
Swarthmore

College Bulletin 2010–2011

Volume CVIII Number 1

Catalog Issue August 2010

Directions for Correspondence

Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390

Office of the President	Rebecca Chopp President
Academic Policy	Constance Cain Hungerford Provost
Admissions	James L. Bock III Dean of Admissions and Financial Aid
Alumni Relations	Lisa Lee Director of Alumni Relations
Career Services	Nancy Burkett Director of Career Services
College and Community Relations	Maurice G. Eldridge Vice President for College and Community Relations
Communications	Nancy Nicely Vice President for Communications and Public Relations
Development and Gifts	Stephen D. Bayer Vice President for Development and Alumni Relations
Facilities	C. Stuart Hain Vice President for Facilities and Services
Finance	Suzanne P. Welsh Vice President for Finance and Treasurer
Financial Aid	Laura Talbot Director of Financial Aid
Human Resources	Melanie Young Vice President for Human Resources
Planning and Special Projects	Garikai Campbell Associate Vice President for Planning
Records and Transcripts	Martin O. Warner Registrar
Student Services	Elizabeth Braun Dean of Students

Swarthmore College does not discriminate in education or employment on the basis of sex, race, color, age, religion, national origin, marital status, sexual orientation, gender identity or expression, veteran status, medical condition, pregnancy, disability, or any other legally protected status. This policy is consistent with relevant governmental statutes and regulations, including those pursuant to Title IX of the Federal Education Amendments of 1972 and Section 504 of the Federal Rehabilitation Act of 1973.

This *Bulletin* contains policies and program descriptions as of July 15, 2010, and should be used solely as an informational guide. The College reserves the right to alter or amend at any time the policies or programs contained in the *Bulletin*. Students are responsible for informing themselves of current policies and meeting all relevant requirements. Up-to-date

information can be found at
www.swarthmore.edu/coursecatalog.

The *Swarthmore College Bulletin* (ISSN 0888-2126), of which this is Volume CVIII, number 1, is published in August, October, January, April, and July by Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390.

Periodical postage paid at Swarthmore PA 19081 and additional mailing offices. Permit number 0530-620. Postmaster: Send address changes to *Swarthmore College Bulletin*, 500 College Avenue, Swarthmore PA 19081-1390.

Main number: (610) 328-8000
Admissions: (610) 328-8300
www.swarthmore.edu

© 2010 Swarthmore College
Printed in U.S.A.

Table of Contents

COLLEGE CALENDAR

- 1 INTRODUCTION
- 2 EDUCATIONAL RESOURCES
- 3 ADMISSIONS
- 4 EXPENSES
- 5 FINANCIAL AID
- 6 COLLEGE LIFE
- 7 EDUCATIONAL PROGRAM
- 8 FACULTY REGULATIONS
- 9 DEGREE REQUIREMENTS
- 10 THE CORPORATION
- 11 BOARD OF MANAGERS
- 12 ALUMNI ASSOCIATION OFFICERS AND ALUMNI COUNCIL
- 13 FACULTY AND OTHER INSTRUCTIONAL STAFF
- 14 ADMINISTRATION
- 15 VISITING EXAMINERS 2010
- 16 DEGREES CONFERRED
- 17 DISTINCTIONS, AWARDS, AND FELLOWSHIPS
- 18 ENDOWED CHAIRS
- 19 ENROLLMENT STATISTICS
- 20 COURSE CREDIT AND NUMBERING

COURSES OF STUDY

Art	Islamic Studies
Asian Studies	Latin American Studies
Biology	Linguistics
Black Studies	Mathematics and Statistics
Chemistry and Biochemistry	Medieval Studies
Classics	Modern Languages and Literatures
Cognitive Science	Music and Dance
Comparative Literature	Peace and Conflict Studies
Computer Science	Philosophy
Economics	Physical Education and Athletics
Educational Studies	Physics and Astronomy
Engineering	Political Science
English Literature	Psychology
Environmental Studies	Public Policy
Film and Media Studies	Religion
Gender and Sexuality Studies	Sociology and Anthropology
History	Theater
Interpretation Theory	

DIRECTIONS TO SWARTHMORE COLLEGE

SWARTHMORE COLLEGE CAMPUS MAP

INDEX

**2010
SEPTEMBER**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**2011
JANUARY**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2012
JANUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

Sun	Mon	Tue	Wed	Thu	Fri	Sat
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

College Calendar

2010

Fall Semester

Aug. 24	Residence halls open for new students.
Aug. 24–29	Orientation and placement days.
Aug. 26	Advising begins. All-adviser meeting in morning. Individual advising begins in afternoon.
Aug. 27	Residence halls open for returning students. Computer pre-registration for first-year and transfer students only.
Aug. 28	Registration follow-up meeting for students who need to make a change to their schedule.
Aug. 29	Meal plan starts at dinner for returning students.
Aug. 30	Classes and seminars begin.
Sept. 6	Labor Day—classes in session.
Sept. 10	Drop/add ends. Last day to delete a course from or add one to permanent registration.
Oct. 1–2	Board of Managers meeting.
Oct. 1	Final examination schedule available online.
Oct. 8	October holiday begins at end of last class or seminar.
Oct. 18	October holiday ends at 8:30 a.m.
Oct. 22–24	Garnet Homecoming and Family Weekend.
Nov. 1	Schedule of courses and seminars for next semester available online.
Nov. 5	Last day to declare CR/NC grading option. Last day to withdraw from a course and receive the grade notation “W.”
Nov. 5–7	Alumni Council meeting.
Nov. 8–18	Advising period.
Nov. 22–24	Pre-enrollment for spring semester.
Nov. 24	Pre-enrollment ends at 4 p.m. Thanksgiving vacation begins at end of last class or seminar.
Nov. 29	Thanksgiving vacation ends at 8:30 a.m.
Dec. 1	All accounts must show a zero or positive balance to enroll or select a room for spring semester.
Dec. 3–4	Board of Managers meeting.
Dec. 6–7	Monday follows the “Friday” class schedule, replacing the Friday of Thanksgiving break. Tuesday follows the “Thursday” class schedule, replacing the Thursday of Thanksgiving break.
Dec. 7	Classes end. Lottery for spring housing.
Dec. 10	Final examinations begin.
Dec. 10–18	<i>Note:</i> Final examinations are not rescheduled to accommodate travel plans. If you must make travel arrangements before the examination schedule is published (by Oct. 1), do not expect to leave until after finals.
Dec. 17	Seminars end.
Dec. 18	Final examinations end at noon. Residence halls close at 6 p.m. Meal plan ends at lunch.

College Calendar

2011

Spring Semester

Jan. 15	Residence halls open at noon.
Jan. 16	Meal plan starts at dinner.
Jan. 17	Classes and seminars begin. Martin Luther King Jr. Day—classes in session.
Jan. 28	Drop/add ends. Last day to delete a course from or add one to permanent registration.
Feb. 18–19	Board of Managers meeting.
March 4	Spring vacation begins at end of last class or seminar.
March 14	Spring vacation ends at 8:30 a.m.
March 25	Last day to declare CR/NC grading option. Last day to withdraw from a course and receive the grade notation “W.”
March 28	Schedule of courses and seminars for next semester available online.
April 1	All accounts must show a zero or positive balance for students to enroll and select a room for the fall semester.
April 1–3	Alumni Council meeting.
April 4–14	Advising period.
April 18–20	Pre-enrollment for fall semester.
April 20	Pre-enrollment ends at 4 p.m.
April 29	Classes and seminars end.
May 5	Final course and written honors examinations begin.
May 6–7	Board of Managers meeting.
May 14	Course examinations end. Meal plan ends at dinner for all but seniors.
May 16	Honors written examinations end. Residence halls close to all but seniors at 8 a.m. (Non-seniors are expected to leave the College within 24 hours after their last examination.)
May 16–17	Senior comprehensive examinations.
May 19–21	Oral honors examinations.
May 28	Baccalaureate.
May 29	Commencement.
May 30	Residence halls close to seniors at 9 a.m.
June 3–5	Alumni Weekend.

College Calendar

2011

Fall Semester

Aug. 23	Residence halls open for new students.
Aug. 23–28	Orientation and placement days.
Aug. 25	Advising begins. All-adviser meeting in morning. Individual advising begins in afternoon.
Aug. 26	Residence halls open for returning students. Computer pre-registration for first-year and transfer students only.
Aug. 27	Registration follow-up meeting for students who need to make a change to their schedule.
Aug. 28	Meal plan starts at dinner for returning students.
Aug. 29	Classes and seminars begin.
Sept. 5	Labor Day—classes in session.
Sept. 9	Drop/add ends. Last day to delete a course from or add one to permanent registration.
Sept. 23–24*	Board of Managers meeting.
Oct. 1	Final examination schedule available online.
Oct. 7	October holiday begins at end of last class or seminar.
Oct. 17	October holiday ends at 8:30 a.m.
Oct. 21–23	Garnet Homecoming and Family Weekend.
Oct. 31	Schedule of courses and seminars for next semester available online.
Nov. 4	Last day to declare CR/NC grading option. Last day to withdraw from a course and receive the grade notation “W.”
Nov. 4–6*	Alumni Council meeting.
Nov. 7–17	Advising period.
Nov. 21–23	Pre-enrollment for spring semester.
Nov. 23	Pre-enrollment ends at 4 p.m. Thanksgiving vacation begins at end of last class or seminar.
Nov. 28	Thanksgiving vacation ends at 8:30 a.m.
Dec. 1	All accounts must show a zero or positive balance to enroll or select a room for spring semester.
Dec. 2–3*	Board of Managers meeting.
Dec. 5–6	Monday follows the “Friday” class schedule, replacing the Friday of Thanksgiving break. Tuesday follows the “Thursday” class schedule, replacing the Thursday of Thanksgiving break.
Dec. 6	Classes end. Lottery for spring housing.
Dec. 9	Final examinations begin.
Dec. 9–17	Note: Final examinations are not rescheduled to accommodate travel plans. If you must make travel arrangements before the examination schedule is published (by Oct. 1), do not expect to leave until after finals.
Dec. 16	Seminars end.
Dec. 17	Final examinations end at noon. Residence halls close at 6 p.m. Meal plan ends at lunch.

*Tentative dates.

College Calendar

2012

Jan. 14
Jan. 15
Jan. 16

Jan. 27

Feb. 17–18*

March 2

March 12

March 23

March 26

April 1

April 2–12

April 20–22*

April 16–18

April 18

April 27

May 4–5*

May 3

May 12

May 14

May 14–15

May 17–19

May 26

May 27

May 28

June 1–3

Spring Semester

Residence halls open at noon.

Meal plan starts at dinner.

Classes and seminars begin.

Martin Luther King Jr. Day—classes in session.

Drop/add ends. Last day to delete a course from or add one to permanent registration.

Board of Managers meeting.

Spring vacation begins at end of last class or seminar.

Spring vacation ends at 8:30 a.m.

Last day to declare CR/NC grading option. Last day to withdraw from a course and receive the grade notation “W.”

Schedule of courses and seminars for next semester available online.

All accounts must show a zero or positive balance for students to enroll and select a room for the fall semester.

Advising period.

Alumni Council meeting.

Pre-enrollment for fall semester.

Pre-enrollment ends at 4 p.m.

Classes and seminars end.

Board of Managers annual meeting.

Final course and written honors examinations begin.

Course examinations end.

Meal plan ends at dinner for all but seniors.

Honors written examinations end.

Residence halls close to all but seniors at 8 a.m. (Non-seniors are expected to leave the College within 24 hours after their last examination.)

Senior comprehensive examinations.

Oral honors examinations.

Baccalaureate.

Commencement.

Residence halls close to seniors at 9 a.m.

Alumni Weekend.

*Tentative dates.

Swarthmore College, founded in 1864 by members of the Religious Society of Friends as a co-educational institution, occupies a campus of 399 acres of rolling wooded land in and adjacent to the Borough of Swarthmore in Delaware County, Pa. It is a small college by deliberate policy. Its present enrollment is approximately 1,500 men and women students. The Borough of Swarthmore is a residential suburb within half an hour's commuting distance of Philadelphia. College students are able to enjoy both the advantages of nearby rural settings and the opportunities offered by Philadelphia. The College's location also makes possible cooperation with three nearby institutions, Bryn Mawr and Haverford colleges and the University of Pennsylvania.

1.1 Objectives and Purposes

Swarthmore students are expected to prepare themselves for full, balanced lives as individuals and as responsible citizens through exacting intellectual study supplemented by a varied program of sports and other extracurricular activities. The purpose of Swarthmore College is to make its students more valuable human beings and more useful members of society. Although it shares this purpose with other educational institutions, each school, college, and university seeks to realize that purpose in its own way. Swarthmore seeks to help its students realize their full intellectual and personal potential combined with a deep sense of ethical and social concern.

1.2 Varieties of Educational Experience

Education is largely an individual matter, for no two students are exactly alike. The Swarthmore College curriculum is designed to give recognition to this fact and seeks to evoke the maximum effort and development from each student. The Swarthmore College Honors Program offers additional enriching and exciting intellectual experiences to students who choose to prepare for evaluation by examiners from other colleges and universities. Throughout the curriculum, options for independent study and interdisciplinary work offer opportunities for exploration and development over a wide range of individual goals. These opportunities typically include considerable flexibility of program choices from semester to semester, so that academic planning may be responsive to the emerging needs of students.

1.3 The Religious Tradition

Swarthmore College was founded by members of the Religious Society of Friends (the Quakers). Although it has been nonsectarian in

control since 1908 and Friends now compose a small minority of the student body, the faculty, and the administration, the College still values highly many of the principles of that society. Foremost among these principles is the individual's responsibility for seeking and applying truth and for testing whatever truth one believes one has found. As a way of life, Quakerism emphasizes hard work, simple living, and generous giving as well as personal integrity, social justice, and the peaceful settlement of disputes. The College does not seek to impose on its students this Quaker view of life or any other specific set of convictions about the nature of things and the duties of human beings. It does, however, encourage ethical and religious concern about such matters and continuing examination of any view that may be held regarding them.

1.4 Tradition and Change

A college draws strength from tradition and energy from the necessity of change. Its purposes and policies must respond to new conditions and new demands. By being open to change, Swarthmore tries to provide for its students, by means appropriate to the times, the standard of excellence it has sought to maintain from its founding.

The primary educational resources of any college are the quality of its faculty and the spirit of the institution. Financial as well as physical resources play an important supportive role.

2.1 The Endowment

The educational resources at Swarthmore College have been provided by gifts and bequests from many alumni, foundations, corporations, parents, and friends. In addition to unrestricted gifts for the operating budget, these donors have contributed funds for buildings, equipment, collections of art and literature, and permanently endowed professorships, scholarships, awards, book funds, and lectureships. Their gifts to Swarthmore have not only provided the physical plant but also have created an endowment fund of \$1.1 billion at market value on June 30, 2009. Swarthmore is ranked 12th in the country in endowment per student. Income from the endowment during the academic year 2008–2009 contributed approximately \$37,197 to meet the total expense of educating each student and provided about 45 percent of the College's operating revenues.

The College's ability to continue to offer a high quality of education depends on continuing voluntary support. Swarthmore seeks additional gifts and bequests for its current operations, its permanent endowment, and its capital development programs to maintain and strengthen its resources. The vice president in charge of development will be pleased to provide information about various forms of gifts: bequests, outright gifts of cash or securities, real estate or other property, and deferred gifts through charitable remainder trusts and life-income contracts in which the donor reserves the right to the annual income during his or her lifetime.

2.2 Libraries

The library is an active participant in the instructional and research program of the College. The primary function of the library is to support the teaching mission of the College by acquiring and organizing collections in a variety of print, digital, and other formats and by instructing students in the effective use of the library and its collections. Although the library's collections are geared primarily toward undergraduate instruction, the scope, nature, and depth of student and faculty research require a greater quantity of source materials than is typically found in undergraduate libraries. Additional needs are met through interlibrary loan, document delivery, and other cooperative arrangements. Swarthmore, Haverford, and Bryn Mawr colleges link their library collections through

Tripod (their shared, online catalog). Tripod, as well as other network information sources, can be accessed online through the library's home page at www.swarthmore.edu/library. The Tri-College Library Consortium takes advantage of a long history of cooperation and a unified, online catalog to work toward building a research-quality collection from the combined holdings of these three strong liberal arts colleges.

Reference service is often where research begins. Reference librarians guide patrons in formulating research strategies and in accessing the information and materials contained in the library's vast electronic and print collections. The library provides a considerable digital collection of electronic journals in all disciplines and of citation and full-text research databases that support access to historical, statistical, visual, and bibliographic information. The ever-growing amount of online resources has created a variety of new library services, including Live Help, an online "chat" reference service. The library also provides direct curricular support through extensive print and electronic reserve readings and honors collections.

Swarthmore College library holdings amount to approximately 900,000 volumes with some 17,000 volumes added each year. The College participates in the Federal and Pennsylvania Depository Library Program and selects those government documents most appropriate to the needs of the curriculum and the public and catalogs them in Tripod. The library also houses an extensive interdisciplinary audiovisual collection, including 11,000 videos more than 17,000 classical and jazz music recordings, and 1,400 spoken-word recordings of dramatic and poetic literature. The video collection includes classic U.S. and foreign films as well as educational, documentary, and experimental films.

The collections are housed in three libraries. *The Thomas B. and Jeannette L. McCabe Library* is the center of the College library system and is home to the major portion of the collections, extensive public computing resources, a wide variety of reading and study areas, and a video classroom.

The Cornell Library of Science and Engineering in the Science Center houses 60,000 volumes and serves the curricular and research needs of students and faculty in the sciences.

The Underhill Music and Dance Library contains 20,000 books on music and dance as well as the sound recordings mentioned earlier. It provides a wide variety of listening and viewing facilities, which overlook the Crum Woods. Small collections of relevant materials are located in the Black Cultural Center and the Beit Midrash located in the Bond Lodges.

2.2.1 Special Library Collections

The College library contains certain special collections: the *Private Press Collection*, representing the work of more than 750 presses, an exemplary collection of “book arts” and artists’ books; *British Americana*, accounts of British travelers in the United States; the works of English poets Wordsworth and Thomson bequeathed to the library by Edwin H. Wells; the works of Seamus Heaney, winner of the Nobel Prize for Literature, 1995; the *W.H. Auden Collection* commemorating the English poet who taught at Swarthmore in the mid-1940s; and the *Bathe Collection* of the history of technology donated by Greville Bathe.

Within the McCabe Library building are two special libraries that enrich the academic life of the College:

The Friends Historical Library, founded in 1871 by Anson Lapham, is one of the outstanding collections in the United States of manuscripts, books, pamphlets, and pictures relating to the history of the Society of Friends. The library is a depository for records of Friends Meetings belonging to Baltimore, New York, Philadelphia, and other Yearly Meetings. More than 10,000 record books, dating from the 1670s until the present, have been deposited. Additional records are available on microfilm.

The collection includes materials on subjects of Quaker concern such as abolition, Indian rights, utopian reform, and the history of women’s rights. Notable among the other holdings are the Whittier Collection (first editions and manuscripts of John Greenleaf Whittier, the Quaker poet), the Mott manuscripts (more than 500 letters of Lucretia Mott, antislavery and women’s rights leader), and the Hicks manuscripts (more than 400 letters of Elias Hicks, a prominent Quaker minister). More than 43,000 volumes are in the library’s collection of books and pamphlets by and about Friends. More than 200 Quaker periodicals are currently received. The library also has an extensive collection of photographs of meetinghouses and pictures of representative Friends and Quaker activities as well as a number of oil paintings, including *The Peaceable Kingdom* by Edward Hicks. It is hoped that Friends and others will consider the advantages of giving to this library any books and family papers that may throw light on the history of the Society of Friends. Visit the website www.swarthmore.edu/fhl.xml.

