant Professor

Joshua Shapiro, Assistant Professor

Jennifer N. Skirkanich, Lecturer

Michelle W. Wien, Lecturer

The programs of the department are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through coursework and independent research. Introductory- and intermediate-level courses examine the structures and functions of living systems at all levels of organization, from molecules, cells and organisms to populations. Advanced courses encourage the student to read and synthesize primary literature, leading to the development, defense and presentation of a senior paper. Opportunities for supervised research with faculty are available and highly encouraged.

## **Major Requirements**

Course requirements for a major in Biology include two semesters of introductory biology (BIOL 110-111), six courses at the 200 and 300 level (excluding BIOL 390-399), of which at least two must be at the 300-level and three must be laboratory courses, and one senior seminar course (BIOL 390-399). Two semesters of supervised laboratory research, BIOL 403, may be substituted for one of the required laboratory courses. In addition, two semester courses in general chemistry and three additional semester courses in allied sciences, to be selected from Anthropology, Chemistry,

Computer Science, Geology, Mathematics, Physics or Psychology are required for all majors. Selection of the three additional allied science courses must be done in consultation with the student's major adviser and be approved by the department.

Students interested in pursuing graduate studies or medical school are encouraged to take two semesters each of physics and organic chemistry. In addition, all biology students are encouraged to take courses that employ quantitative reasoning or computational approaches; such courses can be taken within the Biology Department or in other departments.

A score of 5 on the Advanced Placement examination, or equivalent International Baccalaureate scores, can be used to satisfy one semester of the introductory biology requirement for the major. One additional semester of introductory biology is required to satisfy the biology requirement. The department, however, highly recommends both semesters of introductory biology for majors. Placement out of one semester of introductory biology does not satisfy the introductory biology prerequisite for 200/300-level courses.

### Honors

Departmental honors are awarded to students who have distinguished themselves academically or via their participation in departmental activities. Final selection for honors is made by the Biology faculty.

### Minor Requirements

A minor in Biology consists of six semester courses in Biology.

### Minors in Environmental Studies, Computational Methods, and Neural and Behavioral Sciences

Minors in Environmental Studies, Computational Methods, and Neural and Behavioral Sciences are available for students interested in interdisciplinary exploration in these areas. Check relevant sections of the course catalog for complete descriptions of the minors.

### Teacher Certification

Students interested in pursuing a career in teacher education are required to complete the MC/P 571

### Animal Experimentation Policy

Students who object to participating directly in laboratory activities involving the use of animals in a course required for the major are required to notify the MC /P a571

in families and populations and examination of the regulation and decoding of genetic information that ultimately produces whose structure/function dictates cellular activity.

*Fall 2013:* Current topic description: Biology B110-003, this course will explore the ways that the genomes of various organisms have been altered by nature and by human interventions, focusing on the mechanisms and

**BIOL B111 Biological Exploration II**

This is a topics course. Topics vary. BIOL 110 is an introductory-level course designed to encourage of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week.  
 Requirement(s): Division II with Lab  
 Approach: Quantitative Readiness Required (QR);

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to develop students' understanding of when to apply different quantitative methods, and how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, parametric and nonparametric tests, and introductory topics in multivariate and Bayesian statistics. The course is geared around weekly problem sets and interactive

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### BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in the biological sciences. The course covers basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will learn to apply these methods to problems in various disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative

Counts towards: Environmental Studies

Crosslisting(s): GEOL-B250; CMSC-B250

Units: 1.0

*(Not Offered 2013-14)*

### BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week.

Prerequisites: One semester of BIOL 110 and BIOL 111 or permission of the instructor.

Requirement(s): Division II with Lab

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### BIOL B262 Urban Ecosystems

Cities can be considered ecosystems whose functions address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions

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### BIOL B314 Integrative Organismal Biology II

The second semester of Integrative Organismal Biology.

Two three-hour lecture/laboratory sessions per week.

Prerequisite: BIOL 313 or permission of instructor.

Units: 1.0

*(Not Offered 2013-14)*

the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of

### BIOL B320 Evolutionary Ecology

This course will examine how phenotypic variation in organisms is optimized and constrained by ecological and evolutionary factors. We will cover concepts and case studies in life history evolution, behavioral ecology, and population ecology with an emphasis on both mathematical and experimental approaches.

Recommended Prerequisites: One semester of BIOL B110-111 or BIOL 220.

Requirement(s): Quantitative

Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### BIOL B321 Neuroethology

This course provides an opportunity for students to understand the neuronal basis of behavior through the examination of how particular animals have evolved their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford.

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Brodfuehrer, P.

*(Fall 2013)*

### BIOL B326 From Channels to Behavior

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. Properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.

Counts towards: Neuroscience

Crosslisting(s): PSYC-B326

Units: 1.0

*(Not Offered 2013-14)*

### BIOL B327 Evolutionary Genetics and Genomics

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include



Units: 1.0  
Instructor(s): Kung, Y.  
(Spring 2014)

**BIOL B361 Emergence**

A multidisciplinary exploration of the interactions underlying both real and simulated systems, such as

**BIOL B396 Topics in Neuroscience**

A seminar course dealing with current issues in neuroscience. It provides advanced students minoring in neuroscience with an opportunity to read and discuss in depth seminal papers that represent emerging thought presentations of their own research.

Counts towards: Neuroscience  
 Crosslisting(s): PSYC-B396  
 Units: 1.0  
 (Not Offered 2013-14)

**BIOL B398 Senior Seminar in Science and Society**

A seminar that addresses a variety of topics at the interface of biology and society. Students write, defend and publicly present a major scholarly work. Three hours of discussion a week, supplemented by frequent meetings with individual students.

Units: 1.0  
 Instructor(s): Greif, K.  
 (Fall 2013)

**BIOL B399 Senior Seminar in Laboratory Investigations**

This seminar provides students with a collaborative forum to facilitate the exchange of ideas and broaden their perspective and understanding of research approaches used in various sub-disciplines of biology. There will be a focus on the presentation, interpretation write, defend and publicly present a paper on their supervised research project. Three hours of class discussion each week. Co-requisite: enrollment in BIOL403.

Units: 0.5  
 Instructor(s): Brodfuehrer, P., Davis, T.  
 (Spring 2014)

**BIOL B403 Supervised Laboratory Research in Biology**

Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor.

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Fall 2013)

**BIOL B403 Supervised Laboratory Research in Biology**

Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor.

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Spring 2014)

**BIOL B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with an instructor. These courses are designed to provide students with an opportunity to work on a project of their own choosing in a classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program  
 Units: 1.0

(Not Offered 2013-14)



possible to devise an alternative.

**Honors**

Chemistry students considering this program should contact Senior Laboratory Lecturer in Chemistry, Krynyn Lukacs.

### 4+1 Program in Engineering at UPenn

The University of Pennsylvania 4+1 engineering program allows students to earn an A.B. at Bryn Mawr and an M.S. in Engineering (M.S.E) at UPenn. Students apply between the beginning of the sophomore year and end of the junior year. For more information, see Four Plus One Partnership with Penn's School of Engineering and Applied Science.

Chemistry students considering this program should contact Senior Laboratory Lecturer in Chemistry, Krynyn Lukacs. See also the description of the 4+1 Program in Engineering at UPenn.

### COURSES

#### CHEM B100 The Stuff of Art

This course emphasizes the close relationship of the , } ^ Áæ:ic•ÉÁ^• ] ^ & ðæ|| ^ Á } æá } cá } \* ÉÁc [ Ác@^Áá^Ç^| [ ] { ^ } cá [ -Á chemistry and its practice. The historical role of the material in the arts, in alchemy and in the developing science of chemistry, will be discussed, as well as the synergy between these areas. Relevant principles of chemistry will be illustrated through the handling, synthesis and/or transformations of the material. This course does not count towards chemistry major requirements, and is not suitable for premedical programs. Lecture 90 minutes, laboratory three hours a week. Enrollment limited to 20.

Requirement(s): Division II with Lab

Crosslisting(s): HART-B100

Units: 1.0

(Not Offered 2013-14)

#### CHEM B101 Focus: Chemistry Fundamentals

This is a half semester Focus course. For students with little background in Chemistry. Prepares students for Chemistry 103 by covering problem-solving techniques, mathematics needed for chemistry, atoms, molecules, chemical structures, chemical reactions and solutions. Depending on interest, there may be a topical focus such as drugs and doses, food and energy, or the environment. The course may include Individual student conferences and electronic resources. Offered in the second half of the Fall and Spring semesters. Enrollment is based on performance on a placement test or permission of the instructor. Prerequisite: Quantitative Methods (QM) requirement met or concurrent enrollment in a Quantitative Methods course. Requirement(s): Division II: Natural Science Approach: Quantitative Readiness Required (QR)

Units: 0.5

Instructor(s): Goldsmith,J.  
(Fall 2013)

#### CHEM B103 General Chemistry I

For students with some background in chemistry. Sections usually have a maximum of 50 students. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory workshop include environmental sciences, material sciences and biological chemistry. Lecture three hours and Chemistry workshop three hours a week. The laboratory workshop period will be used for traditional chemical experimentation or related problem solving. The course may include individual conferences, evening problem or peer-led instruction sessions. Pre-requisites: Satisfactory performances on the Chemistry Placement Test and on the Quantitative Reasoning Assessment. Requirement(s): Division II w/Lab and Quant Approach: Quantitative Methods (QM); Quantitative Units: 1.0

Instructor(s): Lukacs,K., White,S., Goldsmith,J.  
(Fall 2013)

#### CHEM B104 General Chemistry II

A continuation of CHEM 103 . Topics include chemical reactions; introduction to thermodynamics and chemical equilibria; acid-base chemistry; electrochemistry; chemical kinetics. Lecture three hours, recitation one hour and laboratory three hours a week. May include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: CHEM 103 with a grade of at least 2.0, strong performance on the chemistry placement test.

Requirement(s): Division II w/Lab and Quant

Approach: Quantitative Methods (QM); Quantitative Units: 1.0

Instructor(s): Lukacs,K., Francl,M., Kung,Y.  
(Spring 2014)

#### CHEM B105 Intimate Interactions Chemical Bonding

This half-semester course will focus on chemical bonding, starting with the simplest bonding models and describing how these develop into more complex

**CHEM B116 Drugs and How They Work**

An introductory half course exploring fundamental structure-related principles in chemistry through a study of drug action. Prerequisite: CHEM B103 or equivalent or permission of the instructor. This is a half-semester, half-credit course.

Requirement(s): Division II: Natural Science

Units: 0.5

*(Not Offered 2013-14)*

**CHEM B125 Writing Science**

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

**CHEM B251 Research Methodology in Chemistry I**

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in record-keeping and writing. Prerequisite: CHEM B212. Co-Requisite: CHEM B221 or B231 or B242. Approach: Quantitative Readiness Required (QR) Units: 1.0 Instructor(s): Schmink, J., Kung, Y. (Fall 2013)

**CHEM B252 Research Methodology II**

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in record-keeping, and writing. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242 Approach: Quantitative Readiness Required (QR) Units: 1.0 Instructor(s): Burgmayer, S., Goldsmith, J. (Spring 2014)

**CHEM B311 Advanced Organic Chemistry**

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: CHEM 212 and 222. Requirement(s): Division II: Natural Science Units: 1.0 Instructor(s): Malachowski, B. (Fall 2013)

**CHEM B312 Advanced Organic Chemistry**

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, stereochemistry, and qualitative molecular orbital theory reasoning. Prerequisites: a standard two-semester course in organic chemistry (such as BMC Chemistry 211/212), and some coursework in physical chemistry. Requirement(s): Division II: Natural Science Units: 1.0 (Not Offered 2013-14)

**CHEM B321 Advanced Physical Chemistry**

Topics vary. Prerequisites: CHEM 221 and 222 or permission of the instructor. Lecture/seminar three hours per week. Requirement(s): Division II: Natural Science Units: 1.0 Instructor(s): Goldsmith, J. (Spring 2014)

**CHEM B332 Advanced Inorganic Chemistry**

A survey of metals in biology illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry and including discussion of structural themes and bonding, reaction types, and catalysis. Lecture three hours per week. Prerequisites: CHEM 231 and 242 or permission of the instructor. Requirement(s): Division II: Natural Science Units: 1.0 Instructor(s): Burgmayer, S. (Spring 2014)

**CHEM B345 Advanced Biological Chemistry**

This is a topics course. Topics vary. Prerequisite: Any course in Biochemistry. Requirement(s): Division II: Natural Science Units: 1.0 Instructor(s): Kung, Y.

*Fall 2013:* Current topic description: Biochemical pathways involved in cellular metabolism and natural product biosynthesis will be explored in molecular detail, including fatty acid metabolism and the biosynthesis of antibiotics, anticancer agents, vitamins, and other secondary metabolites. Particular attention will be paid to the biochemical mechanisms employed, the role of cofactors, coenzymes, and metals, and emerging applications to biotechnology and medicine.

**CHEM B350 Selected Topics in Current Chemical Research**

A combination lecture/seminar course on the physical, structural, chemical, photochemical, mechanistic and spectroscopic properties of novel organic compounds, including oral presentations by students on very recently published research articles. Lecture three hours a week. Prerequisites: CHEM 211-212, CHEM 221-222, and any 300/500 level course in organic, physical, inorganic or biological chemistry. Requirement(s): Division II: Natural Science Units: 1.0 (Not Offered 2013-14)

**CHEM B398 Senior Seminar**

Units: 1.0 Instructor(s): Francl, M., Burgmayer, S., White, S., Malachowski, B., Goldsmith, J., Schmink, J., Kung, Y. (Fall 2013)

**CHEM B399 Senior Seminar**

Units: 1.0 Instructor(s): Francl, M., Burgmayer, S., White, S., Malachowski, B., Goldsmith, J., Schmink, J., Kung, Y. (Spring 2014)

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### **CHEM B403 Supervised Research**

Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Oral or written presentations are required at the end of each semester. Prerequisite: permission of faculty supervisor.  
Units: 0.5, 1.0  
Instructor(s): Dept. staff, TBA  
(Fall 2013)

### **CHEM B403 Supervised Research**

Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Oral or written presentations are required at the end of each semester. Prerequisite: permission of faculty supervisor.  
Units: 0.5, 1.0  
Instructor(s): Dept. staff, TBA  
(Spring 2014)

### **CHEM B511 Advanced Organic Chemistry I**

A survey of the methods and concepts used in the



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Education, or SOCL B201 Study of Gender in Society), be outside of the major department and at least one of which must be at the 300 level. Advanced Haverford and Swarthmore courses typically taken by juniors and survey courses will count as 300 level courses. No more than two courses may be double-counted with each major, minor, or other degree credential.

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

The minor also requires participation in at least one semester or summer of volunteer, practicum, praxis, community-based work study, or internship experience to be recorded in a journal, which will be part of the student's portfolio. Students are expected to discuss their placement choices with their minor advisor. For more information, consult the Child and Family Studies website: [brynmawr.edu/tricochildfamily/minor.html](http://brynmawr.edu/tricochildfamily/minor.html).

To foster the inter-disciplinary nature of child and family studies, students enrolled in the minor must also complete the following requirements:

- Attendance at a minimum of two CFS-related formal seminars, one of which must be recorded in a journal, which will be part of the student's portfolio.
- Attendance four times per semester for two semesters at a "brownbag" 1-hour seminar, comprised of individual workshop/discussion sessions facilitated by a range of individuals, faculty, and staff, and guest speakers
- Participation during senior year in an annual CFS Poster Session during which students will share their research experiences.

## Courses that can be counted toward the Child and Family Studies Minor

(Note: it is important to check the Trico course guide for updated course information. In some cases, courses relevant to the CFS minor will have changed, or been added. Students should explore freely and consult with their advisor on curricular choices)

### BRYN MAWR COLLEGE COURSES AND SEMINARS

- ANTH 212 Primate Evolution and Behavior
- ANTH 253 Childhood in the African Experience
- ANTH 281 Language in the Social Context
- ANTH 312 Anthropology of Reproduction

SOWK 302 Poverty and Inequality  
 SOWK 352 Child Welfare Policy, Practice, and Research  
 SOWK 306 Social Determinants of Health and Health Equity  
 SOWK 336D Public Education: Issues in School Social Work Practice  
 SOWK 338 Education Law for Social Workers  
 SOWK 354 To Protect the Public Health

**HAVERFORD COLLEGE COURSES AND SEMINARS**

ANTH H209 Anthropology of Education  
 ANTH H263 Anthropology of Space: Housing and Society  
 BIOL H217 Biological Psychology  
 COML H289 Children’s Literature  
 EDUC H200 Critical Issues in Education  
 EDUC H210 Perspectives on Special Education  
 EDUC H260 Multicultural Education  
 PSYC H213 Memory and Cognition  
 PSYC H215 Introduction to Personality Psychology  
 PSYC H224 Social Psychology  
 PSYC H225 Self and Identity  
 SOCL H235 Class, Race and Education

**SWARTHMORE COLLEGE COURSES AND SEMINARS**

ED 14 Introduction to Education  
 ED 17 Curriculum and Methods Seminar  
 ED 21/Psych 21 Educational Psychology  
 ED 23/Psych 23 Adolescence  
 ED 23A Adolescents and Special Education  
 ED 26/Psych 26 Special Education  
 ED 41 Educational Policy  
 ED 42 Teaching Diverse Young Learners  
 ED 45 Literacies and Social Identities  
 ED 53 Language Minority Education

ED 61 Gender and Education  
 ED 64 Comparative Education  
 ED 68 Urban Education  
 ED 70 Outreach Practicum  
 ED 121 Psychology and Practice Honors Seminar  
 ED 131 Social and Cultural Perspectives Honors Seminar  
 ED 151 Literacies Research Honors Seminar  
 ED 162 Sociology of Education  
 ED 167 Identities and Education Honors Seminar  
 HIST 079 Women, Family, and the State in China  
 PSYC 27 Language Acquisition and Development  
 PSYC 35 Social Psychology  
 PSYC 39 Developmental Psychology  
 PSYC 41 Children at Risk  
 PSYC 42 Human Intelligence  
 PSYC 43 Developmental Cognitive Neuroscience  
 PSYC 50 Developmental Psychopathology,  
 PSYC 55 Family Systems Theory and Psychological Change  
 PSYC 135 Advanced Topics in Social and Cultural Psychology

**COURSES**

**ANTH B212 Primate Evolution and Behavior**

An exploration of the aspects of the biology and behavior of living primates as well as the evolutionary history of these close relatives. The major focus of this study is to provide the background upon which human evolution is best understood.

Requirement(s): Division I: Social Science  
 Counts towards: Child and Family Studies  
 Units: 1.0

*(Not Offered 2013-14)*

**ANTH B253 Childhood in the African Experience**

An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected

regions of Africa. Cultural practices such as pregnancy

experiences of literacy through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Fieldwork required.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program  
 Units: 1.0  
 (Not Offered 2013-14)

**EDUC B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program  
 Crosslisting(s): SOCL-B266; CITY-B266  
 Units: 1.0

Instructor(s):Curl,H.  
 (Fall 2013)

**EDUC B275 English Learners in U.S. Schools: Policies and Practices**

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. This is a Praxis II course setting).

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Peace, Units: 1.0

Instructor(s):Martin,R.  
 (Fall 2013)

**EDUC B301 Curriculum and Pedagogy Seminar**

A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given seniors planning to teach.

Requirement(s): Division I: Social Science  
 Counts towards: Child and Family Studies; Praxis Program

Units: 1.0  
 (Not Offered 2013-14)

**EDUC B302 Practice Teaching Seminar**

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.

Counts towards: Child and Family Studies  
 Units: 1.0

Instructor(s):Dept. staff, TBA  
 (Fall 2013)

**EDUC B302 Practice Teaching Seminar**

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.

Counts towards: Child and Family Studies  
 Units: 1.0

Instructor(s):Dept. staff, TBA  
 (Spring 2014)

**EDUC B311 Fieldwork Seminar**

Drawing on the diverse contexts in which participants and analysis of ideas, perspectives and different ways of issues of educational practice, reform, and innovation.

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0  
 (Not Offered 2013-14)

**POLS B375 Gender, Work and Family**

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Crosslisting(s): SOCL-B375  
 Units: 1.0

Instructor(s):Golden,M.  
 (Fall 2013)



**PSYC B346 Pediatric Psychology**

This course uses a developmental-ecological perspective to understand the psychological challenges associated with physical health issues in children. The course explores how different environments support the development of children who sustain illness or injury and will cover topics including: prevention, coping,

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

### **Museum Internships**

The department is awarded annually two internships by the Nicholas P. Goulandris Foundation for students to work for a month in the Museum of Cycladic Art in Athens, Greece, with an additional two weeks at an internship for which students may submit an application. An announcement inviting applications is sent by the undergraduate adviser in the late fall or beginning of the second semester.

ARCH B110 The World Through Classical Eyes



its ancient history. This course approaches the ancient material remains of pre-classical Anatolia from the perspective of Near Eastern archaeology, examining the art, artifacts, architecture, cities, and settlements of this land from the Neolithic through the Lydian periods. Some emphasis will be on the Late Bronze Age and the Iron Age, especially phases of Hittite and Assyrian imperialism, Late Hittite states, Phrygia, and the Urartu. Requirement(s): Division III: Humanities Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B228 The Archaeology of Iran: From the Neolithic to Alexander the Great**

This course examines the archaeology of Iran from circa 6000 BC to the coming of Alexander the Great at the end of the fourth century BC. Through the course we examine the beginnings of agriculture, pastoralism and sedentary settlement in the Neolithic and Chalcolithic periods; Bronze Age interaction between Iran, Mesopotamia, south Asia and the Arabian Gulf; developments within the Iron Age; and the emergence of the Achaemenid Empire (538-332BC).

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Magee,P.

*(Fall 2013)*

**ARCH B231 Medicine, Magic and Miracles in the Middle Ages**

An exploration of the history of health and disease, healing and medical practice in the medieval period,



monuments and their sculptural decoration and engage in more recent discussions, for instance, on the role the Acropolis played in shaping the Hellenic identity.

Crosslisting(s): CITY-B305

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B308 Ceramic Analysis**

Pottery is a fundamental means of establishing the relative chronology of archaeological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor.

Counts towards: Geoarchaeology

Units: 1.0

Instructor(s): Magee, P.

*(Spring 2014)*

### **ARCH B312 The Eastern Mediterranean in the Late Bronze Age**

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

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B316 Trade and Transport in the Ancient World**

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

Requirement(s): Division III: Humanities

Crosslisting(s): CITY-B316

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B323 On the Trail of Alexander the Great**

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

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Lindenlauf, A.

*(Spring 2014)*

### **ARCH B324 Roman Architecture**

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

Requirement(s): Division III: Humanities

Crosslisting(s): CSTS-B324; HART-B324

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Crosslisting(s): CITY-B328; GEOL-B328; BIOL-B328

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B330 Archaeological Theory and Method**

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

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): ANTH-B330

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B352 Ancient Egyptian Architecture: The New Kingdom**

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with. Prerequisites: ARCH B101 or B230 or B244.

## 134 Classical and Near Eastern Archaeology

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Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B355 Archaeology of the Achaemenid Empire in Cross Cultural Context**

The Achaemenid Empire (538-332 B.C.E.) ruled the largest landmass of any of the ancient Near Eastern Empires. Attempts by archaeologists to understand the manner in which authority was asserted over this area have suffered from a reliance on biased historical sources, largely from the Classical World. This course uses archaeological data to re-examine the Achaemenid Empire in a global context. This data is examined through a methodological framework that emphasizes comparative studies of ancient and more recent Empires in Africa, the Americas, South Asia, and the Mediterranean.

Counts towards: Middle East Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B359 Topics in Classical Art and Archaeology**

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

Requirement(s): Division III: Humanities

Crosslisting(s): HART-B358; CSTS-B359

Units: 1.0

Instructor(s): Donohue,A.

*Fall 2013:* Current topic description: The topic is "illustration," broadly construed, and considered as both a subject of and a tool for study. The course will include discussions of common readings and individual reports. Emphasis will be on primary materials and their interpretation. The course will involve a wide range of ancient and modern cognitive, technical, and historical issues such as the visual presentation of information, the documentation of artifacts, and the evidentiary value of illustrations.

### **ARCH B398 Senior Seminar**

A weekly seminar on topics to be determined with assigned readings and oral and written reports.

Units: 1.0

Instructor(s): Lindenlauf,A.

*(Fall 2013)*

### **ARCH B399 Senior Seminar**

A weekly seminar on common topics with assigned readings and oral and written reports.

Units: 1.0

Instructor(s): Ataç,M.

*(Spring 2014)*

### **ARCH B403 Supervised Work**

Supervised Work

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **ARCH B403 Supervised Work**

Supervised Work

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

### **ARCH B501 Greek Vase Painting**

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B505 Topics in Ancient Athens**

This is a topics course. Topics vary. Previous topics include: Monuments and Art, Acropolis

### **ARCH B501 Greek Vase Painting**

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B508 Ceramic Analysis**

s): Donohue,A.

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**ARCH B530 Archaeological Theory & Method**

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

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B552 Egyptian Architecture: New Kingdom**

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

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B570 Geoarchaeology**

Societies in the past depended on our human



## COMPARATIVE LITERATURE

Students may complete a major or minor in Comparative Literature.

### Co-Directors

Israel Burshatin, Professor and Co-Director of Comparative Literature (Haverford College)

Maria Cristina Quintero, Professor of Spanish and Co-Director of Comparative Literature (Bryn Mawr College)

### Steering Committee

*Bryn Mawr College*

Elizabeth Allen, Professor of Russian and Comparative Literature on the Myra T. Cooley Lectureship in Russian

Pim Higginson, Associate Professor of French and Francophone Studies (on leave semesters I and II)

Hoang Nguyen, Assistant Professor of English and Film Studies

Roberta Ricci, Chair and Associate Professor of Italian and Director of Film Studies

Azade Seyhan, Fairbank Professor in the Humanities, Professor of German and Comparative Literature, Interim Chair of German, and Director of Comparative Literature (on leave semester II)

*Haverford*

Maud McInerney, Associate Professor of English

Jerry Miller, Assistant Professor of Philosophy

Deborah Roberts, Professor of Classics and Comparative Literature

Roberto Castillo Sandoval, Associate Professor of Spanish & Comparative Literature

Ulrich Schoenherr, Associate Professor of German and Comparative Literature

David Sedley, Associate Professor of French

Travis Zadeh, Assistant Professor of Religion

The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The structure of the program allows students to engage in such diverse areas of critical inquiry as East-West cultural relations, global censorship and

and aesthetics of modernity. Therefore, interpretive methods from other disciplines also play a role in the comparative study of literature; among these are anthropology, ethnology, philosophy, history, history of art, religion, classical studies, area studies (Africana studies, Middle Eastern studies, Latin American studies, among others), gender studies, and other arts.

Comparative Literature students are required to have a reading knowledge of at least one foreign language adequate to the advanced study of literature in that language. Some Comparative Literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in Comparative Literature should also study a second foreign language.

### Major Requirements

Requirements for the Comparative Literature major are COML 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one)\*—at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; COML 398: Theories and Methods in Comparative Literature and 399: Senior Seminar in Comparative Literature.

\*In the case of languages for which literature courses in the original language are not readily accessible, students may on occasion be allowed to count a course taught in English translation for which they do at least part of the reading in the original language.

### Honors

Students who, in the judgment of the advisory committee, have done distinguished work in their courses and in the senior seminar will be considered for departmental honors.

### Minor Requirements

Requirements for the minor are COML 200 and 398, plus four additional courses—two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

Both majors and minors are encouraged to work closely with the chairs and members of the advisory committee in shaping their programs.



Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Latin Amer/Latino/Iberian Peoples &  
 Cultures; Middle East Studies  
 Units: 1.0  
 (Not Offered 2013-14)

**COML B230 Poéticas del deseo**

A study of the evolution of the love lyric in Spain beginning with the Renaissance and the Baroque periods in Spain and continuing to the present. Topics include the representation of women as objects of desire and pretexts for writing; the self-fashioning and of eroticism and idealism; theories of imitation; parody; and the feminine appropriation of the poetic tradition. Among the poets we will examine: Luis de Góngora, Sor Juana Inés de la Cruz, Gustavo Adolfo Bécquer, Rosalía de Castro, Federico García Lorca, and contemporary women poets such as Gloria Fuertes and Ana Rossetti.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): SPAN-B230  
 Units: 1.0  
 Instructor(s): Quintero, M.  
 (Spring 2014)

**COML B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities,

s): SENGL-2304PTjE -1.222 Td[Cnits: 1.0 Cnstructor(s): QṬatunrAM. Spring 2014) TjEMC /P ÅMCID 316BDC /TT0 1 Tf029 3.6885Td[(C the relationship between inaratuve for and iabsolut pTj0 -1.222 Td(phowre by aalyszig the piterary )techniuerswriti rs us ao tontextst autor tatian sm;. WA will ecompare tnve lsnfromthe pnitsd 2Sttes ,the pCtiabbean, Cntal,dTjE -1.222 Td[Aper/cas and ehe pSouhe rn Con. IPrrred[CnRis5n Coeo lj0 -1.222



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**COML B274 Topic: From Myth to Modern Cinema**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): CSTS-B274

Units: 1.0

*(Not Offered 2013-14)*

**COML B279 Introduction to African Literature**

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's *Anthills of the Savannah*, Ayi Kwei

formulation of the "classical ideal" in antiquity and later



Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Included are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, Gracq, Hugo, and Yourcenar.