The Swarthmore College Peace Collection is of special interest to research students seeking records of the peace movement. The records of the Women’s International League for Peace and Freedom and the personal papers of Jane Addams of Hull-House, Chicago, formed the original nucleus of the Collection (1930). Over the years, other major collections have been added including the papers of Devere Allen,

Emily Greene Balch, Julien Cornell, Homer Jack, A.J. Muste, Lawrence Scott, John Nevin Sayre, William Sollmann, E. Raymond Wilson, and others as well as the records of the American Peace Society, A Quaker Action Group, Center on Conscience and War, Central Committee for Conscientious Objectors, Fellowship of Reconciliation, Friends Committee on National Legislation, The Great Peace March, Lake Mohonk Conferences on International Arbitration, National Council for Prevention of War, SANE Inc., United for Peace and Justice, War Resisters League, Women Strike for Peace, World Conference of Religion for Peace, and many others. The Peace Collection serves as the official repository for the archives of many of these organizations. The Peace Collection also houses more than 12,000 books and pamphlets more than 3,000 periodical titles, and more than 9,000 linear feet of manuscripts. Four hundred periodicals are currently received from 22 countries. The comprehensive *Guide to the Swarthmore College Peace Collection*, published in 1981, and the *Guide to Sources on Women in the Swarthmore College Peace Collection* describe the archival holdings. See the website www.swarthmore.edu/library/peace.

2.3 Information Technology Services

With offices in *Beardsley Hall*, ITS provides technology resources to support the instructional mission and the residential aspects of the College. The services of Information Technology Services are available to all faculty, registered students, and College staff members.

The College provides a robust technology infrastructure. All classrooms are equipped with presentation systems. All campus buildings are connected by both wired and wireless networks. Telephone, voice-mail, and email services are provided to all students, faculty, and staff members.

Shared computers and printers are available for student use in residence halls, McCabe Library, Cornell Library, and various public spaces around campus. Computer lab/classrooms are located in Trotter and the Science Center, plus there are department-based labs across campus. The Media Center in Beardsley gives faculty and students a place to try out new technology and create presentations and multimedia projects for their courses. Music composition stations are available in the music library, and language study is enhanced by the facilities of the Language Resource Center in Kohlberg.

Software for academic use, such as SPSS, ArcGIS, and Mathematica, as well as software for multimedia development, is available on public computers. Some academic software is available for download by the College

community and the College Bookstore sells a variety of software at reasonable prices.

Faculty, staff and students may seek computer assistance through the Help Desk by calling (610) 328-8513 or emailing help@swarthmore.edu.

2.4 Communications

The Communications Office coordinates strategic communications efforts at the College, particularly those relating to admissions, advancement, Swarthmore's Web presence, and media relations. In collaboration with other College offices, the Communications Office leads the development and implementation of an overall Web strategy for Swarthmore. The office also leads crisis communications efforts at the College, in close collaboration with a team of partners across campus.

The Communications Office maintains a set of standards for print and Web publications, including a College design guide, a College style guide, and the appropriate use of the College logo. The office also manages any film requests that come into campus.

2.4.1 News and Information

News and Information (N&I) is responsible for producing and/or maintaining content for key areas of the Swarthmore website, including the homepage, Admissions, Advancement, News, and Alumni Dashboards. N&I also frequently works with clients across campus in the development of new or revised websites. Increasingly the office is responsible for generating or capturing video and audio content, often working closely with Media Services. N&I maintains the Campus Calendar, Weekly Classifieds, and Swarthmore in the News.

N&I also works with members of the College community to place stories about Swarthmore and its faculty and students in print and electronic media, responds to information requests, and works with reporters to find Swarthmore sources for expert commentary. N&I works closely with Admissions and with Institutional Research to compile the narrative and facts for admissions guide books. N&I also updates the College Catalog each year.

2.4.2 Publications

The Publications Office creates a variety of printed communications for the campus community. The quarterly *Swarthmore College Bulletin* is an award-winning alumni magazine sent to all alumni, parents, friends of the College, and members of the senior class. The office also produces an annual engagement calendar, donor reports, and *The Gathering*, a faculty-staff newsletter. Members of the Publications Office staff provide editorial, photographic, graphic design, and print-

production services to administrative offices and academic departments across campus, either directly or in working with outside vendors to produce exceptional products.

2.5 Physical Facilities

When Swarthmore College opened in fall 1869, it consisted of one building—Parrish Hall—set on farmland and serving 199 students. Today, the College encompasses more than 40 buildings used by approximately 1,500 students on 399 acres.

The College provides an impressive range of modern facilities for students' intellectual growth, cultural enrichment, and physical and social development. At the same time, it maintains an intimate, pedestrian campus exemplifying the concept of academic study in an idyllic setting.

2.5.1 Intellectual Growth

Parrish Hall, the original College building, still lies at the heart of the campus with classroom buildings clustered around it. Parrish is the administrative and social center of the campus. Admissions, the Registrar's Office, the President's Office, and Dean's Office share space with the Financial Aid Office, Career Services, numerous student groups, and two floors of student residences. The second oldest building on campus, *Trotter Hall*, was renovated in 1997. Today, Trotter Hall respects the past but embraces modern technology and design, providing the space for the history, political science, and classics departments; the Center for Social and Policy Studies; programs in Latin American studies, peace and conflict studies, interpretation theory, gender and sexuality studies, black studies, and Asian studies; the Writing Center; and several classrooms and seminar rooms. At the center of the building is the *Tarble Atrium*, with student lounges on each floor. Views from this building overlook the Rose Garden to the south and the Nason Garden and Outdoor Classroom to the north.

Kohlberg Hall, completed in 1996, features spaces for use by the entire College community on the ground floor, including a lounge complete with a coffee bar and fireplace; the Scheuer Room, a popular place for lectures and gatherings; and the Cosby Courtyard, a dramatic outdoor space with stone seating walls around a lawn that doubles as an outdoor classroom. On the upper two floors are modern classrooms and intimate seminar rooms, a language resource center, and faculty offices. Home to the Modern Languages and Literatures, Economics, and Sociology and Anthropology departments, Kohlberg Hall demonstrates that a new building with award-winning architectural design can be integrated into an established campus.

Next door to Kohlberg lies the *Lang Performing Arts Center*, home to the English Literature and Theater departments and the programs in dance and film and media studies. In addition to two theaters and two dance studios, classrooms and offices are found on the second and third floors.

Hicks, Beardsley, and Pearson halls are clustered together on the north end of the academic campus, forming with Trotter Hall a quadrangle around the Nason Garden. Hicks is home to the Engineering Department and contains laboratories, with several equipped for computer-assisted and controlled experimentation. Beardsley, renovated in 1990, houses the Art Department and Information Technology Services. Pearson, renovated in 1998, is home to the Linguistics, Educational Studies, and Religion departments. Completing the cluster of north campus academic buildings is *Papazian Hall*, which houses the Psychology and Philosophy departments.

The *Science Center*, completed in 2004, physically links the departments of Biology, in Martin Hall, Chemistry and Biochemistry, Computer Science, Mathematics and Statistics, Physics and Astronomy, and the Cornell Science and Engineering Library to foster interaction and exchange among faculty and student scientists. The center offers the 80-seat Cunniff Lecture Hall, a 120-seat auditorium, and the Eldridge Commons area. The project was designed and constructed using criteria developed by the U.S. Green Building Council to produce a sustainable design providing opportunities for education about the environment and environmental responsibility. In 1999, the *Martin Greenhouse* was renovated to support a broader research program.

Lang Music Building, another award-winning building on campus, is home to the Music and Dance Department and the Underhill Library.

McCabe Library, the intellectual heart of campus, is the College's main library, and houses the national repository of the Society of Friends.

The Lang Center for Civic and Social Responsibility, at 3 & 5 Whittier Place, is an incubator for student-directed projects in civic engagement, public service, advocacy, and social action.

Sproul Observatory, with its 24-inch visual refracting telescope, was the center of fundamental research in multiple star systems. A 24-inch reflecting telescope on Papazian Hall is used for solar and stellar spectroscopy. In 2009, a 24-inch computerized telescope was installed in the *Peter van de Kamp Observatory* in the Science Center, providing state-of-the-art observing capabilities.

In the management, design, and construction of all physical facilities, the College recognizes

the importance of employing environmentally sound practices and acknowledges its commitment to current and future societies. An example of Swarthmore's commitment to sustainability is the biostream bed, located between McCabe Library and Willets Hall and designed to filter runoff from upper-campus building roofs. More information is available at www.swarthmore.edu/sustainability.

Housed in *Trotter Hall*, the *Center for Social and Policy Studies* is an interdisciplinary applied research and policy initiative at the College. Established in 1972, the center undertakes and supports research addressing the complex, dynamic, and compelling needs of inner-city communities, particularly the interplay between poverty and community development in the neighboring community of Chester. In addition, the center supports POLS 106: The Urban Underclass and Urban Policy.

For students, the center attempts to tie academic learning to real-world problem solving and provides a rich hands-on experience in the broad field of social and public policy. Through their research, education, outreach, and advocacy activities, students have an opportunity to put into practice the convictions of "ethical intelligence" as they work with residents in the Chester community. The center's faculty director is Associate Professor of Political Science Keith Reeves '88.

2.5.2 Cultural Enrichment

The Lang Music Building, opened in 1973, contains an auditorium seating nearly 400 while providing an expansive view into the Crum Woods. It also is home to the Daniel Underhill Music and Dance Library, classrooms, practice and rehearsal rooms, and an exhibition area. It is the central facility for the Music Department and for musical activities at the College.

Greatly enhancing performance venues, the *Eugene M. and Theresa Lang Performing Arts Center* (LPAC) opened in 1991. The building contains *Pearson-Hall Theatre*, with a seating capacity of 825. The theater can be divided with a 40-ton movable soundproof wall, which is raised and lowered hydraulically. When the wall is raised, the space may be used simultaneously as a cinema seating more than 300 and a theater space of about equal seating capacity. The stage of the theater may also be transformed from its traditional configuration into a thrust stage.

The Frear Ensemble Theatre on the lower level of the LPAC is another, more intimate theater, a "black box" that serves as an experimental and instructional studio as well as the *Patricia Wityk Boyer Dance Studio and Dance Lab*. This building also provides an elegant facility for changing art exhibits, student art exhibitions, and a display of holdings of Swarthmore

College's permanent art collection in its *List Art Gallery*.

2.5.3 Physical Development

The College maintains about 80 acres of playing fields around the academic heart of the campus to support a wide range of sports, including rugby, field hockey, lacrosse, soccer, softball and baseball. Track sports are supported by both an outdoor track around the *Clothier Field* and indoor track in the *Lamb-Miller Field House*, which also provides indoor basketball courts. Next to the field house are the *Squash Courts* building and *Ware Pool*, with a 50-meter pool. Twelve outdoor tennis courts are supplemented with the *Mullan Tennis Center*, which houses indoor tennis courts and a fitness pavilion. Ample open lawn areas, an integral part of the Swarthmore College campus, accommodate and inspire a range of informal and spontaneous physical activity from Frisbee throwing to water sliding.

2.5.4 Social Development

Residence hall rooms are assigned by a lottery. All students have private telephone and computer hookup capabilities in their rooms. All halls have common lounges for socializing, and Swarthmore's *Sharples Dining Hall* provides an impressive single dining space, ensuring that students have the opportunity to interact regularly at mealtimes. Small dining rooms within the dining hall are frequently used for special-interest groups such as language discussion groups.

Other student activity and organization space on campus includes the Parlors, a student lounge, and student activities offices in *Parrish Hall*; *Tarble in Clothier*, with a snack bar, game room, the College Bookstore, a large all-campus space used for dances and other events and *Paces*, a student coffeehouse; the *Intercultural Center*, with both private organization space and a large meeting room for collective events; the *Black Cultural Center*; *Bond Hall*, home to the religious advisers and religious organizations; the *Kitao Gallery*, a student-run art gallery; *Olde Club*, a party/concert venue; the *Women's Resource Center*; and two fraternity houses.

2.5.5 Scott Arboretum

The College's property comprises 399 acres, including a large tract of woodland and the valley of Crum Creek. Much of this tract has been developed as a horticultural and botanical collection of trees, shrubs, and herbaceous plants through the provisions of the Scott Arboretum, established in 1929 by Mrs. Arthur Hoyt Scott and Owen and Margaret Moon as a memorial to Arthur Hoyt Scott of the Class of 1895. The plant collections are designed both to afford examples of the better kinds of trees and shrubs that are hardy in the climate of eastern

Pennsylvania and suitable for planting by the average gardener and to beautify the campus. All collections are labeled and recorded. Exceptionally fine displays include hollies, flowering cherries, crabapples, magnolias, tree peonies, lilacs, rhododendrons, azaleas, hydrangeas and witch hazels. Choice specimens from the collections are displayed in several specialty gardens including the Terry Shane Teaching Garden, the Theresa Lang Garden of Fragrance, the Dean Bond Rose Garden, the Isabelle Bennett Cosby '28 Courtyard, the Nason Garden and outdoor classroom, the Metasequoia Allée, the Harry Wood Courtyard Garden, and the West House Garden. Many interested donors have contributed generously to the collections, and the arboretum is funded primarily by outside grants and restricted endowment funds with a combined market value of \$20.7 million as of June 30, 2009.

The arboretum conducts applied research on ornamental plants and serves as a test site for three plant evaluation programs: the Gold Medal Award of Garden Merit through the Pennsylvania Horticultural Society, the performance of hollies through the Holly Society of America, and the National Boxwood Trial Program.

The arboretum offers educational horticulture programs to the general public and Swarthmore students. These workshops, lectures, and classes are designed to cover many facets of the science/art called gardening. Tours are conducted throughout the year for College people and interested public groups. In 2009 the arboretum built the Wister Education Center and Greenhouse (5,200 square feet) to better fulfill its educational mission.

Aiding the arboretum's staff, in all of its efforts, are the Associates of the Scott Arboretum. This membership organization provides not only financial support but also assistance in carrying out the myriad operations that make up the arboretum's total program, such as plant propagation, public lectures, workshops, publications, and tours to other gardens. More than 100 Arboretum Assistants aid in campus maintenance on a regular basis by volunteering. Student memberships are available and the arboretum provides interesting and educational job opportunities for students. The arboretum's newsletter, *Hybrid*, publicizes their activities and provides up-to-date information on seasonal gardening topics. Maps for self-guided tours and brochures of the arboretum's plant collections are available at the Scott offices, (610) 328-8025, located in the Cunningham House.

The Scott Arboretum was accredited by the American Association of Museums in 1995 and re-accredited in 2006, signifying its professional standards of operation as a

museum of living plants. For more information, visit www.scottarboretum.org and sign up for the "Garden Seeds Blog."

2.6 Special Funds and Lectureships

The Catherine G. '72 and Ernest B. Abbott '72 Partners in Ministry Endowment was created in recognition of the importance of a distinctive ecumenical program of spiritual nurture serving the entire Swarthmore College community. Income from the Abbott endowment is distributed to Partners in Ministry to help provide for the compensation of the religious adviser and supporting staff of the Swarthmore Protestant community.

The Mary Albertson Lectureship in Medieval Studies was established in 1987 with gifts from George Cuttino '35 and former students, colleagues, and friends. Mary Albertson joined the Swarthmore faculty in 1927 and served as chair of the History Department from 1942 until her retirement in 1963. She was responsible for expanding the history curriculum to include studies on Russia, the Far and Near East, Africa, and Latin America. Mary specialized in English medieval history. She died in May 1986.

The Jesse and Maria Aweida Endowment for the Support of Arabic Language Instruction was established in 2006 by Jesse and Maria Aweida, members of the Class of 1956.

The Barnard Fund was established in 1964 by two graduates of the College, Mr. and Mrs. Boyd T. Barnard of Rosemont, Pa. The fund has been augmented by the 50-year class gifts from the classes of 1917 and 1919 and other friends. The income from the fund may be used for any activity that contributes to the advancement of music at the College. It has been used for concerts on the campus, for the purchase of vocal and orchestral scores and other musical literature, and to provide scholarships for students in the Music Department who show unusual promise as instrumentalists or vocalists.

The Peter B. Bart '54 Endowment was established in 2005 to support the Film and Media Studies Program at Swarthmore College.

The Albert H. Beekhuis Music Fund was created in 1989 by a generous bequest of Mr. Beekhuis, neighbor, friend, and patron of Swarthmore music. The fund supports the acquisition and maintenance of musical instruments and brings musical performers to the College, especially for the Music and Dance Festival.

The Bloom Discretionary Fund Endowment was established by Ira T. Wender '45 in honor of President Alfred H. Bloom. This fund is discretionary under the direction of the president.

The Al and Peggi Bloom Endowment for Financial Aid for International Students and for Faculty Support was established in 2005. This endowment aims to help prepare students to identify and advance common purpose in a global world by providing financial support to international students at Swarthmore, and by supporting relevant faculty efforts in any discipline or across disciplines.

The Alfred H. Bloom Jr. and Martha B. Bloom Memorial Visiting Scholar Fund is the gift of Frank Solomon Jr. '50 in honor of the parents of Alfred H. Bloom. It brings visiting scholars to campus at the discretion of the president.

The Patricia Boyer Music Fund was created in 1989. Income from the Boyer fund supports the Dance Program.

The Richard B. Brandt Fund was established in 1986 by Phillip J. Stone '62 in honor of Richard B. Brandt, a member of the Philosophy Department from 1937 to 1964. The fund supports visiting speakers chosen by the department.

Brest Family General Endowment was established in 2004 by Iris Lang Brest '61, Paul Brest '62, Hilary Brest Meltzer '86, and Jeremy Brest '90 to further the objectives and purposes of Swarthmore College. The income of the Brest Endowment is for unrestricted use.

The Phillip A. Bruno Fine Arts Endowment was created by Phillip A. Bruno in 1988. The fund supports the acquisition of artwork for the Swarthmore College collections.

The Barbara Weiss Cartwright Fund for Social Responsibility was created in 1993 by a gift from Barbara W. Cartwright '37 and Dorwin P. Cartwright '37. The fund supports new or existing programs that encourage involvement in addressing societal problems through projects initiated by the College or created by current students. In addition, it will provide opportunities for faculty and students to participate in volunteer service projects linked to the academic program.

Wendy Susan Cheek '83 Memorial Fund for Gender and Sexuality Studies. Established in 1998 by Aimee Lee and William Francis Cheek, the fund supports student and/or programming needs of the Gender and Sexuality Studies Program, including the capstone seminar for honors and course students. The fund shall be spent at the direction of the gender and sexuality studies coordinator.

The Cilento Family General Endowment Fund was established in 2002 by Alexander P. Cilento '71 to support the general objectives of the College. The income is unrestricted.

The Cilento Family Information Technology Fund was established in 2002 by Alexander P. Cilento '71 as an expression of gratitude and

appreciation for the Engineering Department at Swarthmore College. The fund supports teaching innovations in information science, with preference for computer science, engineering, and related disciplines. The Provost's Office administers the fund.

The Classics Endowment was established in 2005 and, in consultation with the Provost's Office, shall be used to support classics instruction directly.

The Richard W. Conner '49 Partners in Ministry Fund was created in spring 2000 by Richard W. Conner '49 to establish a matching challenge grant program benefiting Partners in Ministry in recognition of the importance of an ecumenical program of spiritual nurture serving the diverse faith traditions of the entire Swarthmore College community.

The George R. Cooley Curatorship was established in 1986. The Cooley endowment supports the curatorship of the Swarthmore College Peace Collection.

The William J. Cooper Foundation provides funding for a varied program of lectures, exhibits, and concerts, which enriches the academic work and cultural experience of the College and the community. The foundation was established by William J. Cooper, a devoted friend of the College whose wife, Emma McIlvain Cooper, served as a member of the Board of Managers from 1882 to 1923. It provides annual funds that are used "in bringing to the College from time to time, eminent citizens of this and other countries who are leaders in statesmanship, education, the arts, sciences, learned professions and business, in order that the faculty, students and the College community may be broadened by a closer acquaintance with matters of world [interest]." The Cooper Foundation Committee, composed of students, faculty members, and staff members, works with members of all campus constituencies to arrange lectures, exhibitions, and performances of College-wide interest as well as to bring to the College speakers of note who will remain in residence long enough to enter into the life of the community. In the past, some speakers have been invited with the understanding that their lectures would be published under the auspices of the foundation. This arrangement has produced 18 volumes.

The Bruce Cratsley '66 Memorial Fund was created in 1998 and supports lectures about photography and exhibitions.

The Carley Cunniff '72 Paul Hall Residence Fund was established to honor this member of the Board of Managers who died in January 2005.

The Michael J. Durkan Memorial Fund was established by family and friends of Michael J. Durkan, librarian emeritus, to support library

collections and to help bring Irish writers to campus.

The Elizabeth Pollard Fetter Chamber Music Fund, endowed by Frank W. Fetter '20, Robert Fetter '53, Thomas Fetter '56, and Ellen Fetter Gille in memory of Elizabeth Pollard Fetter '25, subsidizes the private instrumental lessons of four outstanding student string players at the College. Interested applicants should write to the chair of the Music Department and should plan to audition at the College when arriving for an interview. Membership in the quartet is competitive. Other students may challenge and compete for a place in the quartet at the beginning of any semester.

The James A. Field Jr. Lectureship was established by Thomas D. Jones Jr. '53 and Vera Lundy Jones '58 in memory of James Field, professor of history from 1947 to 1984, to support lectures by visiting scholars on the history of the United States.

The James A. Field Jr. Memorial Fund was established by family and friends of James A. Field Jr., Clothier Professor Emeritus of history, to support library collections.

The Tariq Q. Fischer Endowed Islamic Studies Fund was created in 2005 by Paul and Asma Fischer, parents of Tariq. Q. Fischer '08, in his memory, to support the development of an Islamic Studies Program.

The Lee Frank Memorial Art Fund, endowed by the family and friends of Lee Frank '21, sponsors each year a special event in the Art Department: a visiting lecturer or artist, a scholar or artist in residence, or a special exhibit.

The Gertrude S. Friedman Research Fund was established in 1992 to support travel and research of biology faculty members with preference to those studying in the area of physiology and related subspecialties. Grants are awarded at the discretion of the chair of the Biology Department.

The Garnet Athletics Endowment was created in 2002 by an anonymous donor to support the Athletics Program at Swarthmore College. The fund supports expenses associated with introducing prospective scholar-athletes to Swarthmore College, including travel costs and the production of publications promoting the Athletics Program at the College.

The Mary Josephine Good '70 Endowment was created in her memory by her father, Richard A. Good. The fund was created in 2004 and supports the Partners in Ministry program at Swarthmore College.

The David R. Goodrich '71 Endowment for Islamic Studies was established in 2003 to support the Islamic Studies Program at Swarthmore College. The Provost's Office administers the fund.

The Donald J. Gordon Art Fund was established in 1998 by a gift from his children and their spouses on the occasion of his 70th birthday and the 50th anniversary of his graduation from Swarthmore College. The fund supports visiting artists.

The Harry D. Gotwals Fund was established in 1997 in memory of the distinguished service of Harry D. Gotwals as vice president for development, alumni, and public relations from 1990 to 1997. The fund supports the professional development of members of the division.

The Merritt W. Hollowell '61 Career Services Fund was established in 2002 by Merritt Hollowell to support the College's career services program and initiatives, including but not limited to student career exploration, vocational counseling, identification of skills, interests, and values to develop an individual's personalized career options; electronic and print resources; alumni networking and mentoring; and extern opportunities. The Career Services Office administers the fund.

The Halpern Family Foundation Engineering Design Fund was established in 2007 by Michael Halpern '68 and Christine Grant '69. This fund supports work by students on interdisciplinary projects with socially relevant purposes, which include design engineering principles as well as aesthetics and client needs.

The Hayward Family Fund was established by Priscilla Hayward Crago '53 in honor of her parents, Sumner and Elizabeth Hayward, to receive designated life income gifts made by the donor since 1991 and to accommodate additional gifts anticipated over the donor's lifetime and from her estate. The income from the fund provides support for the faculty at Swarthmore College.

The Marjorie Heilman Visiting Artist Fund was established by M. Grant Heilman '41 in memory of Marjorie Heilman to stimulate interest in art, particularly the practice of art, on campus.

The James C. Hormel '55 Endowment for Public Policy and Social Change was established by James Hormel '55 to support faculty in the Political Science Department.

The James C. Hormel '55 Endowment for Student Services was established by James Hormel '55 to support staffing and programs related to student services and activities, including student involvement in volunteering and programs to encourage greater understanding of, sensitivity to, and incorporation into the great society of differences in culture, sexual orientation, or race.

The William I. Hull Fund was established in 1958 by Mrs. Hannah Clothier Hull, Class of 1891, in memory of her late husband. Dr. Hull was a professor of history and international law at Swarthmore College for 48 years. The fund enables the College to bring a noted lecturer on peace to the campus each year in memory of Dr. and Mrs. Hull, who were peace activists.

The David Kemp Endowment was created in 2006 by Giles '72 and Barbara Kemp and provides support for David Kemp Hall, which is named for Gil's grandfather.

The Kyle House Endowment was created by a gift from Elena '54 and Fred '54 Kyle and is used for the upkeep and expenses of a house on Whittier Place currently used as a residence hall.

The Jonathan R. Lax Fund, created by his bequest in 1996, supports an annual Lax Conference on Entrepreneurship and Economic Anthropology. Jonathan Lax '71 was class agent and a reunion leader. His parents, Stephen '41 and Frances Lax, and brothers Stephen (Gerry) Lax Jr. '74 and Andrew Lax '78 have been actively involved at the College.

The Genevieve Ching-wen Lee '96 Memorial Fund was established in her memory by family and friends and recognizes the importance of mutual understanding and respect among the growing number of ethnic groups in our society. The fund supports an annual lecture by a prominent scholar of Asian American studies and/or an annual award to two students to assist in projects pertaining to Asian American studies.

The List Gallery Exhibit Fund, established through the generosity of Mrs. Albert List, supports exhibits in the List Gallery of the Eugene M. and Theresa Lang Performing Arts Center.

The Lorax Fund for Environmental Sustainability was established in 2007 by a grant from the Schwab Charitable Fund as recommended by Naomi Zikmund-Fisher '91. The fund is used to support the activities that move Swarthmore College and its community toward a more environmentally sustainable future (e.g. the reduction or offsetting of carbon or other greenhouse gas emissions, innovative replacements of less than efficient technologies, systems, and devices, etc.). The fund is administered by the Office of Facilities and Services.

The Judy Lord Endowment was established in 2004 by anonymous donors who are friends of the College. The endowment memorializes Judy Lord's enthusiasm and community spirit and is a reward for hard work and contributions to Swarthmore College life. Earnings from the Judy Lord endowment are awarded to academic departmental administrative assistants with tenure of 10 or more years at the College.

The Lovelace Family Endowment was established in 2004 to further the objectives and purposes of Swarthmore College. The income is unrestricted.

The Julia and Frank L. Lyman '43 Partners in Ministry Endowment was created in February 2000 in recognition of the importance of a distinctive ecumenical program of spiritual nurture serving the entire community of Swarthmore College. Income from this endowment will help provide for the compensation of the religious adviser and supporting staff of the Swarthmore Protestant Community.

The Isabel Gamble MacCaffrey '46 Library Endowment was established in 2010 by Wallace MacCaffrey in memory of his wife. The fund is used to support the library program.

The Lucy Bunzl Mallan '54 Faculty Leave Endowment was established in 2006 by Lucy Bunzl Mallan to recognize the importance of her Swarthmore College experience and classmates. This endowment will be used by the provost to support faculty leaves.

The Penelope Mason Endowment for Asian Studies was created via the estate of Penelope E. Mason '57. The fund supports courses taught in the departments of art, modern languages, economics, history, music and dance, political science, religion, and sociology/anthropology.

The Chica Maynard '48 Cherry Border Fund was established in 2009 by the Class of '48, friends and family in memory of Carolien "Chica" Powers Maynard '48 to honor her ties and over a century of family ties to Swarthmore College. This fund supports maintenance, upkeep, and enhancements to the Cherry Border of the Scott Arboretum which was started in April 1931 with a gift from Mrs. Allen K. White, Class of 1894, in recognition of her daughter, Carolien White Powers '22 and the "whisper bench" which serves as a memorial to Carolien Powers '22. Uses for the income of this fund will be determined by the Scott Arboretum.

The Thomas B. McCabe Memorial Fund was established with gifts from alumni and the McCabe Family to support an annual lectureship that brings to campus each fall individuals with distinguished careers in fields such as public service, business, government, education, or medicine.

The James H. Miller '58 Partners in Ministry Endowment was created in recognition of the importance of a distinctive ecumenical program of spiritual nurture serving the entire Swarthmore College community. Income from the Miller endowment is distributed to Partners in Ministry to help provide for the compensation of the religious adviser and supporting staff of the Swarthmore Protestant community.

The Margaret W. and John M. Moore Endowment was created in September 1999 via a life-income gift contract. Income provides research stipends for selected scholars using the resources of the Friends Historical Library and/or the Peace Collection at Swarthmore College.

The Paul Moses and Barbara Lubash Computer Science Fund was created to provide support for computer science students traveling to seminars and related events.

The Helen F. North Fund in Classics, established in 1996 by Susan Willis Ruff '60 and Charles F.C. Ruff '60 to honor the distinguished career of Helen F. North and her enduring impact on generations of Swarthmore students, is awarded to support the program of the Classics Department. At the discretion of the department, it shall be used to fund annually the Helen F. North Distinguished Lectureship in Classics and, as income permits, for a conference or symposium with visiting scholars; summer study of Greek or Latin or research in classics-related areas by students majoring in the field; or study in Greece or Italy in classics by a graduate of the department.

The Project Pericles Fund of the Board of Managers was created in 2005 to support student projects of significant dimensions. The endowment was contributed by the Board of Managers for administration by the Lang Center.

The Theodore and Elizabeth Pierson Friend Fund for Islamic Studies was created in 2005 and is used to support the Islamic Studies Program at Swarthmore College.

The Promise Fund, established anonymously by an alumnus on the occasion of his graduation, is administered by The Cooper Foundation Committee. Income from the Promise Fund brings guest speakers, artists, and performers in music, film, dance, and theater who show promise of distinguished achievement.

The Edgar and Herta Rosenblatt Fund was created in 1967 and supports the work of the faculty at Swarthmore College.

The Ruach Endowment was created in 2000 to support Hillel activities on campus.

The Richard L. Rubin Scholar Mentoring Fund was established by Richard Rubin, a professor of political science and public policy at the College, in 2003. This fund supports the mentoring program, which the Dean's Office administers.

The Bernie Saffran Lecture Endowment was established in 2007 by students, colleagues, and friends as a tribute to this beloved and esteemed member of the College faculty. This fund is administered by the Economics Department and supports expenses associated with bringing exceptional speakers to campus.

The Sager Fund of Swarthmore College was established in 1988 by alumnus Richard Sager '73, a leader in San Diego's gay community. To combat homophobia and related discrimination, the fund sponsors events that focus on concerns of the lesbian, bisexual, and gay communities and promotes curricular innovation in the field of lesbian and gay studies. The fund also sponsors an annual three-day symposium. The fund is administered by a committee of women and men from the student body, alumni, staff, faculty, and administration. In 2004, Richard Sager created an "internship" to provide funding for students in internships with nonprofit organizations whose primary missions address gay/lesbian/bisexual/transgender issues. The Lang Center for Civic and Social Responsibility administers the internship.

The Scheuer-Pierson Fund, established in 1978 by Walter and Marge Scheuer '48, supports the Economics Department.

The Science Center Endowment Fund was established in 2003 with a gift from Peter Weinberger of the Class of 1964. Income from this endowment will be used to support the operations and maintenance of the Science Center.

The Science Center Support Endowment was established by numerous donors to support the operation of the renovated Science Center and related academic programs.

Harold E. and Ruth Caldwell Snyder Premedical Endowment Fund was established in 1988 by Harold Cincy Snyder '29 in appreciation for the education he and his beloved wife, Ruth Caldwell Snyder '31, received at Swarthmore College. The fund was fully endowed through a bequest in 1992 and supports a visiting lecturer in the medical profession with a preference for practitioners who treat each patient as a whole person.

The Gil and Mary Roelofs Stott Concert Fund was established in 1997 on the 25th anniversary of the Lang Music Building. The fund was created as an expression of deep affection for the Stotts by Eugene M. Lang, Class of 1938, to recognize their special artistic talents and all that they have meant to the Swarthmore community. Each year, a new musical composition will be commissioned by the College to be performed at an annual Gil and Mary Roelofs Stott Concert at which the Gil and Mary Roelofs Stott Resident Student Artist will perform.

The Mary and Gilmore Stott Honors Philosophy Seminar Endowment was created in 1998 by William G. Stott '75 and by Christopher Niemczewski '74. The fund supports a seminar offered by the Philosophy Department. It was established in honor of the parents of William G. Stott '75.

The Swarthmore Chapter of Sigma Xi Lecture Series brings eminent scientists to the campus under its auspices throughout the year. Local members present colloquia on their own research.

The Thatcher Fund provides individualized assistance to students with disabilities. The purpose of the fund is to enable such students to take full advantage of the academic and extracurricular life of the College and to make Swarthmore a desirable choice for prospective students with disabilities. The fund was established in 1997.

The Phoebe Anna Thorne Memorial Endowment was created by a Thorne family member in 1911. The endowment supports the faculty of Swarthmore College.

The Pat Trinder Endowment was established by alumni and friends of Patricia E. Trinder, a member of the career planning and placement office staff, to honor her many years of dedication and support to students. The endowment supports programs to advance career planning and placement at Swarthmore College. It specifically supports alumni participation in the recruiting, placement, and mentoring efforts for students.

The P. Linwood Urban Jr. Partners in Ministry Endowment was created in recognition of the importance of a distinctive ecumenical program of spiritual nurture serving the entire Swarthmore College community. Income from the Urban endowment is distributed to Partners in Ministry to help provide for the compensation of the religious adviser and supporting staff of the Swarthmore Protestant community.

The Benjamin West Lecture, made possible by gifts from members of the Class of 1905 and other friends of the College, is given annually on some phase of art. It is the outgrowth of the Benjamin West Society, which built up a collection of paintings, drawings, and prints, which are exhibited, as space permits, in the buildings on campus. The lecture was named for the American artist who was born in a house that stands on the campus and became president of the Royal Academy.

The Dan and Sidney West House Endowment was established in 2006 by Giles and Barbara Kemp to honor Vice President Dan C. West and his wife, Sidney Childs West. The income from this endowment will be used to support the maintenance, upkeep, and program expenses of the campus residence and the gardens of the vice president for development, alumni, and public relations, which also serves as guest quarters and an entertainment venue for campus visitors.

The Wister Memorial Endowment was established in 2000 by John C. and Gertrude Wister to support the Scott Arboretum.

Kenneth R. Wynn '74 Fund for Interdisciplinary Programs was created in 1998 to support interdisciplinary, language-based programs that embrace a more global view of language learning than traditional sources.

The Neil '80 and Beth Yelsey Endowment was established in 2004 to further the objectives and purposes of Swarthmore College. The income is unrestricted.

The Young Family Endowment was established in 2003 by James and Jacqueline Young, parents of Scott Young '06. The fund supports the Swarthmore College radio station, WSRN.

Inquiries concerning admission and applications should be addressed to the Dean of Admissions and Financial Aid, Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390 or admissions@swarthmore.edu. Office telephone: (610) 328-8300 or (800) 667-3110.

3.1 General Statement

In the selection of students, the College seeks those qualities of character, social responsibility, and intellectual capacity that it is primarily concerned to develop. It seeks them not in isolation but as essential elements of the whole personality of candidates for admission. Selection is important and difficult. No simple formula will be effective. The task is to choose those who give promise of distinction in the quality of their personal lives, in service to the community, or in leadership in their chosen fields. Swarthmore College must choose its students on the basis of their academic achievement and commitment to intellectual inquiry as well as their individual future worth to society and of their collective contribution to the College.

It is the College's policy to have the student body represent not only different parts of the United States but also many foreign countries; public, independent, and religiously affiliated schools; and various economic, social, religious, ethnic, and racial backgrounds. The College is also concerned to include in each class the sons and daughters of alumni and members of the Society of Friends.

Admission to the first-year class is normally based on the satisfactory completion of a 4-year secondary school program. Under some circumstances, students who have virtually completed the normal 4-year program in 3 years will be considered for admission, provided they meet the competition of other candidates in general maturity as well as readiness for a rigorous academic program. Home-schooled students should make every effort to complete the application with information that is appropriate to their experience. It is useful to note that Swarthmore is looking for the same information about a candidate as is required from a student with more traditional secondary schooling. Students who have already completed a college degree, or higher, are not eligible for admission to Swarthmore College. All applicants are selected on the following evidence:

1. Record in secondary school.
2. Recommendations from the school principal, headmaster, or guidance counselor, and from two academic teachers.
3. Standardized testing results including the SAT reasoning test with mandatory writing

section and two SAT subject tests, or the ACT with writing component.

4. Applicants considering a major in engineering are strongly encouraged to take the SAT Math level 2 subject test.

5. A brief statement about why the student is applying to Swarthmore, a brief essay on a meaningful activity or interest, and a longer essay (subject specified).

6. Cocurricular and extracurricular activities.

Applicants must have satisfactory standing in school and standardized tests as well as strong intellectual interests. The College is also interested in strength of character, promise of growth, initiative, seriousness of purpose, distinction in personal and extracurricular interests, and a sense of social responsibility. The College values the diversity that varied interests and backgrounds can bring to the community.

3.2 Preparation

Swarthmore does not require a set plan of secondary school courses as preparation for its program. The election of specific subjects is left to the student and school advisers. In general, preparation should include the following:

1. Accurate and effective use of the English language in reading, writing, and speaking.
2. Comprehension and application of the principles of mathematics.
3. The strongest possible command of one or two foreign languages. The College encourages students to study at least one language for 4 years, if possible.
4. Substantial coursework in history and social studies; literature, art, and music; and mathematics and the sciences. Variations of choice and emphasis are acceptable, although some work in each of the three groups is recommended.

Those planning to major in engineering should present work in chemistry, physics, and 4 years of mathematics, including algebra, geometry, trigonometry, and calculus.

3.3 Applications and Examinations

Application to the College may be submitted through either the *Regular Decision* or one of the *Early Decision* plans. Applicants follow the same procedures, submit the same supporting materials, and are evaluated by the same criteria under each plan.

The *Regular Decision* plan is designed for those candidates who wish to keep open several different options for their undergraduate education throughout the admissions process. Applications under this plan will be accepted at

any time up to the Jan. 2 postmark deadline, but the application should be submitted as early as possible to create a file for the candidate to which supporting material will be added up to the deadline.

The *Early-Decision* plans are designed for candidates who have thoroughly and thoughtfully investigated Swarthmore and other colleges and found Swarthmore to be an unequivocal first choice. On applying to Swarthmore College, Early-Decision candidates may not file an early-decision application at other colleges, but they may file early action/regular applications at other colleges with the understanding that these applications will be withdrawn upon admission to Swarthmore.

Any Early-Decision candidate not admitted will receive one of two determinations: a deferral of decision, which secures reconsideration for the candidate among the Regular-Decision candidates, or a denial of admission, which withdraws the application from further consideration. If one of these determinations is made, the applicant is free to apply to other institutions.

Application under any plan must be accompanied by a nonrefundable application fee of \$60 or fee waiver (which must be approved by the secondary school counselor). Timetables for the plans are the following:

Fall Early Decision

Postmark application deadline Nov. 15

Notification of candidate by Dec. 15

Winter Early Decision

Postmark application deadline Jan. 2

Notification of candidate by Feb. 15

Regular Decision

Postmark application deadline Jan. 2

Notification of candidate by April 1

Candidate reply date May 1

Under certain circumstances, admitted students may apply in writing to defer their admission for 1 year. These requests must be received by May 1 and approved in writing by the dean of admissions, and students must confirm their plans for the year by June 1. The dean of admissions may choose to review other requests on a case-by-case basis. Students granted deferment may neither apply to nor enroll at another degree-granting college/university program.

Swarthmore College places strong emphasis on academic achievement and personal character. An offer of admission to Swarthmore College is dependent on a student maintaining his or her standard of academic achievement before enrolling at the College. An offer of admission

is also dependent on a student's continued demonstration of character and high standards for personal conduct. Lapses in either category may be grounds for rescinding an offer of admission.

For U.S. citizens and permanent residents applying as first-year or transfer students, admission to Swarthmore is determined without regard to financial need. See information concerning financial aid.

3.4 Interview

An admissions interview with a representative of the College is a recommended part of the first-year application process. (Applicants for transfer are not interviewed.) Prospective first-year applicants should take the initiative in arranging for this interview. On-campus interviews are available to rising seniors from June through mid-December. Students are encouraged to complete the interview before submitting an application to the College. Those who can reach Swarthmore with no more than a half-day's trip are urged to make an appointment to visit the College for this purpose. Other students may contact the Admissions Office in the fall of their senior year to request a meeting with an alumni representative in their own area. The deadline to request an alumni interview is Dec. 1.

Arrangements for on-campus or alumni interviews can be made by writing to the Admissions Office or by calling (610) 328-8300 or (800) 667-3110.