Requirement(s): Division III: Humanities

Crosslisting(s): FREN-B350

Units: 1.0

*(Not Offered 2013-14)*

### **COML B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ENGL-B365; POLS-B365; PHIL-B365

Units: 1.0

*(Not Offered 2013-14)*

### **COML B375 Interpreting Mythology**

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.

Requirement(s): Division III: Humanities

Crosslisting(s): CSTS-B375

Units: 1.0

Instructor(s): Edmonds, R.

*(Fall 2013)*

### **COML B388 Contemporary African Fiction**

African countries dates back only half a century, this recent decade. A few highly controversial works from

the 90's serve as an introduction to very recent work.

Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Crosslisting(s): ENGL-B388

Units: 1.0

*(Not Offered 2013-14)*

### **COML B398 Theories and Methods in Comparative Literature**

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context.

Units: 1.0

*(Not Offered 2013-14)*

### **COML B399 Senior Seminar in Comparative Literature**

Thesis writing seminar. Research methods.

Units: 1.0

*(Not Offered 2013-14)*

### **COML B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **COML B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

## COMPUTER SCIENCE

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Students may complete a major or minor in Computer

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Prerequisite: CMSC 206 and CMSC 231 or permission of instructor.

Crosslisting(s): BIOL-B361

Units: 1.0

Instructor(s): Blank,D.

(Fall 2013)

### CMSC B371 Cognitive Science

Cognitive science is the interdisciplinary study of intelligence in mechanical and organic systems. In this introductory course, we examine many topics from computer science, linguistics, neuroscience, mathematics, philosophy, and psychology. Can a computer be intelligent? How do neurons give rise to thinking? What is consciousness? These are some of the questions we will examine. No prior knowledge necessary. Prerequisite: permission of instructor.

Units: 1.0

(Not Offered 2013-14)

### CMSC B372 Artificial Intelligence

how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic

## EAST ASIAN STUDIES

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

- one East Asian language (including Korean) must
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### Faculty

Tz'u Chiang, Senior Lecturer

Robert Dostal, Rufus M. Jones Professor and Chair of Philosophy

**Yonglin Jiang, Chair and Associate Professor of East Asian Studies on the Jye Chu Lectureship in Chinese Studies**

Shiamin Kwa, Assistant Professor

Changchun Zhang, Instructor of Chinese

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

The intellectual orientation of the East Asian Studies Department is primarily historical and text-based; that is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of primary sources (in translation and in the vernacular) and scholarly books and articles. All students wishing to specialize in this humanistic approach to the study of China, Japan, and (with special approval) Korea are encouraged to consider the East Asian Studies major.

Co and Tri-Co community who approach East Asia from the perspective of such social science disciplines as Anthropology, Economics, Political Science, Sociology, and the Growth and Structure of Cities, as well as with faculty in History, Music, Religion, and Philosophy. EAS majors are encouraged to take advantage of these programs to supplement their EAS coursework. Please consult the course guide, online or in print, for details on this year's offerings.

### Major Requirements

- Completion of at least the third-year level of (Mandarin) Chinese or Japanese (i.e. 101-102).

## **Study Abroad**

The East Asian Studies Department strongly recommends study abroad to maximize language

**150 East Asian Studies**

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for China from its extraordinary economic growth.  
Requirement(s): Division I: Social Science



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(Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, web) or around particular theoreticians and questions (Barthes and myth; Marxism and media).

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ANTH-B335; CITY-B335

Units: 1.0

Instructor(s): Zhang, J.

(Fall 2013)

*Fall 2013:* Current topic description: Looking at TV drama, animation, pop music, fashion and fast food, this course investigates how popular culture works and how it shapes people's lives in East Asian countries. Seeing popular culture as terrains of power struggles and articulation, we explore how class, gender and national identities are constructed and contested through pop culture that is in turn shaped by these social

### **EAST B352 China's Environment**

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches, and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the

Mao reforms. Prerequisite: Sophomore standing.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): HIST-B352

Units: 1.0

Instructor(s): Jiang, Y.

(Spring 2014)

### **EAST B362 Environment in Contemporary East Asia: China and Japan**

This seminar explores environmental issues in contemporary East Asia from a historical perspective. It will explore the common and different environmental problems in Japan and China, and explain and interpret their causal factors and solving measures in cultural traditions, social movements, economic growth, political and legal institutions and practices, international cooperation and changing perceptions. Prerequisite: Sophomore standing or above.

Requirement(s): Division I or Division III

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

### **EAST B380 Readings in Advanced Chinese**

This is a topics course. Topics vary. This course prepares advanced readers of Chinese for the practice of reading, translating and analyzing primary source texts in early-modern and modern Chinese literature.

This class is conducted in English, and all readings and screenings are in the original language. The course assumes advanced reading knowledge of Chinese and requires successful completion of 3rd year Chinese or equivalent as a prerequisite. Majors are strongly encouraged to take this course.

Requirement(s): Division III: Humanities

Crosslisting(s): CNSE-B380

Units: 1.0

Instructor(s): Kwa, S.

(Fall 2013)

*Fall 2013:* Current topic description: The May Fourth and New Culture Movements. This semester we will be reading the essays, short stories and novels written around the May 4th Movement, a period that revolutionized and transformed literature in Chinese. We will address questions of freedom and democracy, modernity and native folk tradition, cosmopolitanism and nationalism, and how they relate to changes political, literary, social and otherwise.

### **EAST B398 Senior Seminar**

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

Units: 0.5

Instructor(s): Glassman, H., Jiang, Y.

(Fall 2013)

### **EAST B399 Senior Seminar**

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

Units: 0.5

Instructor(s): Glassman, H., Jiang, Y.

(Spring 2014)

### **EAST B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

### **EAST B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

## **EAST ASIAN LANGUAGES**

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



and 004) are required for credit. Prerequisite: First-year Chinese or a passing score on the Placement Exam.  
 Requirement(s): Language Level 2  
 Units: 1.0  
 Instructor(s): Chiang, T.  
 (Fall 2013)

#### **CNSE B004 Second-Year Chinese**

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite: First-year Chinese or a passing score on the Placement Exam.  
 Requirement(s): Language Level 2  
 Units: 1.0  
 Instructor(s): Chiang, T.  
 (Spring 2014)

#### **CNSE B007 First-Year Chinese Non-Intensive**

This course is designed for students who have some facility in listening, speaking, reading and writing to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Prerequisite: Chinese Language Placement exam.  
 Requirement(s): Language Level 1  
 Units: 1.0  
 Instructor(s): Chiang, T.  
 (Fall 2013)

#### **CNSE B008 First Year Chinese (Non-intensive)**

This course is designed for students who have some facility in listening, speaking, reading and writing to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Prerequisite: CNSE B007  
 Requirement(s): Language Level 1  
 Units: 1.0  
 Instructor(s): Chiang, T.  
 (Spring 2014)

#### **CNSE B101 Third-Year Chinese: Readings in the Modern Chinese Short Story and Theater**

A focus on overall language skills through reading and discussion of modern short stories, as well as on students facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio- and videotapes Second-Year Chinese or consent of instructor. (Offered at Haverford)

Requirement(s): Language Level 2  
 Units: 1.0  
 (Not Offered 2013-14)

#### **CNSE B102 Third-Year Chinese: Readings in the Modern Chinese Short Story and Theater**

A focus on overall language skills through reading and discussion of modern short stories, as well as on students facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio- and videotapes Second-Year Chinese or consent of instructor. (Offered at Haverford)  
 Requirement(s): Language Level 2  
 Units: 1.0  
 (Not Offered 2013-14)

#### **CNSE B201 Advanced Chinese**

Development of language ability by readings in modern Chinese literature, history and/or philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social as topics vary. Prerequisite: Third-year Chinese or permission of instructor. (Offered at Haverford)  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC)  
 Units: 1.0  
 (Not Offered 2013-14)

#### **CNSE B380 Readings in Advanced Chinese**

This is a topics course. Topics vary. This course prepares advanced readers of Chinese for the practice of reading, translating and analyzing primary source texts in early-modern and modern Chinese literature. This class is conducted in English, and all readings and screenings are in the original language. The course assumes advanced reading knowledge of Chinese and requires successful completion of 3rd year Chinese or equivalent as a prerequisite. Majors are strongly encouraged to take this course.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): EAST-B380  
 Units: 1.0  
 Instructor(s): Kwa, S.  
 (Fall 2013)

*Fall 2013:* Current topic description: The May Fourth and New Culture Movements. This semester we will be reading the essays, short stories and novels written around the May 4th Movement, a period that revolutionized and transformed literature in Chinese. We will address questions of freedom and democracy, modernity and native folk tradition, cosmopolitanism and nationalism, and how they relate to changes political, literary, social and otherwise.



## 156 Economics

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Majors are advised to complete ECON 200, 202, and 253 during sophomore year. They must be completed

Units: 1.0

Instructor(s): Stahnke,R., Miller,S., Ceglowski,J.  
(Spring 2014)

**ECON B136 Working with Economic Data**

This is a topics course. Topics vary. Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of investments; construction of price indices and other government statistics; evaluating economic forecasts; Quantitative Readiness Required.

Requirement(s): Division I or Quantitative Approach: Quantitative Readiness Required (QR)

Crosslisting(s): CITY-B136

Units: 1.0

Instructor(s): Ross,D.  
(Spring 2014)

*Spring 2014:* Current topic description: Economists treat nature as providing environmental services that contribute to the production of goods and services that address human needs and desires. "Working with Economic Data" will focus on the measurement and valuation of those services as part of quantifying market outcomes. Within the discipline, environmental harm is seen as a failure of the market. We will consider how economists measure the magnitude of this deviation from the ideal, and assess efforts to ameliorate the failure.

**ECON B200 Intermediate Microeconomics**

Systematic development of the analytical framework economists use to explain the behavior of consumers equilibria; welfare economics. Application to current economic problems. Prerequisites: ECON B105, BMATH 101 (or equivalent), one 200-level applied microeconomics elective.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ross,D.  
(Fall 2013)

**ECON B202 Intermediate Macroeconomics**

The goal of this course is to provide a thorough understanding of the behavior of the aggregate economy and the likely effects of government unemployment and interest rates are developed, along with theories of consumption, investment, economic growth, exchange rates and the trade balance. These models are used to analyze the likely macroeconomic

current macroeconomic issues and problems.

Prerequisites: ECON 105, MATH 101 (or equivalent), and sophomore standing or permission of the instructor.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ceglowski,J.  
(Spring 2014)

**ECON B205 Financial Economics**

The class covers the economics of how people problems associated with: 1) fund raising and 2) risk management. The course covers the emergence of the measurement and management of risk in asset allocation, the capital asset pricing model, the arbitrage pricing theory, derivatives, the economics of banking, capital structure and closes with historical perspectives Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Miller,S.  
(Spring 2014)

**ECON B207 Money and Banking**

Analysis of the development and present organization students who have completed ECON 307. Prerequisites: ECON 105.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

**ECON B208 Labor Economics**

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates, capital, family decision making, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

**ECON B213 Taming the Modern Corporation**

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the

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Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.

Graduates may complete the requirements for a baccalaureate program.

### Title II Reporting:

Title II of the Higher Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate as well as the state's pass rate, be available to the public on request. Copies of the report may be requested from Ann Brown, Program Coordinator and Advisor, by e-mail at [abrown@brynmawr.edu](mailto:abrown@brynmawr.edu) or phone at (610) 526-5376.

### COURSES

#### EDUC B200 Critical Issues in Education

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access to education and in knowledge construction and production. Participatory action research involves students in working with an urban high school.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

**EDUC B275 English Learners in U.S. Schools:  
Policies and Practices**

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. This is a Praxis II course

Units: 2.0  
 Instructor(s): Dept. staff, TBA  
 (Fall 2013)

**EDUC B303 Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks).  
 Two units of credit are given for this course. Open only  
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 Units: 2.0  
 Instructor(s): Dept. staff, TBA  
 (Spring 2014)

**EDUC B311 Fieldwork Seminar**

Drawing on the diverse contexts in which participants  
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 and analysis of ideas, perspectives and different ways of  
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 issues of educational practice, reform, and innovation.  
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 Counts towards: Child and Family Studies; Praxis  
 Program  
 Units: 1.0  
 (Not Offered 2013-14)

**EDUC B320 Topics in German Literature and Culture**

This is a topics course. Topics vary. Previous topics  
 include: Romantic Literary Theory and Literary  
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 Literature; Nietzsche and Modern Cultural Criticism;  
 Contemporary German Fiction; No Child Left Behind:  
 Education in German Literature and Culture.  
 Requirement(s): Division III: Humanities  
 Counts towards: Film Studies  
 Crosslisting(s): GERM-B320  
 Units: 1.0  
 (Not Offered 2013-14)

**EDUC B374 Education Politics & Policy in the U.S.**

This course will examine education policy through the  
 lens of federalism and federalism through a case study  
 of education policy. The dual aims are to enhance  
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 understanding of the impact that our federal system of  
 government has on policy effectiveness.  
 Requirement(s): Division I: Social Science  
 Crosslisting(s): POLS-B374; SOCL-B374  
 Units: 1.0  
 Instructor(s): Golden, M.  
 (Fall 2013)

**EDUC B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Fall 2013)

**EDUC B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Spring 2014)

**EDUC B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and  
 are developed by individual students, in collaboration  
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 classroom setting and applies theoretical understanding  
 gained through classroom study to work done in the  
 broader community.  
 Counts towards: Praxis Program  
 Units: 1.0  
 (Not Offered 2013-14)

**EDUC B433 Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks) –  
 for students enrolled in the Post-baccalaureate Teacher  
 Educatino Program. Two units of credit are given for  
 this course. Open only to non-matriculating students  
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 Units: 2.0  
 (Not Offered 2013-14)

**EMLY B001 Emily Balch Seminars**

Units: 1.0  
 (Fall 2013)



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## ENGLISH

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Students may complete a major or a minor in English. Within the major, students may complete a concentration in Creative Writing. Students may also combine an English major with or minor in Africana Studies, Environmental Studies, or Gender and Sexuality Studies; alternatively, a concentration in Gender and Sexuality Studies is available.

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### Faculty

Linda-Susan Beard, Associate Professor of English

Peter M. Briggs, Professor of English (on leave semester II)

Jennifer Callaghan, Lecturer

Anne F. Dalke, Term Professor

Dipika Guha, Lecturer in Creative Writing

Jennifer Harford Vargas, Assistant Professor of English

Jane Hedley, K. Laurence Stapleton Professor of English (on leave semester I)

Gail Hemmeter, Senior Lecturer in English and Director of Writing

Betty Litsinger, Instructor

Hoang Tan Nguyen, Assistant Professor of English and Film Studies

Raymond Ricketts, Lecturer in English and Emily Balch Seminars

Katherine Rowe, Professor of English

Jennifer CalMatfe6w Rube

Anne F

Film Studies I)

### **Concentration in Creative Writing**

Students may elect a concentration in creative writing. This option requires that, among the eight course selections besides ENGL 250, 398 and 399, three units will be in creative writing; one of the creative writing units may be at the 300 level and may count as one of the three required 300-level courses for the major. Students enrolling in this concentration must seek the approval of their major adviser in English and of the director of the Creative Writing Program; they must enroll in the concentration before the end of their sophomore year.

### **Other Concentrations**

The Department of English contributes courses toward



## 170 English

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Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B217

Units: 1.0

Instructor(s): Harford Vargas,J.

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Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2013-14)

**ENGL B234 Postcolonial Literature in English**

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Crosslisting(s): COML-B234  
Units: 1.0  
Instructor(s): Tratner, M.  
(Spring 2014)

**ENGL B235 Reading Popular Culture: Freaks**

American culture, from 19th c. sideshows to the present.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies ; Gender

Units: 1.0  
(Not Offered 2013-14)

**ENGL B2357 LtionoDivcator Nvelsin E37.3 (,merican )TJEMC /P MCID 814BDC /TT1 1 Tf0 -1.822 Td(This course wexamins )rer  
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later revolutionary writers, from Blake to Philip Pullman.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B257 Gender and Technology**

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been critical media; and what all of the above suggest for the technological engagement of everyone in today's world.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): CMSC-B257

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B258 Finding Knowledge Between the Leaves: 19th-Century Literature of Education**

This class will examine innovative extra-institutional methods and spaces of learning. We will explore a genealogy of unconventional and progressive models of instruction found in imaginative literature, in personal letters, and in material culture. Our readings will range from

Approach: Critical Interpretation (CI)

Units: 1.0 *(Not Offered 2013-14)*

sonnet, rap, and mimetic jazz. The development of



Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Units: 1.0  
*(Not Offered 2013-14)*

### ENGL B277 Nabokov in Translation

A study of Vladimir Nabokov's writings in various works. The continuity between Nabokov's Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): RUSS-B277  
 Units: 1.0  
 Instructor(s): Harte, T.  
*(Spring 2014)*

### ENGL B279 Introduction to African Literature

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's *Anthills of the Savannah*, Ayi Kwei Armah's *Fragments*, Mariama Bâ's *Si Longe une Lettre*, Tsitsi Danga-rembga's *Nervous Conditions*, Bessie Head's *Maru*, Sembène Ousmane's *Xala*, plays by Wole Soyinka and his *Burden of History*, *The Muse of Forgiveness* and Ngugi wa Thiong'o's *A Grain of Wheat*. We will address the "transliteration" of Christian and Muslim languages and theologies in these works.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies  
 Crosslisting(s): COML-B279  
 Units: 1.0  
*(Not Offered 2013-14)*

### ENGL B280 Video Practices: From Analog to Digital

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): HART-B280  
 Units: 1.0  
*(Not Offered 2013-14)*

### ENGL B284 Women Poets: Giving Eurydice a Voice

This course covers English and American woman poets of the 19th and 20th centuries whose gender was important for their self-understanding as poets, their choice of subject matter, and the audience they sought to gain for their work. Featured poets include Elizabeth Bishop, Gwendolyn Brooks, Elizabeth Barrett Browning, Lucille Clifton, H.D., Emily Dickinson, Marianne Moore, Sylvia Plath, Adrienne Rich, Christina Rossetti, Anne Sexton, and Gertrude Stein.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

### ENGL B288 The Novel

This course will explore the multi-vocal origins of the novel in English and the ways in which its rapid development parallels changes in reading, vision, thought, and self-perception. The course will trace the novel's evolution from its 17th-century beginnings in romance, spiritual autobiography, and travel literature; through its emergence as a middle-class mode of expression in the 18th century; to its period of cultural dominance in the Victorian era; and to modernist and postmodern experimentation. In studying the novel's historical, cultural, and formal dimensions, the characters, authorship, and the reader.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Ricketts, R.  
*(Spring 2014)*

### ENGL B290 Modernisms

Between the two world wars—1918—1939—a revolution occurred in literature that is called "Modernism." While the phenomenon was worldwide, this course will focus on the major British writers of the period, novelists Virginia Woolf, James Joyce, E.M.Forster, and poets W.H.Auden, T.S.Eliot, Wets dernIn studyingensdB00e Clifton, H.D., Cd

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Edward Said argued that Western representations of the “East” are constructed through an inverted mirror formation through moving image production and circulation.

**ENGL B336 Topics in Film**

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**ENGL B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with a faculty member. These courses are designed to be completed in a classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

## TRI-CO ENVIRONMENTAL STUDIES MINOR WITH THE JOHANNA ALDERFER HARRIS ENVIRONMENTAL STUDIES PROGRAM

Students may complete a minor in Environmental Studies in conjunction with any major at Bryn Mawr, Haverford, or Swarthmore pending approval of the student's coursework plan by the home department and the home-campus Environmental Studies director.

### Faculty

*Bryn Mawr College*

Victor Donnay, Mathematics, Environmental Studies  
Director

Don Barber, Geology, Alderfer Chair in Environmental Studies

Peter Briggs, English

Joshua Caplan, Biology, Bucher-Jackson Fellow

Rick Davis, Anthropology (on leave semester II)

Jonas Goldsmith, Chemistry

Karen Greif, Biology

Carol Hager, Political Science

Megan Heckert, Growth and Structure of Cities and Environmental Studies, Tri-Co GIS

Thomas Mozdzer, Biology

Michael Rock, Economics

David Ross, Economics

Bethany Schneider, English

**Ellen Stroud, Growth and Structure of Cities, Harris Chair in Environmental Studies (on leave semesters I and II)**

Nathan Wright, Sociology

*Faculty at Haverford College:*

**Helen White, Chemistry, Environmental Studies Director**

Kim Benston, English

Craig Borowiak, Political Science

Kaye Edwards, Interdisciplinary Programs

Steve Finley, English

Andrew Friedman, History

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Megan Heckert, Independent Programs and  
Environmental Studies, Tri-Co GIS

Karl Johnson, Biology

Joshua Moses, Anthropology

Iruka Okeke, Biology

Rob Scarrow, Chemistry

Jonathan Wilson, Biology

*Faculty at Swarthmore College:*

**Peter Collings, Physics and Astronomy,  
Environmental Studies Director**

Elizabeth Bolton, English Literature

Timothy Burke, History

Erich Carr Everbach, Engineering

Giovanna Di Chiro, Political Science

Megan Heckert, Political Science and Environmental  
Studies, Tri-Co GIS

Alison Holliday, Chemistry and Biochemistry

Eric Jensen, Physics and Astronomy

José-Luis Machado, Biology

Arthur McGarity, Engineering

Rachel Merz, Biology

Carol Nackenoff, Political Science

Hans Oberdiek, Philosophy



in identifying and addressing environmental challenges. At least one of the courses in this category must have a laboratory component.

- b) Environmental Social Sciences, Humanities & Arts: courses that build understanding and knowledge of social and political structures as well as ethical considerations, and how these inform our individual and collective responses to environmental challenges.

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BIOL 020\*(L) Animal Physiology  
BIOL 025\*(L) Plant Biology  
BIOL 026\*(L) Invertebrate Zoology  
BIOL 031\* History and Evolution of Human Food  
BIOL 034\*(L) Evolution  
BIOL 036 (L) Ecology  
BIOL 039 (L) Marine Biology  
BIOL 115E Plant Molecular Genetics - Biotechnology  
BIOL 116\* Microbial Processes and Biotechnology  
BIOL 137 Biodiversity and Ecosystem Function  
CHEM 001\*(L) Chemistry in the Human Environment  
CHEM 043\*(L) Analytical Methods and Instrumentation  
CHEM 103 Topics in Environmental Chemistry  
ENGR 003\* Problems in Technology  
ENGR 004A Environmental Protection  
ENGR 004B \* Swarthmore and the Biosphere  
ENGR 004E Introduction to Sustainable Systems Analysis  
ENGR 035\*(L) Solar Energy Systems  
ENGR 057\*(L) Operations Research  
ENGR 063 (L) Water Quality and Pollution Control  
ENGR 066 (L) Environmental Systems  
ENVS 090\* Directed Reading in Environmental Studies  
MATH 056\* Modeling  
PHYS 002E\* FYS: Energy  
PHYS 020\*(L) Principles of the Earth Sciences  
PHYS 024 (L) The Earth and Its Climate

### **CATEGORY B) ENVIRONMENTAL HUMANITIES, SOCIAL SCIENCES AND ARTS**

#### **Bryn Mawr**

ANTH 203 Human Ecology  
ANTH 210 Medical Anthropology  
ANTH 237 Environmental Health  
ANTH 263\* Anthropology and Architecture  
ARCH 245 The Archaeology of Water  
CITY 175 Environment and Society  
CITY 201 Introduction to GIS for Social and Environmental Analysis  
CITY 241 Building Green  
CITY 250\* U.S. Urban Environmental History  
CITY 278 American Environmental History  
CITY 279 Global Environmental Change

CITY 329 Advanced Topics in Urban Environmental Studies  
CITY 345 Advanced Topics in Environment and Society  
CITY 360 Brazil: City, Nature, Identity  
CITY 377 Global Architecture of Oil  
EAST 352 China's Environment: History, Policy, and Rights  
EAST 362 Environment in Contemporary East Asia  
ECON 225\* Economics of Development  
ECON 234 Environmental Economics  
ECON 242 Economics of Local Environmental Programs  
EDUC 268 Educating for Environmental Literacy  
ENGL 204\* Literatures of American Expansion  
ENGL 268 Native Soil: Indian Land & American Lit 1588-1840  
ENGL 275 Food Revolutions  
ENGL 251 Food For Thought  
ENGL 313 Ecological Imaginings  
HIST 212 Pirates, Travelers and Natural Historians  
HIST 237\* Urbanization in Africa  
PHIL 240 Environmental Ethics  
POLS 222 Intro to Environmental Issues  
POLS 278\* Oil, Politics, Society and Economy  
POLS 310\* Comparative Public Policy  
POLS 321\* Technology and Politics  
POLS 339\* The Policy-making Process  
POLS 354\* Comparative Social Movements  
SOCL 165 Problems in the Natural and Built Environment  
SOCL 247 Environmental Social Problems  
SOCL 316\* Science, Culture and Society

#### **Haverford**

ANTH 252\* State and Development in South Asia  
ANTH 263\* Anthropology of Space: Housing and Society  
ANTH 281 Nature/Culture: Introduction to Environmental Anthropology  
ENGL 217\* Humankind  
ENGL 257\* British Topographies  
ENGL 356 Studies in American Environment and Place  
HIST 119\* International History of Environment and Place of Development /P





disciplinary approaches in which scholarship can and does (and does not) inform our perceptions of the environment. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports,



Counts towards: Environmental Studies  
 Crosslisting(s): BIOL-B250; GEOL-B250  
 Units: 1.0  
 (Not Offered 2013-14)

### **EAST B352 China's Environment**

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches, and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the 1950s-1970s, and Mao reforms. Prerequisite: Sophomore standing.  
 Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies  
 Crosslisting(s): HIST-B352  
 Units: 1.0  
 Instructor(s): Jiang, Y.  
 (Spring 2014)

### **EAST B362 Environment in Contemporary East Asia: China and Japan**

This seminar explores environmental issues in contemporary East Asia from a historical perspective. It will explore the common and different environmental problems in Japan and China, and explain and interpret their causal factors and solving measures in cultural traditions, social movements, economic growth, political and legal institutions and practices, international cooperation and changing perceptions. Prerequisite: Sophomore standing or above.  
 Requirement(s): Division I or Division III  
 Counts towards: Environmental Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ECON B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, inflation, interest rate, and money supply) (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.  
 Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies; International Studies Major  
 Crosslisting(s): CITY-B225  
 Units: 1.0  
 Instructor(s): Rock, M.  
 (Fall 2013)

### **ECON B234 Environmental Economics**

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods, and environmental quality; environmental economic justice; and sustainable development. Writing Intensive. Course counts as Writing Intensive Course.  
 Prerequisites: ECON B105.  
 Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies  
 Crosslisting(s): CITY-B234  
 Units: 1.0  
 Instructor(s): Rock, M.  
 (Spring 2014)

### **ECON B242 Economics of Local Environmental Programs**

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105.  
 Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies; Praxis Program  
 Crosslisting(s): CITY-B204  
 Units: 1.0  
 (Not Offered 2013-14)

### **EDUC B285 Ecologies of Minds and Communities**

This course will attend to students' distinctive ways of seeing and being in the world, in the context of communitarian questions of identity, access, and power. How can we re-imagine ecological literacy more deeply and fruitfully with and for diverse students and communities?  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Environmental Studies  
 Units: 1.0  
 Instructor(s): Cohen, J.  
 (Spring 2014)

### **ENGL B216 Ecological Expression: Re-creating Our World**

This course will focus on the range, limits and possibilities of representation, asking what might be imagined that has not yet been experienced, and enabling students to create their own multi-modal representations of the spaces they occupy.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical

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Interpretation (CI)

Counts towards: Environmental Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Dalke, A.  
(Spring 2014)

### **ENGL B251 Food for Thought: Gastronomic Literatures and Philosophies**

Through the lens of "food and text," this course will trace the philosophy of food and the history of food writing. We will study how food has been written about and how food writing has responded to and played a role in cultural change.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B268 Native Soil and American Literature: 1492-1900**

This course will consider the literature of contact and Americans between the years 1492 and 1920. We will focus on how these cultures understood the meaning and uses of land, and the effects of these literatures of encounter upon American land and ecology and vice-versa. Texts will include works by Native, European- and African-American writers, and may include texts by Christopher Columbus, John Smith, William Bradford, Handsome Lake, Samson Occom, Lydia Maria Child, Nathaniel Hawthorne, Sarah Winnemucca Hopkins, John Rollin Ridge, Mark Twain, Mourning Dove, Ella Deloria and Willa Cather.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Schneider, B.  
(Fall 2013)

### **ENVS B101 Introduction to Environmental Studies**

This interdisciplinary introduction to Environmental Studies Minor examines the ideas, themes and methodologies of humanists, social scientists, and natural scientists in order to understand what they have to offer each other in the study of the environment, and how their inquiries can be strengthened when working in concert.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Mozdzer, T., Heckert, M.  
(Fall 2013)

### **ENVS B397 Senior Seminar in Environmental Studies**

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to

actively engage in environmental problem solving by bringing the perspectives and skills gained from their majors and applying them to collaborative interdisciplinary projects. Prerequisite: Open only to Environmental Studies students who have completed all introductory work for the minor.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Ross, D.  
(Spring 2014)

### **GEOL B101 How the Earth Works**

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory investigations and applying them to the local area and selected areas around the world. Three lectures and

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR);

This s towards: Environmental Studies

Units: 1.0

Instructor(s): Ross, D.