3.5 Advanced Placement

Enrolled first-year students with special credentials may be eligible during the first semester for advanced placement (placement into courses with prerequisites) and/or credit toward graduation from Swarthmore (32 credits are required). All decisions are made on a subject-by-subject basis by the registrar in consultation with individual Swarthmore departments. Such credit is available only for examinations taken before matriculation at Swarthmore. Typically, special credentials consist of Advanced Placement (AP) examinations of the College Entrance Examination Board, higher-level examinations of the International Baccalaureate, certain other foreign certifications (such as British A-Levels or the German Abitur), or courses taken at another college. Every effort is made to place students at the appropriate level, but no department is required to give credit for work done elsewhere. Credit is denied or revoked if a student chooses to take a course at Swarthmore that the Swarthmore department says essentially repeats the work covered by the credit.

Departmental AP-credit policies are posted on the registrar's website under "Policies."

In some cases, students may qualify for advanced standing and may become juniors in their second year. To qualify for advanced standing, a student must do satisfactory work in the first semester, obtain 14 credits by the end of the first year, intend to complete the degree requirements in 3 years, and signify this intention when she or he applies for a major during the spring of the first year.

Those students who wish to have courses taken at another college considered for either advanced placement or credit must provide an official transcript from the institution attended as well as written work (papers, examinations); syllabi; and reading lists in order that the coursework may be evaluated by the department concerned. Such requests for credit must be made within the first year at Swarthmore. Departments may set additional requirements. For instance, students may be required to take a placement examination at Swarthmore to validate their previous work.

3.6 International Admissions

The College is deeply committed to a strong international presence on campus. The application process is the same as for U.S. citizens and permanent residents of the United States with the following exceptions:

1. Admission is not need-blind. Students must submit additional financial documentation to the Financial Aid Office. Applying for financial aid places the student in the most selective subgroup of the total application pool regardless of the parental contribution.
2. Demonstrated proficiency in English is required of those for whom English is not their first language. This may be in the form of a standardized test for non-native speakers of English, such as TOEFL or IELTS, or superior academic achievement in a school where English is the language of instruction. Although not required, an interview on campus or with a College admissions representative overseas is considered to be very helpful.
3. Required standardized tests (SAT reasoning test, ACT, and SAT subject tests) are waived for those who live in countries where such testing is unavailable. In countries where testing is available, applicants are strongly advised to make test arrangements early and to have scores reported directly to Swarthmore College by the appropriate application deadline.
4. It is the applicant's responsibility to guarantee the authenticity of all submitted credentials. This includes notarized translations of official documents and certified school transcripts signed by the appropriate school staff member.

5. The College does not accept transfer applications from foreign nationals who require financial aid.

3.7 Applications for Transfer

The College welcomes well-qualified transfer applicants. Applicants for transfer must have had an outstanding academic record in the institution attended and must present transcripts for both college and secondary school work, including an official statement indicating that the student is leaving the institution attended in good standing. Students who have completed the equivalent of two or more semesters of university-level work must apply for transfer admission. Admission status for students who have completed less than the equivalent of two semesters of university-level work will be decided on a case-by-case basis. Results of the SAT and ACT are optional for transfer applicants.

Four semesters of study at Swarthmore College constitute the minimum requirement for a degree, two of which must be those of the senior year. Applications for transfer must be filed by April 1 of the year in which entrance is desired. Swarthmore does not have a midyear transfer application process. Need-based financial assistance is available for transfer students who are U.S. citizens or permanent residents. Transfer applications are not accepted from international students who require financial aid.

Transfer applicants are notified of decisions on or before May 15.

4.1 Student Charges

Total charges for the 2010–2011 academic year (two semesters) are as follows:

Tuition	\$39,260
Room	\$6,100
Board	\$5,800
Student activities fee	\$340
	\$51,500

These are the annual charges billed by the College. Students and their parents, however, should plan for expenditures associated with books, travel, and other personal items. In addition, the College will bill for unpaid library fines, Worth Health Center fees, and other fees and fines not collected at the source.

Students engaged in independent projects away from the College for which regular academic credit is anticipated are expected to register in advance in the usual way and pay normal tuition. If the student is away from the College for a full semester, no charge for room and board will be made. However, if a student is away for only a part of a semester, the preceding charges may be made on a pro rata basis.

Late fees of 1.5 percent per month will accrue on all past-due balances. Students with past-due balances will not be permitted to enroll for the following semester, participate in the room lottery, graduate, or obtain a transcript.

The regular College tuition covers the normal program of four courses per term as well as variations of as many as five courses or as few as three courses. Students who elect to carry more than five courses incur a

unit charge for the additional course (\$4,908) or half-course (\$2,454), although they may within the regular tuition vary their programs to average as many as five courses in the two semesters of any academic year. College policy does not permit programs of fewer than three courses for degree candidates in their first eight semesters of enrollment.

4.1.1 Study Abroad

Students who wish to receive Swarthmore credit for study abroad must, for the semester or year abroad, pay the full Swarthmore charges (excluding the student activities fee). Financial aid is normally applicable to study abroad, with the approval of the Off-Campus Study Office. Students contemplating study abroad should begin working with the Off-Campus Study Office well in advance for academic and administrative planning.

4.2 Payment Policy

Semester bills are mailed in July and December. Payment for the first semester is due by Aug. 9, 2010, and for the second semester by Jan. 10, 2011. A 1.5 percent late fee will be assessed monthly on payments received after the due date. Many parents have indicated a preference to pay College charges on a monthly basis rather than in two installments. For this reason, Swarthmore offers a monthly payment plan, which provides for payment in installments without interest charges. Information on the plan is mailed to all parents in April.

4.3 Withdrawal Policy

Charges for tuition and fees will be reduced for students who withdraw for reasons approved by the dean before or during a semester. Reductions in charges will be made in the following ways:

<i>For Students Who Withdraw</i>	<i>Tuition and Fees Reduced</i>	<i>Board Reduced</i>	<i>Room Reduced</i>
Before start of classes	To \$0	To \$0	To \$500
During first 2 weeks of classes	To \$200	To \$100	To \$500
During week 3	By 90 percent	By 90 percent	To \$500
During week 4	By 80 percent	By 80 percent	To \$500
During week 5	By 70 percent	By 70 percent	To \$500
During week 6	By 60 percent	By 60 percent	To \$500
During week 7	By 50 percent	By 50 percent	To \$500
During week 8	By 40 percent	By 40 percent	To \$500
During week 9 and beyond	No further reduction on tuition, fees, board, or rooms		

4.3.1 Withdrawal From Study Abroad

If a student elects to withdraw from an Off-Campus Study program abroad the student also assumes financial responsibility for the expenses that the College has either paid out or obligated on behalf of the student.

Unrecoverable expenses may include, but are not limited to the payment of tuition, room and board, and travel allowances. The student must repay any unrecoverable expenses and any travel and/or meal and/or lodgings allowance that has been advanced, before he or she will be permitted to re-enroll at the College, receive an official transcript, or be graduated from the College. Financial aid will not be available for this purpose of covering these costs. Once the obligated and unrecoverable amounts have been met by the student, College charges will be reduced in a manner consistent with the charge reduction/withdrawal policy for tuition, room, and board set forth in section 4.3.

c. No room refund if notice is received after the 8th week.

2. Takes a leave of absence and notifies the Dean's Office, they will be assessed:

a. No penalty if notice is given by Dec. 1.

b. A \$100 penalty if notice is given between Dec. 1 and Jan. 5.

c. A \$500 penalty if notice is given between Jan. 5 and the 8th week of classes.

d. No room refund after the 8th week.

4.5 Inquiries

All correspondence regarding payment of student charges should be addressed to Linda Weindel, student accounts manager, or phone (610) 328-8396.

4.4 Housing Fines

Any time a student selects a room in the lottery that they do not use, the minimum fine is \$100. Other fines follow:

4.4.1 Fall Semester

If a student selects a room in the lottery and

1. Chooses to live off campus and is still enrolled, they will be assessed:

a. A \$500 penalty unless everyone in the space notifies the Residential Life Office by June 1 that they will not be occupying the room. If everyone does notify the office, the fine will be \$100 each.

b. A \$500 penalty for each person moving off campus when notice is given between June 1 and the 8th week of classes.

c. No room refund when notice is given after the 8th week.

2. Takes a leave of absence and notifies the Dean's Office, they will be assessed:

a. A \$100 penalty if notice is given by Aug. 1.

b. A \$500 penalty if notice is given between Aug. 1 and the 8th week of classes.

c. No room refund after the 8th week.

4.4.2 Spring Semester

If a student selects a room in the December lottery or already has a room from fall semester and

1. Chooses to live off campus and is still enrolled, they will be assessed:

a. A \$250 penalty unless everyone in the unit leaves this space and notifies the Residential Life Office by Dec. 1.

b. A \$500 penalty each if notice is given between Dec. 1 and the 8th week of classes.

To make a Swarthmore education available to qualified students, the College designated in excess of \$27 million for Swarthmore scholarships for the coming year. About 50 percent of our student body receives scholarship assistance through Swarthmore on the basis of demonstrated financial need. To meet the needs of our students, the average aid award for 2009–2010 was \$35,238. A total of 70 percent of our students will share more than \$34 million in scholarships, loans, and work opportunities during the 2010–2011 academic year.

Although admission and financial aid decisions are made separately, they are made at the same time. A prospective student should apply for Swarthmore aid and outside assistance when applying for admission to Swarthmore. Instructions for filing an aid application are included in the admissions application instruction booklet or can be found at www.swarthmore.edu/financialaid. Financial assistance will be offered if a family does not have the capacity to meet College costs without our help. The amount a family is expected to contribute is determined by weighing the family's income and assets against such demands as taxes, living expenses, medical expenses, siblings' undergraduate tuition expenses, and so forth. Family contributions also include a \$2,000 to \$2,500 summer earnings contribution from students, as well as a portion of the student's personal savings and assets.

For 2010–2011, the College charges, which include tuition, room, board, and a student activity fee, will be \$51,500. This activity fee covers not only the usual student services—health center, library, and laboratory fees, for example—but also admission to all social, cultural, and athletic events on campus. The total budget figure against which aid is computed is \$53,770. This allows for an estimated \$1,150 for books and supplies and \$1,120 for personal expenses. A transportation allowance is added to the budget for those who live in the United States but more than 100 miles from the College. It is this larger total that we use when determining a student's need for our help.

Although our financial aid awards are loan-free, students and parents remain welcome to borrow to help pay the family's share of Swarthmore expenses.

In keeping with our policy of basing financial aid on demonstrated need, the College reviews each student's family financial situation annually. Students who would like to be considered for our support for the next year must submit a new financial aid application each spring. A student's aid is not withdrawn unless financial need is no longer demonstrated. Assistance is available only during a normal-

length undergraduate program (eight semesters) and only if a student enrolls full-time each semester and makes satisfactory academic progress (see section 8.6). (These factors also apply in our consideration of a sibling's undergraduate educational expenses.) Students who choose to live off campus will not receive Swarthmore scholarship, Supplemental Educational Opportunity Grants, or ACG, Smart Grants, or Swarthmore College loan in excess of their College bills. However, the cost of living off campus will be recognized in the calculation of a student's financial need, and other outside sources of aid may be used to help meet off-campus living expenses once the College bill is satisfied.

The College has, by action of our Board of Managers, reaffirmed its need-blind admission policy and the related practice of meeting the demonstrated financial need of all admitted or enrolled students. Although, eligibility for federal aid funds is limited to those who are able to complete and submit to us the Statement of Registration Compliance, additional funds have been made available for those who are unable to accept need-based federal aid because they have not registered with the U.S. Selective Service.

U.S. citizens and permanent residents who have not previously received financial aid may become eligible and may apply to receive aid if their financial situations have changed. A student who marries may continue to apply for aid, though parents are still expected to contribute to the student's education.

Financial support for foreign national students is limited and must be requested during the admission application process. New aid applications from foreign nationals cannot be considered after admission.

Answers to most financial aid questions are available at www.swarthmore.edu/financialaid.

5.1 Scholarships

For the academic year 2009–2010, the College awarded more than \$27 million in Swarthmore Scholarship funds. About one-half of that sum was provided through the generosity of alumni and friends by special gifts and the scholarships listed in section 5.4. Students do not apply for a specific College scholarship; the College decides who is to receive restricted endowed scholarships, and others are helped from general scholarship funds. Although the qualifying criteria for awarding most endowed scholarships remain general, some donors have established explicit guidelines that closely mirror the interests of the individual for whom the scholarship is named. Financial need, however, is a requirement for all College scholarships except the regional McCabe

Scholarship. Federal Pell Grants and federal Supplemental Educational Opportunity Grants are also available to eligible students.

5.2 Loan Funds

Although our aid awards are now loan-free, students may choose to borrow instead of working or to help ease the family's burden. First-year students may borrow up to \$5,500; sophomores may borrow \$6,500, and juniors and seniors may borrow up to \$7,500.

The federal Direct Stafford Loan is a long-term, low-interest educational loan. Eligibility for a federal Direct Stafford Loan is determined by the College, using federal guidelines. Family income, family size, asset strength, and number of children in college, etc., form the basis for the determination of your federal eligibility. For more about the federal Direct Stafford Loans see www.swarthmore.edu/financialaid and select "Stafford Loans" from the menu on the left.

Parents who wish to borrow might consider the federal Direct PLUS loan. Up to \$51,500 per year is available at 7.9 percent interest, and repayment may be made over a 10-year period. For more information about these loan programs or other financial options read our financial aid brochure, or go to our website at www.swarthmore.edu/financialaid.

5.3 Student Employment

Student employment on the Swarthmore campus is coordinated by the Student Employment Office, which is under student direction. Campus jobs are available in such areas as our libraries, Information Technology Services, the student-run coffeehouse, most academic and administrative offices, and many other places on campus. Our students manage, give tours, tutor, write, coordinate, and provide support throughout the campus. Students apply for campus positions when they arrive in the fall. On-campus hourly rates of pay run from \$8.29 to \$8.89. Students receiving financial aid are usually offered the opportunity to earn up to \$1,780 during the academic year, and are given hiring priority, but there are many jobs available for non-aided students who wish to work on campus. Students are encouraged to keep a moderate work schedule—no more than about 7 or 8 hours weekly—so that academic performance is not compromised. About 1,200 of the 1,400 students on campus choose to work.

The Student Employment Office also publicizes local off-campus and temporary employment opportunities.

For those who wish to work off campus and who qualify for the federal Work-Study

Program, off-campus positions in public or private nonprofit agencies may be arranged through the Financial Aid Office—if funding is sufficient.

5.4 Scholarship Funds

All students who demonstrate financial need are offered scholarship aid, some of which is drawn from the following named funds. However, students should not worry if they do not fit the specific restrictions subsequently listed because their scholarships will be drawn from other sources not listed here. By completing the aid application process, a student will be considered for the following funds. No separate application is needed.

(Financial need is a requirement for all scholarships except the regional McCabe Scholarships. No separate application is needed.)

The Catherine G. '72 and Ernest B. '72 Abbott Scholarship, established in 1999 by Catherine and Ernest Abbott, is awarded to a first-year student who shows great promise. This renewable scholarship is for a man or woman who demonstrates financial need and academic excellence.

The Frank and Alice Adelberg Scholarship was established by Stephen M. Harnik '75 in 2010 in his capacity as executor of their charitable estate. The Adelbergs were Holocaust survivors who believed deeply in Jewish causes which promoted peaceful international discourse and who dedicated their benefactions to such endeavors. The scholarship is awarded to students on the basis of academic merit and financial need and is renewable. Preference will be given to students who have an interest in human rights, conflict resolution, and the promotion of peace and understanding.

The Lisa P. Albert '81 Scholarship, established in 1983 by Lisa Albert and her mother, Stella Saltonstall, is awarded to a young man or woman on the basis of scholarship and financial need, with preference given to a student with a demonstrated interest in the humanities.

The George I. Alden Scholarship, established in 1989 as a memorial by the Alden Trust with matching funds from several individual donors, is awarded on the basis of academic merit and financial need with preference given to a student from New England studying in the sciences or engineering.

The Vivian B. Allen Foundation, established in 1969, provides scholarship aid to enable foreign students to attend Swarthmore College as part of the foundation's interest in the international exchange of students.

The Susan W. Almy '68 Scholarship was established by this alumna in 2003. The fund

supports financial aid for needy students at Swarthmore College, with preference given to students interested in international careers, especially in developing nations.

The Alumni Council Scholarship, established in 2000 by the Alumni Council of Swarthmore College, is awarded based on academic merit and financial need and is renewable.

The Alumni Scholarship is awarded to students on the basis of financial need. Established in 1991, it is funded through alumni gifts and bequests to encourage donors who cannot fund a fully endowed named scholarship.

The John R. '53 and Joyce B. '55 Ambruster Scholarship was created in 2001. The scholarship is awarded on the basis of academic merit and financial need.

The Janice R. Anderson '42 Scholarship, established in 2006, is awarded on the basis of academic merit and financial need.

The Smitha Arekapudi '99 Scholarship was established in 2006 by Drs. Bapu and Vijayalakshmi Arekapudi. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to a premed student, with a background in the humanities and social sciences, who plans to become a doctor and care for patients.

Preference is also given to students who show commitment to socially responsible citizenship, with demonstrated qualities of exceptional character, intellectual curiosity, and leadership.

The Evenor Armington Scholarship, created in 1980 in recognition of the long-standing and affectionate connection between the Armington family and Swarthmore College, is given each year to a worthy student with financial need.

The Paul '62 and Catherine '60 Armington Endowed Scholarship was established in 2005. The scholarship is awarded on the basis of academic merit and financial need and is renewable. Preference will be given to students who have plans to or are currently studying in Africa.

The Barclay G. Atkinson Scholarship and *Rebecca M. Atkinson Scholarship* were established in 1892 by Rebecca M. Atkinson and are now part of the general scholarship fund.

The Frank and Marie Aydelotte Scholarship, established in 1946 by family, friends, and alumni, is awarded to a new student who shows promise of distinguished intellectual attainment based on sound character and personality. The award is made in honor of Frank Aydelotte, president of the College from 1921 to 1940 and originator of the Honors Program at Swarthmore, and Marie Osgood Aydelotte, his wife.

The David Baltimore '60 Scholarship was established by an anonymous donor in 2000. This renewable scholarship is awarded with preference given to a junior or senior majoring in biology or chemistry.

The Norman Barasch Scholarship was established in 2006 by Richard Barasch '75 in honor of his father. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Philip and Roslyn Barbash, M.D., Scholarship was endowed in 1990 as a memorial by their daughter and son-in-law, Babette B. Weksler, M.D., '58 and Marc E. Weksler, M.D., '58. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to women with an interest in the sciences and, in particular, in the environment. The Charles F. Barber Scholarship was established in 2009 by Charles F. Barber, a member of the Board of Managers from 1967 to 1974, in memory of his wife of 62 years, Lois LaCroix Barber. Lois and Charles raised four children, including Robin Barber '74. The scholarship is awarded to students on the basis of academic merit and financial need and is renewable.

The W. Herman Barcus '27 Scholarship, established in his memory in 1982 by his widow, Kate, and his employer, Sun Oil, is awarded to a student with financial need.

The Philip H. Barley '66 Memorial Scholarship was established in 1968 in memory of Philip H. Barley by his family and friends and the Class of 1966, which he served as president. The scholarship provides financial assistance for a junior or senior who has demonstrated outstanding leadership qualities at Swarthmore.

The Franklin E. Barr Jr. '48 Scholarship was established in 1984 by Betty Barr to honor her husband's memory and is awarded to a first-year student who has broad academic and extracurricular interests and shows promise of developing these abilities for the betterment of society. This scholarship, based on financial need, is renewable for three years.

The Peter B. Bart '54 Scholarship, established in 2005, is awarded to deserving students.

The H. Albert Beekhuis Scholarship in engineering is awarded on the basis of academic merit and financial need to a first-year student and is renewable through the senior year as long as that student retains a major in engineering. This scholarship was endowed in 1989 through the generous bequest of Dr. Beekhuis, neighbor, friend, and successful chemical engineer.

The Patty Y. and A.J. Bekavac Scholarship. Established in 1997 by their daughter, Nancy Y. Bekavac '69, the scholarship is awarded on the

basis of financial need, with preference given to students from western Pennsylvania.