**GEOL B203 Invertebrate Paleobiology**

Biology, evolution, ecology, and morphology of the major marine invertebrate fossil groups. Lecture three hours and laboratory three hours a week. A semester-long course will be based on material collected on a two-day trip to the Tertiary deposits of the Chesapeake Bay.

Requirement(s): Division II with Lab

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Marenco, K.

(Fall 2013)

**GEOL B206 Energy Resources and Sustainability**

An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of the geological framework that determines resource availability, and of the social, economic, and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Barber, D.

(Fall 2013)

**GEOL B209 Natural Hazards**

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, and tsunamis. Includes a discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B210

Units: 1.0

Instructor(s): Elkins, L.

(Fall 2013)

**GEOL B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in the sciences. The course covers basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will

discuss the use of computational methods in various disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative

Counts towards: Environmental Studies

Crosslisting(s): BIOL-B250; CMSC-B250

Units: 1.0

(Not Offered 2013-14)

**GEOL B302 Low-Temperature Geochemistry**

The geochemistry of Earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water environmental chemistry, chemical evolution of natural waters, and pollution issues. Fundamental principles are applied to natural systems with particular focus on hydrothermal systems. Prerequisites: CHEM 103, 104 and GEOL 202, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

**GEOL B314 Marine Geology**

An introduction to the structure of ocean basins and the marine sedimentary record. Includes an overview of physical, biological, and chemical oceanography, and modern coastal processes such as shoreline erosion. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including one day-long field trip. Prerequisites: CHEM 103, 104 and GEOL 205, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

**GEOL B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Counts towards: Environmental Studies

Crosslisting(s): CITY-B328; BIOL-B328; ARCH-B328

Units: 1.0

(Not Offered 2013-14)

**HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

In the early modern period, conquistadors, missionaries, travelers, pirates, and the chemist-historians: wrote

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Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B251 Topics: Growth & Spatial Organization of the City**

An introduction to growth & spatial organization of cities.



citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions.

Counts towards: Environmental Studies

Crosslisting(s): POLS-B354

Units: 1.0

Instructor(s): Hager, C.

(Spring 2014)

## FILM STUDIES

Students may complete a minor in Film Studies.

### Steering Committee

Timothy Harte, Associate Professor of Russian

Homay King, Associate Professor of History of Art

Hoang Tan Nguyen, Assistant Professor of English

Michael Tratner, Professor of English

Sharon Ullman, Professor of History (on leave semester I)

### Affiliated Faculty

Victoria Funari, Visiting Assistant Professor of History of Art (spring 2014)

Timothy Harte, Associate Professor of Russian

Steven Z. Levine, Professor of History of Art

Hoang Tan Nguyen, Assistant Professor of English

Roberta Ricci, Associate Professor of Italian

David Romberg, Visiting Assistant Professor of History of Art (fall 2013)

Azade Seyhan Fairbank Professor in the Humanities

H. Rosi Song, Associate Professor of Spanish

Michael Tratner, Professor of English

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon the study of film. The program offers a minor in film studies, which includes an exhibition. The courses that comprise the minor in film studies are designed to provide an academic study of cinema. The minor is anchored by core courses in formal analysis, history and theory. The program also includes courses in national cinemas, genres, areas of theory and criticism, and critical theory. The program will add both breadth and depth to this program of study.

Film Studies is a Bryn Mawr College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor work plan when declaring the minor.

### Minor Requirements

In consultation with the program director, students must complete a minimum of six courses, including:

genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema. The minor consists of a total of six courses and must include the following:

- One introductory course in the formal analysis of  
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College and Professor Nilgun Uygun, Anthropology,  
Haverford College.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Song, R.

(Fall 2013)

**GNST B302 Topics in Video Production**

This is a topics course. Topics vary. Prerequisite: GNST B255, ENGL/HART B205-001 or an equivalent Video Production course, such as Documentary Production or an equivalent critical course in Film or Media Studies.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2013-14)

**HART B110 Critical Approaches to Visual Representation: Identification in the Cinema**

attention to the role of the spectator. Why do moving images that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic

Introduction to Film Studies  
Fall 2013

Introduction to Film Studies  
Fall 2013

Introduction to Film Studies  
Fall 2013



**HART B299 History of Narrative Cinema, 1945 to the present**

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1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements

## 200 Film Studies

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Units: 1.0

*(Not Offered 2013-14)*

### **HIST B284 Movies and America**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural fashioning.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the

Counts towards: Film Studies  
 Crosslisting(s): ENGL-B238; HART-B238; COML-B238  
 Units: 1.0  
 Instructor(s):Harte,T.  
 (Fall 2013)

**RUSS B258 Soviet and Eastern European Cinema of the 1960s**

This course examines 1960s Soviet and Eastern European "New Wave" cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and discussed. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and discussed.

Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Film Studies  
 Units: 1.0  
 (Not Offered 2013-14)

**SPAN B318 Adaptaciones literarias en el cine español**

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course examines the relationship between literature and film in Spain. Attention will be paid to the political and cultural context in which these texts are being published and made into films. Requirement(s): Division III: Humanities  
 Counts towards: Film Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
 Units: 1.0  
 (Not Offered 2013-14)

**FINE ARTS**

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

**Faculty**

- Markus Baenziger, Associate Professor
- John Goodrich, Instructor
- Hee Sook Kim, Associate Professor
- Vita Litvak, Visiting Assistant Professor
- Elizabeth Whalley, Visiting Assistant Professor
- William E. Williams, Professor and Curator of Photography
- Ying Li, Professor

Students are required to be structured to accomplish the following: (1) For students of form and to present knowledge and understanding of it in works of art. (2) For students intending to major in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

**Major Requirements**

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

**COURSES**

**ARTS H101 Arts Foundation-Drawing (2-D)**

A seven-week introductory course for students with

## 202 Fine Arts

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### ARTS H102 Arts Foundation-Drawing

This is a seven week course designed to provide an overview of basic drawing techniques addressing line, form, space, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and the landscape. Students will explore a range of materials, wet, dry, collage, and some projects are designed to expand on the idea of drawing with three-dimensional concepts. Prerequisite: Overenrollment will be determined by the instructor. 1 day of class.

M.Baenziger

### ARTS H103 Arts Foundation-Photography

Prerequisite: Overenrollment will be determined by the instructor. 1 day of class.

W.Williams

to create a personal visual statement. Prerequisite:  
Preference to declared majors who need Foundations,  
and to those who have entered the lottery for the same  
Foundations course at least once without success.



**ARTS H322 Experimental Studio: Printmaking: Lithography**

An advanced course explores traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional and design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite: One course in printmaking or consent.  
H.Kim

**ARTS H327 Experimental Studio: Lithography and Intaglio**

Concepts and techniques of black and white and color lithography. The development of a personal direction is encouraged. Prerequisite: A foundation drawing course and Foundation Printmaking, or permission of instructor H.Kim

**ARTS H331 Experimental Studio: Drawing (2-D)**

Students will build on the work done in 200 level courses, to develop further their individual approach to drawing. Students are expected to create projects that demonstrate the unique character of drawing in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists. Prerequisite: ARTS 223A or B, or consent.  
Y.Li

**ARTS H333 Experimental Studio: Painting**

Students will build on the work done in 200 level courses to develop further their individual approach to painting. Students are expected to create projects that demonstrate the unique character of their chosen media in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists. Prerequisite: ARTS 223A or B, or consent.  
Y.Li

**ARTS H343 Experimental Studio: Sculpture**

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing his or her individual form of expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture. Advanced three-dimensional concepts and fabrication techniques including bronze casting will be introduced in class. May be repeated for credit. Prerequisite: Fine Arts 243A or B, or consent of instructor M.Baenziger

**ARTS H351 Experimental Studio: Photography**

Students produce an extended sequence of their work in either book (ARTSH351A) or exhibition (ARTSH351B) format using black and white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their course work. This two semester course includes the exhibition project second semester (351B). At the end of each semester the student may exhibit his/her project. Prerequisite: Fine Arts 251A and 260B W.Williams

**ARTS H460 Teaching Assistant**

H.Kim

**ARTS H480 Independent Study**

This course gives the advanced student the opportunity to experiment with concepts and ideas and to explore in depth his or her talent. Prerequisite: consent of instructor.  
H.Kim

**ARTS H499 Senior Departmental Studies**

The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of his or her work. Prerequisite: Senior Majors Staff

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**FREN B002 Elementary French**

The speaking and understanding of French are stressed as well as written competence is stressed as well in semester II. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours a week) sessions. This is a year-long course.  
Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Don, W., Cherel, B.  
(Spring 2014)

**FREN B002IN Intensive Elementary French**

The second half of a two-semester beginning sequence. Students function comfortably in a French-speaking environment. It is both speaking (through pair work, group work and drills) and writing intensive (through blogs and essays). In drills sessions, students develop the ability to speak and understand better through songs, skits, debates, and a variety of activities. Class meets nine hours per week.  
Units: 1.5  
Instructor(s): Don, W., Peysson-Zeiss, A.  
(Spring 2014)

**FREN B003 Intermediate French**

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit.  
Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Don, W., Cherel, B.  
(Fall 2013)

**FREN B004 Intermediate French**

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit.  
Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Mahuzier, B., Cherel, B.  
(Spring 2014)

**FREN B005 Intensive Intermediate French**

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department. Students who are not graduates of Intensive Elementary French must take Intensive Elementary French first.  
Requirement(s): Language Level 2  
Units: 1.0-0.055 Tw 0  
Instructor(s): Peysson-Zeiss, A.  
(Fall 2013)

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department. Students who are not graduates of Intensive Elementary French must take Intensive Elementary French first.  
Requirement(s): Language Level 2  
Units: 1.0-0.055 Tw 0  
Instructor(s): Peysson-Zeiss, A.  
(Fall 2013)

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## 210 French and Francophone Studies

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feminist texts produced in the wake of May '68.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Mahuzier,B.

(Spring 2014)

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

### FREN B275 Improving Mankind: Enlightened Hygiene and Eugenics

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### FREN B254 Teaching (in) the Postcolony: Schooling in African Fiction

This seminar will examines novels from Francophone æ)ä/CE} \*| [ ] @ [ ] ^ÁCE-!á&æÉÁ&!áçá&æ|Á^••æ^•ÉÁæ} äÁc , [ Á, | { •ÉÁ in order to better understand the forces that inform the African child's experiences of education.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2013-14)

### FREN B260 Atelier d'écriture

Intensive practice in speaking (praxis component through language exchange) and writing. Conversation, discussion, advanced training in grammar and stylistics.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Praxis Program

Units: 1.0

Instructor(s): Peysson-Zeiss,A.

(Fall 2013)

### FREN B262 Débat, discussion, dialogue

This advanced study of oral communication develops students' linguistic skills in narration, hypothesizing, persuasion or counseling, debate, negotiation, etc. Such skills will be nurtured through enrichment of vocabulary, reinforcement of accuracy in manipulation of complex grammatical structures, and enhancement of discursive •c!æc^\*á^•ÉÁV@^Áæ~c@^} çá&Á { æc^!áæ|ÁÇà [ c@Á ] !á } çÁæ } äÁ, | { DÁ which serves as the basis of analytical discussion will !^' ^&çhá••~^•Á [-Á& [ ] c^ { ] [ !æ! ^Áá { ] [ !cæ } &^LÁ- [ !Á^øæ { ] | ^ÉÁ France and Third World Francophone countries.

Prerequisite: 212 or 260.

Units: 1.0

Instructor(s): Peysson-Zeiss,A.

(Spring 2014)

### FREN B270 Mediterranean Port-Cities: Immigration and Identities

A historical, social and literary approach to the Mediterranean, this course will examine the impact of colonization and decolonization in around the Mare Nostrum. It will study the relationship between cities around the Mediterranean and France; how the various waves of immigration have shaped the cityscape and how much of a thriving effect they had on its cultural, literary and artistic creation.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

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is what the libertine writers promoted. The libertine

secularized in the second part of the 19th century. The reading of medical treatises, court case reports, media and other cultural artifacts, along with literary works, will allow us to discuss the relevance of the time, how their designation and diagnosis can also be read as symptoms of a broader culture malaise concerning gender and sexuality, power and agency, and the establishment of a special brand of secularism or « laïcité » in the late 19th century. We will start with Michel Foucault's examination of a criminal case, that of Pierre Rivière, and will discuss medical treatises by Charcot, Freud, Moreau de Tours, reports on « miracles » at pilgrimage sites such as Lourdes, popular religious literature, as well as canonical and popular texts such as Eugène Sue's *Mystères de Paris*, Flaubert's *Un cœur simple*, Barbey d'Aurevilly's *Les Diaboliques*, Zola's *Lourdes*, Thérèse Martin's *Histoire de ma vie*, and Bernanos's *Histoire de Mouchette*.

Units: 1.0

Instructor(s): Mahuzier, B.

(Fall 2013)

### FREN B688 Int roman africain francophone

Units: 1.0

(Not Offered 2013-14)

### FREN B689 Writing Music and Differences

At the most abstract level, this course hopes to propose new and unorthodox approaches to literature. That is, the course offers creative, yet rigorously critical modes of engagement with text in which music and language have, throughout Western history, and more recently, been fundamentally at odds with each other. It will try to show that Western philosophy has constructed their relationship as essentially antagonistic and what the

Units: 1.0

(Not Offered 2013-14)

### FREN B700 Supervised Work

Units: 1.0

(Not Offered 2013-14)

### FREN B701 Supervised Work

Units: 1.0

Instructor(s): Armstrong, G., Mahuzier, B., Higginson, P., Le Mentheour, R.  
(Spring 2014)

## GENDER AND SEXUALITY

Students may complete a minor or concentration in Gender and Sexuality. Students may submit an application to major in Gender and Sexuality through the independent major program.

### Steering Committee

Gregory Davis, Assistant Professor of Biology

Hoang Nguyen, Assistant Professor of English and Film Studies

H. Rosi Song, Chair and Associate Professor of Spanish, Co-Director of Romance Languages and Interim Director (fall 2013) of Gender and Sexuality Studies

Sharon Ullman, Professor of History and Director of Gender and Sexuality Studies (on leave semester I)

The Program in Gender and Sexuality is an interdisciplinary, Bi-College program that can be integrated with any major or pursued independently. Students graduate from the program with a high level of understanding of ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Students choosing a concentration, minor or independent major in gender and sexuality plan their programs in consultation with the Gender and Sexuality coordinator on their home campus. Members of the Gender and Sexuality steering committee serve as their individual mentors. All students in the program take the core course, "Interdisciplinary Perspectives on Sex and Gender." Other courses in the program allow them to explore a range of approaches to gender and sexual difference: critical feminist theory; women's studies; transnational and third-world feminisms; the experiences of women of color; gender and science; the construction of masculinity; gay, lesbian, queer, transgender, and transsexual studies; the history and representation of gender and sexuality in Western and non-Western cultures.

### Minor and Concentration Requirements

Six courses distributed as follows are required for the concentration:

- An introductory course (including equivalent offerings at Swarthmore College or the University of Pennsylvania).
- The junior seminar: Interdisciplinary Perspectives on Sex and Gender (alternating fall semesters between Bryn Mawr and Haverford).

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- Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (480)
  - Of the six courses, no fewer than two and no more than three will also form part of the student's major.

Requirements for the minor are identical to those for the concentration, with the stipulation that no courses in gender and sexuality will overlap with courses taken to

Neither a senior seminar nor a senior thesis is required for the concentration or minor; however, with the permission of the major department, a student may choose to count toward the concentration a senior  
 Students wishing to construct an independent major in gender and sexuality should make a proposal to the Committee on Independent Majors.

## COURSES

### **ANTH B101 Introduction to Anthropology: Prehistoric Archaeology and Biological Anthropology**

An introduction to the place of humans in nature, primates, the fossil record for human evolution, human variation and the issue of race, and the archaeological investigation of culture change from the Old Stone Age to the rise of early civilizations in the Americas, Eurasia and Africa. There are four lab sections for ANTH 101.

**ANTH B322 Anthropology of the Body**

This course examines a diversity of meanings and interpretations of the body in anthropology. It explores anthropological theories and methods of studying the body and social difference via a series of topics including the construction of the body in medicine, identity, race, gender, sexuality and as explored through cross-cultural comparison. Prerequisite: ANTH B102, Suggest Preparation: 200 level cultural anthropology course.

Requirement(s): Division I: Social Science  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

**ANTH B350 Advanced Topics in Gender Studies**

This is a topics course. Topics vary.  
 Requirement(s): Division I: Social Science  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

**ARCH B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): HART-B234; CSTS-B234  
 Units: 1.0  
 (Not Offered 2013-14)

**ARCH B303 Classical Bodies**

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

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): HART-B305; COML-B313  
 Units: 1.0  
 (Not Offered 2013-14)

**ARTD B240 Dance History I: Roots of Western Theater Dance**

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century Western theater dance. It will consider nontheatrical forms and applications as well, but will give special emphasis to the development of theater dance forms within the context of their relationship to and impact on Western culture. The course, of necessity, will give some consideration as well to global interchange in the development of Western dance. It will also introduce students to a selection of traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will offer experiential opportunities.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Caruso Haviland, L.  
 (Spring 2014)

**BIOL B214 The Historical Roots of Women in Genetics and Embryology**

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships contributed to their success. We will also examine their contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.

Requirement(s): Division II: Natural Science  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): HIST-B214  
 Units: 1.0  
 (Not Offered 2013-14)

**CITY B205 Social Inequality**

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.



Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): SOCL-B205  
 Units: 1.0  
 Instructor(s): Osirim, M.  
 (Fall 2013)

### **CITY B335 Topics in City and Media**

This is a topics course. Topics vary. Mass media raises ever-changing global issues in study and praxis in Cities. This advanced seminar looks closely at media through a limited lens - the mediation of a single city (Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, web) or around particular theoreticians and questions (Barthes and myth; Marxism and media).

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Crosslisting(s): ANTH-B335; EAST-B336  
 Units: 1.0  
 Instructor(s): Zhang, J.  
 (Fall 2013)

*Fall 2013:* Current topic description: Looking at TV drama, animation, pop music, fashion and fast food, this course investigates how popular culture works and how it shapes people's lives in East Asian countries. Seeing popular culture as terrains of power struggles and articulation, we explore how class, gender and national identities are constructed and contested through pop culture that is in turn shaped by these social

### **CMSC B257 Gender and Technology**

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been

critical media; and what all of the above suggest for the technological engagement of everyone in today's world.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies

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outside it. Particular attention will be paid to identifying  
recurring concerns and structures in their works, and  
to assessing their importance to female writing: among  
them, the poetics of silence, reproduction as a metaphor



**ENGL B210 Renaissance Literature: Performances of Gender**

Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include



## 220 Gender and Sexuality

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This course introduces students to the ideas of QoCC

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Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Nguyen, H.

(Fall 2013)

formation through moving image production and circulation.

### ENGL B345 Topics in Narrative Theory

This is a topics course. Topics vary.  
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): COML-B345  
Units: 1.0  
Instructor(s): Ricketts, R.  
(Spring 2014)

*Spring 2014:* Current topic description: Students in this course will explore the history of literary "realism" and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

### ENGL B353 Queer Diasporas: Empire, Desire, and the Politics of Placement

through the lenses of sexuality studies and queer theory, we will explore the ways that both current and past of local/global citizenship and belonging. Prerequisites: B250.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
(Not Offered 2013-14)

### ENGL B354 Virginia Woolf

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Tratner, M.  
(Fall 2013)

### ENGL B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): POLS-B365; PHIL-B365; COML-B365  
Units: 1.0  
(Not Offered 2013-14)

### ENGL B367 Asian American Film Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies; Film Studies  
Crosslisting(s): HART-B367  
Units: 1.0  
(Not Offered 2013-14)

### ENGL B369 Women Poets: Gwendolyn Brooks, Adrienne Rich, Sylvia Plath

In this seminar we will be playing three poets off against each other, all of whom came of age during the 1950s. We will plot each poet's career in relation to the public and personal crises that shaped it, giving particular attention to how each poet constructed "poethood" for herself.  
Requirement(s): Division III: Humanities  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

### ENGL B373 Masculinity in English Literature: From Chivalry to Civility

This course will examine images and concepts of masculinity as represented in a wide variety of texts in English. Beginning in the early modern period and ending with our own time, the course will focus on

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daily experiences inside correctional institutions and social movements formed and inspired by incarcerated individuals. Students will explore and apply course materials in campus-based classes and in classes with incarcerated women inside a correctional facility.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Gender and Sexuality Studies; Praxis Program  
 Units: 1.0  
*(Not Offered 2013-14)*

### **GNST B290 Interdisciplinary Perspectives on Gender and Sexuality**

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by Bryn Mawr and Haverford professors from different disciplines, this course is offered yearly on alternate campuses. This semester it will be taught at Bryn Mawr College by Professor Rosi Song, Spanish, Bryn Mawr College and Professor Nilgun Uygun, Anthropology, Haverford College.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Song, R.  
*(Fall 2013)*

### **GREK B201 Plato and Thucydides**

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas. Alcibiades provides a link between the two texts in this course, and we examine the ways in which both authors the comparison of the varying styles and modes of thought of these two great writers.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Edmonds, R.  
*(Fall 2013)*

### **HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France**

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0  
 Instructor(s): Levine, S.  
*(Spring 2014)*

### **HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art**

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Saltzman, L.  
*(Spring 2014)*

### **HART B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): ARCH-B234; CSTS-B234  
 Units: 1.0  
*(Not Offered 2013-14)*

### **HART B280 Video Practices: Analog to Digital**

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): ENGL-B280  
 Units: 1.0  
*(Not Offered 2013-14)*

### **HART B305 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and

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Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

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Chemistry), two additional 300-level geochemistry-themed GEOL courses including GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires Geology major advisor approval). For course planning advice, contact Pedro Marenco, Lynne Elkins (Geology) or Sharon Burgmayer (Chemistry) .

## COURSES

### GEOL B101 How the Earth Works

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory investigations and applying them to the local area and selected areas around the world. Three lectures and

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR);

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Elkins,L., Cull,S.  
(Fall 2013)

### GEOL B102 Earth: Life of a Planet

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## 236 Geology

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basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will gain experience in programming and modeling across disciplines. Six hours of combined lecture/lab per week. Requirement(s): Division II and Quantitative

**GEOL B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Counts towards: Environmental Studies

Crosslisting(s): CITY-B328; BIOL-B328; ARCH-B328

Units: 1.0

(Not Offered 2013-14)

participate in this two-semester seminar that meets

**GEOL B350 Advanced Topics in Geology**

This is a topics course. Topics vary. Recent topics include Carbonate Petrology, Appalachian Geology, Advanced Evolution, The Snowball Controversy, and Climate Change.

Units: 1.0

Instructor(s): Weil,A., Marenco,P., Cull,S., Barber,D.

*Fall 2013:* Current topic description: Students will learn how to study ancient marine environments using geochemical records preserved in carbonate rocks. Students will develop skills to understand the history of carbonate rocks including their formation and subsequent alteration. Students will use advance laboratory techniques and equipment on actual research samples. Class time will consist primarily of lab with minimal lecture.

*Fall 2013:* Current topic description: Investigation into the patterns, causes and impacts of sea-level variability on timescales ranging from millions of years to hours. Students will read and discuss classic and current b [ ~ i } æ ] Å [ ] æ ] ^ i • Å [ ] Å c @ ^ Å c [ ] ä & Ê Å , [ i \ Å , ä c @ Å ä æ c æ Å æ } ä Å c æ \ ^ Å , ^ | ä Å trips to coastal sites. Prerequisites: Advanced standing in the geology major; e.g., 2 or more GEOL courses at 20-level or above.

*Spring 2014:* Current topic description: Through reading and dicussion of the primary literature, students will explore the history of reefs from the earliest microbial reefs to modern coral reefs. We will cover the environmental conditions that lead to reef building as well as the organisms that build and live in them. We will also explore challenges to modern reef ecosystems and discuss the future of reefs. Prerequisites Geo 203 and 205.

*Spring 2014:* Current topic description: This course introduces topics that intersect the disciplines of petrology & tectonics (PetroTectonics), e.g. mantle and lithosphere evolution, crustal growth processes, and the structure and mechanics of collisional and extensional orogens. A wide range of concepts will be covered that integrate mantle and lithospheric processes into global plate tectonic framework. Prerequisites Geo 202 and 204.

**GEOL B399 Senior Capstone Seminar**

A capstone seminar course required for all Geology majors. All Geology seniors will be required to

**GERMAN AND  
GERMAN STUDIES**

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## Minor Requirements

A minor in German and German studies consists of seven units of work. To earn a minor, students are normally required to take GERM 201 or 202, and four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German studies may be counted toward the seven units with the approval of the department.

## Study Abroad

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad Programs.

## COURSES

### GERM B001 Elementary German

Two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Kenosian, D.  
(Fall 2013)

### GERM B002 Elementary German

Two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Kenosian, D.  
(Spring 2014)

### GERM B101 Intermediate German

Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of German-speaking countries. Two semesters. Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Kenosian, D.  
(Fall 2013)

### GERM B102 Intermediate German

This course is the continuation of GERM 101 (Intermediate German I). We will concentrate on all four

language skills--speaking, reading, writing, and listening comprehension. We will build on the knowledge that students gained in the elementary-level courses and then honed in GERM 101. This course will also provide students with an introduction to selected aspects of German culture.

Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Meyer, I.  
(Spring 2014)

### GERM B202 Introduction to German Studies

In this course, we will concentrate on all four language skills – speaking, reading, writing and listening

**GERM B213 Theory in Practice: Critical Discourses  
in the Humanities**

This is a topics course. Topics vary. An examination  
in English of leading theories of interpretation from  
Classical Tradition to Modern and Post-Modern Time.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

**GERM B320 Topics in German Literature and Culture**

This is a topics course. Topics vary. Previous topics include: Romantic Literary Theory and Literary T [ ä^! } äc^LÄÖ [ ] , \* ~ i:æcä [ ] •Ä [ -ÄØ^ { ä } ä } äc^Ää } ÄÖ^! { æ } Ä Literature; Nietzsche and Modern Cultural Criticism; Contemporary German Fiction; No Child Left Behind: Education in German Literature and Culture.  
 Requirement(s): Division III: Humanities  
 Counts towards: Film Studies  
 Crosslisting(s): EDUC-B320  
 Units: 1.0  
 (Not Offered 2013-14)

**GERM B321 Advanced Topics in German Cultural Studies**

This is a topics course. Topics vary. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): HART-B348; COML-B321; CITY-B319  
 Units: 1.0  
 (Not Offered 2013-14)

**GERM B329 Wittgenstein**

Wittgenstein is notable for developing two philosophical •^•c^ { •EÄQ } Äc@^Ä , !•cEÄ@^Äæcc^ { ] c^äÄc [ Ä•@ [ , Äc@æcÄc@^!^Ä is a single common structure underlying all language, thought and being. In the second, he denied the idea of such a structure and claimed that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language.  
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reading part of the New Testament, selections from  
 Requirement(s): Language Level 1  
 Units: 1.0  
 Instructor(s): Baertschi,A.  
 (Fall 2013)

**GREK B011 Traditional and New Testament Greek**

introducing standard (Classical) Greek. Once the grammar has been fully introduced, early in the spring semester, the class will begin to develop facility by reading part of the New Testament, selections from  
 Requirement(s): Language Level 1  
 Units: 1.0  
 Instructor(s): Baertschi,A.  
 (Spring 2014)

**GREK B101 Herodotus**

Greek 101 introduces the student to one of the greatest prose authors of ancient Greece, the historian, Herodotus. The “Father of History,” as Herodotus is sometimes called, wrote one of the earliest lengthy prose texts extant in Greek literature, in the Ionian dialect of Greek. The “Father of Lies,” as he is also sometimes known, wove into his history a number of fabulous and entertaining anecdotes and tales. His historic inquiry into the events surrounding the invasions by the Persian empire against the Greek city-states set the precedent for all subsequent historical writings. (Not Offered 2013-14 – see GREKH101 Herodotus & Lyric at Haverford)  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 (Not Offered 2013-14)

**GREK B104 Homer**

Greek 104 is designed to introduce the student to the epic poetry attributed to Homer, the greatest poet of ancient Greece, through selections from the Odyssey. Since Homer’s poetic form is so important to the shape and texture of the Odyssey, we will examine the mechanics of Homeric poetry, both the intricacies of dactylic hexameter and the patterns of oral formulaic composition. We will also spend time discussing the characters and ideas that animate this text, since the value of Homer lies not merely in his incomparable mastery of his poetic form, but in the values and patterns of behavior in his story, patterns which  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Edmonds,R.