The Margaret Fraser Bell '53 Scholarship, created in 2000 in her memory by her husband, Monroe Bell, is awarded each year to a junior on the basis of academic merit and financial need, with preference given to a student majoring in Russian.

The Sherry F. Bellamy '74 scholarship was established in 2003 by Sherry Bellamy. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Belville Scholarship was established in 1882 by Catharine Reading Belville '19. Honoring Robert Chambers Belville and Margaret Klein Belville, the scholarship is awarded annually to an incoming student of particular promise.

The Brand and Frances Blanshard Scholarship, established in 1987 by a former student to honor the memory of this philosophy professor and his wife, is given to a deserving student with high academic promise.

The Al and Peggi Bloom Endowment for Advancing Swarthmore's Global Reach was established in 2005. This endowment supports international student financial aid and supports faculty effort in any discipline or across disciplines that enhances the global reach of the College curriculum.

The Blough and Locksley Family Scholarship, established in 2003 by Stephen Blough '79 and Sally Locksley '79, is awarded on the basis of academic merit and financial need. The scholarship is renewable.

The Jeanne Cotten Blum '40 Scholarship, established in 2003 by Jeanne Cotten Blum, is awarded on the basis of academic merit and financial need. The scholarship is renewable.

The Frank '36 and Benita Blumenthal Scholarship was established in 2006 by Frank Blumenthal. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Curtis Bok Scholarship was established in 1964, the College's centennial year, in honor of the late Philadelphia attorney, author, and jurist, who was a Quaker and honorary alumnus of Swarthmore. The renewable scholarship is assigned annually to a junior or senior whose qualities of mind and character indicate a potential for humanitarian service such as Curtis Bok himself rendered and would have wished to develop in young people. Students in any field of study, and from any part of this country or from abroad, are eligible.

The Winifred Cammack Bond '43 Scholarship was established by Winifred Cammack Bond and her husband, George Cline Bond '42, to be awarded to a first-year student who is the first

member of his or her family to attend college, with a high school record showing strong academic, athletic, and leadership abilities.

The Book and Key Scholarship was established in 1965 by members of Book and Key, a men's secret honorary society, when the society was dissolved. The scholarship is awarded to a member of the senior class.

The Anne C. Booth '32 Endowed Scholarship was established in 2006 by this alumna who wanted students to be able to share the special educational experience she enjoyed, regardless of financial need. Although Anne died in 2006, her memory lives on through this scholarship.

The Frank R. Borchert Jr. '58 and Thomas K. Glennan Jr. '57 Scholarship was established in 2002 by T. Keith '82 and Kathryn P. '82 Glennan in honor and memory of their uncle and father who, from their days as fraternity brothers at Swarthmore, became lifelong friends and brothers-in-law. They shared a common commitment to educational excellence, and each devoted his professional life to this cause. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Edward S. Bower '42 Memorial Scholarship, established in 1958 by Mr. and Mrs. Ward T. Bower in memory of their son, is awarded annually to a student who ranks high in scholarship, character, and personality.

The George '38 and Josephine Clarke '41 Braden Scholarship was established in 1999 by their children in honor of George and in memory of Josephine. The renewable scholarship is awarded to a student with demonstrated need for financial assistance, with preference for a child of immigrant parents or guardians.

The William A. Bradford Jr. '66 Scholarship was established in 2000 by William Bradford. The renewable scholarship provides financial assistance to a student who shows great promise and is based on academic merit and financial need.

The Carol Paxson Brainerd '26 Scholarship, established in 2001, is awarded on the basis of financial need and academic merit.

The Susan Goldman Brandes '76 Memorial Scholarship was established in 2008 by her husband, Lee Brandes. The renewable scholarship is awarded to students on the basis of academic merit and financial need. Preference is given to students majoring in chemistry.

The Daniel Walter Brenner '74 Memorial Scholarship, established in 1979 by family and friends in memory of Daniel W. Brenner, is awarded to a senior majoring in biology who is distinguished for scholarship and has an interest in plant ecology, wildlife preservation, or

animal behavior research. The recipient is chosen with the approval of the biology faculty.

The Leon Willard Briggs '17 Scholarship, established in 1979 with a bequest from Ina Carey Diller in honor of her husband, is awarded to a worthy student with financial need.

The John S. Brod '34 Scholarship, established in 1984 with gifts from this chemistry major and his employer, Procter & Gamble, is awarded to a deserving student on the basis of academic merit and financial need.

The John G. Brokaw Scholarship was established in 2005 by Lawrence Jean Richardson '78 and Jacqueline Brokaw Richardson '80. It is awarded on the basis of academic merit and financial need.

The Robert C. Brooks Scholarship was established in 1964 by several of his former students as a memorial to Professor Brooks, who taught political science at Swarthmore from 1912 to 1941. The scholarship is awarded to students on the basis of academic merit and financial need.

The Edna Pownall Buffington, Class of 1898, Scholarship was established by a bequest from Albert Buffington, Class of 1896, during 1964, the College's centennial year. This scholarship honors a graduate and a longtime resident of Swarthmore and is awarded on the basis of financial need.

The Bushnell Family Scholarship was established in 2005 by the Bushnell family: father Douglas, daughter Rebecca Bushnell '74, and brothers Michael and David, in honor of wife and mother, Peggy Meeker '45. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Malcolm Campbell '44 Unitarian Scholarship, established by Malcolm Campbell on the occasion of his 50th reunion, is awarded to a student who is an active Unitarian Universalist with financial need and a strong academic record. The scholarship is renewable.

The Centennial Scholarship, established in 1964 with gifts from many donors to the Centennial Campaign, is awarded on the basis of financial need.

The Chang/Hawley '58 Scholarship, established in 2003, is named for Rosalind Chang Whitehead and John K. Hawley. Their son, Charles Loy Hawley '85, is also an alumnus. The scholarship is awarded on the basis of financial need and academic merit.

The Chi Omega Scholarship, established by the sorority and the Swarthmore Chapter of Gamma Alpha, provides an award to a student annually on the basis of academic merit and financial need.

The Elinor Jones Clapp '46 Scholarship was established in 2003. The renewable scholarship is awarded on the basis of academic merit and financial need with preference given to students who are U.S. citizens residing abroad.

The William '17 and Eleanor Stabler '18 Clarke Scholarships, established in 1985 in their honor by W. Marshall '47 and Cornelia Clarke '46 Schmidt, are awarded to two worthy first-year students with financial need.

Preference for these renewable scholarships is accorded to members of the Society of Friends.

The Class of 1913 Scholarship, established on the occasion of the class's 50th reunion, is awarded to a student who has demonstrated financial need.

The Class of 1914 Scholarship, established in honor of the class's 50th reunion, is awarded to a student who has demonstrated financial need.

The Class of 1915 Scholarship, established in 1940, is awarded to a student with financial need.

The Class of 1917 Scholarship is awarded to a student who has demonstrated financial need.

The Class of 1925 Scholarship, created on the occasion of the class's 50th reunion, is awarded on the basis of academic merit and financial need.

The Class of 1930 Scholarship was endowed on the occasion of the class's 60th reunion. The renewable scholarship is awarded alternately to a woman or a man on the basis of sound character and academic achievement, with preference given to those who exercise leadership in athletics and community service.

The Class of 1932 Scholarship was established on the occasion of the class's 70th reunion. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Class of 1938 Harriet And William Carroll Scholarship was established on the occasion of the class's 65th reunion by their classmates and members of their family in honor of the Carrolls' long-standing service to the College. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Class of 1939 Scholarship was established at the 50th reunion of the class in fond memory of Frank Aydelotte, president of the College from 1921 to 1940, and his wife, Marie Aydelotte. The renewable scholarship is awarded to a worthy student with financial need.

The Class of 1941 Scholarship was created in celebration of the 50th reunion of the class. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Class of 1943 Scholarship, established to honor the 50th reunion of that class, is awarded to a student in the sophomore class on the basis

of sound character and academic achievement, with preference given to those participating in athletics and community service. The scholarship is renewable through the senior year.

The Class of 1946 Scholarship was established on the occasion of the class's 50th reunion in recognition of the Swarthmore tradition that so influenced its members.

The Class of 1949 Scholarship was established in 1999 in celebration of the class's 50th reunion. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Class of 1950 Scholarship, established on the occasion of the class's 50th reunion, is awarded to one or more deserving students. It is renewable.

The Class of 1952 Evans H. Burn Memorial Scholarship, established on the occasion of the class's 50th reunion in memory of the class's longtime president, is awarded on the basis of academic merit and financial need. It is renewable.

The Class of 1954 Scholarship, established on the occasion of the class's 50th reunion, is awarded on the basis of academic merit and financial need. It is renewable.

The Class of 1956 Scholarship, established on the occasion of the class's 25th reunion, is awarded on the basis of academic merit and financial need.

The Class of 1957 Gilmore Stott Memorial Scholarship, established on the occasion of the class's 50th reunion, is in memory of Dean Gilmore Stott, who died in 2005. A beloved College professor and dean for 55 years who played the viola in the College orchestra, taught ethics, and counseled thousands of students, he was widely admired for his intelligence, judicial manner, modesty, gentleness, and consideration of others. This renewable scholarship is awarded, on the basis of academic merit and financial need, to a student who shares some of Dean Stott's wonderful characteristics.

The Class of 1960 Scholarship was created in honor of the 50th reunion of the class. This renewable scholarship shall be awarded to students on the basis of academic merit and financial need.

The Class of 1963 Scholarship, awarded on the basis of academic merit and financial need, is renewable through the senior year. The scholarship was created in honor of the class's 25th reunion.

The Class of 1964 Scholarship, established in honor of their 50th reunion, is renewable and awarded to students on the basis of academic merit and financial need.

The Class of 1969 Scholarship was established at the 25th reunion of the class in honor of the contributions made by Courtney Smith, president of Swarthmore College from 1953 to 1969. The scholarship was given with bittersweet memories of the campus turmoil of the 1960s and with confidence in the power of open discussion and reconciliation. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Cochran Memorial Scholarship, established in 1979 in memory of the Cochran family by the estate of Marie A. Cochran, is awarded annually to a student who has demonstrated financial need.

The David L. '77 and Rhonda R. '76 Cohen Scholarship, established in 2004, is awarded on the basis of academic merit and financial need.

The Sarah A. Cole '34 Scholarship, founded in 1953 by her parents to celebrate her life and memory, is awarded to deserving students on the basis of academic merit.

The Charles A. Collins, Class of 1912, Scholarship, established in 1974, is awarded every year to a deserving student in need of financial assistance, in accordance with the donor's will. Charles Collins, a New Jersey farmer, was active in local Quaker affairs and served as a trustee of the Philadelphia Yearly Meeting.

The N. Harvey Collisson '22 Scholarship, established in 1965 by his family and the Olin Mathieson Charitable Trust in memory of N. Harvey Collisson, is awarded to a first-year student. Selection places emphasis on character, personality, and ability.

The Marcia Perry Ruddick Cook '27 Scholarship is awarded to a junior on the basis of merit and need, with preference given to an English literature major. The renewable scholarship was endowed in 1987 by J. Perry Ruddick in memory of his mother.

The Edward Hanes Cooley '43 Endowed Scholarship, established in 2005, is awarded on the basis of academic merit and financial need, with a preference for a student majoring in engineering.

The Helen Ridgway Cooley, Class of 1907, Endowed Scholarship, established in 2005, is awarded on the basis of academic merit and financial need, with a preference for a female student majoring in music.

The Stephanie Cooley '70 Scholarship was established in loving memory by her parents in 1984 and is awarded on the basis of financial need, with preference for a student from Greece or a student with an interest in the study of classics.

The David S. Cowden '42 Scholarship was established in 1977 by David Cowden, who taught English literature at Swarthmore from 1949 until his death in 1983. The scholarship is awarded on the basis of financial need.

The Mark W. Crandall '80 International Scholarship was established in 2004. The renewable scholarship is awarded on the basis of academic merit and financial need, with a preference for international students.

The John '41 and Barbara Crowley Endowed Scholarship was established in 2006 by the Crowleys as a symbol of their long-standing affection for and commitment to the College. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Crum Meadow Scholarship was created by an anonymous donor in 2001. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Ellsworth F. Curtin '16 Memorial Scholarship was established in 1982 by Margaretta Cope Curtin '18 in memory of her husband, with preference for engineering majors.

The Marion L. Dannenberg Scholarship, established in 1978, is awarded to a first-year student with financial need who ranks high in personality, character, and scholarship. This endowment is in memory of Mrs. Dannenberg, who was the mother, grandmother, and great-grandmother of seven students who attended Swarthmore.

The Anna Janney DeArmond '32 Scholarship was established by bequest from her estate in 2008. The renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to a female upper-class student interested in a teaching career at the high school or college level, majoring or expressing an interest in literature in the English language or the history of countries in which the language of literature is ordinarily English.

The Edith Thatcher '50 and C. Russell '47 de Burlo Scholarship is awarded alternately to students who intend to major either in engineering or the humanities. The renewable scholarship, established in 1986 as the gift of Edith and Russell de Burlo, is awarded on the basis of financial need and academic merit.

The Kenneth William Defontes Jr., Class of 1972, Scholarship was established in 2006 to support a deserving student who expresses interest in pursuing a major in engineering or the physical sciences. This renewable scholarship is awarded on the basis of academic merit and financial need and may be given to a first-year student.

The Delta Gamma Scholarship, created by the sorority, is awarded to a student who has demonstrated academic merit and financial need.

The William Diebold, Class of 1906, William Diebold Jr., Class of 1937, and John T. Diebold, Class of 1949, Endowed Scholarship was established in 2004 by John T. Diebold in honor of the Diebold family. The scholarship is awarded on the basis of academic merit and financial need, with a preference for students studying and performing research in Europe. *The Edward L. Dobbins '39 Memorial Scholarship* was established by Hope J. Dobbins in 1997 in memory of her husband. The Dobbins scholarship is awarded to a worthy student who demonstrates a commitment to the betterment of society through involvement in community or environmental activism. Preference for the renewable scholarship is given to residents of Berkshire County, Mass.

The Patrick A. Dolan Scholarship was established by Patrick D. Dolan '83 in 2004. The renewable scholarship is awarded on the basis of academic merit and financial need to a first-year student who shows great promise.

The Francis W. D'Olier, Class of 1907, Scholarship, created in 1964 in memory of Francis W. D'Olier, is awarded to a first-year student. Selection for the renewable scholarship focuses on character, personality, and ability.

The William Dorsey Scholarship was established in 1906 through the estate of Elizabeth Dorsey, a member of the Board of Managers from 1868 to 1870, in memory of her father, who served on the Board of Managers from 1862 to 1865 and from 1867 to 1874. The scholarship is awarded on the basis of financial need.

The Agnes B. Doty Memorial Scholarship was established in 2000 by her daughter, Christine M. Doty '70. The renewable scholarship is awarded each year, with a preference given to students majoring in Asian studies.

The Marcel Dubien Endowed Scholarship was established in 2007 by Jacques Jousset-Dubien '49 to honor his father. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to students from Europe who are not U.S. citizens.

The Faith '51 and Ross '50 Eckler Scholarship was established in 2002 by A. Ross and Faith Woodward Eckler. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to a man or woman with a commitment to community service.

The Marjorie Vandeusen '38 and J. Earle '36 Edwards Scholarship was established by an anonymous donor in 2000. The renewable scholarship is awarded with preference given to a junior or senior who has demonstrated a commitment to socially responsible citizenship, with a special interest in peace and conflict studies.

The Maurice G. Eldridge '61 Scholarship was created by an anonymous donor in recognition of outstanding administrators at Swarthmore College. The Eldridge Scholarship was established in 1999 to honor Maurice G. Eldridge, vice president of college and community relations and executive assistant to the president. The renewable scholarship is awarded to a student with merit and need who has demonstrated a commitment to socially responsible citizenship, with a preference for a student from the Washington, D.C., public school system, especially from either the Banneker Academic High School, Duke Ellington School of the Arts, or the Bell Multicultural School.

The George Ellsler, Class of 1890, Scholarship, created in 1943 by a bequest from Mary Ellsler, is awarded to a student who has demonstrated financial need.

The Robert K. Enders Scholarship, established by his friends and former students to honor Dr. Robert K. Enders, a member of the College faculty from 1932 to 1970, is awarded annually to a worthy student with an interest in the study of biological problems in a natural environment.

The J. Horace Ervien, Class of 1903, Scholarship, created in 1979 with gifts from J. Horace Ervien and his wife, is awarded to students demonstrating academic merit and financial need.

The European Alumni Scholarship was established in 2006 by gifts from Antoinette Graefin zu Eltz '01, Jacques Jousot-Dubien '49, and other European alumni. This scholarship is awarded on the basis of academic merit and financial need. Preference is for students from Europe who are not U.S. citizens.

The Howard S., Class of 1903, and Gertrude P. Evans Scholarship provides scholarships for worthy students with financial need. Howard Evans majored in engineering at Swarthmore and was a native of the village of Swarthmore.

The Philip Evans '48 Scholarship was established in fond memory of Philip Evans by his friend Jerome Kohlberg '46 and seeks to expand the diversity of the Swarthmore community by bringing to campus students who are outstanding in leadership, intellectual curiosity, community service, and athletic participation. The scholarship, awarded to members of the first-year class and renewable

annually, provides a summer-opportunity grant as well as internship, mentoring, networking, and alumni opportunities.

The Michael S. Fedak '82 Scholarship was established in 2003. The renewable scholarship is awarded on the basis of academic merit and financial need with preference given to students from New Jersey majoring in economics or mathematics.

The Samuel and Gretchen Vogel '56 Feldman Scholarship was established in 1992 by Gretchen Vogel Feldman and her husband, Samuel. The renewable scholarship, awarded on the basis of financial need, is given to a student interested in pursuing a teaching career.

The Samuel M. and Gretchen Vogel '56 Feldman Scholarship II was established in 2000. The renewable scholarship, awarded on the basis of financial need, is given to a student interested in pursuing a teaching career after graduating from Swarthmore College.

The Martin Fleisher '80 and Mark Risk '78 Scholarship, established in 2005, is awarded on the basis of academic merit and financial need.

The Eleanor Flexner '30 Scholarship, established in 1989, is awarded to a deserving student on the basis of academic merit and financial need, with preference given to a student majoring in English literature.

The Margaret McCain Ford '43 Scholarship was established in 2006 in her memory by her husband, Thomas Ford, and their children. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Norma Patz Fox '82 and Clifford Fox Scholarship was established in 2006 by Clifford and Norma Patz Fox. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Caroline W. Frame Scholarship was established in 1885 by a bequest from her grandfather, Samuel Willets. The funds, now part of the general scholarship fund, are awarded on the basis of academic merit and financial need.

The David W. Fraser Scholarship. This endowed scholarship was established in 1991 by the Board of Managers and friends of David Fraser in honor of his service as president of Swarthmore College from 1982 to 1991. This scholarship is awarded to one student enrolled in an approved program of academic study outside the boundaries of the United States. Preference is given to students studying in Asian, Middle Eastern, and African countries.

The Marianne Durand Frey '57 Scholarship, established by Marianne Durand Frey in 2002, reflects the donor's gratitude for scholarship aid received during her attendance at Swarthmore. This renewable scholarship is awarded based on

academic merit and financial need to a woman who has attended a public high school.

The Theodore and Elizabeth Friend Scholarship was established in 1981 and was announced during the closing ceremony for The Program for Swarthmore as an expression of respect and appreciation by board members and others who have been associated with them in the service of Swarthmore College. The scholarship honors this former president of Swarthmore, who served from 1973 to 1982, and his wife. It is awarded each year on the basis of financial need to a worthy student.

The Theodore Friend and Elizabeth Pierson Friend Scholarship was established by him in 2005 and is awarded on the basis of academic merit and financial need, with a preference for a student from an Islamic country or a student engaged in Islamic Studies.

The Toge and Mitsu Fujihira Scholarship was created in 2000 by their son, Donald Fujihira '69. The renewable scholarship is awarded to a man or woman who shows great promise and assumes both financial need and academic excellence. Preference is given to students of Asian descent.

The John and Gail Gaustad Scholarship was established by friends and students of the Gaustads to honor their many years of service to the College. In 1984, John Gaustad, the Edward Hicks Magill Professor of Astronomy, and his wife, Gail, started the practice of welcoming international students into their home during periods when the dorms were closed. Over the years, they were hosts to about 120 students with many becoming close and lasting friends. This renewable scholarship, expressing appreciation for the Gaustads' generosity and dedication, is awarded annually to a promising student who demonstrates financial need and academic excellence.

The Martha Salzmänn Gay '79 Scholarship was created in 2000 by Martha S. Gay. The renewable scholarship assumes both academic excellence and financial need and is awarded to a first-year student who shows great promise.

The David Gelber '63 and Kyoko Inoue Scholarship, established in 2004, is awarded on the basis of academic merit and financial need, with a first preference for students from New York or New Jersey majoring in history and a second preference for humanities majors.

The Jeffrey L. Gertler '74 Memorial Scholarship was established in 2005 by an anonymous donor. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Joseph E. Gillingham Scholarship was established by a bequest from prominent Philadelphia merchant Joseph E. Gillingham, who died in 1907. The scholarship is awarded

to a deserving student on the basis of academic merit and financial need.

The Allis Dale and John E. '59 Gillmor and Jordan and Sarah Gillmor '92 Hymowitz Scholarship was established in 2008 by this family on the occasion of John's 50th reunion. The scholarship is awarded on the basis of academic merit and financial need to a first-year student who shows great promise.

The Joyce Mertz Gilmore '51 Scholarship, awarded to an entering first-year student, is renewable. The recipient is chosen on the basis of mental vigor, concern for human welfare, and the potential to contribute to the College and the community outside. The award was established in 1976 by Harold Mertz '26 in memory of his daughter, Joyce Mertz Gilmore.

The Barbara Entenberg Gimbel '39 Scholarship was endowed in 1980 in memory of Barbara Entenberg Gimbel by her husband, Dr. Nicholas S. Gimbel. The scholarship is awarded on the basis of need to a worthy student, with preference for a black candidate.

The Chloe and Raoul Glantz Scholarship was established in 2005 by their family to honor their zeal for lifelong learning and passion for greater understanding of the issues facing today's world. The scholarship is awarded based on need and academic achievement, with a preference for a foreign or American student who demonstrates intellectual and personal integrity and a strong commitment to the public good.

The Barbara Nugent Glouchevitch Scholarship was established in 2004 by Michel Glouchevitch '77 in memory of his mother, a 1948 Bryn Mawr graduate. Barbara had close ties to Swarthmore and lived her abbreviated life enthusiastically pursuing career, family, intellectual, and sports activities. This scholarship is awarded on the basis of merit and need to students showing distinction in academics, leadership, and extracurricular activities.

The Marcia and John D. Goldman '71 Scholarship was created in 1992 and is awarded on the basis of need to a student with a strong academic record and leadership qualities. Preference is given to students from northern California.

The Berda Goldsmith Scholarship, established in 1991 in memory of Mrs. Goldsmith, is a need-based scholarship awarded annually to a music major, beginning in his or her junior year. Mrs. Goldsmith was a music lover and patroness of the Settlement Music School. Preference will be given to a student who has attended the Settlement Music School and shows an interest and proficiency in playing the piano.

The Kermit Gordon '38 Scholarship was created by an anonymous donor in 2000. This renewable scholarship is awarded on the basis of need, merit, and an interest in public policy.

The Cynthia Norris Graae '62 Scholarship was created by an anonymous donor in 2007 in recognition of an alumna whose dedicated service to the College included serving on Alumni Council and the Board of Managers. The renewable scholarship is awarded on the basis of financial need.

The Neil R. Grabois '57 Scholarship was created by an anonymous donor in 2001. The scholarship is awarded on the basis of academic merit and financial need, with preference for students from urban public high schools who wish to study engineering or science.

The Sarah Maurer Graham '77 Scholarship was established in 2003 by Sarah's husband, Robert B. Graham, after her passing to honor her curiosity, achievements, and passion for Swarthmore. The renewable scholarship is awarded on the basis of academic merit and financial need with preference given to students interested in classical studies.

The Edward F. Green '40 Scholarship, established in 1999 by a bequest from this alumnus, is awarded on the basis of academic merit and financial need.

The Walter W. Green Scholarship and The White Open Scholarships. Mr. and Mrs. Daniel S. White, Class of 1875, on the occasion of the class's 50th reunion, established three scholarships in the names of Howard White Jr., Serena B. White, and Walter W. Green. These scholarships are not confined to students from any particular school or locality, or who are studying any particular subject, or who are members of any particular religious denomination. They are awarded annually on the basis of financial need and are tenable for four consecutive years.

The James E. Gregory '85 Scholarship, established in 2005, is awarded on the basis of academic merit and financial need. Preference is for music majors or students who study or perform music.

The Mary Lippincott Griscom, Class of 1901, Scholarship was established in 1969 by Mary Griscom and her daughter, Mary Griscom Colegrove '42, to provide financial aid on the basis of academic merit and financial need. The scholarship honors Mary L. Griscom, who served on the Board of Managers from 1916 to 1967.

The Robert G. Grossman '53 and Ellen Grossman Endowed Scholarship, created in 2005, is awarded on the basis of academic merit and financial need, with a preference for biology or history majors.

The Pauline and Joseph Guss Endowed Scholarship was established in 2003 by Giles '72 and Barbara Guss Kemp. The scholarship is awarded on the basis of financial need and academic merit, with preference for students from Nebraska or, as a second consideration, students from the Midwest.

The Lucinda Buchanan Thomas '34 and Joseph H. '37 Hafkenschiel Scholarship was established as a memorial to Lucinda Thomas in 1989 by her husband and sons, Joseph III '68; B.A. Thomas '69; Mark C. '72; and John Proctor '75. Lucinda's father, B.A. Thomas, M.D., graduated with the Class of 1899. This scholarship is awarded to a junior and is renewable, based on need. Preference is given to students who have demonstrated proficiency in water sports or have shown talent in studio arts and who have been outstanding in service to the College.

The Mason Haire '37 Scholarship was established in 1986 by his wife, Vivian, in honor of this alumnus, a distinguished psychologist and former member of the Swarthmore College faculty. The renewable scholarship is awarded to a first-year student with financial need who is distinguished for intellectual promise and leadership.

The Nicole Alfandre Halbreiner '82 Scholarship, established in 2005, is awarded on the basis of academic merit and financial need.

The Margaret Johnson Hall '41 Scholarship for the Performing Arts was established in 1991 by Margaret Johnson Hall. The scholarship provides financial assistance based on academic merit and financial need, with preference for students intending to pursue a career in music or dance.

The Merritt W. Hollowell '61 Scholarships were established in 2005 by a bequest from Merritt Hollowell, a loyal and generous alumnus with a sincere interest in helping students. These renewable scholarships are awarded on the basis of academic merit and financial need.

The Helene and Mark '71 Hankin Scholarship was established in 2002 by the Hankins in memory of Mark Hankin's father, Perch P. Hankin. The renewable scholarship is awarded on the basis of academic merit and financial need.

The John W. '60 and Ann E. Harbeson Scholarship, established by the Harbesons in 2004, is awarded on the basis of academic merit and financial need to a first-year student, renewable through the senior year. Preference is given to a deserving international student, reflecting the donors' active involvement, careers, and interests.

The Edith Ogden Harrison Memorial Scholarship was created in 2004 by her daughter, Armason Harrison '35. The renewable scholarship is awarded to a first-year student, with a preference for children of members of the Religious Society of Friends or to Native American students.

The Hartnett Engineering Scholarship was established in 2009 by Thomas '94 and Rachel Hartnett. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference for an engineering student who shows great promise.

The William Randolph Hearst Scholarship for Minority Students, established in 1988 by the Hearst Foundation Inc., provides financial assistance to minority students with financial need.

The Bernard B. and Phyllis N. Helfand Scholarship was established by their daughter, Margaret Helfand '69, in 2003 to honor their encouragement of nontraditional educational pathways. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to students interested in both art and science and a commitment to improving their communities through their work.

The J. Philip Herrmann Scholarship was established in 1983 by Katharine F. Herrmann '14 and Margaret Herrmann Ball '24 in honor of their father. The renewable scholarship is awarded to a deserving student on the basis of academic merit and financial need.

The E. Dyson and Carol Hogeland '38 Herting Scholarship was created in 1999 by Eugene M. Lang '38. The renewable scholarship is awarded with preference given to a junior or senior woman majoring in political science who plans to attend law school.

The A. Price Heusner '32 Scholarship, established in 1976 by his wife, Helen, is awarded to a student on the basis of academic merit and financial need.

The Rachel W. Hillborn Scholarship was established in 1945 by Anne Hillborn Philips, Class of 1892, in memory of her mother, Rachel W. Hillborn, who served on the Board of Managers from 1887 to 1913. The scholarship is awarded to a junior or senior, with preference for a student who is a member of the Religious Society of Friends or who is involved in international service.

The Stephen B. Hitchner Jr. '67 Scholarship was established in 1990 by the Board of Managers in memory of Stephen B. Hitchner Jr. with gratitude for his strong leadership of the Student Life Committee and his previous service to the College. Recipients of this need-based, renewable scholarship are selected from

the junior class for their interest in a career in the public or nonprofit sectors.

The Betty Stern Hofferberg '43 Scholarship, established in 1987 in honor of this alumna, is awarded to a junior or senior with academic merit and financial need who shows unusual promise, character, and intellectual strength. Strong preference is given to a student majoring in history.

The Hadassah M. L. Holcombe Scholarship, created by a bequest from this member of the Board of Managers who served from 1938 until her death in 1978, is awarded to a deserving student on the basis of academic merit and financial need, with preference given to a member of the Religious Society of Friends.

The Hollenberg-Sher Scholarship was created in 1998 by Norman Sher '52. The renewable scholarship is awarded to a first-year student.

The Carl R. Horten '47 Scholarship was created in 1985 by the Ingersoll-Rand Company on the occasion of his retirement. Preference is given to students planning to major in engineering or prelaw.

The Doris K. Hourihan Scholarship was established in 2006 by Jenny Hourihan Bailin '80 in memory of her mother, Doris K. Hourihan. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Everett L. Hunt Scholarship, endowed in 1973 as a reunion gift by the Class of 1937, honors this beloved emeritus professor and dean and provides an unrestricted scholarship awarded annually by the College.

The Betty P. Hunter '48 Scholarship was created in 1977. Betty P. Hunter, one of the first black students to attend Swarthmore College, established this fund by a bequest to provide scholarship aid to needy students.

The Richard M. Hurd '48 Scholarship was created in 2000 by this alumnus who served on the Board of Managers for almost two decades and his wife, Patricia. The renewable scholarship is awarded with preference given to a student majoring in engineering.

The William Y. Inouye '44 Scholarship was established in loving memory by his family, friends, and colleagues in recognition of his life of service as a physician. The renewable scholarship is awarded to a worthy junior premedical student with need.

The Aaron B. Ivins Scholarship was established with an annuity given in 1928 by Emma Ivins Gower and is awarded to a deserving student on the basis of academic merit and financial need.

The William and Florence Ivins Scholarship, created in 1993 by a bequest from Barbara Ivins '35, is awarded to a student who has demonstrated financial need.

The George B. Jackson '21 Scholarship was endowed in 1986 by Eugene M. Lang '38 in honor of the man who guided him to Swarthmore. The scholarship is awarded on the basis of financial need and academic merit, with preference given to a student from the New York metropolitan area.

The Howard M. '20 and Elsa P. '22 Jenkins Scholarship in engineering provides financial assistance to a promising sophomore or junior with need who is interested in pursuing a career in engineering. It was created in 1993 by the gift of Elsa Palmer Jenkins, Swarthmore's first woman graduate in engineering.

The George K. and Sallie K. Johnson Scholarship, established in 1928 by a bequest from Sallie Kaign Johnson, is awarded to students with financial need. Sallie Johnson was the mother of Howard Cooper Johnson 1896.

The Howard Cooper Johnson, Class of 1896, Scholarship, established in 1944 by this alumnus who served on the Board of Managers from 1901 to 1952, is awarded with preference given to a member of the Religious Society of Friends.

The Edmund A. Jones Memorial Scholarship was created in 1965, awarding a grant each year to a graduate of Swarthmore High School and, since 1983, to a graduate of Strath Haven High School. In 2004, this four-year, renewable scholarship was designated with preference for graduates of Strath Haven High School, Delaware County high schools, or Pennsylvania high schools, respectively. Edmund A. Jones was the son of Adalyn Purdy Jones '40, and Edmund Jones '39, longtime residents of Swarthmore.

The Benjamin Kalkstein '72 Scholarship, established by his family in 2002, is awarded to a first-year student on the basis of merit and need and is renewable. Preference is given to students with an interest in environmental studies.

The Kappa Alpha Theta Scholarship, established through the generosity of the members and friends of the sorority at Swarthmore College, is awarded on the basis of academic merit and financial need.

The Kappa Kappa Gamma Scholarship, created by the sorority, is awarded to a first-year student and is renewable.

The Jennie Keith Scholarship was created by an anonymous donor in recognition of outstanding administrators at Swarthmore College. The Keith Scholarship was established in 2000 to honor Jennie Keith, professor of anthropology, who served as provost from 1992 to 2001. The scholarship is awarded to a student who shares the donor's and Jennie Keith's commitment to the use of intellectual excellence in the service of positive social change.

The Michael and Elizabeth Lavin '87 Kelley Scholarship was established in 2004. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Alexander Kemp Endowed Scholarship was established in 2001 by Giles Kemp '72 and Barbara Guss Kemp. The renewable scholarship is awarded on the basis of financial need and academic merit.

The Kennedy Scholarship is given in honor of the parents and with thanks to the children of Christopher '54 and Jane '55 Kennedy. The renewable scholarship, created in 1985, is awarded on the basis of financial need and academic merit.

The Clark Kerr '32 Scholarship was created by an anonymous donor in 2000. The scholarship is awarded with preference given to a student entering his or her senior year, who meets the model described by President Aydelotte of the all-around student with strong interests in academic achievement, athletics, and interests in debating and other aspects of student life and community service.

The Florence and Melville Kershaw Scholarship was endowed in 1987 in their honor by their son Thomas A. Kershaw '60. The renewable scholarship is awarded to a first-year student on the basis of financial need and academic merit, with preference given to those intending to major in engineering.

The Naomi Kies '62 Scholarship was created in 2006 in her memory by her family and friends. Naomi Kies devoted herself to community service, pursuing practical idealism and seeking peaceful solutions to political and social problems. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to international students.

The Joseph W. '44 and Elizabeth Blackburn '44 Kimmel Scholarship was established in 2003 by their son, James B. Kimmel '70. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to students from the Delaware Valley area, including eastern Pennsylvania, southern New Jersey, and Delaware.

The William H. Kistler '43 Scholarship was endowed in 1986 in his memory by his wife, Suzanne '44, his friends, and former classmates. The scholarship is awarded to a needy and deserving student majoring in engineering or economics.

The Barbara L. Klock '86 and Salem D. Shuchman '84 scholarship, created in 2000, is awarded to a junior or senior who intends to enter the teaching profession. The recipient is chosen by the Financial Aid Office in consultation with the faculty of the education program at Swarthmore College.

The Floyd C. and Virginia Burger '39 Knight Endowed Scholarship, established by a bequest in 2006, is awarded on the basis of academic merit and financial need.

The Paul '46 and Mary Jane Kopsch Scholarship, established in 1982 through a gift of Paul J. Kopsch, is renewable and awarded each year to a junior premedical student(s) with financial need.

The Jessie Stevenson Kovalenko Scholarship, established in 1944 by Michel Kovalenko in memory of his wife, is awarded on the basis of academic merit and financial need.

The Walter W. Krider, Class of 1909, Memorial Scholarship was established by his wife, Anna Hetzell Mulford Krider, and daughter, Elizabeth Krider Snowden '36, in 1959. The Krider scholarship is awarded to a student who ranks high in scholarship, character, and personality and has financial need.

The Kyle Scholarship, established in 1993 by Elena Sogan Kyle '54, Frederick W. Kyle '54, and Robert B. Kyle Jr. '52, is awarded in the junior or senior year to a student who has shown leadership capability, made significant contributions to the life of the College, and demonstrated the need for financial assistance.

The John Lafore, Class of 1895, Scholarship, established in 1956 by his son Laurence Lafore '38 and his daughter Eleanor Lafore Gilbert, is awarded to a deserving student on the basis of academic merit and financial need.

The Laurence Lafore '38 Scholarship was established in his memory in 1986 by family, friends, classmates, and former students. Professor Lafore, author of numerous books and essays, taught history at Swarthmore from 1945 until 1969. This renewable scholarship is awarded to a student showing unusual promise.

The Robert E., Class of 1903, Elizabeth, Class of 1903, and Walter, Class of 1939, Lamb Scholarship was established in 2000 by Walter Lamb, who served on the Board of Managers from 1977 to 2002. The scholarship is awarded on the basis of academic merit and financial need.

The Barbara Lang Scholarship is awarded to a student in the junior class whose major is in the arts, preferably in music, who ranks high in scholarship and has financial need. This renewable scholarship was established in 1984 by Eugene M. Lang '38 in honor of his sister.

The Eugene M. Lang '38 Opportunity Grants are awarded each year to as many as six sophomore students who are selected by a special committee on the basis of distinguished academic and extracurricular achievement and demonstrable interest in social change. Stipends are based on financial need and take the form of full grants up to the amount of total college charges. Each Lang Scholar is also eligible for

summer or academic-year community service support while an undergraduate. Projects, which must be approved in advance by a faculty committee, are expected to facilitate social change in a significant way. The program is made possible by a gift of Eugene M. Lang.

The Ida and Daniel Lang Scholarship, established in 1964 by their son, Eugene M. Lang '38, provides financial assistance for a young man or woman who ranks high in scholarship, character, and personality.

The Eleanor B. and Edward M. '30 Lapham, Jr. Scholarship, established in 1996 by Eleanor to honor her husband's memory, is awarded to a first-year student on the basis of academic merit and financial need. The scholarship is renewable for his or her years of study at Swarthmore.

The E. Hibberd Lawrence Scholarship honors the memory of a student who attended the Swarthmore Preparatory School from 1881 to 1882 and is awarded on the basis of financial need.

The Frances Reiner and Stephen Girard '41 Lax Scholarship was established in 1989 with preference for minority or foreign students who show academic merit and financial need. This scholarship has been endowed by the family of Stephen Girard Lax, who was chairman of the Board of Managers of Swarthmore College from 1971 to 1976.

The Stephen Girard Lax '41 Scholarship was established in 1977 by family, friends, and business associates of Stephen Lax. The scholarship is awarded on the basis of financial need every two years to a student entering the junior year who shows academic distinction, leadership qualities, and a definite interest in a career in business.

The Alfred and Carolyn Lazarus Scholarship was established in 2008 by their son, Lewis H. Lazarus '78, in honor of his parents' boundless curiosity, great respect for intellectual excellence, high moral character, and service to others. The scholarship is awarded to students on the basis of academic promise and financial need. The renewable scholarship is given with preference for students intending to practice medicine or majoring in history.

The Dorrie '44 and Henry '45 Leader Family Scholarship was established in 2001 in recognition of their many family members who attended Swarthmore College including their children, Martha '71 and Elizabeth '73. The scholarship is awarded on the basis of academic merit and financial need.

The Thomas L. Leedom Scholarship was established in 1905 by Hannah A. Leedom in memory of her husband, who always had a deep interest in the success of the College. It is

awarded to a deserving student on the basis of academic merit and financial need.

The Raphael Lemkin Endowed Scholarship was established in 2005 by John '77 and Ann '77 Montgomery to honor Raphael Lemkin, a Holocaust survivor who invented the word "genocide" and drafted the Genocide Convention of the United Nations, adopted in 1948. The scholarship is awarded with preference for "upstanders" or students who demonstrate interest in human rights, especially anti-genocide work.

The Gerry and Marguerite Lenfest Scholarship was established in 2008. The renewable scholarship is awarded to students on the basis of academic merit and financial need.

The Walter H. Leser '49 Memorial Scholarship was established by his wife, Martha E. Leser, in 2002. The renewable scholarship is awarded on the basis of academic merit and financial need with preference for students majoring in mathematics.

The Carl M. Levin '56 Scholarship was created by an anonymous donor in 2000. The renewable scholarship is awarded to a student with merit and need who has overcome obstacles, with a preference for Michigan public high school graduates.

The Beryl and Leonard Levine Scholarship was established by their daughter, Susan Brauna Levine '78, in 2005 and is awarded on the basis of academic merit and financial need.

The Wilma A. Lewis '78 Scholarship was established in 2006 by Wilma A. Lewis. This scholarship is awarded on the basis of academic merit and financial need.