(Spring 2014)

**GREK B201 Plato and Thucydides**

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas  
 Alcibiades provides a link between the two texts in this course, and we examine the ways in which both authors  
 the comparison of the varying styles and modes of thought of these two great writers.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Edmonds,R.  
 (Fall 2013)

**GREK B202 The Form of Tragedy**

This course will introduce the student to two of the three great Athenian tragedians—Sophocles and Euripides. Their dramas, composed two-and-a-half millenia ago, continue to be performed regularly on modern stages  
 current day theatre. We will read Sophocles’ Oedipus Tyrannos and Euripides’ Bacchae in full, focusing on language, poetics, meter, and performance studies.  
 (Not Offered 2013-14 – see GREKH202 Tragedy at Haverford)  
 Requirement(s): Division III: Humanities  
 Units: 1.0  
 (Not Offered 2013-14)

**GREK B398 Senior Seminar**

seminar devoted to readings in and discussion of  
 Studies; the second term involves the writing and oral presentation of the senior thesis.  
 Crosslisting(s): CSTS-B398; LATN-B398  
 Units: 1.0  
 Instructor(s): Baertschi,A.  
 (Fall 2013)

**GREK B399 Senior Seminar**

Crosslisting(s): CSTS-B399  
 Units: 1.0  
 (Spring 2014)

**GREK B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA

## **244 Greek, Latin, and Classical Studies**

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*(Fall 2013)*

### **GREK B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

### **GREK B601 Homer: Iliad**

## College Foreign Language Requirement

The College's foreign language requirement may be met by an average grade of at least 2.0 or with a grade of 2.0 or better in the second semester.

## Major Requirements

Requirements for the major are two courses in Latin at the 100 level, two literature courses at the 200 level, two literature courses at the 300 level, HIST 207 or 208, Senior Seminar and thesis, and two courses to be selected from the following: Classical and Near Eastern Archaeology at the 100 level or above; Greek at the 100 level or above; French, Italian or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome are accepted as part of the major. By the end of the senior year, majors will be required to have completed successfully a sight translation examination from Latin to English.

Students who place into 200-level courses in their first semester of college should consult the department as soon as possible.

## Minor Requirements

Requirements for the minor are normally six courses in Latin, including one at the 300 level. For non-majors, two literature courses at the 200 level must be taken as a prerequisite for admission to a 300-level course.

## Courses in Greek, Latin, and Classical Studies at Haverford 2013-2014

### Fall 2013

CSTS H119 Golden Age of Athens  
 CSTS H293 Translation and other Transformations  
 GREK H001 Elementary Greek  
 GREK H101 Herodotus & Lyric Poetry  
 LATN H001 Elementary Latin  
 LATN H101 Intro to Latin Literature: The Language of Love and Hate in the Roman Republic  
 LATN H201 Ovid

### Spring 2013

CSTS H212 Refashioning the Classics: Ancient Texts and Modern Writers  
 GREK H002 Elementary Greek  
 GREK H202 Greek Tragedy  
 LATN H102 Intro to Latin Literature: Comedy

## COURSES

### LATN B001 Elementary Latin

LATN B001 Elementary Latin introduces the student to the language and literature of Latin, developing the student's knowledge of the forms of the language and the basic constructions used. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Conybeare, C.

(Fall 2013)

### LATN B002 Elementary Latin

LATN B002 Elementary Latin is the second part of a year-long course that introduces the student to the language and literature of ancient Rome. The second semester completes the course of study of the grammar of Latin, improving the student's knowledge of the forms of the language and forms of expression. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Scott, R.





**LATN B613 Livy & the Conquest of the Mediterranean 2nd & 1st c.**

Close analysis of Livy's account of the Second Macedonian War, the Syrian War, and the origins of the third Macedonian War. Emphasis will be placed on Livy's method of composition and reliability, of his general historical outlook, and that of other authors who covered the period. The relevant sections of Polybius' history, Plutarch's biographies of Flamininus, the Elder Cato, and Aemilius Paullus as well as all relevant inscriptions will be dealt with in English.

Units: 1.0

Instructor(s): Scott, R.  
(Spring 2014)

**LATN B613 Cicero**

The speeches and letters of Cicero, advocate and politician.

Units: 1.0

(Not Offered 2013-14)

**LATN B633 Lucretius**

Lucretius' poem "De Rerum Natura", On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the "honey of the Muses" round the lip of the cup containing the "wormwood" of its message. Atomic theory, sexual relations, fear of death: these are just some of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level.

Units: 1.0

(Not Offered 2013-14)

**LATN B640 Topics: Imperial Latin Literature**

This is a topics course. Topics vary. Topic for Spring 2014: Seneca: Tragedies. Seneca's tragedies are the only complete tragic plays in Latin that have survived from classical antiquity. After enjoying immense popularity in early modern times and serving as models for such authors as Corneille, Racine, and Shakespeare, they were increasingly criticized in the 19th and for most of the 20th centuries and condemned as either overly rhetorical, and hence essentially unperformable, or as mere vehicles for Stoic doctrine. Fortunately, in the past decades, a much needed re-evaluation of the dramatic qualities of Seneca's work has taken place. We shall read several Senecan tragedies and discuss such aspects as their intertextual and philosophical dimension, their political agenda, the psychology of the characters as well as Seneca's unique poetic language and style.

Units: 1.0

Instructor(s): Baertschi, A.  
(Spring 2014)

**LATN B650 Topics in Latin Literature**

Topics course. Course content varies.

Units: 1.0

(Not Offered 2013-14)

**LATN B658 Late Latin Poetry**

Units: 1.0 (Not Offered 2013-14)

*LA20ics in Latin Literature*

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**CSTS B208 The Roman Empire**

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Crosslisting(s): HIST-B208

Units: 1.0

Instructor(s): Scott,R.

(Spring 2014)

**CSTS B209 Eros in Ancient Greek Culture**

This course explores the ancient Greek's ideas of love, from the interpersonal loves between people of the same or different genders to the cosmogonic Eros that creates and holds together the entire world. The course examines how the idea of eros is expressed in poetry, philosophy, history, and the romances.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Edmonds,R.

(Spring 2014)

**CSTS B212 Magic in the Greco-Roman World**

Bindings and curses, love charms and healing potions, amulets and talismans—from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers—the people of the Greco-Roman world made use of magic to try to control the forces of nature. We shall examine the magicians of the ancient world and the techniques and devices they used. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political, and social contexts in which magic was used.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2013-14)

**CSTS B220 Writing the Self in the Middle Ages**

What leads people to write about their lives? Do men and women present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? We shall address these questions, reading a wide range of autobiography from the Medieval period in the West, with a particular emphasis on women's writing and on feminist critiques of autobiographical practice.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): COML-B220

Units: 1.0

(Not Offered 2013-14)

**CSTS B223 The Early Medieval World**

European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Crosslisting(s): HISTEMC /P MCID 12 4.222-ronolo\_o222 TkyG0.0M

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HISTEM4is (CC)

Units: 1.0

(Not Offered 2013-14)

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**CSTS B364 Magical Mechanisms**

Requirement(s): Division I or Division III  
 Crosslisting(s): HIST-B364  
 Units: 1.0  
 Instructor(s): Truitt, E.  
 (Spring 2014)

**CSTS B368 Topics in Medieval History**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): HIST-B368  
 Units: 1.0  
 (Not Offered 2013-14)

**CSTS B375 Interpreting Mythology**

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): COML-B375  
 Units: 1.0  
 Instructor(s): Edmonds, R.  
 (Fall 2013)

**CSTS B398 Senior Seminar**

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 Crosslisting(s): LATN-B398; GREK-B398  
 Units: 1.0  
 Instructor(s): Baertschi, A.  
 (Fall 2013)

**CSTS B399 Senior Seminar**

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History); the second term involves the writing and oral presentation of the senior thesis.  
 Crosslisting(s): LATN-B399; GREK-B399  
 Units: 1.0  
 (Spring 2014)

**CSTS B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Fall 2013)

**CSTS B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Spring 2014)

**CSTS B645 Ancient Magic**

Magic – the word evokes the mysterious and the marvelous, the forbidden and the hidden, the ancient and the arcane. But what did magic mean to the people who coined the term, the people of ancient Greece and Rome? Drawing on the expanding body of evidence for ancient magical practices, as well as recent theoretical approaches to the history of religions, this seminar explores the varieties of phenomena labeled magic in the ancient Greco-Roman world. Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world did not only imagine what magic could do, they also made ~•^Á [-Á { æ\*ã&Ác [ Ác! ^Ác [ Áã} ' ~ ^} &^Ác@^Á, [ !|ãÁæ! [ ~ } áÁc@^ { ÈÁ The seminar examines the primary texts in Greek, the tablets and spell books, as well as literary descriptions of magic, in the light of theories relating to the religious, political, and social contexts in which magic was used.  
 Units: 1.0  
 (Not Offered 2013-14)

**CSTS B651 Alexandrian Tradition**

Units: 1.0  
 (Not Offered 2013-14)

**CSTS B675 Interpreting Mythology**

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At

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the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved.

Units: 1.0

Instructor(s): Edmonds,R.

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**CITY B200 Urban Sociology**

This course consists of an overview, as well as an analysis of the physical and social structure of the city. V@^Á, !•cÁ ]æ:cÁ [-Ác@^Á& [ ^ !•^Á, á||Á^æ|Á, ác@Á~ } á^!•cæ } áî } \*Á exactly what a city consists of. The second part will focus on the social structure within cities. Finally, in the third part of the course, we will examine patterns of inequality and segregation in the city. Prerequisite: one social science course or permission of instructor. Requirement(s): Division I: Social Science Crosslisting(s): SOCL-B200 Units: 1.0 (Not Offered 2013-14)

**CITY B201 Introduction to GIS for Social and Environmental Analysis**

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Requirement(s): Division I: Social Science Approach: Quantitative Readiness Required (QR) Counts towards: Environmental Studies Units: 1.0 Instructor(s): Consiglio,D. (Fall 2013)

**CITY B203 Ancient Greek Cities and Sanctuaries**

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures. Requirement(s): Division III: Humanities Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Crosslisting(s): ARCH-B203 Units: 1.0 (Not Offered 2013-14)

**CITY B204 Economics of Local Environmental Programs**

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basis services. Prerequisite: ECON B105. Requirement(s): Division I: Social Science

Counts towards: Environmental Studies  
Crosslisting(s): ECON-B242  
Units: 1.0  
(Not Offered 2013-14)

**CITY B205 Social Inequality**

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the !^|æcá [ ]•@á ]•Áæ { [ ] \*Ác@^•^Á- [ ! { •Á [-Á•c!æcá, &æcá [ ] Áá } Ác@^Á contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Gender and Sexuality Studies Crosslisting(s): SOCL-B205 Units: 1.0 Instructor(s): Osirim,M. (Fall 2013)

**CITY B206 Introduction to Econometrics**

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the

Requirement(s): Division II and Quantitative  
 Approach: Quantitative Methods (QM); Quantitative  
 Readiness Required (QR)  
 Counts towards: Environmental Studies  
 Crosslisting(s): GEOL-B209  
 Units: 1.0  
 Instructor(s): Elkins, L.  
 (Fall 2013)

**CITY B212 Medieval Architecture**

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of “medieval” art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Crosslisting(s): HART-B212  
 Units: 1.0  
 (Not Offered 2013-14)

**CITY B213 Taming the Modern Corporation**

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety; environmental pollution; and truth in advertising.  
 Prerequisite: ECON B105.  
 Requirement(s): Division I: Social Science  
 Crosslisting(s): ECON-B213  
 Units: 1.0  
 (Not Offered 2013-14)

**CITY B214 Public Finance**

Analysis of government’s role in resource allocation, emphasizing effects of tax and expenditure programs  
 government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.  
 Requirement(s): Division I: Social Science  
 Crosslisting(s): ECON-B214  
 Units: 1.0  
 (Spring 2014)

**CITY B215 Urban Economics**

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization;  
 Prerequisite: ECON B105.  
 Requirement(s): Division I: Social Science  
 Crosslisting(s): ECON-B215  
 Units: 1.0  
 (Fall 2013)

**CITY B216 The City of Naples**

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most the city’s rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): ITAL-B215; HART-B216  
 Units: 1.0  
 Instructor(s): Harper, A.  
 (Spring 2014)

**CITY B217 Research Methods and Theories**

This course will provide the student with the basic skills to design and implement a research project. The emphasis will be on the process (and choices) of constructing a research project and on “learning by doing.” The course will encompass both quantitative and qualitative techniques and will examine the strengths and weaknesses of each strategy. By the end of the semester students will have learned the basics for planning and executing research on a topic of their choice.  
 Requirement(s): Division I or Division III  
 Units: 1.0  
 (Not Offered 2013-14)

**CITY B218 Topics in World Cities**

This is a topics course. Topics vary. An introduction to contemporary issues related to the urban environment.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Crosslisting(s): EAST-B218  
 Units: 1.0  
 Instructor(s): Zhang, J.

*Spring 2014:* Current topic description: This course surveys a wide range of issues in urban China. We explore family and gender relations, economic activities,



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Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B244; POLS-B244; HIST-B244

Units: 1.0

Instructor(s): Ataç, M.

*(Spring 2014)*

**CITY B247 Topics in German Cultural Studies**

This is a topics course. Topics vary.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): GERM-B223; COML-B223

Units: 1.0

*(Not Offered 2013-14)*

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and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in

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Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): CSTS-B255; HIST-B285; ARCH-B255

Units: 1.0

Instructor(s): Baertschi, A.

(Fall 2013)

### CITY B262 Urban Ecosystems

Cities can be considered ecosystems whose functions address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisites: BIOL B110/ B111 or ENVS B101.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Crosslisting(s): BIOL-B262

Units: 1.0

Instructor(s): Caplan, J.

(Fall 2013)

### CITY B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. (Prerequisites: BIOL B110/ B111 or ENVS B101 required)

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Praxis Program

Crosslisting(s): EDUC-B266; SOCL-B266

Units: 1.0

Instructor(s): Curl, H.

(Fall 2013)

### CITY B267 History of Philadelphia: 1682 to Present

This course will focus on the intersection of the sense of Philadelphia as it is popularly understood and the Philadelphia that we can reconstruct individually and together using scholarly books and articles, evidence, and visits to the chief repositories of the city's history. We will analyze the relationship between the

and we will create our own history of the city.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Crosslisting(s): HIST-B267

Units: 1.0

(Not Offered 2013-14)

### CITY B268 Greek and Roman Architecture

A survey of Greek and Roman architecture taking into account building materials, construction techniques, various forms of architecture in their urban and religious settings from an historical and social perspective.

Approach: Inquiry into the Past (IP)

Crosslisting(s): ARCH-B268; HART-B268

Units: 1.0

(Not Offered 2013-14)

### CITY B269 Black America in Sociological Perspective

This course provides a sociological perspective on

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis; Inquiry into the Past (IP)

Counts towards: Africana Program

Crosslisting(s): SOCL-B266

Units: 1.0 Instructor(s):

(Fall 2013)

### CITY B268 the Philadelphia Cultural Heritage



**CITY B314 The Economics of Social Policy**

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304.

Requirement(s): Division I: Social Science

Crosslisting(s): ECON-B314

Units: 1.0

*(Fall 2013)*

**CITY B315 Spaces of Identity: Architecture and Planning in Hamburg**

Many European cities feature a shared range of long as a millenium and that are the product of related sets of political, economic, social, cultural, and religious forces. This course will examine such operative factors and patterns through the particular case of the Northern German city-state of Hamburg from its medieval origins to the contemporary waterfront renewal of the HafenCity.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

**CITY B316 Trade and Transport in the Ancient World**

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

Requirement(s): Division III: Humanities

Crosslisting(s): ARCH-B316

Units: 1.0

*(Not Offered 2013-14)*

**CITY B318 Topics in Urban Social and Cultural Theory**

This is a topics course. Topics vary. Prerequisites: Completion of introductory sequence in Cities (esp. 185, 217/229) or equivalent work or permission of instructor.

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

**CITY B319 Advanced Topics in German Cultural Studies**

This is a topics course. Topics vary. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.

Requirement(s): Division III: Humanities

Crosslisting(s): GERM-B321; HART-B348; COML-B321

Units: 1.0

*(Not Offered 2013-14)*

**CITY B321 Technology and Politics**

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology



**CITY B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Crosslisting(s): GEOL-B328; BIOL-B328; ARCH-B328

Units: 1.0

(Not Offered 2013-14)

**CITY B329 Advanced Topics in Urban Environments**

This is a topics course. Topics vary.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): McDonogh, G.

(Fall 2013)

*Fall 2013:* Current topic description: The course focuses on exciting emergent debates in anthropology, history and social sciences that call into question the dominance of limited ways of perceiving and describing "the city." Combining readings and hands-on analyses, we will explore how sight, sound, taste, touch, smell, time and memory are constructed and used in various ways to explain cities but also to include, exclude or control populations and possibilities within the metropolis.

**CITY B330 Arch & Identity in Italy**

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.

Crosslisting(s): ITAL-B330; HART-B330

Units: 1.0

Instructor(s): Harper, A.

(Fall 2013)

**CITY B334 The Economics of Discrimination and Inequality**

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON

253 or 304; ECON 200 or 202.

Crosslisting(s): ECON-B324

Units: 1.0

Instructor(s): Lanning, J.

(Spring 2014)

**CITY B335 Topics in City and Media**

This is a topics course. Topics vary. Mass media raises ever-changing global issues in study and praxis in Cities. This advanced seminar looks closely at media through a limited lens - the mediation of a single city (Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, web) or around particular theoreticians and questions (Barthes and myth; Marxism and media).

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ANTH-B335; EAST-B336

Units: 1.0

Instructor(s): Zhang, J.

(Fall 2013)

*Fall 2013:* Current topic description: Looking at TV drama, animation, pop music, fashion and fast food, this course investigates how popular culture works and how it shapes people's lives in East Asian countries. Seeing popular culture as terrains of power struggles and articulation, we explore how class, gender and national identities are constructed and contested through pop culture that is in turn shaped by these social

**CITY B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at "home" leading to migration, the course proceeds with the study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the northeastern United States.

Requirement(s): Division I: Social Scionmily

**CITY B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, development, and evolution of cities. This course examines the politics of culture and how it shapes urban form and function. The role of cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic and social sciences.

Crosslisting(s): POLS-B348

Units: 1.0

Instructor(s): Ross, M.

(Spring 2014)

**CITY B355 Topics in the History of London**

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.

Requirement(s): Division I or Division III

Crosslisting(s): HART-B355

Units: 1.0

(Not Offered 2013-14)

**CITY B360 Topics in Urban Culture and Society**

This is a topics course. Topics vary. Requirement(s): Division I or Division III  
Crosslisting(s): ANTH-B359; HART-B359; SOCL-B360  
Units: 1.0  
Instructor(s): McDonogh, G.

*Spring 2014:* Current topic description: Brazilian metropolises embody multiple tensions between cities and nature mediated by divisions of race, wealth, gender and immigration. While colonial and 19th century foundations speak to slave wealth and exploitation of the land, 20th century Brazil has become a laboratory for social change, and experiments to rethink the relationships of citizens and the environment. Readings will include history, geography, environmental studies, and urban studies.

**CITY B365 Techniques of the City: Space, Place, and Power**

This is a topics course. Topics vary. Student must have taken at least one social science course.  
Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Zhang, J.

*Spring 2014:* Current topic description: This course is an anthropological, sociological and historical examination

of how cars and social life are interwoven. The goal is to, by de-familiarizing a familiar object and experience – car and driving, understand our society and culture. The examination also serves as an entry point to certain social theories and historical analysis.

**CITY B377 Topics in Modern Architecture**

This is a topics course. Topics vary.  
Requirement(s): Division III: Humanities  
Crosslisting(s): HART-B377  
Units: 1.0  
Instructor(s): Hein, C.  
(Spring 2014)

*Spring 2014:* Current topic description: This course examines the current multitude of projects for livable and sustainable cities and the paths proposed to achieve them. Following on a discussion of theories and methodologies, we will engage concepts as diverse as Livable Cities, Green Cities, Eco Cities or Transition towns, then continue to study concrete examples from around the world in their global and local context.

**CITY B378 Formative Landscapes: The Architecture and Planning of American Collegiate Campuses**

The campus and buildings familiar to us here at the University of Pennsylvania regarding communicative form, architectural innovation, and orchestrated planning. This course will explore that conversation through varied examples, key models, and shaping conceptions over time.  
Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): Cohen, J.  
(Spring 2014)

**CITY B398 Senior Seminar**

An intensive research seminar designed to guide students in writing a senior thesis.  
Units: 1.0  
Instructor(s): McDonogh, G., Cohen, J., Hein, C., Zhang, J.  
(Fall 2013)

**CITY B403 Independent Study**

Units: 1.0  
Instructor(s): Dept. staff, TBA  
(Fall 2013)

**CITY B403 Independent Study**

Units: 1.0  
Instructor(s): Dept. staff, TBA  
(Spring 2014)

**CITY B415 Teaching Assistant**

An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in

introductory and writing classes. This opportunity is available only to advanced students of highest standing by professorial invitation.

Units: 1.0

Instructor(s): McDonogh, G., Hein, C.

(Fall 2013)

**CITY B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with an instructor. These courses are designed to be completed in a classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

**CITY B450 Urban Internships/Praxis**

Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Prerequisite: permission of instructor.

Units: 1.0

Instructor(s): Dept. staff, TBA



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of History at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced courses be taken with Bryn Mawr history faculty, as it is with one of them that majors will work on their senior thesis.)

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

## Honors

Majors with cumulative GPAs of at least 3.0 (general) and 3.5 (history) at the end of their senior year, and who achieve a grade of at least 3.7 on their senior thesis, qualify for departmental honors.

## Minor Requirements

The requirement for the minor is six courses, at least four of which must be taken in the Bryn Mawr Department of History, and include one 100-level course, at least one 300-level course within the department, and two additional history courses within the department.

## COURSES

### HIST B101 The Historical Imagination

Explores some of the ways people have thought about, represented, and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions, and other media.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

### HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Ngalamulume, K.

(Spring 2014)

### HIST B115 Women in Judaism: History, Texts, Practices

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HEBR-B115

Units: 1.0

(Not Offered 2013-14)

### HIST B127 Indigenous Leaders 1492-1750

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial agents within their communities, often free of European control. Early modern colonialism is studied.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2013)

### HIST B128 Crusade, Conversion and Conquest

A thematic focus course exploring the nature of Christian Crusades. Based around primary sources with some background readings, topics include: early medieval Christianity and conversion; the Crusades and development of the doctrines of "just war" and "holy war"; the rise of military order such as the Templars and the Teutonic Kings; and later medieval attempts to convert and colonize Eastern Europe.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Units: 1.0

Instructor(s): Truitt, E.

(Spring 2014)

### HIST B129 The Religious Conquest of the Americas

The course examines the complex aspects of the European missionization of indigenous people, and

explores how two traditions of religious thought/practice & Christianity from Europe to the Americas, something new was created in the contested colonial space.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

*(Not Offered 2013-14)*

### HIST B131 Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): EAST-B131

Units: 1.0

Instructor(s): Jiang, Y.

*(Fall 2013)*

### HIST B156 The Long 1960's

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last?

And what do we really mean when we say "The Sixties?"

This term has become so potent and loaded for so

many people from all sides of the political spectrum that

from memory. We are all the inheritors of this intense

period in American history but our inheritance is neither

simple nor entirely clear. Our task this semester is to

try to pull apart the meaning as well as the legend and

isn't) and try to assess its long term impact on American

requirement.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the

Past (IP)

Units: 1.0

Instructor(s): Ullman, S.

*(Spring 2014)*

### HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding

of the way in which peoples, goods, and ideas from

Africa, Europe, and the Americas came together to form

an interconnected Atlantic World system. The course

is designed to chart the manner in which an integrated

system was created in the Americas in the early modern

period, rather than to treat the history of the Atlantic

World as nothing more than an expanded version of

North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major;

Crosslisting(s): ANTH-B200

Units: 1.0

*(Not Offered 2013-14)*

### HIST B205 Greek History

A study of Greece down to the end of the Peloponnesian

War (404 B.C.E.), with a focus on constitutional

changes from monarchy through aristocracy and

tyranny to democracy in various parts of the Greek

world. Emphasis on learning to interpret ancient

sources, including historians (especially Herodotus

and Thucydides), inscriptions, and archaeological

and numismatic materials. Particular attention is paid

to Greek contacts with the Near East; constitutional

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opinions, saints' lives etc--as well as paintings, frescoes and other examples of visual material culture.

Requirement(s): Division I or Division III

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote



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## 272 History

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Americans), this century can truthfully be looked to as good and ill, came to be felt on a national and global scale. While much of this “bigfoot” quality is associated with the post WWII period (see you in the spring), one cannot understand the America of today - in the early 21st century - without looking at the earlier period. This course looks closely at the political, social, and cultural developments that helped shape America in these pivotal years.

Requirement(s): Division III: Humanities

Past (IP)

Crosslisting(s): CITY-B257

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B258 British Empire: Imagining Indias**

This course considers ideas about and experiences of “modern” India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While “India” and “Indian history” along with “British empire” and “British history” will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender, to name a few examples). The course uses primary sources, scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: International Studies Major

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B260 Human Rights in China**

This course will examine China’s human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): EAST-B264

Units: 1.0

Instructor(s): Jiang, Y.

*(Spring 2014)*

### **HIST B262 The Chinese Revolution**

Places the causes and consequences of the 20th century revolutions in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters



**HIST B286 Topics in the British Empire**

This is a topics course covering various “topics” in the study of the British Empire. Course content varies.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): POLS-B286; CITY-B286

Units: 1.0

*(Not Offered 2013-14)*

**HIST B287 Immigration in the U.S.**

How we understand the history of immigration to the

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**HIST B364 Magical Mechanisms**

A reading and research seminar focused on different sources will be from a variety of genres, and secondary history, critical theory and science studies. Prerequisite: at least one course in medieval studies, or the permission of the instructor.

Requirement(s): Division I or Division III

Crosslisting(s): CSTS-B364

Units: 1.0

Instructor(s): Truitt, E.

(Spring 2014)

**HIST B368 Topics in Medieval History**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Crosslisting(s): CSTS-B368

Units: 1.0

(Not Offered 2013-14)

**HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction**

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the

Units: 1.0

(Not Offered 2013-14)

**HIST B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

and Social Justice Studies

Crosslisting(s): ANTH-B382; POLS-B382

Units: 1.0

(Not Offered 2013-14)

**HIST B383 Two Hundred Years of Islamic Reform, Radicalism and Revolution**

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement; contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor.

Requirement(s): Division I: Social Science

Crosslisting(s): POLS-B383

Units: 1.0

(Not Offered 2013-14)

**HIST B395 Exploring History**

An intensive introduction to theory and interpretation in history, through the discussion of exemplary historiographical debates and analyses selected by the instructor. This semester the course will also explore questions of historical memory. CI, IP

Units: 1.0

Instructor(s): Ullman, S.

(Spring 2014)

**HIST B398 Senior Thesis**

Students research and write a thesis on a topic of their choice. Prerequisite: Senior History major.

Requirement(s): Division I or Division III

Units: 1.0

Instructor(s): Gallup-Diaz, I., Ngalamulume, K.

(Fall 2013)

**HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

**HIST B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration





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A senior paper, based on independent research and using scholarly methods of historical and/or critical interpretation must be submitted at the end of the spring semester. Generally 25-40 pages in length, the senior paper represents the culmination of the departmental experience.

## Honors

Seniors whose work is outstanding will be invited to submit an honors thesis instead of the senior paper. Two or three faculty members discuss the completed thesis with the honors candidate in a one-hour oral examination.

## Minor Requirements

A minor in history of art requires six units: one or two FEEÉ^ç^|Á& [ ~ ; •^•Áæ } ä- [ ~ ; iÁ [ iÁ , ç^Á [ c@^i•Á•^|•Á&c^áä } Á consultation with the major adviser.

## COURSES

### HART B100 The Stuff of Art

CE } Áä } c! [ ä ~ &cá [ } Áç [ Á&@^ { ä•c! ~ Ác@! [ ~ \* @Á , } ^Áæiç•ÉÁc@ä•Á course emphasizes the close relationship of the , } ^Áæiç•ÉÁ^• ] ^&äæ|| ^Á } ää } cá } \*ÉÁç [ Ác@^Áä^ç^| [ ] { ^ } cÁ [ -Á chemistry and its practice. The historical role of the material in the arts, in alchemy and in the developing science of chemistry, will be discussed, as well as the synergy between these areas. Relevant principles of chemistry will be illustrated through the handling, synthesis and/or transformations of the material. This course does not count towards chemistry major requirements, and is not suitable for premedical programs. Lecture 90 minutes, laboratory three hours a week. Enrollment limited to 20. Requirement(s): Division II with Lab Crosslisting(s): CHEM-B100 Units: 1.0 (Not Offered 2013-14)

### HART B104 Critical Approaches to Visual Representation: The Classical Tradition

An investigation of the historical and philosophical ideas of the classical, with particular attention to the Italian

Renaissance and the continuance of its formulations throughout the Westernized world.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Cast,D.

(Fall 2013)

### HART B106 Art of the Global Middle Ages

This course considers the art and architecture of the middle ages from a global perspective and surveys artistic interaction between Europe, Africa, and Asia -i [ { Ác@^Á- [ ~ ; c@Áç [ Á , -c^•^ } c@Á&^ } c ~ ; iÉÁÖ { } @æ•i•há•Á ] |æ&^áá on theories of globalism and their articulation in relation to medieval cultures and history.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2013-14)

### HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Levine,S.

(Spring 2014)

### HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Saltzman,L.

(Spring 2014)

### HART B110 Critical Approaches to Visual Representation: Identification in the Cinema

CE } Áä } c! [ ä ~ &cá [ } Áç [ Ác@^Áæ } æi^•ä•Á [-Á , | { Ác@! [ ~ \* @Á } æiçá& ~ |æiá attention to the role of the spectator. Why do moving ä { æ\*^•Á& [ { } ^|Á [ ~ ; iÁ-æ•&ä } æcá [ } NÁP [ , Á^çæ&c| ^há [ Á , | Á spectators relate to the people, objects, and places

that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment.

Requirement(s): Division III: Humanities  
 Approach: Inquiry into the Past (IP)  
 Crosslisting(s): ARCH-B125; CSTS-B125  
 Units: 1.0  
 Instructor(s): Lindenlauf, A.  
 (Fall 2013)

### HART B125 Classical Myths in Art and in the Sky

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment.

Requirement(s): Division III: Humanities  
 Approach: Inquiry into the Past (IP)  
 Crosslisting(s): ARCH-B125; CSTS-B125  
 Units: 1.0  
 Instructor(s): Lindenlauf, A.  
 (Fall 2013)

### HART B140 The Visual Culture of the Ancient Near East

The visual culture of ancient Mesopotamia, a region in the fall of Babylon in 539 BCE, includes images designed to gain favor of the gods, promote royal achievements and adorn the deceased on the journey to the afterlife. Particular emphasis placed on the visual analysis of royal and elite artistic production of architecture, sculpture and cylinder seals.

Requirement(s): Division III: Humanities  
 Counts towards: Middle East Studies  
 Crosslisting(s): ARCH-B140  
 Units: 1.0  
 (Not Offered 2013-14)

### HART B190 The Form of the City: Urban Form from Antiquity to the Present

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form.

Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): CITY-B190; ANTH-B190  
 Units: 1.0  
 Instructor(s): Hein, C.  
 (Spring 2014)

### HART B204 Greek Sculpture

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Crosslisting(s): ARCH-B205  
 Units: 1.0  
 (Not Offered 2013-14)

### HART B205 Introduction to Film

This course is intended to provide students with an introduction to the history of cinema. Through the study of narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in the history of cinema. Although much of the course material will be drawn from the history of cinema, attendance at weekly screenings is mandatory.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Film Studies  
 Crosslisting(s): ENGL-B205  
 Units: 1.0  
 Instructor(s): Nguyen, H.  
 (Spring 2014)

### HART B206 Hellenistic and Roman Sculpture

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period beginning with the death of Alexander the Great that saw the transformation of the classical world



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about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will

### HART B230 Renaissance Art

A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social, and religious developments.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Cast, D.

(Spring 2014)

### HART B234 Picturing Women in Classical Antiquity

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ARCH-B234; CSTS-B234study thDw 0 -1.222 Td[Units: 1.0 (SNot Oferend20143-4) HART B234 Tfoict: 1he kistory of 15945

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Units: 1.0

Instructor(s): King,H.

*(Spring 2014)*

### **HART B300 The Curator in the Museum**

This course provides an introduction to theoretical and practical aspects of museums and to the links between

**HART B330 Architecture and Identity in Italy: Renaissance to the Present**

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.

Crosslisting(s): ITAL-B330; CITY-B330

Units: 1.0

Instructor(s): Harper, A.

(Fall 2013)

**HART B334 Topics in Film Studies**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): ENGL-B334

Units: 1.0

Instructor(s): Rastegar, R.

(Fall 2013)

*Fall 2013:* Current topic description: This course examines contemporary cinematic images produced in Middle Eastern and Arab countries and in their Diasporas. In his groundbreaking text *Orientalism*, Edward Said argued that Western representations of the "East" are constructed through an inverted mirror formation through moving image production and circulation.

**HART B336 Topics in Film**

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Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): ENGL-B336

Units: 1.0

(Not Offered 2013-14)

**HART B340 Topics in Baroque Art**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): COML-B340

Units: 1.0

(Not Offered 2013-14)

**HART B348 Advanced Topics in German Cultural Studies**

This is a topics course. Topics vary. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): GERM-B321; COML-B321; CITY-B319

Units: 1.0

(Not Offered 2013-14)

**HART B350 Topics in Modern Art**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Levine, S., Wallace, B.

*Fall 2013:* Current topic description: This course will study the history of modern art from the Armory Show of 1913 to the present through the example of a collection of paintings, drawings, and prints that will become the object of an exhibition to be mounted by students in the Canaday Library. In the fall, Professor Steven Levine will present the art historical context of the artists' work and in the spring, Curator Brian Wallace will guide the students through all the practical phases of putting on the show.

**HART B354 Gender and Contemporary Art**

We will examine artists from 1960 to the present whose work thematizes gender, including Robert Morris, Cindy Sherman, Kiki Smith, and Mike Kelley.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): DeRoo, R.

(Spring 2014)

**HART B355 Topics in the History of London**

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.

Requirement(s): Division I or Division III

Crosslisting(s): HIST-B355; CITY-B355

Units: 1.0

(Not Offered 2013-14)

**HART B359 Topics in Classical Art and Archaeology**

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



Requirement(s): Division III: Humanities  
 Crosslisting(s): HART-B358; CSTS-B359  
 Units: 1.0  
 Instructor(s): Donohue, A.  
 (Fall 2013)

*Fall 2013:* Current topic description: The topic is "illustration," broadly construed, and considered as both a subject of and a tool for study. The course will include discussions of common readings and individual reports. Emphasis will be on primary materials and their interpretation. The course will involve a wide range of ancient and modern cognitive, technical, and historical issues such as the visual presentation of information, the documentation of artifacts, and the evidentiary value of illustrations.

### HART B362 The African Art Collection

This seminar will introduce students to the African art holdings that are part of the Art and Archaeology Collections.

Requirement(s): Division III: Humanities  
 Counts towards: Africana Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### HART B367 Asian American Film, Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): ENGL-B367  
 Units: 1.0  
 (Not Offered 2013-14)

### HART B372 Feminist Art and Theory, 1970-Present

How have feminist artists and theorists challenged the conventions of art history? This course begins with the feminist art world activism that arose in the 1970s in the context of the women's liberation movement and continues through current issues in global feminism. In the 1970s, feminist activist artists sought to establish new forms of art education, venues for exhibition, theoretical writing, and creative working methods to provide alternatives to traditional art institutions and art criticism. We will examine how current artists, building

on this recent history, continue to develop feminist aesthetics and politics in a variety of contemporary practices, including installation art, multi-media art, and performance.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): DeRoo, R.  
 (Fall 2013)

### HART B373 Contemporary Art in Exhibition: Museums and Beyond

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, "the white cube," the "black box," museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.

Requirement(s): Division III: Humanities  
 Units: 1.0  
 Instructor(s): DeRoo, R.  
 (Fall 2013)

### HART B377 Topics in Modern Architecture

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): CITY-B377  
 Units: 1.0  
 Instructor(s): Hein, C.  
 (Spring 2014)

*Spring 2014:* Current topic description: This course examines the current multitude of projects for livable and sustainable cities and the paths proposed to achieve them. Following on a discussion of theories and methodologies, we will engage concepts as diverse as



will be to examine such cultural objects, aided by the extensive body of the critical, historical, theoretical, and ethical writings through which such work has been variously critiqued and commended.

### **HART B397 Junior Seminar**

Designed to introduce majors to the canonical understanding of art history as a discipline. Required of and limited to History of Art majors.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **HART B398 Senior Conference I**

A critical review of the discipline of art history in preparation for the senior thesis. Required of all senior majors.

Units: 1.0

Instructor(s): Levine, S., DeRoo, R.

*(Fall 2013)*

### **HART B399 Senior Conference II**

A seminar for the discussion of senior thesis research and such theoretical and historical concerns as may be appropriate. Interim oral reports. Required of all majors; culminates in the senior thesis.

Units: 1.0

Instructor(s): Cast, D., DeRoo, R.

*(Spring 2014)*

### **HART B403 Supervised Work**

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed

*(Spring 2014)*

### **HART B403 Supervised Work**

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed

Instructor(s): Cast, D., DeRoo, R.

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Requir44ment(s): Division III: Humanities

Units: 1.0

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## INTERNATIONAL STUDIES

Students may complete a major or a minor in International Studies.

### Co-Directors

**Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of International Studies**

**Michael Allen, Professor of Political Science and Co-Director of the International Studies Program**

### Steering Committee

Grace M. Armstrong, Eunice Morgan Schenck 1907  
Professor of French and Francophone Studies

Cynthia D. Bisman, Professor of Social Work and Social Research (on leave semester II)

Carol Hager, Chair and Associate Professor of Political Science and Director of the Center for Social Sciences

Carola Hein, Professor of Growth and Structure of Cities

Yonglin Jiang, Associate Professor of East Asian Studies on the Jye Chu Lectureship in Chinese Studies

Madhavi Kale, Professor of History (on leave semesters I and II)

Toba Kerson, Professor of Social Work and Social Research

Mary Osirim, Interim Provost and Professor of Sociology

Melissa Pashigian, Professor of Anthropology

International Studies is the study of relationships among people and states affected by increasingly permeable borders and facing global issues. International Studies aims to prepare students to be responsible citizens by introducing them to issues of importance in an increasingly interdependent world of global dynamics in politics, economics, ideas, language, and culture.

At Bryn Mawr, International Studies combines applied and theoretical approaches by drawing from disciplines in both the Social Sciences and Humanities. This broad conception of International Studies distinguishes our program from many others. It builds from a core of courses from politics, economics, and ethics, a branch of philosophy, and then incorporates electives faculty research and teaching. It allows students to explore the descriptive and normative aspects of living in a world characterized by the deep interconnections of a globalized world. It thus draws on Bryn Mawr's

longstanding interest in promoting justice with its already established coursework at the undergraduate level and at the Graduate School of Social Work and Social Research and on its well established programs in languages and cultures.

The curricular content is relevant in preparing graduates to participate critically and effectively in the many integrated transnational and global institutional networks of production, services, creative expression, research and governance. Thus students with specialties in the Humanities, Social Sciences, or Sciences can International Studies. The inter and multi-disciplinary thinking that is necessary for effective agency in the globalized world economy and society. Students in International Studies will be made aware of both the distinct modes of inquiry that may transcend disciplines and the cumulative effects of convergent examinations of phenomena from these different disciplinary

Although language study is not required per se for the major or the minor, students can take advantage of Bryn Mawr's traditional strength in the study of language and culture to enhance their study of non-Anglophone areas of the world. Those intending to study abroad in a non-Anglophone area must meet the level of proficiency involved; and those intending to undertake graduate work in international studies should plan to acquire the proficiency (at the time of admission or graduation) required by the most selective programs here and abroad. Since it began in 2005, the minor in International Studies is for students who use their study of a particular language to select a coherent set of electives under a relevant track in the minor in order to pursue career and study opportunities in the international arena.

### Major Requirements

Students majoring in International Studies must complete a total of ten courses, which include a core of four courses, an elective track of four courses, and a senior capstone experience of either two courses (398 and 399) OR 398 and an additional 300 level course.

Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the major in International Studies to eleven. Also note that no more than two courses in an International Studies major work plan can be used to satisfy another major, minor, or concentration requirement.

### Core Courses

The Core is a mix of 100-300 level courses in Politics, Economics, and Philosophy (at least one of which is at the 300 level). They must also choose one course from among ten in Culture and Interpretation, a requirement in the core that is unique to Bryn Mawr. The rationale for the two parts of the Core (Politics, Economics, and Philosophy and Culture and Interpretation) are given below along with corresponding lists of eligible courses under each. The disciplines of Politics, Economics, and Philosophy have become central to International Studies and rules are nested in values and norms as much as in state territories and institutional framings. The program at Bryn Mawr is distinctive in having the requirement that students take an ethics course in which they study topics in areas such as global ethical issues, development ethics, global justice, and human rights.

The eligible courses for the Politics, Economics, and Philosophy component of the core are:

### POLITICAL SCIENCE

- Introduction to International Politics (POLS B250), or International Politics (POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (POLS H350)

### ECONOMICS

- Economic Development (ECON B225), or Economic Development and Transformation: China vs. India (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385), or Economics of Transition and Euro Adoption in Central and Eastern Europe (ECON H241) NOTE: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.

### PHILOSOPHY

- Global Ethical Issues (PHIL B225), or Human Rights and Global Politics (POLS H262)

analysis. Each of the courses selected from the range of disciplines capture this breadth and depth. Students separate from its global implications can pursue this study in one of the tracks.

The eligible courses for the Culture and Interpretation component of the core are:

- Introduction to Cultural Anthropology (ANTH B102)
- Culture and Interpretation (COML/PHIL B202 or COML/PHIL B323)
- The Play of Interpretation (COML B293/ENGL B292/PHIL B293)
- Chinese Perspectives on the Individual and Society (at Haverford) (EAST H120)
- La Mosaïque France (FREN/CITY B251)
- Introduction to Latin American, Latino, and Iberian Peoples and Cultures (GNST B145)
- The Atlantic World 1492-1800 (HIST/ANTH B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)

With the approval of an Advisor from the Center for International Studies, substitutions may be allowed in the case of the ten eligible courses for the Culture and Interpretation component of the core when none is available in any given year.

## Electives

Elective Tracks allow students to focus on one theme or area in greater depth across four courses, one of which must be at the 300 level.

The electives continue to anchor the major in inter- and students may be creative and purposeful in structuring their own work. What makes International Studies at Bryn Mawr unique is that it draws upon its established faculty research, resources, and reputations in the under clear advising for each of the individualized pathways of learning. Students should choose the four electives from the approved lists under one of the tracks

Please refer to the International Studies Web site for detailed information regarding approved electives: [brynmawr.edu/internationalstudies](http://brynmawr.edu/internationalstudies). Students should also check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

Students may choose one of the following tracks:

## GENDER

Bryn Mawr's "proud history of global leadership for women" makes gender an obvious choice as one of the tracks enabling students to complete the Major in International Studies. To make good on Bryn Mawr's mission to prepare "students to be purposefully engaged citizens of an increasingly complex and interconnected world", the student in International Studies who selects the Gender track will study gender and its intersections with factors such as race, class, ethnicity, sexual orientation, age, religion, and disability in order to analyze gender with respect to the workings of the global economy and globalization more generally. Although not always the case, many organizations at the local, national, and global levels now understand gender to be a central factor in policies for alleviating poverty or promoting economic growth. The changes wrought by measures such as improving health care for women and children and increasing access to education, property, and work outside the home shows the importance of understanding gender and its intersections with other forms of discrimination in a globalized and interconnected world. The FOUR elective courses are to be selected from (but are not limited to) an approved list at: [brynmawr.edu/internationalstudies](http://brynmawr.edu/internationalstudies).

## DEVELOPMENT

Development is most often understood in terms of processes of economic growth, industrialization, and modernization that result in a society's achieving a high (per capita) gross domestic product. These descriptions of economic processes tend to embed assumptions about progress, transformation, and liberation as "developing" countries. The student in International Studies who selects this track will study the concept of development in a broad sense by using a multidisciplinary approach that combines courses from disciplines such as Anthropology, Economics, Cities, History, Philosophy, Political Science, and Sociology to effectively understand development processes from multiple perspectives. One result is an exploration of

## GLOBAL SOCIAL JUSTICE

Efforts to realize social justice are increasingly necessary in global systems as much as they have always been in national and local ones. The Global Social Justice track will allow students to make connections at all these levels. They will be able to draw on the long tradition of focus on Social Justice at Bryn Mawr and Haverford and on collaboration with the Graduate School of Social Work and Social Research and its thrust on Social Welfare. Bryn Mawr's mission of education as "critical thinking, interdisciplinary perspective, engagement in a diverse community, and purposeful vision of social justice". The Global Social Justice track allows students to explore issues of social and political change in the context of economic and political transition in the globalized world. Students gain insight into how global issues affect relationships among people and cultures within and across national boundaries and how global issues are in turn affected by these relationships. They will study the ways in which dramatic economic disparities wrought by globalization and the global economy affect social welfare and thwart efforts to achieve social justice locally, nationally, and globally. The FOUR elective courses are to be selected from (but are not limited to) an approved list at: [brynmawr.edu/internationalstudies](http://brynmawr.edu/internationalstudies).

## Independent Design

Students who are so inclined may develop an independent design in consultation with an Advisor from the Center for International Studies. An Independent Design could include area studies that draw on Bryn Mawr's strengths in the study of languages and cultures and on our programs in Africana Studies, East Asian Studies and Latin American, Latino and Iberian Peoples and Cultures.

## Senior Capstone Experience

The capstone experience consists of two 300 level courses, 398 and 399, OR 398 and an additional 300 level course in International Studies.

The 398 seminar will have students do research, write papers, and present their findings. Topics from relevant courses in previously taken tracks and may incorporate experiences in Praxis courses, Summer internships, or Study Abroad. Should a student select to take 399 instead of an additional 300 level course, the 398 seminar could also be the basis for students to identify and begin preliminary work on research projects for 399 — including the exploration of theoretical perspectives and research methods that will provide a framework for their research and the matching of students with faculty serving as individual supervisors.

While most individualized supervision for those taking 399 will be of students writing a senior thesis, designated advisors in International Studies will work with those students who select to produce an extended document using platforms such as DVD documentary, a website, or a PowerPoint talk with pictures and video clips instead of writing a senior thesis.

## Minor Requirements

The Minor in International Studies has been in place since 2005. Students who have declared a Minor and have not yet graduated should consult with one of the Co-Directors of the Center for International Studies to determine whether to continue under the old requirements for the Minor, switch to doing a Major in International Studies, or make slight adjustments to the requirements for the Minor in light of revisions that now have the core requirements for the Minor in line with those for the Major.

The Minor has always attracted and will continue to attract students who major in a language, arts, an area study, Political Science, or Economics. It will be possible, however, for select students to pursue one of the tracks in the major under consultation with an Advisor from International Studies.

Students minoring in International Studies must complete a total of seven courses, which include a required core of four courses and an elective track of three courses. Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the minor in International Studies to eight.

## Core Courses

The Core is a mix of 100-300 level courses in History, Economics, and Philosophy (at least one of which is at the 300 level). They must also choose one course from among ten in Culture and Interpretation, a requirement in the core that is unique to Bryn Mawr. The rationale for the two parts of the core (Politics, Economics, and Philosophy and Culture and Interpretation) are given below along with corresponding lists of eligible courses under each. The disciplines of Politics, Economics, and Philosophy have become central to International Studies at Bryn Mawr and rules are nested in values and norms as much as in state territories and institutional framings. The program at Bryn Mawr is distinctive in having the requirement that students take an ethics course in which they study topics in global ethical issues, development ethics, global justice, or human rights.



The eligible courses for the Politics, Economics, and Philosophy component of the core are:

### POLITICAL SCIENCE

- Introduction to International Politics (POLS B250), or International Politics (at Haverford)(POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (at Haverford) (POLS H350)

### ECONOMICS

- Economic Development (ECON B225), or Economic Development and Transformation: China vs. India (at Haverford) (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385), or Economics of Transition and Euro Adoption in Central and Eastern Europe (at Haverford) (ECON H241)
- NOTE: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.

### PHILOSOPHY

- Global Ethical Issues (PHIL B225), or Human Rights and Global Politics (POLS H262)
- Applied Ethics of Peace, Justice and Human Rights (PEAC H201)
- Development Ethics (PHIL B344)
- Global Justice (POLS H362)

If none of the eligible core courses from a particular discipline in the Politics, Economics, and Philosophy core is available in any given year, substitutions will be allowed with another allied course offered at Bryn Mawr, Haverford, Swarthmore or Penn, with the approval of an Advisor from the Center for International Studies.

### CULTURE AND INTERPRETATION

Also in the core, and unique to Bryn Mawr, Culture and Interpretation teaches how language, aesthetics, beliefs, values, and customs can shape possibilities for cross-cultural understanding and dialogue in globalizing polities, economies and societies.

Courses satisfying this requirement cover a broad perspective that teaches students about differing cultures and what it means to interpret or make cross-cultural comparisons and engage in cross-cultural dialogue in the global context. The list of eligible courses is, therefore, drawn from courses taught by Advisors from a range of key disciplines in International Studies: Anthropology, Cities, Comparative Literature,

History, Philosophy, Sociology, and Languages and Area Studies. The course is meant to be a broad analysis of culture and interpretation that does not focus on a country or region in isolation from this broad analysis. Each of the courses selected from the range of disciplines captures this breadth and depth. Students separate from its global implications can pursue this study in one of the tracks.

The eligible courses for the Culture and Interpretation component of the core are:

- Introduction to Cultural Anthropology (ANTH B102)
- Culture and Interpretation (COML/PHIL B202 or COML/PHIL B323)
- The Play of Interpretation (COML/ENGL/GERM/PHIL B292)
- Chinese Perspectives on the Individual and Society (at Haverford) (EAST H120)
- La Mosaïque France (FREN/CITY B251)
- Introduction to Latin American, Latino, and Iberian Peoples and Cultures (GNST B145)
- The Atlantic World 1492-1800 (HIST/ANTH B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)

With the approval of an Advisor from the Center for International Studies, substitutions may be allowed in the case of the ten eligible courses for the Culture and Interpretation component of the core when none is available in any given year.

### Electives

In addition to the four core courses listed, three electives topic or theme in International Studies that builds on or develops the core. The tracks under the minor will allow students who major in a discipline such as Political Science or Economics or in one of the Languages or Area Studies to have a minor that focuses their disciplinary work on International Studies.

Students should choose the three electives from below. Electives should demonstrate coherence and be approved by an advisor. Please refer to the International Studies Web site for detailed information regarding approved electives: <http://www.brynmaur.edu/internationalstudies>. Students should also check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

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psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major

Crosslisting(s): GERM-B231; COML-B231

Units: 1.0

(Not Offered 2013-14)

### CITY B225 Economic Development

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rates, interest rates, inflation, etc.), and policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): ECON-B225

Units: 1.0

Instructor(s):Rock,M.

(Fall 2013)

### CITY B238 The Economics of Globalization

An introduction to international economics through theory, policy issues, and problems. The course surveys international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade flows, balance of payments, and international trade agreements. Topics include immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): ECON-B236

Units: 1.0

Instructor(s):Ceglowski,J.

(Spring 2014)

### COML B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, and sociological

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**ECON B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies; International Studies Major

Crosslisting(s): CITY-B225

Units: 1.0

Instructor(s): Rock, M.  
(Fall 2013)

**ECON B236 The Economics of Globalization**

An introduction to international economics through theory, policy issues, and problems. The course surveys international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): CITY-B238

Units: 1.0

Instructor(s): Ceglowski, J.  
(Spring 2014)

**ECON B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major; Peace, & Justice Studies

Crosslisting(s): POLS-B385

Units: 1.0

Instructor(s): Ross, M., Rock, M.  
(Spring 2014)

**ENGL B292 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, history, memory, identity, and the trials of modernity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: International Studies Minor

Crosslisting(s): COML-B293; PHIL-B293

Units: 1.0

Instructor(s): Seyhan, A.  
(Fall 2013)

**GERM B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major

Crosslisting(s): COML-B231; ANTH-B231

Units: 1.0

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**PHIL B323 Culture and Interpretation**

This course will pursue such questions as the following. For all objects of interpretation—including works of art, music, literature, persons or cultures—must there be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism?

Does interpretation affect the nature or the number of an object of interpretation? Does the singularity or multiplicity of interpretations mandate such ontologies as realism or constructivism? Discussions will be based on contemporary readings.

Requirement(s): Division III: Humanities

Counts towards: International Studies Major

Crosslisting(s): COML-B323

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## 300 Italian and Italian Studies

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are offered, students may, with the approval of the department, obtain major credit provided they read the texts in Italian, submit written work in Italian and, when possible, participate in discussion in Italian. Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

Students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102.

### Major with Honors

Students may apply to complete the major with honors.

The honors component requires the completion of a year-long thesis advised by a faculty member in the department. Students enroll in the senior year in ITAL 398 and ITAL 399. Application to it requires a GPA in the major of 3.7 or higher, as well as a written statement, to be submitted by 1 April of the junior year, outlining the proposed project (see further below) and indicating the faculty member who has agreed to serve as advisor. The full departmental faculty vets the proposals.

### Thesis

Students will write and research a 40-50 page thesis that aims to be an original contribution to Italian scholarship. As such, it must use primary evidence and also engage with the relevant secondary literature. By the end of the fall semester, students must have completed twenty pages in draft. In April they will give an oral presentation of their work of approximately forty pages. The draft is due on or around 20 April of the senior year and will be graded by two faculty members (one of whom is the advisor). The grade assigned is the major component of the spring semester grade. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. They must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. They also must include a rough timetable indicating in what stages the work will be completed. It is expected that before submitting their proposals students will have conferred with a faculty member who has agreed to serve as advisor.

### Minor Requirements

Requirements for the minor in Italian are ITAL 101, 102 and four additional units including two at the 200 level and two at the 300 level. With departmental approval, students who begin their work in Italian at the 200 level

will be exempted from ITAL 101 and 102. For courses in translation, the same conditions for majors in Italian apply.

### Study Abroad

Italian majors are encouraged to study in Italy during the junior year in a program approved by the College or in approved summer programs in Italy or in the United States.

### COURSES

#### ITAL B001 Elementary Italian

The course is for students with no previous knowledge of Italian. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Monserrati, M.

(Fall 2013)

#### ITAL B002 Elementary Italian II

This course is the continuation of ITAL B001 and is intended for students who have started studying Italian the semester before. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition. Prerequisite: ITAL B001 or placement.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Monserrati, M.

(Spring 2014)

#### ITAL B101 Intermediate Italian

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of

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will also take into consideration the social, cultural,



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**ITAL B320 Nationalism and Freedom: The Italian Risorgimento in Foscolo, Manzoni, Leopardi**

This course deals with 19th century Italian poetry and realities of the new economic and political forces at work after 1815. As a manifestation of the nationalism sweeping over Europe during the nineteenth century, and one government. For many Italians, however, Risorgimento meant more than political unity. It described a movement for the renewal of Italian society and people beyond purely political aims. Among Italian patriots the common denominator was a desire for freedom from foreign control, liberalism, and constitutionalism. The course will discuss issues such as Enlightenment, Romanticism, Nationalism, and the complex relationship between history and literature in Foscolo, Manzoni, and Leopardi. This course is taught in Italian.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Ricci, R.

(Spring 2014)

**ITAL B322 Focus: Reading Italian Literature in Italian III**

The focus of the course is on The Decameron, one of the most entertaining, beloved and imitated prose works ever written. Like Dante's divine comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. Prerequisite: two years of Italian and at least a 200-level course. Taught in Italian.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 0.5

(Not Offered 2013-14)

**ITAL B323 Focus: Reading Italian Literature in Italian IV**

Attention to Petrarca's Canzoniere, of which a small selection will be read in Italian. Topics will include how the author represented women in the context of 14th-century Italy. Prerequisite: two years of Italian and at least a 200-level course.

Requirement(s): Division III: Humanities

Units: 0.5

(Not Offered 2013-14)

**ITAL B330 Architecture and Identity in Italy: Renaissance to the Present**

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects

and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.

Crosslisting(s): HART-B330; CITY-B330

Units: 1.0

Instructor(s): Harper, A.

(Fall 2013)

**ITAL B380 Modernity and Psychoanalysis: Crossing National Boundaries in 20th c. Italy and Europe**

Designed as an in-depth interdisciplinary exploration of Italy's intellectual life, the course is organized around major literary and cultural trends in 20th century Europe, including philosophical ideas and international perspective, from modernity to Freud and Psychoanalysis, going beyond national boundaries and proposing ethical models across historical times.

Prerequisites: One 200-Level course in Italian

Units: 1.0

(Not Offered 2013-14)

**ITAL B398 Senior Seminar**

This course is open only to senior Italian and Romance Languages majors. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. By the end of the fall semester, students must have completed twenty pages in draft. See Thesis description.

Units: 1.0

Instructor(s): Ricci, R.

(Fall 2013)

**ITAL B399 Senior Conference**

This course is open only to senior Italian and Romance Languages majors. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. In April there will be an oral defense with members and majors of the Italian Department. See Thesis description.

Units: 1.0

Instructor(s): Ricci, R.

(Spring 2014)

**ITAL B403 Supervised Work**

Offered with approval of the Department.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**ITAL B403 Supervised Work**

Offered with approval of the Department.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

## LATIN AMERICAN, LATINO, AND IBERIAN PEOPLES AND CULTURES

Students may complete a concentration in Latin American, Latino, and Iberian Peoples and Cultures.

### Coordinators

**Ignacio Gallup-Diaz, Chair and Associate Professor of History and Director of Latin American, Latino and Iberian Peoples and Cultures (LALIPC)**

### Advisory Committee

Erika Marquez, Visiting Assistant Professor

Gary W. McDonogh, Professor of Growth and Structure of Cities

Gridley McKim-Smith, Professor of History of Art on the Andrew W. Mellon Foundation Professorship in the Humanities

Maria Cristina Quintero, Professor of Spanish and Director of Comparative Literature

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

H. Rosi Song, Chair and Associate Professor of Spanish, Co-Director of Romance Languages and Interim Director (fall 2013) of Gender and Sexuality Studies

Jennifer Harford Vargas, Assistant Professor of English

Latin American, Latino and Iberian peoples, histories, and cultures have represented both central agents and crucibles of transformations across the entire world for millennia. Global histories and local experiences of colonization, migration, exchange, and revolution allow students and faculty to construct a critical framework of analysis and to explore these dynamic worlds, their peoples and cultures, across many disciplines.