The Lewis-Bill Scholarship was established in 2009 by Robert J. Reynolds, father of Sarah Reynolds '09, to honor his wife, Lucinda M. Lewis '70, and her parents, Robert B. '35 and Margaret Bill '38 Lewis. It is awarded to students on the basis of academic merit and financial need.

The Scott B. Lilly Scholarship, endowed by Jacob T. Schless of the Class of 1914 and offered for the first time in 1950, is awarded annually in honor of a former distinguished professor of engineering. Students who plan to major in engineering are given preference.

The Sarah E. Lippincott Scholarship, established in 1918 by Katherine Lippincott Holden in memory of her mother, is awarded to a deserving student on the basis of financial need.

The Lloyd Family Scholarship was established in 2000 by May Brown Lloyd '27, G. Stephen Lloyd '57, and Anne Lloyd '87. The renewable scholarship is awarded with preference given to a student who shows great promise.

The Lloyd-Jones Family Scholarship is the gift of Donald '52 and Beverly Miller '52 Lloyd-Jones and their children Anne '79; Susan '84; Donald '86; and Susan's husband, Bob Dickinson '83. Established in 1990, the renewable scholarship is awarded on the basis of academic merit and financial need.

The Amy Chase Loftin '29 Scholarship was established in 1998. The renewable scholarship is awarded to a sophomore, with preference given to Native Americans and African Americans.

The Joan Longer '78 Scholarship was created as a memorial in 1989 by her family, classmates, and friends, to honor Joan's personal courage, high ideals, good humor, and grace. The renewable scholarship is awarded on the basis of merit and need.

The Mary T. Longstreth Scholarship was established in 1938 by Rebecca C. Longstreth in memory of her mother, who served on the Board of Managers from 1872 to 1887. The scholarship is awarded to a deserving student on the basis of financial need.

The David Laurent Low Memorial Scholarship was established in 1981 by Martin L. Low '40; his wife, Alice; Andy Low '73; and Kathy Low in memory of their son and brother. It is awarded to a man or woman who shows the great promise that David himself did. The award assumes both need and academic excellence and places emphasis, in order, on qualities of leadership and character or outstanding and unusual promise. The renewable scholarship is awarded to a first-year student.

The Lyman Scholarship was established by Frank L. Lyman Jr. '43 and his wife, Julia, on the occasion of his 50th reunion in 1993. The renewable scholarship is awarded on the basis of financial need to a student who is a member of the Religious Society of Friends or whose parents are members of the Religious Society of Friends.

The Leland S. MacPhail Jr. '39 Scholarship, given by Major League Baseball in 1986 in recognition of 48 years of dedicated service by Leland S. MacPhail Jr., is awarded annually to a deserving student on the basis of need and merit.

The David Mailloux Endowed Scholarship was established in 2005 by his loving parents to celebrate David's life and memory. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Clara B. Marshall Scholarship was established in 1982 by the estate of Dr. Clara Marshall. Clara Marshall was a Philadelphia-area physician and educator from a prominent Quaker family whose leadership as dean of the Women's Medical College led to greatly

expanded and improved facilities and course offerings at that institution. The scholarship is awarded to a deserving student on the basis of academic merit and financial need.

The Edward Martin Scholarship, established by a bequest from Edward Martin, a professor of biological sciences at the College, is awarded to a junior or senior with preference for a biology major or premedical student.

The Jacob and Rae Mattuck Scholarship, created in 2009 by Arthur P. Mattuck '51 in honor of his parents, is renewable and awarded to students based on academic merit and financial need with preference for majors in the sciences, mathematics, statistics, computer science, engineering, music, or the arts.

The Franz H. Mautner Scholarship honors the memory of this Professor Emeritus of German and is awarded to a student who has demonstrated financial need.

The Thomas B. McCabe '15 Awards, established in 1952 by Thomas B. McCabe, are awarded to entering students. Regional McCabe Scholarships are awarded to a few students from the Delmarva Peninsula and from southeastern Pennsylvania (Chester, Montgomery, and Delaware counties). These awards provide a minimum annual scholarship of full tuition or a maximum to cover tuition, fees, room, and board, depending on need. The National McCabe Scholarships are awarded to a few students based on financial need. In making selections for all McCabe Scholarships, the committee places emphasis on ability, character, personality, and service to school and community.

The Charlotte Goette '20 and Wallace M. McCurdy Scholarship is awarded to a first-year student on the basis of financial need and academic merit. The renewable scholarship was endowed by Charlotte McCurdy in 1986.

The Cornelia Dashiell and Dino Enea Petech '35 McCurdy, M.D., Family Scholarship was endowed by Cornelia and Dino E.P. McCurdy, M.D. The scholarship is awarded each year to a well-rounded student with need who demonstrates academic and extracurricular interests based upon sound character and healthy personality traits, with preference given to graduates of George School.

The Dorothy Shoemaker '29 and Hugh '30 McDiarmid Scholarship is awarded to a first-year man or woman on the basis of academic merit and financial need. Established in 1987, the renewable scholarship is the gift of the McDiarmid family in commemoration of their close association with Swarthmore College.

The Helen Osler McKendree '23 Scholarship, created in 1998 by the estate of Helen's brother, E. Morgan Osler, is awarded to a junior majoring in a foreign language or languages.

The Sarah Meade McKitterick Scholarship was established in 2006 by Katherine Burt Anderson '49 to honor the memory of her daughter. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Donald R. McMinn '86, Robert '57, and Tamzin MacDonald '58 McMinn scholarship was created in 2004 and is awarded on the basis of academic merit and financial need, with preference for students planning a career in business.

The Margaret S. Meeker '45 Scholarship was established in 2005 by Douglas F. Bushnell, Rebecca W. Bushnell '74, and John D. Toner '73 in memory of Peggy Meeker, wife and mother, who was full of love and life and who was so happy during her years at Swarthmore College. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Norman Meinkoth Scholarship was established in 1988 by his friends and former students to honor Dr. Norman A. Meinkoth, a member of the College faculty from 1947 to 1978 who died in 1987. This scholarship serves as a memorial and is awarded annually to a worthy student with an interest in the study of biological problems in a natural environment.

The Alison Joanna Meloy '94 Memorial Scholarship was established in 2006 by her mother and stepfather, Alice and Robert Deal. The scholarship celebrates Alison's love of Swarthmore College and recognizes that some of her happiest years were spent there. The renewable scholarship is awarded on the basis of academic merit and financial need, with a preference for female students majoring in political science.

The Peter Mertz '57 Scholarship is awarded to an entering first-year student outstanding in mental and physical vigor, who shows promise of using these talents for the good of the College community and of the larger community outside. The renewable scholarship was established in 1955 by Harold '26, LuEsther, and Joyce '51 Mertz in Peter's memory.

The Mari Michener Scholarship provides financial support to four students on the basis of academic merit and financial need. The scholarship is the gift of James Michener '29 and honors his wife.

The Bruce and Florence Miller Scholarship was established in 2006 by their son, Grant Miller '65, to honor his parents' lifetime commitment to education and underserved communities. The renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to students with sensitivity toward diverse underserved communities.

The James E. Miller Scholarship, established by a bequest from Arabella M. Miller in 1924, is awarded to a deserving student on the basis of financial need.

The James H. Miller '58 Scholarship will be established with a gift from the estate of James H. Miller and awarded on the basis of academic merit and financial need.

The Hajime Mitarai Scholarship, established in 1995 by Eugene M. Lang '38 in memory of his close friend and the father of Tsuyoshi Mitarai '98, is awarded to students with financial need. Preference is given to students with international backgrounds.

The Margaret Moore Scholarship, established in 1974 by an anonymous donor, provides scholarships to foreign students, with a preference given to students of South Asian origin. This scholarship honors a Quaker teacher who spent a lifetime of teaching and public service in western India with the people she loved until her death in 1962.

The Kathryn L. Morgan Scholarship was established by an anonymous donor in 2000. The renewable scholarship was created in recognition of Professor Morgan's distinguished teaching and scholarly contributions to the life of the College. Preference is given to students with an interest in black studies.

The Robert '67 and Joan Murray Scholarship was created in 2004 and is awarded on the basis of academic merit and financial need.

The Thomas W. Nash '74 Scholarship was established in 2006. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Florence Eising Naumburg Scholarship was named in 1975 in honor of the mother of an alumna of the Class of 1943. The scholarship is awarded to a student whose past performance gives evidence of intellectual attainment, leadership, and character and who shows potential for future intellectual growth, creativity, and scholarship and for being a contributor to the College and, ultimately, to society.

The Albert and Christine Nehamas Scholarship was established in 2004 by Alexander Nehamas '67 and Susan Glimcher in loving memory of Alexander's parents, who strove to provide a sound education for their son. The scholarship is awarded on the basis of academic merit and financial need, with preference for students from Greece or from other foreign countries.

The Thomas S. '30 and Marian Hamming '30 Nicely Scholarship was established in 1987 and is awarded to a first-year student with need who shows promise of academic achievement, fine character, and athletic ability. Preference is given to a person who has been on the varsity

tennis, squash, golf, or swimming teams in high school or preparatory school.

The Mary McCusker Niemczewski Scholarship was established in 2005 by Christopher M. Niemczewski '74 to honor his mother and is awarded on the basis of academic merit and financial need.

The John H. Nixon '35 Scholarship was established in 1983 by John H. Nixon to assist Third World students, especially those who plan to return to their country of origin.

The Donald E. Noble Scholarship was established in 2002 by the Donald E. and Alice M. Noble Charitable Foundation. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Helen North Scholarship was established in 2002 by Maureen Cavanaugh '75 and Christopher Plum '75 in honor of Helen F. North, who, at the time of her retirement from Swarthmore in 1991, was the Centennial Professor of Classics and had been a member of the College faculty for 43 years. Author, traveler, lecturer, and beloved friend, Helen North has always been committed to teaching in a culturally diverse educational community. The scholarship is awarded on the basis of academic merit and financial need.

The Northwest Scholarship was established in 1990 by Constance Gayl Pious '53 to offer financial aid to students from the northwestern United States.

The Edward L. Noyes '31 Scholarship was endowed in 1987 in his memory by his wife, Jean Walton Noyes '32; his three sons; and his many friends. The scholarship is available to an incoming first-year student, with preference given to those from the Southwest, especially Texas. The renewable scholarship is awarded on the basis of financial need and academic merit to students with broad interests.

The Nancy Triggs Ohland '55 Scholarship was established in her memory in 2006 by her husband, Theodor C. Ohland, and children Karen J. Ohland '83, Matthew W. Ohland '89, and Erik D. Ohland. The scholarship is awarded on the basis of academic merit and financial need, with preference given to a student with a strong record of community service.

The Howard Osborn Scholarship, established by a bequest in 1970 to honor the memory of his parents, Viola L. and Frank Osborn, is awarded to a deserving student on the basis of academic merit and financial need.

The Mark L. Osterweil '94 Memorial Scholarship was established by his family and friends. Mark was an ardent student of European and American history, with a special interest in the economic, intellectual, political, and social relationships and connections between the United States and other countries,

peoples, and cultures. Preference in awarding the scholarship is given to American or foreign students whose studies of history are consistent with Mark's wide-ranging interests.

The Martin Ostwald Scholarship was established in 2005 by Christopher Plum '75 in memory of his beloved wife, Maureen Cavanaugh '75. The scholarship is named in honor of Martin Ostwald, the Swarthmore classics professor who had a tremendous lifelong impact on Maureen's development as a classics and legal scholar. It is awarded on the basis of academic merit and financial need, with a preference for classics students, particularly those studying ancient history or philosophy.

The Page-Pixton Scholarship for Study Abroad, established in 2003, is awarded yearly on the basis of financial need to rising juniors or seniors who seek through study abroad experience to prepare themselves to become effective leaders of a more inclusive, generous, and peaceful world.

The Harriet W. Paiste Scholarship was established by a bequest in 1900 to assist those whose limited means would exclude them from enjoying the advantages of an education at this college.

The Rogers Palmer '26 Scholarship, established in 1973, is awarded to a deserving student on the basis of academic merit and financial need.

The Susanna Haines Parry, Class of 1908, And Beulah Haines Parry, Class of 1909, Scholarship, established by a bequest in 1979, is awarded to a deserving student on the basis of academic merit and financial need.

The Tory Parsons '63 Scholarship was established in 1991 in his memory by a member of the Class of 1964 to provide scholarship aid to students with demonstrated need.

The Sibella Clark Pedder '64 Endowment was established in 2005 to enable American students through study abroad to develop deeper understanding of, and improved facility with, a global world. The income from the fund is awarded only to students who qualify for financial aid on the basis of their financial need.

The J. Roland Pennock '27 Scholarships were established in 1973 by Ann and Guerin Todd '38 in honor of J. Roland Pennock, Richter Professor Emeritus of Political Science. Income from this endowment is to be used to award four scholarships on the basis of merit and need, preferably to one scholar in each class.

The T.H. Dudley Perkins, Class of 1906, Scholarship was established in 1920 by his wife, Alice Sullivan Perkins 1904, and other family members and friends to honor the memory of one who died in the service of his country in 1918. The scholarship is awarded to a deserving student on the basis of academic merit and financial need.

The Perry Family Scholarship was created in 2006. Four generations of the Perry family have attended Swarthmore College. At Swarthmore, the Perrys pursued diverse academic paths and participated in team sports. After graduation, they became educators, physicians, and scientists. The Perry Family Scholarship is awarded with preference for a well-rounded premedical student who demonstrates strong academic achievement along with an interest in student life and community service. The scholarship, which may be renewed, is awarded to a student entering his or her junior year.

The Winnifred Poland Pierce '45 Scholarship was established in 1988. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to students who are the first generation in their families to attend college.

The Cornelia Chapman '26 and Nicholas O. Pittenger Scholarship, established in 1961 by their family, is awarded to an incoming first-year student who ranks high in scholarship, character, and personality and needs financial assistance. Cornelia, an honors graduate, was active in alumni activities and served on the Alumni Council from 1945 to 1949. Nicholas ("Pitt") was the controller of the College for 22 years.

The Frances Hughes Pitts Scholarship was established in 2003 by George R. Pitts '72 in honor and memory of his mother. The renewable scholarship is awarded on the basis of academic merit and financial need with a preference given to students with an interest in the sciences.

The Rebecca Kemp and Richard Pogir Scholarship was established in 2009 on the occasion of their marriage as a gift from the bride's parents, Barbara Guss Kemp and Giles Kemp '72. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to a student from South Africa or Africa or with an academic interest in these areas.

The Anthony Beekman Pool '59 Scholarship, established by his family and friends in 1958, is awarded to an incoming first-year man of promise and intellectual curiosity. It is given in memory of Tony Pool, who died of pneumonia in his senior year.

The Ramon L. Posel Scholarship was established in 2005. The scholarship is awarded on the basis of academic merit and financial need.

The Richard '36 and Helen Shilcock '36 Post Scholarship was established in 1995 by Helen Shilcock Post, Bill '61 and Suzanne ReKate '65 Post, Carl '66 and Margery Post '67 Abbott, Barbara Post Walton, Betsy Post Falconi, Richard W. '90 and Jennifer Austrian '90 Post,

and their families. The renewable scholarship is awarded to a well-rounded first-year student who demonstrates academic merit, financial need, and an interest in athletic endeavors.

The Elizabeth Carver Preston, Class of 1934, Memorial Scholarship was established in 2001 by the family of Elizabeth “Beth” Preston in recognition of her devotion to Swarthmore College. For Beth, who was a scholarship student, Swarthmore College opened a new world, stimulating her intellectually and introducing her to lifelong friends, including her husband. Her commitment to the College continued after graduation with years of participation in College events and service as an alumna, including several terms on the Board of Managers. Her heartfelt enthusiasm about Swarthmore encouraged numerous young people to consider the College for themselves. In this scholarship, Beth’s spirit lives on by enabling others to experience the college life she so cherished. The Preston Scholarship is renewable and awarded on the basis of demonstrated financial need.

The Mary Coates Preston Scholarship, established in 1942 by a bequest from Elizabeth Coates, is awarded to a deserving student on the basis of academic merit and financial need.

The David L. Price ’31 Scholarship, established in 1975 by a bequest from this alumnus, is awarded to a deserving student on the basis of academic merit and financial need.

The Henry L. Price Jr., M.D., ’44 Scholarship was established in 1994 by Hal and Meme Price. The renewable scholarship, awarded on the basis of merit and need, is given to a student who has declared the intention to choose a major in the Division of Natural Sciences other than engineering. This scholarship is in memory of Dr. Price’s parents, Sara Millechamps Anderson and Henry Locher Price.

The Robert Pyle, Class of 1897, Scholarship was established in 1964 by Margery Pyle, Class of 1900, and Ellen Pyle Groff, Class of 1892, in memory of their brother who served for many years on the Board of Managers.

The Martin S. and Katherine D. Quigley Scholarship was established in 2000 by their son, Kevin F. F. Quigley ’74, in honor of his parents’ steady commitment to family, lifetime learning, and international understanding. The renewable scholarship is awarded each year on the basis of academic merit and financial need. Preference is given to outstanding international students attending Swarthmore.

The Jed S. Rakoff ’64 Scholarship was created by an anonymous donor in 2005, in recognition of the benefits of an independent judiciary. The renewable scholarship is awarded on the basis of academic merit and financial need, with

preference for students who have demonstrated an interest in public affairs.

The Raruey-Chandra and Niyomsit Scholarships were established in 1980 by Renoo Suvarnsit ’47 in memory of his parents. They are awarded in alternate years: the Raruey-Chandra Scholarship to a woman for her senior year and the Niyomsit Scholarship to a man for his senior year, who has high academic standing and real need for financial aid. Preference is given to a candidate who has divorced or deceased parents.

The George G. and Helen Gaskill ’18 Rathje Scholarship, established by a bequest in 1985, is awarded to a deserving student on the basis of academic merit and financial need. Helen was a writer and a college drama teacher. Her husband was a professor of German.

The Reader’s Digest Foundation Endowed Scholarship, created in 1959, is awarded to a deserving student on the basis of academic merit and financial need.

The Mark E. Reeves Scholarship was established in Sixth and Seventh months, 1905, when Caroline E. Reeves of Richmond, Ind., gave to Swarthmore College the sum of \$5,000 for the purpose of founding a scholarship in memory of her husband who “was one of the first subscribers to the College and always had a deep interest in its success.” The fund is part of the general scholarship fund.

The Fred C. and Jessie M. Reynolds Scholarship, established in 1984 by a bequest from Jean Reynolds ’32, is awarded to a deserving student on the basis of academic merit and financial need.

The Lily Tily Richards ’29 Scholarship was established in 1963 by Peirce L. Richards Jr. ’27 in memory of his wife, who was active in Swarthmore alumni activities. This scholarship is awarded to a deserving student on the basis of academic merit and financial need.

The Adele Mills Riley ’37 Memorial Scholarship, established in 1964 by her husband, John R. Riley, is awarded to a deserving student on the basis of academic merit and financial need.

The Lewis M. Robbins ’40 Scholarship was established by Lewis M. Robbins in 2002. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Michael J. Robbins Living Memorial Endowed Scholarship was established anonymously in 2007 to celebrate the memory of Michael J. Robbins and to recognize the important role scholarships play in assisting talented students with substantial financial need to receive a Swarthmore College education. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Byron T. Roberts, Class of 1912, Scholarship, endowed in 1973 by his family in memory of Byron T. Roberts, is awarded annually to an incoming student and is renewable.

The Louis N. Robinson, Class of 1905, Scholarship was established in 1964 during the College's centennial year by the family and friends of Louis N. Robinson. Mr. Robinson was for many years a member of the Swarthmore College faculty and founder of the Economics Discussion Group. A member of the junior or senior class who has demonstrated interest and ability in the study of economics is chosen for this award.

The Edwin P. Rome '37 Scholarship provides financial assistance to worthy students with financial need. The scholarship was established in 1987 in memory of Edwin P. Rome by his wife, Rita Rome, and The William Penn Foundation, on whose board he served.

The Matthew Rosen '73 Scholarship was established in 2004 and is awarded on the basis of academic merit and financial need.

The Alexis Rosenberg Scholarship, established in 1983 by The Alexis Rosenberg Foundation, now the Alexis Rosenberg Fund of the Greenfield Foundation, provides aid for a first-year student. The scholarship is awarded annually to a worthy student who could not attend the College without such assistance.