As a concentration, such study must be based in a major in another department, generally Spanish, Cities, History, History of Art, Political Science, or Sociology (exceptions can be made in consultation with the major advisor). The student must complete the introductory course, GNST 245 Introduction to Latin American, Latino and Iberian Peoples and Culture or the equivalent course at Haverford (SPAN 240). They should then plan advanced study in one or more of the following areas: History, Political Science, Sociology, Anthropology, and Gender and Sexuality Studies. Students should consult with their advisor to plan their concentration. Students should also consult with the LALIPC coordinator to ensure that their concentration meets the requirements of the program.

to themes of the concentration. One semester of study abroad is strongly encouraged in the concentration and students may complete some requirements with appropriately selected courses in many Junior Year Abroad (JYA) programs. The student also must show competence in one of the languages of the peoples of Iberia or Latin America. Students are admitted into the concentration at the end of their sophomore year after submission of a plan of study worked out in consultation with the major department and the LALIPC coordinator. Students should keep in touch with the coordinator as they develop major projects in these areas.

### Concentration Requirements

Collectives of Iberian or Latin American peoples to be achieved no later than junior year. This competence may be attested by a score of at least 690 on the Spanish Achievement test of the College Entrance Examination Board or by completion of a 200-level course with a merit grade. Faculty will work with students to assess languages not regularly taught in the Tri-Co, including Portuguese, Catalan, and other languages.

GNST B245/ HC SPAN 240 as a gateway course in the program coordinator, at least one of which must be at the 300 level. One of these classes may be cross-listed with the major; up to two may be completed in JYA.

A long paper or an independent project dealing with Iberian, Latin American, or Latina/o issues, to be completed during the junior year in a course in the major or concentration and to be read by the LALIPC coordinator.

A senior essay/long paper dealing with some issue relevant to the concentration should be completed in the major and read by one faculty member participating in the concentration. All senior concentrators will present their research within the context of some LALIPC student-faculty forum as well.

### Junior Year Abroad

## COURSES

### ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major;

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Crosslisting(s): HIST-B200

Units: 1.0

(Not Offered 2013-14)

### ANTH B219 Visual Anthropology, Latin America and Social Movements

Focusing on indigenous communities and social movements, this course examines the cultural uses of ç:~ æ|Áæ:çÉÁ ] @ [ c [ \* íæ ] @ ^ÉÁ , | { Éíæ } áÁ } ^ , Á { ^ááæhá } ÁŠæçá } Á America. Students will analyze a variety of materials to reconsider western conceptions of art. As well, students will explore how anthropologists employ visual methods in ethnographic research. Prerequisites: ANTH B102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Uzwiak, B.

(Spring 2014)

### ANTH B229 Topics in Comparative Urbanism

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CITY-B229; SOCL-B230; HART-B229;

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Requirement(s): Divilis: SoczSellc Science Approach: Cross-Cultural Analysis (Crcln(Reqyics intofror )Tj0 -1.2(Ja PastsisIP(IP) )Tj0 -1.222

Units: 1.0

Instructor(s): McDonogh, G.  
(Spring 2014)

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will

### COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

This course examines the ban on books and art in the US, Latin America, the Middle East, and Eastern Europe through a study of the historical, political, and sociocultural conditions of censorship practices and the rhetorical strategies writers and artists use to translate repression and trauma into idioms of resistance. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle East Studies  
Units: 1.0  
(Not Offered 2013-14)

### COML B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
Crosslisting(s): GERM-B231; ANTH-B231  
Units: 1.0  
(Not Offered 2013-14)

### COML B237 The Dictator Novel in the Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use

to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ENGL-B237; SPAN-B237  
Units: 1.0  
Instructor(s): Harford Vargas, J.  
(Spring 2014)

### COML B248 The Reception of Classics in the Hispanic World

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): CSTS-B248; SPAN-B248  
Units: 1.0  
(Not Offered 2013-14)

### COML B260 Ariel/Calibán y el discurso americano

A study of the transformations of Ariel/Calibán as images of Latin American culture.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): SPAN-B260  
Units: 1.0  
(Not Offered 2013-14)

### COML B271 Literatura y delincuencia: explorando la novela picaresca

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using

America, we will explore topics such as the construction of criminality, transgression in gender and class. Requirement(s): Division III: Humanities  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): SPAN-B270  
Units: 1.0  
(Not Offered 2013-14)

**COML B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and â^|ä}~^ ^}c|ä [ äi^•ÄÇ, \*~!^•Ä, @ [ Äâ^~Ä| ^\*æ|äæ } äÄ\*^ ^} ä^!Ä normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B322

Units: 1.0

(Not Offered 2013-14)

**COML B345 Topics in Narrative Theory**

This is a topics course. Topics vary.

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B345

Units: 1.0

Instructor(s): Ricketts,R.

*Spring 2014:* Current topic description: Students in this course will explore the history of literary "realism" and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between -æ&c~æ|äæ } äÄ, &cä [ } æ|Ä, |äcä } \*ÉÄä^c, ^^}Ä•c [ !^c^|ä } \*Äæ } äÄ reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

**CSTS B248 Reception of Classical Literature in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B248; COML-B248

Units: 1.0

(Not Offered 2013-14)

**EAST B229 Topics in Comparative Urbanism**

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ANTH-B229; CITY-B229; SOCL-B230; HART-B229;

Units: 1.0

Instructor(s): McDonogh,G.

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will ä}&|~ ä^Ä|äc^!æi^d ^•ÉÄ, |Ä äæ|Ä@ä•c [ |ä^•ÉÄ

**ENGL B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance æ!cÉäc^•cä [ [ } äæ|Ä } æ!æcäÇ^•ÉÄ, |Ä ÉÄ, ^Ä, ä||Ä

unpack the complexity of Latinidad in the Americas.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B217

Units: 1.0

Instructor(s):Harford Vargas,J.

(Fall 2013)

**ENGL B237 Latino Dictator Novel in Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B237; COML-B237

Units: 1.0

Instructor(s): Harford Vargas, J.  
(Spring 2014)

**ENGL B276 Transnational American Literature**

This course asks students to re-imagine "American" literature through a transnational framework. We will explore what paradigms are useful for conceptualizing U.S. literature given shared political histories, aesthetic modes, racial discourses, and patterns of migration in the hemisphere. Reading canonical Anglo American writers alongside ethnic minority writers, we will examine how their aesthetic engagements and cultural entanglements with Latin America transform our understanding of what constitutes a national literary tradition.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)





### HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Units: 1.0  
(Not Offered 2013-14)

### SOCL B230 Topics in Comparative Urbanism

This is a topics course.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ANTH-B229; CITY-B229; HART-B229; EAST-B229  
Units: 1.0  
Instructor(s): McDonogh, G.  
(Spring 2014)

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will

### SOCL B231 Punishment and Social Order

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened "penal net" in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): CITY-B231  
Units: 1.0  
Instructor(s): Marquez, E.  
(Spring 2014)

### SOCL B242 Urban Field Research Methods

This Praxis course intends to provide students with  
students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will analyze sociological issues.  
Requirement(s): Division I: Social Science  
Counts towards: Praxis Program  
Crosslisting(s): CITY-B242; ANTH-B242  
Units: 1.0  
Instructor(s): Takenaka, A.  
(Spring 2014)

### SOCL B246 Immigrant Experiences: Introduction to International Migration

The course will examine the causes and consequences of immigration by looking at various immigrant groups in the United States in comparison with Western Europe, Japan, and other parts of the world. How is immigration induced and perpetuated? How are the types of return migration, transnationalism)? How do immigrants adapt differently across societies? We will explore means to be an immigrant, what generational and identify with the new country and the old country.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ANTH-B258  
Units: 1.0  
Instructor(s): Takenaka, A.  
(Fall 2013)

### SOCL B259 Comparative Social Movements in Latin America

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): POLS-B259; CITY-B220  
Units: 1.0  
Instructor(s): Marquez, E.  
(Fall 2013)

**SOCL B314 Immigrant Experiences**

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.

Counts towards: Latin Amer/Latino/Iberian Peoples &

Units: 1.0

(Not Offered 2013-14)

**SPAN B110 Introducción al análisis cultural**

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Requirement(s): Division III: Humanities



**SPAN B318 Adaptaciones literarias en el cine español**

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course ^cæ { ä } ^•Ác@^Á!^|æcá [ ] •@ä] Áà^c , ^^ } Á , | { •Áæ } á|áç^!æc~ !^ÉÁ - [ & ~ •ä } \*Á [ ] Ác@^Ác@^ [ !^Áæ } áÁ ] !æ&çá&^Á [ -Á , | { Áæáæ } çæcá [ ] ÉÁ Attention will be paid to the political and cultural context in which these texts are being published and made into , | { •ÉÁÚ!^!^~ ~ ä•äc^ÁçÉÁG€€É!^ç^|Á& [ ~ !•^Áä } ÁÚ ] æ } ä•@ÉÁÚÚçÉPÁ 208.

Requirement(s): Division III: Humanities

Counts towards: Film Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

**SPAN B321 Del surrealismo al afrorealismo**

Examines artistic texts that trace the development and relationships of surrealism, lo real maravilloso americano, realismo mágico and afrorealismo. Manifestos and literary works by Latin American authors will be emphasized: Miguel Angel Asturias, Alejo Carpentier, Gabriel García Márquez, Isabel Allende, Laura Esquivel, Quince Duncan. Prerequisite: a 200-level Spanish course.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

**SPAN B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and á^|ä } ~ ^ ) çÁà [ ää^•Áç , \* ~ !^•Á , @ [ Áä^~Á| ^\*æ|Áæ } äÁ\*^ } ä^!Á normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B322

Units: 1.0

(Not Offered 2013-14)

**SPAN B323 Memoria y Guerra Civil**

A look into the Spanish Civil War and its wide-ranging ä } c^! } æcá [ ] æ|Á•ä\* } ä , &æ } &^Áæ•Áà [ c@Ác@^Á { ä|äçæ! ^Áæ } äÁ ideological testing ground for World War II. This course ^cæ { ä } ^•Ác@^Á!^ } ä~!æ } &^Á [ -Á { ^c@•Á!^|æc^áÁç [ Ác@ä•Á& [ ] ' ä&cÁ and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisites: SPAN 200/202 and another 200-level course in Spanish.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): HIST-B323

Units: 1.0

(Not Offered 2013-14)

**SPAN B332 Novelas de las Américas**

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to &|æ••ä&•Á [ -Ác@^Á!w [ c@^!+ÁçÉ { ^!ä&æ•ÑÁÓæ } Á , ^Á , } äÁc@! [ ~ \* @Á this Panamericanist perspective common aesthetics, ä } c^! ^•c•ÉÁ& [ ] ' ä&c•ÑÁÓ } Ác@ä•Á& [ ~ !•^Á , ^Á , ä||Á^ç ] | [ !^Ác@^•^Á questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances æ } äÁæ- , } äçá^•ÉÁV@ä•Á& [ ~ !•^Áä•Áçæ ~ \* @çÁä } ÁÚ ] æ } ä•@ÉÁ

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Haverford College currently offers the following courses in Linguistics:

- LING H113 Introduction to Syntax
- LING H114 Introduction to Semantics
- LING H115 Phonetics and Phonology
- LING H238 Psychology of Language
- LING H282 Structure of Chinese
- LING H365 The Politics of Language in the Spanish-Speaking World
- LING H382 Topics in Chinese Syntax and Semantics

Swarthmore College currently offers the following courses in Linguistics:

- LING S001 Intro to Linguistics (W)
- LING S010 Hebrew for Text Study II
- LING S020 Natural Language Processing
- LING S025 Language, Culture & Society
- LING S034 Psychology of Language
- LING S040 Semantics (W)
- LING S045 Phonetics & Phonology
- LING S050 Syntax (W)
- LING S064 Structure of Tuvan
- LING S070 Translation Workshop
- LING S075 Field Methods
- LING S100 Research Seminar

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## MATHEMATICS

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Students may complete a major or minor in Mathematics. Within the major, students may complete

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Mathematics) before they enroll in these sequences, and in any case should consult with the instructor if they are unsure about their level of preparation.

With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses with approval of the major adviser. A student may also, in consultation with a major adviser, petition the department to accept courses that have serious mathematical content appropriate to the student's program.

Mathematics majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year. Students considering the possibility of graduate study in mathematics or related fields should consult with the major adviser regarding requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major adviser.

### Honors

A degree with honors in mathematics will be awarded by the department to students who complete the major in mathematics and also meet the following further requirements: at least two additional units of work at the 300 level or above (which may include one or two units of MATH 395/396 or MATH 403), completion of a meritorious project consisting of a written thesis and an oral presentation of the thesis, and a major grade point average of at least 3.6, calculated at the end of the senior year.

### Minor Requirements

Students must complete at least two units of MATH 200 level or higher, of which at least two must be at the 300 level or higher.

### Advanced Placement

Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for MATH 101 and 102, and should enroll in MATH 103. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for MATH 101 and 102, and should enroll in MATH 103. Students with advanced placement credits are strongly encouraged to take the Mathematics Placement Exam so they can be best advised.

### A.B./M.A. Program

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an







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**322 Middle Eastern Studies**

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**MATH B502 Graduate Real Analysis II**

This course is a continuation of Math 501.

Units: 1.0

*(Not Offered 2013-14)*

**MATH B503 Graduate Algebra I**

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disintegration of the Carolingian Empire.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Counts towards: Middle East Studies  
 Crosslisting(s): HIST-B223  
 Units: 1.0  
 Instructor(s): Truitt, E.  
 (Fall 2013)

### GNST B156 Themes in Middle Eastern Society

The basis for the Middle East Studies Concentration, this course features changing themes. For Fall 2010, the theme is the space of religion: in daily life; in politics and culture; space and metaphor. Included are sacred kingship, the rise of Islamic states, roles of Middle Eastern Christians and Jews and challenges from secular ideologies that transform the space of religion.  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Middle East Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### HART B140 The Visual Culture of the Ancient Near East

The visual culture of ancient Mesopotamia, a region that includes the fall of Babylon in 539 BCE, includes images designed to gain favor of the gods, promote royal achievements and adorn the deceased on the journey to the afterlife. Particular emphasis placed on the visual analysis of royal and elite artistic production of architecture, sculpture and cylinder seals.  
 Requirement(s): Division III: Humanities  
 Counts towards: Middle East Studies  
 Crosslisting(s): ARCH-B140  
 Units: 1.0  
 (Not Offered 2013-14)

### HART B311 Topics in Medieval Art

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Counts towards: Middle East Studies  
 Crosslisting(s): HIST-B311; CITY-B312  
 Units: 1.0  
 (Not Offered 2013-14)

### HEBR B110 Israeli Cinema

The course traces the evolution of the Israeli cinema from ideologically charged visual medium to a more sophisticated and diverse medium. It will focus on the historical, ideological, political, and cultural changes in Israeli and Palestinian cinema and the new wave of Israeli documentaries. It will focus on the historical, ideological, political, and cultural changes in Israeli and Palestinian cinema and the new wave of Israeli documentaries.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies; Middle East Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### HEBR B271 Topics in Judaic Studies

What happened in Jewish history between antiquity and the modern era, between composing the Talmud and receiving citizenship in European nations? As we try to understand how Jews got from there to here, this seminar will explore the diverse and sometimes astonishing forms of Jewish life in the medieval and early modern periods (approximately 1000-1800), with special focus on the evolution of Jewish relations with the majority culture. Topics will include the golden age of Jewry in Muslim Spain, the development of European anti-Jewish policies and persecutions, Jewish self-government, and cosmopolitanism, as well as many of the philosophers, mystics and would-be messiahs who sparked religious movements and change in the course of these tumultuous centuries.  
 Counts towards: Middle East Studies  
 Crosslisting(s): HIST-B273  
 Units: 1.0  
 (Not Offered 2013-14)

### HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works from a variety of disciplines. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Middle East Studies  
 Crosslisting(s): POLS-B283; HIST-B283  
 Units: 1.0  
 Instructor(s): Rudy, S.  
 (Spring 2014)

### HIST B128 Crusade, Conversion and Conquest

A thematic focus course exploring the nature of Christian Crusades. Based around primary sources with some background readings, topics include: early medieval Christianity and conversion; the Crusades and development of the doctrines of "just war" and "holy war"; the rise of military order such as the Templars and the Teutonic Kings; and later medieval attempts to convert and colonize Eastern





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reading, students will attend concerts and prepare written assignments.

R.Freedman

**MUSC H220 Saints and Sinners. Musical Europe before 1400**

The course will explore music and its cultural uses in Medieval Europe. We will study the main genres and forms of in secular and sacred contexts, from monasteries, convents, and cathedrals, to courts and cities. We will trace the changing character of music itself, from plainsong to polyphonic and from troubadour

like Hildegard, Leonin, Machaut, Landini, and Vitry. We will study transformations in musical notation, theoretical underpinnings of musical time and counterpoint, and the status of music itself in the divine cosmos. We will also pause to put all of this in the context of current scholarship and historical performance practice.

Prerequisite: Any full-credit course in Music (such as Music 110, 111, 229, 203), or equivalent prior experience in musical study.

R.Freedman

**MUSC H221 Music, Ritual, and Representation. 1400-1600**

Music of the 12th through 16th centuries, emphasizing changing approaches to composition, notation, and expression in works by composers such as Hildegard von Bingen, Guillaume de Machaut, Josquin Desprez, and Orlando di Lasso, among many others. Classroom assignments will consider basic problems raised by the study of early music: questions of style and structure, debates about performance practice, and issues of cultural history. Extensive reading and listening culminating in individual research or performance projects. Prerequisite: Music 110 or 111 or consent of instructor.

R.Freedman

**MUSC H222 Composers, Players, and Listeners in the 17th and 18th centuries**

This course traces sharp changes in musical style and the equally striking changes in roles for soloists, composers, and audiences in an international context of patronage and publishing. From Monteverdi, Schltz and Lully to Rameau, Bach, and Handel. Prerequisite: Music 110 or 111 or consent of instructor

R.Freedman

**MUSC H223 Between Galant and Learned: Musical Life and the Enlightenment**

This course ranges from the conservatories of Naples to opera houses of Vienna and Paris. Music by Pergolesi, Gluck, Haydn, Mozart, the young Beethoven, and many others; debates on music and language; the craft of

composition; private patrons and public music; music and social change. Prerequisite: Music 110 or 111 or consent of instructor

R.Freedman

**MUSC H224 Music, Myth, and Meaning in the 19th Century**

An exploration of songs, operas, piano music and symphonic works of Berlioz, Liszt, Schubert, the Schumanns, Loewe, Wagner, Verdi, Dvorak, Mahler, and Brahms in the rich landscape of literary Romanticism and nationalism; philosophies of music and music history. Prerequisite: Music 110 or 111, or consent of instructor

R.Freedman

**MUSC H225 Novelty and Renewal in 20th-Century Music**

An exploration of how composers, musicians, and listeners have behaved (and have misbehaved) during the last 100 years. Works by Debussy, Schoenberg, Shostakovich, Rochberg, Glass, and many others, considered in through priorities of modernist aesthetics and the changing place of music in society. Central themes will include the search for order and control; technologies; new roles for composers, performers, and listeners. Prerequisite: Any full-credit course in Music (such as Music 110, 111, 229, 203), or equivalent prior experience in musical study.

R. Freedman

**MUSC H229 Thinking about Music: Ideas, History, and Musicology**

Core concepts and perspectives for the serious study of music. Students will explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music? Music and Technology, The Global Soundscape, Music and the State, Tonality, Sense, and Reason. Each unit will use a small number of musical works, performances, or documents as focal points. In each unit we will also read current musicological work in attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. Prerequisite: Musc 110, 203, or equiv prior knowledge of music.

R.Freedman

**MUSC H246 Words and Music: Wagner's Ring and the Modern World**

R.Freedman



- c. At least one of the credits must be at the 300-level or higher.
- d. U}^A[-Ac@^A, c^A&!^âac•A { æ^A& [ { ^A-! [ { A• ~ ]^!çi•^âA senior research in neuroscience.
- e. With permission of major and minor advisers, a student may count no more than two of the six minor credits towards the student's major.

## List of Courses

### List A: Neuroscience courses

- BIOL B244 Behavioral Endocrinology
- BIOL B304 Cell and Molecular Neurobiology
- BIOL B321 Neuroethology
- BIOL B326 From Channels to Behavior
- BIOL B364 Developmental Neurobiology
- BIOL B401 Supervised Research in Neural & Behavioral Sciences
- BIOL H309 Molecular Neurobiology
- BIOL H330 Laboratory in Neural and Behavioral Science
- BIOL H350 Pattern Formation in the Nervous System
- BIOL H357 Topics in Protein Science [protein aggregation in neurodegenerative disease]
- BIOL H403 Senior Research Tutorial in Protein Folding and Design
- BIOL H409 Senior Research Tutorial in Molecular Neurobiology
- PSYC B323 Cognitive Neuroscience
- PSYC B395 Psychopharmacology
- PSYC H240 Psychology of Pain and Pain Inhibition
- PSYC H260 Cognitive Neuroscience
- PSYC B401 Supervised Research in Neural and Behavioral Sciences
- PSYC H370 Neuroscience of Mental Illness
- PSYC H394 Senior Research Tutorial in Biological Psychology
- PSYC H395 Senior Research Tutorial in Cognitive Neuroscience

### List B: Allied disciplines

- BIOL B250 Computational Models in the Sciences
- BIOL H302 Cell Architecture
- BIOL H306 Inter and Intra Cellular Communication
- BIOL H312 Development and Evolution

- CMSC B250 Computational Models in the Sciences
- CMSC B325 Computational Linguistics
- CMSC B361 Emergence
- CMSC B371 Cognitive Science
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- CMSC B376 Developmental Robotics
- LING H113 Introduction to Syntax
- LING H114 Introduction to Semantics
- LING H245 Phonetics and Phonology
- PHIL B244 Philosophy and Cognitive Science
- PHIL B319 Philosophy of Mind
- PHIL H102 Rational Animals
- PHIL H106 Philosophy of Consciousness
- PHIL H110 Mind and World
- PHIL H112 Mind, Myth, and Memory
- PHIL H251 Philosophy of Mind
- PHIL H351 Topics in Philosophy of Mind
- PSYC B201 Learning Theory and Behavior
- PSYC B209 Abnormal Psychology
- PSYC B212 Human Cognition
- PSYC B350 Developmental Cognitive Disorders
- PSYC B351 Developmental Psychopathology
- PSYC H213 Memory and Cognition
- PSYC H220 Psychology of Time
- PSYC H238 Psychology of Language

## COURSES

### BIOL B110 Biological Exploration I

This is a topics course. Topics vary. BIOL B110 is an introductory-level courses designed to encourage •c~ â^}c•Ác[Á^ç]||[:^Ác@^A, ^!âÁ[-Áââ[| [\*^Áæcâ { ~|câ]|^A|^ç^|•Á of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week.

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR);

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Counts towards: Neuroscience

Units: 1.0

Instructor(s): Greif, K., Davis, T., Skirkanich, J., Shapiro, J.

*Fall 2013:* Current topic description: Biology B110-001 will explore areas of biology through a unifying theme. It will center on the reading of "The Emperor of All Maladies: A Biography of Cancer" by Siddhartha Mukherjee and will examine the biology of Cancer from







neuropsychological investigations, and animal models. This is a topics course. Course content will vary. Prerequisite: a course in cognition (PSYC B212, PSYC H213, PSYC H260) or behavioral neuroscience (either PSYC B218 or PSYC H217). Counts towards: Neuroscience Units: 1.0  
*(Not Offered 2013-14)*

**PSYC B326 From Channels to Behavior**

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. Properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202. Requirement(s): Division II: Natural Science Counts towards: Neuroscience Crosslisting(s): BIOL-B326 Units: 1.0  
*(Not Offered 2013-14)*

**PSYC B396 Topics in Neuroscience**

A seminar course dealing with current issues in neuroscience. It provides advanced students minoring in neuroscience with an opportunity to read and discuss in depth seminal papers that represent emerging thought presentations of their own research. Counts towards: Neuroscience Crosslisting(s): BIOL-B396 Units: 1.0  
*(Not Offered 2013-14)*

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**PEACE, CONFLICT, AND SOCIAL JUSTICE STUDIES**

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Students may complete a concentration in Peace, Conflict, and Social Justice Studies.

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**Advisory Committee**

**Alison Cook-Sather, Mary Katherine Woodworth**  
Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict and Social Justice Program

Marc Howard Ross, William Rand Keenan Jr. Professor Emeritus of Political Science, Bryn Mawr College

Laurie Cain Hart, Anthropology, Haverford College

Ignacio Gallup-Diaz, Associate Professor of History, Chair and Junior Advisor, Bryn Mawr College

Clark McCauley, Professor of Psychology, Bryn Mawr College

Barak Mendelsohn, Political Science, Haverford College

Susanna Wing, Associate Professor of Political Science, Haverford College

The Peace, Conflict, and Social Justice Studies program provides students with the opportunity to design a course of study, to sustain a thematic focus across disciplinary boundaries, and to enrich their major program in the process. Students are encouraged to draw courses from the programs at Haverford (

different cultural contexts and historical moments by emphasizing the connections between the intellectual scaffolding needed to analyze the construction of social identities and the social, political and economic implications of these constructions for the distribution of material and symbolic resources within and between societies and the challenges and opportunities to engage individuals and groups to move their communities and societies towards peace and social justice.

## Concentration Requirements

Students who wish to take the concentration meet with a faculty adviser by the spring of their sophomore year to develop a plan of study. All concentrators are required to take three core courses: (1) an introductory course, Introduction to Peace, Social Justice and Human Rights Social Justice Studies at Swarthmore; (2) a 200-level Law, Politics of Humanitarianism, or Forgiveness, Mourning, and Mercy in Law and Politics), and (3) a by participation in bi-semester meetings, attendance at lectures/workshops, and development of a portfolio in their junior and senior years. This constellation of this second option earns students a single credit that is awarded upon the successful completion of all components.

In addition, students are required to take three courses chosen in consultation with their adviser, working out a plan that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might be: Africa, the Middle East, Northern Ireland); a theoretical justice movements, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or a particular policy question such as immigration or bilingual education.

The following courses are pre-approved ([www.brynmawr.edu/peacestudies/courses.html](http://www.brynmawr.edu/peacestudies/courses.html)). To see if other courses might be counted toward the concentration, contact the program director, Alison Cook-Sather, [acooksat@brynmawr.edu](mailto:acooksat@brynmawr.edu).

## COURSES

**ANTH B111 IntrojuAO**

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experience. This course will explore the implications of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Child and Family Studies; Peace, and Social Justice Studies  
 Crosslisting(s): LING-B281  
 Units: 1.0  
 (Not Offered 2013-14)

**ANTH B347 Advanced Issues in Peace, Conflict, and Social Justice Studies**

An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace, Conflict, and Social Justice Studies. Various important readings and student projects. Research in the field of peace and conflict studies. The second half of the semester focuses on student research topics with continued exploration of the field. Prerequisite: POLS B206, B111, or POLS H247.

Requirement(s): Division I: Social Science  
 Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): POLS-B347  
 Units: 1.0  
 (Not Offered 2013-14)

**ANTH B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and global commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational religious movements. Prerequisite: Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III  
 Counts towards: Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): POLS-B382; HIST-B382  
 Units: 1.0  
 (Not Offered 2013-14)

**CITY B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, development, and resolution of ethnic conflict.

course examines the politics of culture and how it shapes social cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic politics. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): POLS-B348  
 Units: 1.0  
 Instructor(s): Ross, M.  
 (Spring 2014)

**ECON B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Requirement(s): Division I: Social Science  
 Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): POLS-B385  
 Units: 1.0  
 Instructor(s): Ross, M., Rock, M.  
 (Spring 2014)

**EDUC B275 English Learners in U.S. Schools: Policies and Practices**

This course focuses on educational policies and practices related to language minority students in the U.S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. This is a Praxis II course. Prerequisite: EDUC 200 or permission of the instructor.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Child and Family Studies; Peace, Conflict, and Social Justice Studies  
 Units: 1.0  
 Instructor(s): Martin, R.  
 (Fall 2013)

**HIST B127 Indigenous Leaders 1492-1750**

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial

**POLS B316 The Politics of Ethnic, Racial, and National Groups**

This seminar will compare and contrast the experiences of racial minorities in the United States and Muslim minorities in Europe. Particular attention is paid to the processes of politicization of racial and ethnic identity; patterns of assimilation and acculturation of the majority population over time; and different paths to citizenship. The course will emphasize how the politics of differentiation has similarities across setting and historical periods as well as important differences.

Units: 1.0  
(Not Offered 2013-14)

**POLS B347 Advanced Issues in Peace, Conflict, and Social Justice Studies: Utopias, Dystopias, and Peace**

An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace, Conflict, and Social Justice Studies. Various important readings and student projects. Research on student research topics with continued exploration of current research.

Prerequisite: POLS B206, B111, or POLS H247.  
Units: 1.0  
(Not Offered 2013-14)

**POLS B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, development, and maintenance of ethnic conflict. This course examines the politics of culture and how it shapes ethnic identity and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflict.

Units: 1.0  
Instructor(s): Ross, M.  
(Spring 2014)

**POLS B358 Political Psychology of Group Identification**

This seminar explores the common interests of psychologists and political scientists in ethnic

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Requirement(s): Division I or Division III  
and Social Justice Studies  
Crosslisting(s): ANTH-B382; HIST-B382  
Units: 1.0  
(Not Offered 2013-14)

**POLS B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics.

Requirement(s): Division I: Social Science  
Counts towards: International Studies Major; Peace,  
Crosslisting(s): ECON-B385  
Units: 1.0  
Instructor(s): Ross, M., Rock, M.  
(Spring 2014)

**PSYC B358 Political Psychology of Group Identification**

This seminar explores the common interests of psychologists and political scientists in ethnic theories that focus more on emotion and essentializing. These theories will be applied to Western interventions in the Balkans. Each student will contribute a 350-word post in response to each reading assignment, and represent that post in seminar discussion of the reading. Each student will contribute a 350-word post in response to each reading assignment, and represent that post in seminar discussion of the reading. Each student will contribute a 350-word post in response to each reading assignment, and represent that post in seminar discussion of the reading.







**PHIL B212 Metaphysics**

Metaphysics is inquiry into basic features of the world and ourselves. This course considers two topics of metaphysics, free will and personal identity, and their relationship. What is free will and are we free? Is freedom compatible with determinism? Does moral responsibility require free will? What makes someone the same person over time? Can a person survive without their body? Is the recognition of others required to be a person?

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

**PHIL B221 Ethics**

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Payson, J.

(Fall 2013)

**PHIL B222 Aesthetics Nature and Experience of Art**

Prerequisite: One introductory course in philosophy. Here are some questions we will discuss in this course: What sort of thing is a work of art? Can criticism in the arts be objective? Do such cultural entities answer to more than one admissible interpretation? What is the nature of aesthetic experience? What is the nature of aesthetic experience? What is creativity in the arts? Readings will be drawn from contemporary sources.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): COML-B222

Units: 1.0

(Not Offered 2013-14)

**PHIL B225 Global Ethical Issues**

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing terrorism and war, high rates of poverty within and across borders and the prospect of environmental devastation.

This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): POLS-B225

Units: 1.0

Instructor(s): Payson, J.

(Spring 2014)

**PHIL B228 Introduction to Political Philosophy: Ancient and Early Modern**

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Aristotle, Hobbes, Machiavelli, Plato, and Rousseau.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): POLS-B228

Units: 1.0

Instructor(s): Salkever, S.

(Spring 2014)

**PHIL B229 Concepts of the Self**

Each of us is a person, who grows and changes throughout the span of a human life. This course explores metaphysical and epistemological issues that arise out of this simple observation. What is a person, and what makes you the same person over time? What is the relation among person, self, and body? What are you conscious of when you are self-conscious? Could the self be an illusion? What is self-knowledge and is it a special kind of knowledge? We will address these issues by reading historical and contemporary sources from western and eastern philosophical traditions.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Prettyman, A.

(Fall 2013)

**PHIL B231 Introduction to Political Philosophy: Modern**

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Hegel, Locke, Marx, J.S. Mill, and Nietzsche.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): POLS-B231

Units: 1.0

(Not Offered 2013-14)

**PHIL B240 Environmental Ethics**

This course surveys rights- and justice-based approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere. Requirement(s): Division III: Humanities Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI) Counts towards: Environmental Studies Crosslisting(s): POLS-B240 Units: 1.0 Instructor(s): Dostal,R. (Spring 2014)

**PHIL B244 Philosophy and Cognitive Science**

Cognitive science is a multidisciplinary approach to the study of human cognition. It goes from the abstract empirical research into language and cognition and other. Philosophy, linguistics, psychology, computer science, and neuroscience are the major contributors to cognitive science. Philosophy both contributes to and examines cognitive science. Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI) Units: 1.0 (Not Offered 2013-14)

**PHIL B245 Philosophy of Law**

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include abstract philosophical arguments about the concept of law, as well as theoretical arguments about law. Readings will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems. Requirement(s): Division I: Social Science Approach: Critical Interpretation (CI) Crosslisting(s): POLS-B245 Units: 1.0 Instructor(s): Elkins,J. (Spring 2014)

**PHIL B252 Feminist Theory**

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. W

Units: 1.0  
 Instructor(s): Salkever, S.  
 (Fall 2013)

**PHIL B310 Philosophy of Science**

An examination of positivistic science and its critics. The topics of this course will include: the demarcation of science; the philosophy of science; the history of science; and research programs; criticism and growth of science; the philosophy of science; the history of science; and research programs; criticism and growth of science.

Requirement(s): Division III: Humanities  
 Crosslisting(s): BIOL-B310  
 Units: 1.0  
 (Not Offered 2013-14)

**PHIL B317 Philosophy of Creativity**

This course will address the following questions: What are the criteria of creativity? Is explaining creativity possible? Should we understand creativity in terms of persons, processes or products? What is the relation between creativity and skill? What is genius? What is creative imagination? Is there a difference between creativity in the arts and creativity in the sciences? What is the relation between the context of discovery and the context of justification? What is the relation between creativity and self-transformation?

Requirement(s): Division III: Humanities  
 Units: 1.0  
 Instructor(s): Krausz, M.  
 (Fall 2013)

**PHIL B319 Philosophy of Mind**

The conscious mind remains a philosophical and scientific mystery. Some questions we will consider include: How is consciousness related to the brain and the body? Are minds a kind of computer? Is the conscious mind something non-physical or immaterial? Is it possible to have a science of consciousness, or will consciousness always remain a mystery? We will address these questions from a philosophical perspective that draws on relevant literature from cognitive neuroscience.

Requirement(s): Division III: Humanities  
 Units: 1.0  
 Instructor(s): Prettyman, A.  
 (Spring 2014)

**PHIL B321 Greek Political Philosophy Aristotle: Ethics and Politics**

Topics in Greek Political Philosophy. Topic for Fall 2012: Aristotle's Nicomachean Ethics and Politics A

careful reading of the Nicomachean Ethics and the Politics, treated as a single series of lectures designed to lead its immediate Greek audience (the equivalent of Socrates' interlocutors in Plato)—and perhaps us as well—more deeply into the questions and problems that are Aristotle's theoretical basis for the paradigmatically human activities of practical reason (phronêsis) and the political life (politikos). (Fall 2012)

schemes. Relativistic theories of truth and morality are widely embraced in the current intellectual climate, and they are as perplexing as they are provocative. This course will examine varieties of relativism and their absolutistic counterparts. Readings will be drawn from contemporary sources.

Requirement(s): Division III: Humanities  
 Units: 1.0  
 (Not Offered 2013-14)

**PHIL B327 Political Philosophy in the 20th Century**

A study of 20th- and 21st-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Michel Foucault, Jurgen Habermas, and John Rawls. Topics include the relationship of individual rationality and political authority, the “crisis of modernity,” and the debate concerning contemporary democratic citizenship. Prerequisites: POLS 228 and 231, or PHIL 101 and 201. Enrollment is limited to 18 students.

Requirement(s): Division III: Humanities  
 Crosslisting(s): POLS-B327  
 Units: 1.0  
 (Not Offered 2013-14)

**PHIL B329 Wittgenstein**

Wittgenstein is notable for developing two philosophical theories of language. In the first, he argued that there is a single common structure underlying all language, thought and being. In the second, he denied the idea of such a structure and claimed that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language. He then turned to his rejection of the earlier ideas as outlined in *Philosophical Investigations* and *On Certainty*. We also examine contemporary interpretations of Wittgenstein’s later work.

Requirement(s): Division III: Humanities  
 Crosslisting(s): GERM-B329  
 Units: 1.0  
 (Not Offered 2013-14)

**PHIL B330 Kant**

Kant’s theory of thought in the 19th and 20th centuries cannot be overstated. His work is profoundly important for both the analytical and the so-called “continental” schools of thought. This course will provide a close study of Kant’s breakthrough work: *The Critique of Pure Reason*. We will read and discuss the text with reference to its historical context and with respect to its impact on developments in epistemology, metaphysics, philosophy of mind, philosophy of science, philosophy of religion as well as developments in German Idealism, 20th-century phenomenology, and contemporary analytic philosophy. Prerequisite: PHIL 102 or at least one 200 level Philosophy course.

Requirement(s): Division III: Humanities  
 Units: 1.0  
 (Not Offered 2013-14)

**PHIL B338 Phenomenology: Heidegger and Husserl**

This upper-level seminar will consider the two main proponents of phenomenology—a movement in philosophy in the 20th century that attempted to restart philosophy in a radical way. Its concerns are philosophically comprehensive: ontology, epistemology, philosophy of science, ethics, and so on. Phenomenology provides the important background for other later developments in 20th-century philosophy and beyond: existentialism, deconstruction, post-modernism. This seminar will focus primarily on Edmund Husserl’s *Crisis of the European Sciences* and Martin Heidegger’s *Being and Time*. Other writings to be considered include some of Heidegger’s later work and Merleau-Ponty’s preface to his *Phenomenology of Perception*.

Requirement(s): Division III: Humanities  
 Units: 1.0  
 Instructor(s): Dostal, R.  
 (Fall 2013)

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## PHYSICS

Students may complete a major or minor in Physics. Within the major, students may complete a minor in educational studies or complete the requirements to complete an M.A. in the combined A.B./M.A. program.

### Faculty

Peter A. Beckmann, Marion Reilly Professor (on leave semester II)

Xuemei May Cheng, Assistant Professor

Mark Matlin, Senior Lecturer and Lab Coordinator

**Elizabeth McCormack, Chair and Professor**

Michael Noel, Professor (on leave semester II)

Hyewon K Pechkis, Lecturer

Joseph A Pechkis, Lecturer

Michael B. Schulz, Associate Professor (on leave semesters I and II)

The courses in Physics emphasize the concepts and techniques that have led to our present way of modeling the physical world. They are designed both to relate the individual parts of physics to the whole and to treat the various subjects in depth. Opportunities exist for majors in research with members of the faculty and their take graduate courses.

### Required Introductory Courses for the Major and Minor

The introductory courses required for the physics major and minor are PHYS 121 and PHYS 122 (or PHYS 101 and 102) and MATH 101 and MATH 102. Students are encouraged to place out of MATH 101 and 102 if that is appropriate. Although College credit is given for a score of 4 or 5 on the AP tests and for a score of 5 or above on the IB examination, the AP and IB courses are not equivalent to PHYS 121 and PHYS 122 and advanced placement will not, in general, be given. However, students with a particularly strong background in physics are encouraged to take the departmental advanced placement examination either during the summer before entering Bryn Mawr or just prior to, or during, the students in the appropriate course. Students are not given credit for courses they place out of as a result of taking this placement exam. It is best for a student considering a physics major to complete the introductory

sequence is designed so that a student who completes the introductory sequence by the end of the sophomore year can major in physics.

### Major Requirements

The physics major provides depth in the discipline through a series of required courses, as well as the paths through the major and thus tailor their program interests.

Beyond the two introductory physics courses and the two introductory mathematics courses, ten additional courses are required for the major. (Haverford courses may be substituted for Bryn Mawr courses where appropriate.) Five of the ten courses must be PHYS 201, 214, 306, and MATH 201, 203. In addition, either PHYS 331 or 305 is required as well as the year-long, one-credit Senior Seminar, PHYS 398 and 399. The remaining three courses must be chosen from among the other 300-level physics courses, one of which may be substituted with any one course from among ASTR 342, 343, and 344, or any 300-level math course. Other substitutions from related disciplines such as chemistry, geology, and engineering) may be possible. Please consult with the major's advisor to discuss such options.





Caltech. For additional information see the “Academic Opportunities” section of the catalog.

### 4+1 PROGRAM IN ENGINEERING AT UPENN

Students can pursue engineering through the 4+1 Program in Engineering and Applied Science offered in cooperation with the University of Pennsylvania, earning an A.B. at Bryn Mawr and an M.A. at U. Penn. For additional information, see page 51, or visit [www.brynmawr.edu/catalog/2012-13/program/opportunities/41penn\\_engineering.html](http://www.brynmawr.edu/catalog/2012-13/program/opportunities/41penn_engineering.html).

### A.B./M.A. Program

To earn an M.A. degree in physics in the College’s A.B./M.A. program, a student must complete the requirements for an undergraduate physics major and also must complete six units of graduate level work in physics. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission and oral defense of an acceptable M.A. thesis.

### Courses at Haverford College

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years as follows: PHYS 302, 303, 308, 309, and 322. These courses (numbered 302, 303, 308, 309, and 322) may be taken at either institution to satisfy major requirements. Haverford 335 and Bryn Mawr 325 are both topics in advanced theoretical physics and they also tend to alternate. In addition, 100- and 200-level courses at Haverford can be used to replace 100- and 200-level courses at Bryn Mawr but these courses are not identical and careful planning is required.

### Introductory Physics Sequences

Students on a pre-health professions track wanting to take one year of physics should take PHYS 101 and PHYS 102. Some students on a physical sciences major track could take PHYS 121 and PHYS 122 and others might take PHYS 122 and PHYS 201. See your major adviser and carefully note the math pre- and co-requisites for these courses. PHYS121/122/201/214 is a coordinated, four-semester sequence in physics. Students are encouraged to place out of MATH 101 and 102 if that is appropriate.

### COURSES

#### PHYS B101 Introductory Physics I

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions

track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. First year students who will take or place out of MATH 101 should take PHYS 121. Lecture three hours, laboratory two hours.

Requirement(s): Division II w/Lab and Quant Approach: Quantitative Methods (QM); Quantitative Methods Units: 1.0 Instructor(s): Matlin, M., McCormack, E. (Fall 2013)

#### PHYS B102 Introductory Physics II

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

## 352 Physics

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### **PHYS B122 Classical Mechanics**

The lecture material covers Newtonian Mechanics 0yy

is the use of electronics for automated control and measurement in experiments, and the interfacing of computers and other data acquisition instruments to experiments. Laboratory eight hours a week.

Prerequisite: PHYS B201

Units: 1.0

Instructor(s): Noel, M.

(Spring 2014)

**PHYS B306 Mathematical Methods in the Physical Sciences**

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed.

Prerequisites: MATH 201 and 203.

Units: 1.0

(Fall 2013)

**PHYS B308 Advanced Classical Mechanics**

This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian, and Hamiltonian mechanics. Topics include oscillations, normal mode analysis, inverse square laws, nonlinear dynamics, rotating rigid bodies, and motion in noninertial reference frames. Lecture three hours and additional recitation sessions as needed. Alternates between Bryn Mawr and Haverford. Prerequisite: PHYS 201 or PHYS 214. Corequisite: PHYS 306.

Units: 1.0

(Fall 2013)

**PHYS B309 Advanced Electromagnetic Theory**

This course presents electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves, and special relativity. Some examples and applications may come from superconductivity, plasma physics, and radiation theory. Lecture three hours and additional recitation sessions as needed. Alternates between Bryn Mawr and Haverford. Prerequisites: PHYS 201 and 306.

Units: 1.0

(Not Offered 2013-14)

**PHYS B322 Solid State Physics**

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires,

superconductivity, and experimental methods for fabrication and characterization of nanomaterials.

Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306.

Units: 1.0

Instructor(s): Cheng, X.

(Fall 2013)

**PHYS B324 Optics**

This course covers principles of geometrical and physical optics. Topics include electromagnetic waves and their propagation in both isotropic and anisotropic media; interference, diffraction, and Fourier optics; coherence theory; ray optics and image formation; and, as time permits, an introduction to the quantum nature of light. Prerequisites: PHYS 201 and 306.

Units: 1.0

(Not Offered 2013-14)

**PHYS B325 Advanced Theoretical Physics**

This course presents one or more of several subjects, depending on instructor availability and student interest. The possible subjects are (1) special relativity, general relativity, and gravitation, (2) the standard model of particle physics, (3) particle astrophysics and cosmology, (4) relativistic quantum mechanics, (5) gravity, and causal set theory. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 306 and 308. Corequisite: PHYS 302.

Units: 1.0

(Not Offered 2013-14)

**PHYS B331 Advanced Experimental Physics**

This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear, and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Students write papers in a format appropriate for research publications and make a presentation to the class. Laboratory eight hours a week. Corequisite: PHYS 214.

Units: 1.0

(Not Offered 2013-14)

**PHYS B380 Physics Pedagogy**

Students work with a faculty member as assistant teachers in a college course in physics, or as assistants to a faculty member developing new teaching materials. Students will be involved in some combination of the following: directed study of the literature on teaching and learning pedagogy, construction and design of parts of a course, and actual teaching in a lecture course or laboratory. Corequisite: PHYS 201 or 214.



**PHYS B505 Classical Mechanics I**

This course will cover mechanics topics familiar from the undergraduate curriculum, but from deeper theoretical and mathematical perspectives. Topics will include Lagrange & Hamilton methods, the central force problem, rigid body motion, oscillations, and canonical transformations. Time permitting, other topics that might be explored include chaos theory, special relativity, and the application of Lagrangian and Hamiltonian methods to continuous systems. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

Units: 1.0

*(Not Offered 2013-14)*

**PHYS B507 Statistical Mechanics I**

Review of Thermodynamics; Equilibrium statistical mechanics -- microcanonical and canonical ensembles; Ideal gases, photons, electrons in metals; Phase transitions; Non-equilibrium statistical mechanics.

Units: 1.0

Instructor(s): Beckmann, P.

*(Fall 2013)*

**PHYS B522 Solid State Physics**

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the heat capacity, electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires, 2-D nanosheets, and 3-D nanocrystals), superconductivity, and experimental methods for fabrication and characterization of nanomaterials. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306.

Units: 1.0

Instructor(s): Cheng, X.

*(Fall 2013)*

**PHYS B701 Supervised Work**

Units: 1.0

Instructor(s): McCormack, E., Noel, M., Cheng, X., Battat, J., Schulz, M., Beckmann, P.

*(Spring 2014)*

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## THE CAROLINE MCCORMICK SLADE DEPARTMENT OF POLITICAL SCIENCE

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Students may complete a major or minor in Political Science. Within the major, students may complete a

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- 370 Becoming a People: Power, Justice, and the Political (H)
- 375 Perspectives on Work, and Family in the U.S.
- 379 Feminist Political Theory (H)
- 383 Islamic Reform and Radicalism

**POLICY FORMATION AND POLITICAL ACTION**

- 121 American Politics
- 121 American Politics and Its Dynamics (H)
- 123 American Politics: Difference and Discrimination (H)
- 131 Comparative Government and Politics (H)
- 131 Comparative Politics
- 205 European Politics
- 222 Introduction to Environmental Issues: Policy Making in Comparative Perspective
- 223 American Political Process: The Congress (H)
- 224 The American Presidency (H)
- 225 Mobilization Politics (H)
- 226 Social Movement Theory (H)
- 227 Urban Politics (H)
- 228 Urban Policy (H)
- 230 Topics in Comparative Politics (H)
- 235 African Politics (H)
- 237 Latin American Politics (H)
- 242 Women in War and Peace (H)
- 248 Modern Middle East Cities
- 249 The Soviet System and Its Demise (H)
- 254 Bureaucracy and Democracy
- 257 The State System (H)
- 259 Comparative Social Movements in Latin American
- 265 Politics, Markets and Theories of Capitalism (H)
- 274 Education Politics and Policy
- 278 Oil, Politics, Society, and Economy
- 288 The Political Economy of the Middle East and North Africa
- 287 Media and Politics: The Middle East Transformed
- 308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors
- 310 Comparative Public Policy
- 314 Strategic Advocacy: Lobbying & Interest Group Politics in Washington, D.C. (H)
- 315 Public Policy Analysis (H)

- 320 Democracy in America (H)
- 321 Technology and Politics
- 325 Grassroots Politics in Philadelphia (H)
- 333 Transformations in American Politics: late 20th-early 21st century
- 334 Politics of Violence (H)
- 339 The Policymaking Process
- 345 Islam, Democracy and Development (H)
- 354 Comparative Social Movements: Power, Protest, and Mobilization
- 375 Perspectives on Work and Family in the U.S.
- 378 Origins of American Constitutionalism
- 385 Democracy and Development
- 393 USEMC /P vacy and Devela8 -1 Devela8 -1 Devela8 and Mobilic.o (, F



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Units: 1.0

Instructor(s): Marquez, E.  
(Fall 2013)

**POLS B262 Who Believes What and Why: the Sociology of Public Opinion**

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. It examines the role of mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): SOCL-B262

Units: 1.0

(Not Offered 2013-14)

**POLS B264 Politics of Global Commodities**

This class critically analyzes the international politics that underpin the production and distribution of global commodities. Marketization and privatization pressures that have produced economic arrangements are examined for their impact in altering governance systems, distorting markets and development, and the role of international theories, and history, and then investigates key case studies. Prerequisites: The prerequisites for the class are either International Politics (POLS B250) or International Political Economy (POLS B391), or permission of the instructor.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

**POLS B273 Race and the Law in the American Context**

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory.

Requirement(s): Division I: Social Science

Crosslisting(s): SOCL-B273

Units: 1.0

(Not Offered 2013-14)

**POLS B278 Oil, Politics, Society, and Economy**

Examines the role oil has played in transforming societies, in shaping national politics, and in the distribution of wealth within and between nations. Rentier states and authoritarianism, the historical relationships between oil companies and states, monopolies, boycotts, sanctions and demands for succession, and issues of social justice mark the

political economy of oil.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

**POLS B282 The Exotic Other: Gender and Sexuality in the Middle East**

This course is concerned with the meanings of gender and sexuality in the Middle East, with particular attention to the construction of tradition, its performance, reinscription, and transformation, and to Western interpretations and interactions. Prerequisite: one course in social science or humanities. Previous gender or Middle East course is a plus.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Middle East Studies

Units: 1.0

(Not Offered 2013-14)

**POLS B283 Introduction to the Politics of the Modern Middle East and North Africa**

This course is a multidisciplinary approach to understanding the politics of the region, using works by leading scholars. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Crosslisting(s): HIST-B283; HEBR-B283

Units: 1.0

Instructor(s): Rudy, S.

(Spring 2014)

**POLS B286 Topics in the British Empire**

This is a topics course covering various "topics" in the study of the British Empire. Course content varies.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HIST-B286; CITY-B286

Units: 1.0

(Not Offered 2013-14)

**POLS B287 Media and Politics: The Middle East Transformed**

The events of 2011 transformed the Middle East, overthrowing or threatening regimes across the region. The course will focus on the media technologies, the political actors, and international events that produced

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**POLS B379 The United Nations and World Order**

Initially founded in 1945 to address the challenges of international armed aggression, the United Nations has since evolved, and is now charged with confronting a wide range of threats, including atrocities, poverty, hunger, disease, and climate change. This class examines the organization's pre-eminent role in international peace and security, economic development, and human rights and humanitarian affairs. Prerequisites: Students are required to have completed at least a year of Political Science or Peace, Studies must be International Politics (POLS B250) or have the permission of the instructor.

Requirement(s): Division I: Social Science

Studies

Units: 1.0

*(Not Offered 2013-14)*

**POLS B381 Nietzsche**

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth, irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and Crosslisting(s): PHIL-B381

Units: 1.0

Instructor(s): Elkins, J.

*(Spring 2014)*

**POLS B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and commonalities and differences in religious movements,

**POLS B392 State in Theory and History**

and international relations to survey the roots of states as the predominant form of political authority, to assess its behavior in global affairs, and to consider its future. Concepts include: class coalitions, democracy, capitalism, socialism, authoritarianism, revolutions, international organizations, and empires. Prerequisites: Social Justice Studies, or permission of the instructor. Enrollment is limited to 18 students. Requirement(s): Division I: Social Science Units: 1.0 (Not Offered 2013-14)

**POLS B393 U.S. Welfare Politics: Theory and Practice**

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities. Prerequisite: POLS B121 or SOCL B102. Requirement(s): Division I: Social Science Counts towards: Gender and Sexuality Studies Crosslisting(s): SOCL-B393 Units: 1.0 (Not Offered 2013-14)

**POLS B398 Senior Conference**

Required of senior majors. In weekly group meetings as well as individual tutorials, faculty work with students on supervising research progress for the senior thesis. Units: 1.0 Instructor(s): Golden,M., Allen,M., Hager,C., Elkins,J. (Fall 2013)

**POLS B399 Senior Essay**

Units: 1.0 Instructor(s): Golden,M., Allen,M., Hager,C., Elkins,J. (Spring 2014)

**POLS B403 Supervised Work**

Units: 1.0 Instructor(s): Dept. staff, TBA (Fall 2013)

**POLS B403 Supervised Work**

Units: 1.0 Instructor(s): Dept. staff, TBA (Spring 2014)

**POLS B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty. These courses are designed to provide students with a classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. Counts towards: Praxis Program Units: 1.0 (Not Offered 2013-14)

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# PSYCHOLOGY

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Students may complete a major or minor in Psychology. Within the major, students may complete a minor in Neuroscience.

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## Faculty

Kimberly E. Cassidy, Interim President and Professor

Louisa C. Egan Brad, Visiting Assistant Professor

Clark R. McCauley Jr, Professor and Director of the

Amy Michelle Neeren, Lecturer

Paul D Neuman, Senior Lecturer (on leave semester II)

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child Study Institute (on leave semester II)

Marc Schulz, Professor of Psychology and Rachel C. Hale Professor in the Sciences and Mathematics (on leave semester II)

### **Anjali Thapar, Chair and Professor**

Earl Thomas, Professor

William Douglas Tynan, Lecturer

Robert H. Wozniak, Professor

The department offers the student a major program that allows a choice of courses from among a wide variety of , ^|á•Áá}Á]•^&@[[[\*~KÁ&|á}á&æ|ÉÁ&[\*]áçç^ÉÁá^ç^|[[{^}çæ|ÉÁ physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced

## Haverford College Courses that Count toward the Major

Certain courses currently offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major.

Introductory psychology at Haverford may be substituted for PSYC 105. PSYC 200 at Haverford may be substituted for PSYC 205.

The following courses at Haverford will count as 200-level courses for the major:

- PSYC H213 (Memory and Cognition)
- PSYC HH215 (Introduction to Personality Psychology)
- PSYC H217 (Biological Psychology)
- PSYC H224 (Social Psychology)
- PSYC H238 (Psychology of Language)
- PSYC H260 (Cognitive Neuroscience)

The following courses at Haverford will count as 300-level courses for the major:

- PSYC H214 (Psychology of Adolescence)
- PSYC H220 (The Psychology of Time)
- PSYC H221 (The Primate Origins of Society)
- PSYC H222 (Evolution and Behavior)
- PSYCH H225 (Self and Identity)
- PSYC H240 (Psychology of Pain and Pain Inhibition)
- PSYC H250 (Biopsychology of Emotion and Personality)
- PSYC H311 (Advanced Personality Psychology: Freud)
- PSYC H325 (The Psychology of Close Relationships)
- PSYC H340 (Human Neuropsychology)
- PSYC H350 (Biopsychology of Stress)
- PSYC H370 (Neuroscience of Mental Illness).

Students who take Haverford courses with the half credit laboratory attachments may count the lab portion of the & [ ] the Bryn Mawr major.

## Minor Requirement

A student may minor in Psychology by taking PSYC 105 and PSYC 205 and any other four courses that meet the requirements of the major.

## Minor in Neuroscience

Students majoring in psychology can minor in Neuroscience. The minor comprises six courses: one gateway course (Behavioral Neuroscience BMC PSYC 218, Biological Psychology HC PSYC 217, or Q) c [ ] three different disciplines and at least one course must be at the 300-level or higher. Additional information

for the minor is listed on the Psychology Department's website.

## Minor in Computational Methods

Students majoring in psychology can minor in computational methods. The minor consists of one gateway course (Introduction to Computer Science, CS 110 or CS 205), a course in data structures (CS 206) and discrete mathematics (CS 231), plus three additional courses. Additional information for the minor is listed on the Computer Science Department's website.

## Minor in Child and Family Studies

Students majoring in psychology can minor in Child and Family Studies. The minor comprises six courses: one gateway course (Developmental Psychology PSYC 206, Educational Psychology PSYC 203, Critical Issues in Education EDUC 200, or Study of Gender in Society ÇÜUÔŠĠG€FDEÄ [ ] which must be outside of the major department and at least one of which must be at the 300 level. Additional information for the minor is listed on the Child and Family Studies's website.

## COURSES

### PSYC B105 Introductory Psychology

How do biological predispositions, life experiences, culture, contribute to individual differences in human and animal behavior? This biopsychosocial theme will be examined by studying both "normal" and "abnormal" behaviors in domains such as perception, cognition, learning, motivation, emotion, and social interaction thereby providing an overview of psychology's many areas of inquiry. Students will select one two-hour lab meeting per week.

Requirement(s): Division II with Lab  
 Approach: Quantitative Readiness Required (QR);  
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 Units: 1.0  
 Instructor(s): Thomas, E., Rescorla, L.  
 (Spring 2014)

### PSYC B120 Focus: Psychology of Terrorism

Introduction to the psychology of terrorism. Each week case history: Mohammed Atta, Timothy McVeigh and Terry Nichols, Weather Underground, Baader-Meinhof Gang, Battle of Algiers, Shaheed, Al-Qaeda and bin Laden. Text is Friction: How radicalization happens to them and us (McCauley & Moskalenko, 2011). Each student posts each week on Moodle a max-300-word essay identifying mechanisms of radicalization in the case history, and a comment on one other student's post. Grading includes clicker quizzes, posts,





strategies within the context of the animal kingdom. Topics will include the evolutionary origins of altruism, social structures, language, domestic and intergroup violence, and religion. Prerequisite: ANTH101, BIOL101, ECON105, PSYCB105, PSYCH100, SOCL102, or permission of instructor  
Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Egan Brad,L.  
(Spring 2014)

### **PSYC B250 Autism Spectrum Disorders**

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105).  
Counts towards: Child and Family Studies  
Units: 1.0  
Instructor(s): Wozniak,R.  
(Fall 2013)

### **PSYC B257 Identity under Pressure**

This course explores psychological understandings of identity formation and change, particularly in times of upheaval and migration. Examples of identity formation will be drawn from psychological studies, the family

## 374 Psychology

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Units: 1.0

Instructor(s): Wozniak, R.

(Spring 2014)

### **PSYC B312 History of Modern American Psychology**

An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intellectual roots. Topics include physiological growth of American developmental, comparative, social, and clinical psychology; and the cognitive revolution.

Prerequisite: any 200-level survey course.

Units: 1.0

Instructor(s): Wozniak, R.

(Fall 2013)

### **PSYC B322 Culture and Development**

This course focuses on development and enculturation within nested sets of interacting contexts (e.g. family, village, classroom/work group, peer group, culture).

Topics include the nature of culture, human narrativity, acquisition of multiple literacies, and the way in which developing mind, multiple contexts, cultures, narrativity, and literacies help forge identities. Prerequisites: PSYC 105 and PSYC 206, or Permission of the Instructor

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Wozniak, R.

(Spring 2014)

### **PSYC B323 Advanced Topics in Psychology**

Instructor(s): Wozniak, R.



Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Tynan, W.

*(Fall 2013)*

**PSYC B350 Developmental Cognitive Disorders**

This course uses a developmental and neuropsychological framework to study major development cognitive disorders manifested by children and adolescents, such as language delay/impairment,

**PSYC B396 Topics in Neuroscience**

A seminar course dealing with current issues in neuroscience. It provides advanced students minoring in neuroscience with an opportunity to read and discuss in depth seminal papers that represent emerging thought presentations of their own research.

Counts towards: Neuroscience

Crosslisting(s): BIOL-B396

Units: 1.0

(Not Offered 2013-14)

**PSYC B399 Senior Seminar**

This seminar is intended to serve as a capstone experience for senior psychology majors who have opted not to do a senior thesis. The focus of the seminar will be on analyzing the nature of public discourse (coverage in newspapers, magazines, on the internet) on a variety of major issues, identifying material in the psychological research literature relating to these issues, and to the extent possible relating the public discourse to the research.

Units: 1.0

Instructor(s): Wozniak, R.

(Spring 2014)

**PSYC B401 Supervised Research in Neural and Behavioral Sciences**

Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**PSYC B401 Supervised Research in Neural and Behavioral Sciences**

Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

**PSYC B403 Supervised Research**

Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**PSYC B403 Supervised Research**

Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

**PSYC B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty members. These courses are designed to provide students with a classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

**PSYC B501 Research Methods**

This course deals with psychology research and design methodology. An important purpose of this course is to help graduate students begin their predissertation research projects. Topics include: internal and external validity, reliability, characteristics of various methods (survey, case, observational, and experimental), data coding, levels of measurement, research ethics, and publication. Open only to 1st year graduate students in the Clinical-Developmental psychology graduate program.

Units: 1.0

(Not Offered 2013-14)

**PSYC B502 Multivariate Statistics**

This course is designed to introduce students to advanced statistical techniques that are becoming increasingly important in developmental, clinical and school psychology research. We focus on understanding the advantages and limitations of common multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Emphasis is placed on helping students critically evaluate applications of these techniques in the literature and the utility of applying these techniques to their own work. Topics covered include path modeling, ways of analyzing data collected over multiple points in time (e.g., a growth curve capturing change in a developmental variable), measurement models. Students use existing data sets to gain experience with statistical software that can be used for multivariate analyses.

Units: 1.0

Instructor(s): Schulz, M.

(Fall 2013)

**PSYC B508 Social Psychology**

Provides an introduction to basic social psychological theories and research. Topics covered include: group measurement, and attitudes and behavior. An emphasis is placed on research methods in the study of social psychology.

Units: 1.0

Instructor(s): McCauley,C.



**PSYC B690 Ethical Issues in Psychology Seminar**

This course deals with ethical issues in the science and practice of psychology. Students give class presentations and lead discussions about the APA, PA Licensing Board, and NASP Ethics codes, and about professional issues related to academic and applied psychology. It is taught in the year in which students are engaged in their assessment practicum (usually discussed include competence, informed consent, & [ ], â^} cæ]ac ^É!&@i]â!æà ~ •^!^! ^ ] [ !cæ } \*É!æ } â!c@^!â ~ c^! to warn, with particular emphasis on situations likely to arise in the provision of psychological services to children and families. (Discussion of ethical conduct of research and practice also occurs in the weekly Research Brown Bag lunch meeting and in the Research Methods course, as well as in meetings between individual students and their research advisors). (Roberts,C)

Units: 1.0

(Not Offered 2013-14)

**PSYC B701 Supervised Work**

Units: 1.0

Instructor(s): Thomas,E., Wozniak,R., Rescorla,L., Cassidy,K., Neuman,P., Schulz,M., Thapar,A.

(Spring 2014)

**PSYC B702 Supervised Research**

Units: 1.0

Instructor(s): Thomas,E., Rescorla,L., Schulz,M.

(Spring 2014)

**QUAN B001 Quantitative Seminar**

Units: 1.0

Instructor(s): Horner,B.

(Fall 2013)

**RELIGION**

Students may complete a major in Religion at Haverford College

**FACULTY**

Clemens Cavalliin, STINT Visiting Assistant Professor

Supriya Ghandi, Visiting Assistant Professor

Tracey Hucks, Professor

Terrence Johnson, Associate Professor

Alison Joseph, Visiting Assistant Professor

Kenneth Koltun-Fromm, Professor

Naomi Koltun-Fromm, Associate Professor

Chloe Martinez, Visiting Assistant Professor

Anne M. McGuire, Kies Family Associate Professor in the Humanities

Donovan Schaefer, Mellon Post-Doc

Jamel Velji, Visiting Assistant Professor

Travis Zadeh, Associate Professor

The Department of Religion at Haverford views religion as a central aspect of human culture and social life. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including art, architecture, music, literature, science, and philosophy – as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religion is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, psychology, political science, and sociology.

A central goal of the department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas and practices that have decisively shaped human experience. They are encouraged to engage in the breadth of scholarship in the study of religion as well as to develop skills in the critical analysis of the texts, images, beliefs, and performances of various religious traditions, including Judaism, Christianity, Islam and Buddhism. Students especially interested in Asian religions may work out a program of study in conjunction with the East Asian Studies department at Haverford and Bryn Mawr and with the Religion department at

## 380 Religion

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careers in law, public service (including both religious and secular organizations), medicine, business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

For more information, see the department Web site at  
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and practice their religion. Topics include scripture, prophethood, law, ritual, theology, mysticism, and art.  
J.Velji

**RELG 110 Sacred Texts and Religious Traditions**

An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts.  
S.Gandhi

**RELG 118 Hebrew Bible: Literary Text and Historical Context**

The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when, and why? What the Bible from an academic point of view? Using literary, historical, theological, and archeological interpretive tools, this course will address these questions and introduce students to academic biblical studies.  
A.Joseph

**RELG 120 Jewish Thought and Identity**

An introduction to selected thinkers in Jewish history who are both critical and constructive in their interpretations of Jewish texts and traditions. The course examines how readings of the Hebrew Bible generate normative claims about belief, commandment, tradition and identity. Readings may include the Hebrew Bible, Rashi, Maimonides, Spinoza, Heschel, and Plaskow.  
K.Koltun-Fromm

**RELG 121 Varieties of Judaism in the Ancient World**

From Abraham to Rabbi Judah the Prince, Judaism has been transformed from a local ethnic religious cult to a broad-based, diverse religion. Many outside cultures and civilizations, from the ancient Persians to through language, culture and political contacts. Absorbing and adapting these various and often community re-invented itself, often fragmenting into several versions at once. After the destruction of the temple, in 70 CE, one group, the rabbis, gradually came to dominate Jewish life. Why? This course will study those changes and developments which brought about these radical transformations.  
N.Koltun-Fromm

**RELG 122 Introduction to the New Testament**

An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include non-canonical

writings, in addition to the writings of the New Testament canon.  
A.McGuire

**RELG 128 Reading Sacred Texts**

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K.Koltun-Fromm

**RELG 129 The Lotus Sutra: Text, Image, and Practice**

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**RELG 130 Material Religion in America**

An introduction to various forms of religious material practices in America. We will examine how persons and communities interact with material objects and media to explore and express religious identity. Topics may include religion and sports, dance and ritual, food and dress, and the visual arts.  
K.Koltun-Fromm

**RELG 132 Varieties of African American Religious Experience**

This course will examine the history of religion in America as it spans several countries. Each week lectures, readings, and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the united States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester.  
T.Hucks

**RELG137 Black Religion and Liberation Theology**

An introduction to the theological & philosophical claims raised in Black Religion & Liberation Thought in 20th C America. In particular, the course will examine the multiple meanings of liberation within black religion, the place of religion in African American struggles against racism, sexism and class exploitation and the role of religion in shaping the moral and political imaginations of African Americans.  
S.Sears

**RELG 155 Themes in the Anthropology of Religion**

Z.Ngwane

**RELG 169 Black Religion and Liberation Thought: An Introduction**

An introduction to the central concepts of Black liberation thought in 20th century America. The aim

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Major issues and debates addressed within the course include: syncretism, origins and retentions. accommodation vs. resistance, womanist challenges to black theology, and black church vs. extra-church orientations.  
T.Hucks

### RELG 338 Seminar in American Civil Religion

Staff

### RELG 343 Seminar in Religions of Antiquity and Biblical Literature

A.McGuire

### RELG 349 Seminar in Modern Jewish Thought

repeated for credit with change of content. Prerequisite: Consent from Instructor.  
K.Koltun-Fromm

### RELG 353 Seminar in Islamic Philosophy and Theology

An examination of various modalities of hidden knowledge and their social implications. Examples derive mostly from the premodern period. Prerequisite: Consent from Instructor.  
T.Zadeh

### RELG 399 Senior Seminar and Thesis

<http://www.haverford.edu/religion/faculty/jdawson>  
Prerequisite: Open only to Senior Religion Majors.  
McGuire/Hucks/Koltun-Fromm/Koltun-Fromm/Sear

### RELG 460 Teaching Assistant

Prerequisite: Consent from Instructor.  
T.Hucks

### RELG 480 Independent Study

Conducted through individual tutorial as an independent reading and research project.  
C.Martinez

## ROMANCE LANGUAGES

Students may complete a major in Romance Languages.

### Coordinators

Grace M. Armstrong, French Adviser

María Cristina Quintero, Spanish Adviser

Roberta Ricci, Italian Adviser

The Departments of French and Francophone Studies, Italian, and Spanish cooperate in offering a major in Romance Languages that requires advanced work in at least two romance languages and literatures. Additional work in a third language and literature is suggested.

### Major Requirements

The requirements for the major are a minimum of nine courses, including the Senior Conference or Senior literature and six courses in the second language and literature, including the Senior Conference in French (offered at Haverford in 2012-13; see the Tri-Co Course Guide).

Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Haverford students intending to major in Romance Languages must have their major work plan approved by a Bryn Mawr College adviser.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

### COURSES

#### First Language and Literature

##### French

FREN 101-102 or 101-105; or 005-102 or 005-105. Four literature courses at the 200 level. FREN 260 (BMC) or 212 (HC). Two courses at the 300 level.

##### Italian

ITAL 101, 102. Four courses at the 200 level. Three courses at the 300 level.





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**RUSS B253 Theory in Practice: Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ITAL-B213; PHIL-B253; HART-B213; GERM-B213  
 Units: 1.0  
 Instructor(s): Monserrati, M.  
 (Fall 2013)

**RUSS B254 Russian Culture and Civilization**

A history of Russian culture—its ideas, its value and belief systems—from the origins to the present that integrates the examination of works of literature, art, and music. Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Units: 1.0  
 (Not Offered 2013-14)

**RUSS B258 Soviet and Eastern European Cinema of the 1960s**

This course examines 1960s Soviet and Eastern European “New Wave” cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and discussed. Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Film Studies  
 Units: 1.0  
 (Not Offered 2013-14)

**RUSS B261 The Russian Anti-Novel**

A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Bulgakov, Dostoevsky, Nabokov, Pushkin, and Tolstoy, are compared to Jane Austen’s *Pride and Prejudice* and other exemplars of the Western novelistic tradition. All readings, lectures, and discussions in English. Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): COML-B261  
 Units: 1.0  
 (Not Offered 2013-14)

**RUSS B271 Chekhov: His Short Stories and Plays in Translation**

A study of the themes, structure and style of Chekhov’s major short stories and plays. The course will also

explore the role of Chekhov in the English-speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English. Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Harte, T.  
 (Fall 2013)

**RUSS B277 Nabokov in Translation**

A study of Vladimir Nabokov’s writings in various languages. The continuity between Nabokov’s Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English. Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ENGL-B277  
 Units: 1.0  
 Instructor(s): Harte, T.  
 (Spring 2014)

**RUSS B309 Russian Language and Culture Through Interactive Learning**

A course in which Russian students of English and Tri-Co students of Russian learn from each other through guided discussions on topics chosen by the instructor. Tri-Co students are required to attend weekly meetings with the instructor. Units: 1.0  
 (Not Offered 2013-14)

**RUSS B321 The Serious Play of Pushkin and Gogol**

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin’s and Gogol’s shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive style. Requirement(s): Division III: Humanities  
 Units: 1.0  
 (Not Offered 2013-14)

**RUSS B343 Russian Avant-Garde Culture: 1890 - 1935**

This seminar focuses on the radical, “avant-garde” transformations that occurred in Russian culture at the beginning of the 20th century. Particular emphasis will be placed on how the interaction of artists in a variety of media resulted in one of Russian culture’s most

## 390 Russian

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innovative periods. Seminar discussion will cover the  
in Russia between 1890 and 1932. Topics include  
Russia's reevaluation of its cultural heritage through  
neo-primitive art; the Russian avant-garde's mystical,  
Eastern underpinnings; the primacy of music for avant-  
garde artists; and the emergence of abstract, dynamic  
art.

Units: 1.0

(Not Offered 2013-14)

### **RUSS B375 Language and Identity Politics of Language in Europe and Eurasia**

A brief general introduction to the study of language  
policy and planning with special emphasis on the  
Russophone world, the newly independent states of  
the former Soviet Union. Surveys current theoretical  
approaches to bilingualism and language shift.  
Analyzes Soviet language and nationality policy using  
published census data for the Soviet period through  
1989. Focus on the current "language situation" and  
policy challenges for the renewal of functioning native  
languages and cultures and maintenance of essential  
language competencies, lingua franca, both within the  
Russian Federation and in the "Near Abroad."

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Davidson, D.

Requirement(s): Division III: Humanities

(Fall 2013)

Instructor(s): Davidson, D.

### **RUSS B380 Seminar in Russian Studies**

(Spring 2014)

An examination of a focused topic in Russian literature

**RUSS B390 Russian for Pre-Professionals I**  
This capstone to the overall language course sequence  
in Russian to the advanced level or higher, preparing  
students to carry out academic study or research in

close reading and detailed critical  
analysis of Russian literature in the original language.

Readings in Russian. Prerequisites: RUSS 201 and 200-level

Russian literature course.

Instructor(s): Davidson, D.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Davidson, D.

(Spring 2014)

### **RUSS B390 Russian for Pre-Professionals I**

This capstone to the overall language course sequence  
in Russian to the advanced level or higher, preparing  
students to carry out academic study or research in

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Davidson, D.

(Fall 2013)



## SOCIOLOGY

Students may complete a major or minor in Sociology.

### Faculty

#### David Karen, Chair and Professor

Erika Marquez, Visiting Assistant Professor

Mary J. Osirim, Interim Provost and Professor

Ayumi Takenaka, Associate Professor

Robert Washington, Professor

Nathan Daniel Wright, Associate Professor (on leave semesters I and II)

The major in Sociology aims to provide understanding of the organization and functioning of modern society by analyzing its major institutions, social groups, and values, and their interrelations with culture and personality. To facilitate these analytical objectives, the department offers rigorous preparation in social theory and problem focused training in quantitative as well as qualitative methodologies.

### Major Requirements

Requirements for the major are SOCL 102, 265, 302, sociology (one of which may be at the 100 level and at least one of which must be at the 300 level), and two courses in an allied subject. Allied courses can be chosen from a list provided by the department. Some courses offered by the Graduate School of Social Work and Social Research (GSSWSR) may be eligible for major or minor credit in Sociology. However, no more than two courses from GSSWSR can count for the major or minor in Sociology.

After completing SOCL 303, in which she will write a research proposal during her junior year, the student may submit that proposal to the department for permission to write a senior thesis. If her proposal is accepted, she will enroll in the thesis-oriented senior seminar where she will focus on researching and writing her thesis.

Students who choose not to write a thesis will enroll in the non-thesis senior seminar, which will explore selected issues in a major substantive area of power, or contemporary social theory. This seminar will require each of the enrolled students to write a term paper.

The Department of Sociology offers concentrations in gender and society, Asian American studies and African

American studies. In pursuing these concentrations, majors should inquire about the possibility of coursework at Haverford and Swarthmore Colleges and the University of Pennsylvania.

### Minor Requirements

Requirements for the minor are SOCL 102, 265, 302, and three additional courses within the department. Students may choose electives from courses offered at Haverford College. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

### Honors

Honors in Sociology are available to those students who have a grade point average in the major of 3.5 or higher and who write a senior thesis that is judged outstanding by the department. The thesis would be written under the direction of a Sociology faculty member. Students are required to submit a thesis proposal which must be approved by the department in the semester prior to writing the thesis. Students should have prior course work in the subject area in which they plan to write a thesis.

### Concentrations Within the Sociology Major

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department for concentration credit. Please contact Ayumi Takenaka for further information.

## AFRICAN AMERICAN STUDIES

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in either sociology or an African American Studies course. Students are required to take the core course offered by the Bryn Mawr Department of Sociology: Black America In Sociological Perspective (SOCL 229). Students are encouraged to take courses on Black America listed under the Bryn Mawr and Haverford Africana Studies Programs. Courses taken outside the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors interested in this concentration should consult Robert Washington for further information.

## COURSES

### SOCL B102 Society, Culture, and the Individual

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that emphasize the role of culture and social structure are emphasized throughout.

Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; International Studies Major

Units: 1.0

Instructor(s): Marquez, E., Karen, D.  
(Spring 2014)

### SOCL B165 Problems in the Natural and Built Environment

This course situates the development of sociology as responding to major social problems in the natural and built environment. It demonstrates why the key concepts in sociology are crucial in understanding how these problems develop, persist and are addressed or fail to be addressed.

Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

### SOCL B175 Environment and Society

Introduces the ideas, themes, and methodologies of environmental sociology. How do environmental problems in the United States and other parts of the world relate to the environment? And how do people and their settlements

relate to the environment? How do environmental problems in the United States and other parts of the world relate to the environment? And how do people and their settlements relate to the environment? Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports, and interviewing experts.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B175

Units: 1.0

(Not Offered 2013-14)

### SOCL B200 Urban Sociology

This course consists of an overview, as well as an analysis of the physical and social structure of the city. The first part of the course focuses on what a city consists of. The second part will focus on the social structure within cities. Finally, in the third part of the course, we will examine patterns of inequality and segregation in the city. Prerequisite: one social science course or permission of instructor.

Crosslisting(s): CITY-B200

Units: 1.0

(Not Offered 2013-14)

### SOCL B205 Social Inequality

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): CITY-B205

Units: 1.0

Instructor(s): Osirim, M.

(Fall 2013)

### SOCL B217 The Family in Social Context

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

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

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the United States in comparison with Western Europe, Japan, and other parts of the world. How is immigration induced and perpetuated? How are the types of (return migration, transnationalism)? How do immigrants adapt differently across societies? We will explore

Units: 1.0  
 Instructor(s): Marquez,E.  
 (Fall 2013)

### SOCL B261 Transitions to Adulthood

Adolescence and early adulthood is a critical period in our lives. During this time we experience a number of major life events that mark the transition into adult roles and relationships, and that are of major consequence for the rest of our lives. We leave school, start working, form romantic relationships, begin sexual activity, leave home and start having children. This seminar explores how adolescent transitions are studied, how they compare across different national contexts, and how individual, family, and community factors affect the type and timing of different transitions. Prerequisite: one introductory social science class.

Units: 1.0  
 (Not Offered 2013-14)

### SOCL B262 Who Believes What and Why: The Sociology of Public Opinion

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): POLS-B262  
 Units: 1.0  
 (Not Offered 2013-14)

### SOCL B265 Research Design and Statistical Analysis

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, ANOVA, and multiple regression. Required of and limited to Bryn Mawr Sociology majors and minors.

Requirement(s): Division I or Quantitative  
 Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)  
 Units: 1.0  
 Instructor(s): Karen,D.  
 (Spring 2014)

### SOCL B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary

America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Africana Studies; Child and Family Studies; Praxis Program Crosslisting(s): EDUC-B266; CITY-B266

Units: 1.0  
 Instructor(s): Curl,H.  
 (Fall 2013)

### SOCL B267 The Development of the Modern Japanese Nation

An introduction to the main social dimensions central to an understanding of contemporary Japanese society and nationhood in comparison to other societies. The course also aims to provide students with training in comparative analysis in sociology.

Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Crosslisting(s): EAST-B267; ANTH-B267  
 Units: 1.0  
 Instructor(s): Takenaka,A.  
 (Spring 2014)

### SOCL B273 Race and the Law in American Context

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory.

Requirement(s): Division I: Social Science  
 Crosslisting(s): POLS-B273  
 Units: 1.0  
 (Not Offered 2013-14)

### SOCL B286 Cultural Perspectives on Ethnic Identity in the Post Famine Irish Diaspora

Theoretical perspectives and case studies on exclusion and assimilation in the social construction of Irish ethnic identity in the United States and elsewhere in the Irish diaspora. Symbolic expressions of Irish ethnicity such as St. Patrick's Day celebrations will consider race, class, gender, and religion. Racism and benevolence in the Irish experience will highlight a cultural perspective through use of ethnographies, personal biographies, and oral histories. Prerequisite: introductory course in social science or permission of instructor.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Critical

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Interpretation (CI)

Crosslisting(s): ANTH-B286

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B302 Social Theory**

Analysis of classical and modern theorists selected thought. Among the theoretical conceptions examined are: alienation, bureaucracy, culture, deviance, modernization, power, religion and the sacred, social self, and status. Theorists include: Durkheim, Firestone, Gramsci, Marx, Mead, Mills, and Weber. Required of and limited to Bryn Mawr Sociology majors and minors.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Washington, R.

*(Fall 2013)*

### **SOCL B303 Junior Conference: Discipline-Based Intensive Writing**

This course is a 6-credit seminar in sociology. (Units: 1.0) This course is a 6-credit seminar in sociology.

Units: 1.0  
 Instructor(s): Takenaka, A.  
 (Fall 2013)

**SOCL B331 Global Sociology: Capital, Power, and Protest in World-Historical Perspective**

This course examines the social, economic and political dynamics underlying globalization. Through an analysis of global capitalism, the inter-state system, and transnational social movements, we will trace the local-global connections at the basis of contemporary issues like natural resource extraction, human rights violations, and labor insecurity.

Units: 1.0  
 Instructor(s): Marquez, E.  
 (Fall 2013)

**SOCL B335 Community Based Research**

This course links each student researcher to a community organization to carry out and complete a project. Students will work with the organization and develop the necessary research skills for their particular project. Projects will be available in Philadelphia and Montgomery County. Students may contact the department in advance for information about the types of participating organizations during a particular semester. Prerequisite: at least one social science course and permission of the instructor.

Counts towards: Praxis Program

Units: 1.0  
 (Not Offered 2013-14)

**SOCL B337 The Genealogical Imagination**

Genealogical research focuses on individuals across generations but requires us to understand individual lives in their social context, as Mills argued in *The Sociological Imagination*. In this course, we will explore how understanding larger social forces and patterns, such as immigration, urbanization, discrimination, religion, and demographic change, helps us uncover and understand individual lives. Prerequisites: one course in Sociology or permission of the instructor.

Requirement(s): Division I: Social Science

Units: 1.0  
 (Not Offered 2013-14)

**SOCL B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at "home" leading to migration, the course proceeds with the study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the

northeastern United States.  
 Requirement(s): Division I: Social Science  
 Counts towards: Africana Studies  
 Crosslisting(s): CITY-B338  
 Units: 1.0  
 (Not Offered 2013-14)

**SOCL B340 Race and Ethnic Relations in Comparative Perspective**

This seminar addresses one of the most complex and pervasive problems in the modern world --- the problem





SOCL B398 Senior Conference

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readings from the Hispanic world. Additional practice and conversation sessions with a language assistant.  
Prerequisite: Span 101 or placement. (Language Level 2)

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Mayer,K., Puig-Herz,A., Song,R.  
(Spring 2014)

### **SPAN B110 Introducción al análisis cultural**

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Puig-Herz,A.  
(Spring 2014)

### **SPAN B115 Focus: Taller del español escrito**

This class will encompass a detailed review of Spanish grammar and writing techniques. We will examine the most challenging grammar topics for non-native speakers. A selection of readings will be the point of departure for acquiring a greater control of grammar and expanding vocabulary through a diverse range of writing exercises. This is a half semester Focus course. Prerequisite: SPAN B102 or Placement exam.

Units: 0.5

Instructor(s): Arribas,I.  
(Spring 2014)

### **SPAN B117 Focus: Spanish Conversation and Performance**

This is a half-semester focus course. Conducted in Spanish, this focus course further develops the audio-lingual skills that the students have acquired in their early Spanish language training. This course, designed in Spanish, combines a content-based language instruction with an interactive task-based approach. Use of theater exercises and short theatrical works, and through their participation in a variety of communicative activities such as poetry readings, dialogues, debates, group discussions, and presentations on a wide range of topics. Diverse readings, audio recordings and video screenings constitute the course materials.

Units: 0.5

Instructor(s): Arribas,I.  
(Spring 2014)

### **SPAN B120 Introducción al análisis literario**

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. This course is a requisite for the Spanish major. Prerequisite: SPAN 102, or placement.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Quintero,M., Sacerio-Garí,E.  
(Spring 2014)

### **SPAN B203 Tópicos en la literatura hispana**

This is a topic course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples B18 Latin 7CuTd(H)  
(Spring 2014)

## 402 Spanish

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Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B212

Units: 1.0

Instructor(s): Sacerio-Garí, E.  
(Fall 2013)

### **SPAN B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion

**SPAN B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B260

Units: 1.0

(Not Offered 2013-14)

**SPAN B270 Literatura y delincuencia: explorando la novela picaresca**

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using

America, we will explore topics such as the construction of criminality, transgression in gender and class.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B271

Units: 1.0

(Not Offered 2013-14)

**SPAN B307 Cervantes**

A study of themes, structure, and style of Cervantes' masterpiece Don Quijote and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: Spanish 202 and another 200-level course.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

**SPAN B308 Teatro del Siglo de Oro: negociaciones de clase, género y poder**

A study of the dramatic theory and practice of 16th- and 17th-century Spain. Topics include the treatment of honor, historical self-fashioning and the politics of the corrales, and palace theater.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B308

Units: 1.0

Instructor(s): Quintero, M.

(Spring 2014)

**SPAN B309 La mujer en la literatura española del Siglo de Oro**

and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and enclosure (convent, home, brothel, palace); and the deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Pre-requisites: SPAN 200/202 and another 200-level course in Spanish.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Quintero, M.

(Fall 2013)

**SPAN B311 Crimen y detectives en la narrativa hispánica contemporánea**

An analysis of the rise of the hard-boiled genre in contemporary Hispanic narrative and its contrast to contemporary Spanish and Latin American culture. Discussion of pertinent theoretical implications and the social and political factors that contributed to the genre's evolution and popularity. This course will be given in conjunction with Cities 229. Division III.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B312

Units: 1.0

Instructor(s): Song, R.

(Spring 2014)

**SPAN B318 Adaptaciones literarias en el cine español**

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course Attention will be paid to the political and cultural context in which these texts are being published and made into film. 208.

Requirement(s): Division III: Humanities

Counts towards: Film Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

**SPAN B321 Del surrealismo al afrorealismo**

Examines artistic texts that trace the development and relationships of surrealism, lo real maravilloso americano, realismo mágico and afrorealismo.

## 404 Spanish

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Manifestos and literary works by Latin American authors will be emphasized: Miguel Angel Asturias, Alejo Carpentier, Gabriel García Márquez, Isabel Allende, Laura Esquivel, Quince Duncan. Prerequisite: a 200-level Spanish course.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

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