The Girard Bliss Ruddick '27 Scholarship was established in 1987 by J. Perry Ruddick in memory of his father. The renewable scholarship is awarded to a junior on the basis of academic merit and financial need, with preference given to an economics major.

The Charles F. C. Ruff '60 District of Columbia Scholarship memorializes distinguished alumnus Charles F. C. Ruff, who died in 2000. Preference is given to students with financial need who live in the District of Columbia.

The Edith A. Runge '38 Scholarship, created in 1971 by a bequest from her estate, is awarded to a deserving student on the basis of academic merit and financial need. A professor, Edith Runge chaired the German Department at Mount Holyoke College at the time of her death.

The David Barker Rushmore, Class of 1894, Scholarship, established in 1974 in honor of David Barker Rushmore by his niece Dorothea Rushmore Egan '24, is awarded annually to a worthy student who plans to major in engineering or economics.

The Carl E. Russo '79 Business Scholarship was established in 2000 and financially supports rising sophomores, juniors, and seniors with a strong and expanding interest in business and entrepreneurship. The renewable scholarship is

awarded on the basis of financial need and academic merit.

The Bernard Saffran Legacy Scholarship honors Bernie Saffran's contribution to making Swarthmore a place to pursue academic passions without forgetting an obligation to strive for a better world. Established in 2008, the scholarship is awarded on the basis of academic merit and financial need, with preference given to students with an interest in economics, political science, or philosophy.

The Professor Bernard "Bernie" Saffran Scholarship was created in 2005 by students, colleagues, and friends in honor and memory of Bernie Saffran, distinguished economist, gifted teacher, international mentor, raconteur, and treasured member of the Swarthmore College faculty from 1967 to 2004. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to economics majors with an interest in public policy.

The William B. Sailer '82 Scholarship was created in 2004 and is awarded on the basis of academic merit and financial need.

The Richard B. Saltzman '77 Scholarship was established in 2006 by Richard B. Saltzman. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Amelia Emhardt Sands '31 Scholarship, created in 1995 by a bequest from her estate, is awarded to a student who has demonstrated financial need.

The Katharine Scherman '38 Scholarship is awarded to a student with a primary interest in the arts and the humanities who has special talents in these fields. Students with other special interests, however, will not be excluded from consideration. Established in 1963 by her husband, the renewable scholarship honors Katharine Scherman.

The Peter '57 and David '58 Schickele Scholarship was established by an anonymous donor in 2000. Named for Peter and in memory of his brother, David, it is awarded on the basis of academic merit and financial need.

Preference is given to students from the Native American community in the plains, desert, and mountain states west of the Mississippi River.

The Schmidt/Lyman Scholarship, established in 2005, is awarded on the basis of academic merit and financial need. The scholarship is renewable.

The Walter Ludwig Schnaring Scholarship was established in 1998 by a gift from the estate of Helen Hillborn Schnaring, in memory of her husband. This renewable scholarship is unrestricted.

The Schneck Family Scholarship was established in 2001 by Jennifer Schneck '83. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Howard A. Schneiderman '48 Scholarship, established in 1991 by his family, is awarded to a first-year student and is renewable. Preference is given to students with an interest in the biological sciences.

The Schoenbaum Family Scholarship was established in 2003 by Stephen B. Schoenbaum '62. It is awarded on the basis of academic merit and financial need and is renewable. Preference is given to first-generation college students.

The Gustavo R. Schwed '84 and Lucy E. Harrington '85 Scholarship was established in 2006 by Gus Schwed and Lucy Harrington. The renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to economically disadvantaged students who represent the first generation in their families to attend college.

The William G. and Mary N. Serrill Honors Scholarship, created in 1931 through a gift from William's estate, is awarded to a deserving student on the basis of financial need.

The Clinton G. Shafer '51 Scholarship, established in 1964 by his family, is awarded to a deserving student on the basis of academic merit and financial need, with preference given to engineering and physical science majors.

The Joe '25 and Terry Shane Scholarship was created in 1986 in honor of Joe Shane, who was vice president of Swarthmore College's Alumni, Development, and Public Relations from 1950 to 1972, and his wife, Terry, who assisted him in countless ways in serving the College. The renewable scholarship was established by their son, Larry Shane '56, and his wife, Marty Porter Shane '57, in remembrance of Joe and Terry's warm friendship with generations of Swarthmore alumni. This award is made to a first-year student on the basis of academic merit and financial need.

The Roy J. '70 and Linda G. Shanker Scholarship was established in 2006. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Leonard Shapiro Scholarship was established in 2004 by his son, Robin Marc Shapiro '78. The award assumes both academic excellence and financial need and is awarded to a first-year student who shows great promise. Preference for this renewable scholarship is given to a student who is the first generation of his or her family to attend a college or university in the United States.

The Felice K. Shea '43 Scholarship was established in 2004 by an anonymous donor and

honors the Honorable Felice K. Shea, who has dedicated her life to issues of justice and public service throughout her 25 years on the bench and her work with the Legal Aid Society of New York. The renewable scholarship is awarded on the basis of academic merit and financial need with preference for a student looking toward a career in public service.

The Philip Shen and Sylvia Lo Shen Scholarship was established in 2006 by an anonymous donor to honor the parents of the donor's classmate, Kairos Shen '87. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to Chinese students who are not U.S. citizens and students interested in religious studies.

The Florence Creer Shepard '26 Scholarship, established in 1988 by her husband, is awarded on the basis of high scholastic attainment, character, and personality.

The Caroline Shero '39 Endowed Scholarship, established on the occasion of her retirement from Swarthmore College in 1982, is awarded to a student who has demonstrated financial need.

The Annie Shoemaker Scholarship was created in 1899 and honors the memory of a member of the Board of Managers who served from 1876 to 1883 and 1891 to 1903. The scholarship is awarded to a student on the basis of financial need.

The Sarah W. Shreiner Scholarship, given in 1965 in loving memory by her daughter, Leah S. Leeds '27, is awarded to a deserving student on the basis of academic merit and financial need. Leah created the scholarship because she was "able to finish at Swarthmore due to someone's kindness in making money available" when her father fell ill and her family suffered extreme financial hardship.

The William C. '47 and Barbara Tipping '50 Sieck Scholarship was established in 1979 by the Siecks and is awarded annually to a student showing distinction in academics, leadership qualities, and extracurricular activities and who indicates an interest in a career in business.

The Gary J. Simon '79 Scholarship was established in 2002. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Walter Frederick Sims, Class of 1897, Scholarship, established in 1975 by a gift from the estate of Florence Sims, is awarded to a deserving student on the basis of academic merit and financial need.

The Daniel M. Singer '51 Endowed Scholarship was established in 2005 by Maxine Frank Singer '52 in honor of her husband. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Rose and Simon Siskin Scholarship was established in 2004 in loving memory by their family to provide financial aid on the basis of academic merit and financial need.

The Virginia L. '40 and Robert C. Sites Scholarship, established in 2003 by a bequest from Virginia Sites, is awarded to a deserving student on the basis of academic merit and financial need.

The Nancy Baxter Skallerup Scholarship was established in 1982 by her husband and children. The renewable scholarship is awarded to a first-year student with financial need.

The Ann Brownell Sloane '60 Scholarship was established in 2002 by Ann Brownell Sloane. Preference is given to a student majoring in history.

The William W. Slocum '43 Scholarship was established in 1981 and is awarded to a deserving student on the basis of academic merit and financial need.

The Courtney C. Smith Scholarship, established in 1987 by the Smith family and members of the Class of 1957, is for students who best exemplify the characteristics of Swarthmore's ninth president: intellect and intellectual courage, natural dignity, humane purpose, and capacity for leadership. Normally, the award is made to a member of the first-year class on the basis of merit and need. Recipients of this renewable scholarship gain access to a special file in the Friends Historical Library left by the scholarship's creator, the Class of 1957, inviting them to perpetuate the memory of this individual's 16 years of stewardship of the College's affairs and his tragic death in its service.

The W.W. Smith Charitable Trust provides scholarships to qualifying students from the five surrounding counties in the Philadelphia area. The Smith Charitable Trust has contributed significant annual funds (as opposed to endowed funds) to Swarthmore student scholarships over many years.

The Elizabeth Thorn Snipes Scholarship was established in 2004 by Jim Snipes '75. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to students majoring in religion or philosophy.

The Harold E. '29 and Ruth Calwell Snyder Premedical Scholarship, the gift of Harold E. Snyder in 1992, provides support up to full tuition and fees for junior or senior premedical students and is awarded on the basis of academic merit and financial need.

The Cindy Solomon Memorial Scholarship was created in 1979 by her parents, Mary and Frank Solomon, Jr. '50. It is awarded with preference given to a young woman in need of financial

assistance who has a special talent in poetry or other creative and imaginative fields.

The Frank Solomon Memorial Scholarship was created in 1955 by family, friends, and the Joseph & Feiss Company Charity Fund. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Frank Solomon Jr. '50 Scholarship was established in 2004. The scholarship is awarded on the basis of academic merit and financial need.

The Helen Solomon Scholarship was given in 1988 in her memory by her son, Frank Solomon Jr. '50. The renewable scholarship is awarded to a first-year student on the basis of merit and need.

The Babette S. Spiegel '33 Scholarship, given by her family in 1972 in memory of Babette S. Spiegel, is awarded to a student showing very great promise as a creative writer (in any literary form) who has need of financial assistance. The English Department assists in the selection.

The William T. '51 and Patricia E. Spock Scholarship was established in 2000 by Thomas E. '78 and Linda M. Spock. This renewable scholarship is awarded with preference given to a man or woman majoring in mathematics or the fine arts.

The Harry E. Sprogell '32 Scholarship, established in 1981 in memory of Harry E. Sprogell '32 in honor of his class's 50th reunion, is awarded to a junior or senior with financial need who has a special interest in law or music.

The Mary L. Sproul, Class of 1907, Scholarship was established by a bequest in 1949 from this alumna, cousin of former Pennsylvania governor, William Sproul. The scholarship is awarded to a deserving student on the basis of academic merit and financial need.

The Helen E. W. Squier Scholarship, created in 1892, provides financial aid to a student with need.

The Helen G. Stafford '30 Scholarship, established by a bequest from the estate of her sister, Anna R. Stafford, is awarded to a deserving student on the basis of financial need.

The C. V. Starr Scholarship, established in 1988 by The Starr Foundation as a memorial to its founder, provides scholarship assistance on the basis of academic merit and financial need.

The David Parks Steelman Scholarship, established in his memory in 1990 by C. William '63 and Linda G. Steelman, is awarded annually to a deserving male or female student on the basis of academic merit and financial need, with preference given to someone showing a strong interest in athletics.

The Stella Steiner Scholarship was established in 1990 by Lisa A. Steiner '54 in honor of her mother. The renewable scholarship is awarded to a first-year student on the basis of academic merit and financial need.

The Anne C. Stephens and Janaki Ramaswamy Scholarship was established in 2006 by Christianna Strohbeck '80 and Ramaswamy Murari. The renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to students who demonstrate a commitment to teaching or counseling to develop the human and intellectual potential of others.

The Morris and Pearl Donn Sternlight Scholarship, established by their son, Peter D. Sternlight '48, in 2005, is awarded on the basis of academic merit and financial need.

The Thomas D. '87 and Kathleen B. '87 Stoddard Scholarship was established in 2004. This gift of restricted endowment funds is awarded on the basis of academic merit and financial need.

The Clarence K. Streit Scholarship, established in 1975, is awarded to a student entering the junior or senior year and majoring in history. Preference is given to persons, outstanding in initiative and scholarship, who demonstrate a particular interest in early American history. This scholarship honors Clarence K. Streit, author of *Union Now: A Proposal for an Atlantic Federal Union of the Free*, whose seminal ideas were made public in three Cooper Foundation lectures at Swarthmore.

The Francis Holmes Strozger '57 Memorial Scholarship, created in 1956 by his parents following his death, is awarded to a deserving student on the basis of academic merit and financial need.

The Joseph T. Sullivan Scholarship, established by a bequest in 1922, is awarded to a deserving student on the basis of academic merit and financial need.

The Solon E. Summerfield Endowed Scholarship, established in 1991 by the Summerfield Foundation, is awarded on the basis of academic merit and financial need with a preference for students from the Midwest.

The Swarthmore College Asian Scholarship was established in 2003 by Ahna Dewan '96, Terence Graham '94, Bruce Wook Han '86, George Hui '75, Min Lee '00, Thomas Lee '73, Benjamin Su '96, Mark Tong '99, Quoc T. Trang '93, Stephanie Wang '99, and Michael Yu '88. The scholarship is awarded on the basis of financial need and academic excellence (or potential for academic excellence) to Swarthmore College students of Asian ancestry (excluding U.S. nationals).

The Katharine Bennett Tappen, Class of 1931, Memorial Scholarship was established in 1979

by her sister, a member of the Class of 1928, and is awarded to a first-year student. The scholarship is renewable for four years at the discretion of the College. Preference is given to a resident of the Delmarva Peninsula.

The Newton E. Tarble, Class of 1913, Award, established in 1961 by Newton E. Tarble, is granted to a first-year man who gives promise of leadership, ranks high in scholarship, character, and personality, and resides west of the Mississippi River or south of Springfield, Ill.

The Julia Fishback Terrell '45 Scholarship was established in 2004 by Burnham Terrell '45 in honor and memory of Julia Terrell. The renewable scholarship is awarded on the basis of academic merit and financial need with a preference given to students with potential for service to the College.

The John S. Thayer Endowed Scholarship was established by a bequest from this friend of the College in 2007. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Phoebe Anna Thorne Memorial Scholarship was established by a Thorne family member in 1911. Preference is given to members of the New York Quarterly Meeting of the Religious Society of Friends. The scholarship is renewable.

The Titus Scholarship was established by a bequest from Georgiana Titus, Class of 1898, and is awarded to a deserving student on the basis of academic merit and financial need.

The David Todd '38 Scholarship was established in 2004 in his memory by his daughter, Rebecca Todd Lehmann '64, and her husband, Scott k. Lehmann '64. The scholarship is awarded on the basis of academic merit and financial need with preference for a student in the natural sciences.

The Jean Goldman Todd and Alden Todd '39 Endowed Scholarship was established in 2002 by writer and editor Alden Todd. The late Jean Goldman Todd was a research biologist specializing in tissue culture. The renewable scholarship is awarded on the basis of academic merit and financial need with preference given to students concentrating in the life sciences.

The Patricia Trinder Scholarship, awarded on the basis of academic merit and financial need, is renewable. This scholarship was created in 2006 to honor the memory of Pat Trinder, recruitment manager and assistant director of career services (1988–2003) and secretary to the chairman of athletics (1979–1988). Pat's long career at the College was dedicated to reaching out, serving, supporting, encouraging, and being a friend to students as they navigated life at Swarthmore. She is remembered for her compassion, her larger-than-life personality,

and her warmth toward others. The donors to this scholarship hope it will be awarded to a student who exemplifies this spirit.

The Audrey Friedman Troy Scholarship, established in 1964 by her husband, Melvin B. Troy '48, is awarded to a first-year man or woman. Prime consideration for this renewable scholarship is given to the ability of the prospective scholar to profit from a Swarthmore education and to be a contributor to the College and, ultimately, to society.

The Jane Hausman and Geoffrey M. B. '75 Troy Scholarship, established in 1999, is awarded annually to a deserving student on the basis of academic merit and financial need, with preference given to art history majors.

The Robert C. '36 and Sue Thomas '35 Turner Scholarship, established in 1987, is awarded to a deserving student on the basis of academic merit and financial need.

The Daniel Underhill Scholarship was established by a bequest from Edward Clarkson Wilson, Class of 1891, and a gift by Daniel Underhill, Jr. Class of 1894. The scholarship is named for Daniel Underhill and also recognizes Underhill's father's 31-year tenure on the Board of Managers. The scholarship is awarded to a deserving student on the basis of financial need.

The Vaughan-Berry Scholarship was established in 1963 by Harold S. Berry '28 and Elizabeth Vaughan Berry '28 through their estate plans to provide financial assistance to needy students.

The William Hilles Ward, Class of 1915, Scholarship was established in 1967 by family members in memory of this alumnus who served on seven committees during his years on the Board of Managers. It is awarded to a deserving student on the basis of academic merit and financial need with preference for a science major.

The Gertrude S. Weaver '38 Scholarship was endowed in her memory by her longtime friend and companion Anna Janney de Armond '32. The scholarship, renewable in the senior year, is awarded each year to a woman student planning a career in teaching, with preference given to a student who is majoring or has a special interest in German or Chinese language, literature, history, or European history.

The Ellen V. Weissman '72 Scholarship was created in 2000. The renewable scholarship is awarded annually on the basis of academic merit and financial need.

The Stanley and Corinne Weithorn Scholarship was established in 1981. The renewable scholarship is awarded with preference given to a student who has expressed a serious interest in the area of social justice and civil rights.

The Suzanne P. Welsh Scholarship was created in 2000 by an anonymous donor in recognition of outstanding administrators at Swarthmore College. The Welsh fund was established in honor of Suzanne P. Welsh, who joined the College staff in 1983 and became its treasurer in 1989 and vice president for finance and treasurer in 2002. The renewable scholarship is awarded on the basis of academic merit and financial need.

The David '51 and Anita '51 Wesson Scholarship was established on the occasion of their 50th reunion in honor of their parents, Eleanor and Castro Dabrouhua and Marion and Philip Wesson. The renewable scholarship is awarded to a first-year student on the basis of academic merit and financial need. Preference is given to a student who is the first in his or her family to attend college.

The Dan and Sidney West Scholarship was established in 2003 by an anonymous donor to reflect the appreciation, respect, and affection that the Swarthmore College community holds for the Wests and to honor their significant accomplishments at institutional, community, and personal levels. In 2007, Dan and Sidney added funds to this endowment. The renewable scholarship is awarded on the basis of financial need and academic merit, with a preference for students from Arkansas, Oklahoma, or Texas.

The Westbury Quarterly Meeting Scholarship was created on the Fourth month 21st, 1874, when the Westbury Quarterly Meeting, N.Y., turned over to Swarthmore College a fund of \$5,000, called the Educational Fund belonging to the Westbury Quarterly Meeting. The scholarship is awarded to students with financial need.

The Deborah F. Wharton Scholarship was created in 1875 and honors the mother of Joseph Wharton, who served on the Board of Managers from 1883 to 1907. The scholarship is awarded to a deserving student on the basis of financial need.

The White Family Scholarship, established in 1972, provides financial aid for a deserving student. A preference is given to students with an interest in business, economics, or engineering.

The Widdicombe Family Scholarship was established in 2006 by Stacey "Toby" Widdicombe III '74, Gerard C. Widdicombe, and Elizabeth A. Widdicombe in honor of their parents. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Frederick J. Wiest Jr. '37 and Elizabeth S. Wiest '38 Scholarship was established in 2006 and is awarded on the basis of academic merit and financial need.

The Rachel Leigh Wightman Scholarship was created in 2000 by Colin W. '82 and Anne Bauman '82 Wightman in memory of their daughter. The renewable scholarship is awarded to a gentle person whose quiet, unrelenting love of learning inspires similar passion in those around them. The scholarship is awarded on the basis of need to a worthy student.

The Erik Joseph Wilk '90 Scholarship, established in 2005, is awarded on the basis of academic merit and financial need with a preference for someone with sensitivity toward diversity and tolerance toward other cultures and sexual orientations.

The Samuel Willets Scholarship was created in 1885 to honor a member of the original committee to solicit funds for "The Establishment of Swarthmore College" who also served on the Board of Managers from 1862 to 1883. The scholarship is awarded to a deserving student on the basis of financial need.

The I.V. Williamson Scholarship, established in 1885 by a gift from the sale of property by this Philadelphia merchant and philanthropist, is awarded to a deserving student on the basis of academic merit and financial need.

The Edward Clarkson Wilson and Elizabeth T. Wilson Scholarship, established in 1948 to honor the former principal of the Baltimore Friends School and his wife, is awarded to a deserving student on the basis of financial need.

The Elmer L. Winkler '52 Scholarship, established in 1980 by this alumnus, is awarded annually to a deserving student on the basis of academic merit and financial need.

The Ned Winpenny '74 Memorial Scholarship was established in 2000 by an anonymous donor. The renewable scholarship is awarded on the basis of academic merit and financial need.

The Robert Wolf '39 Scholarship was endowed in his memory by his sisters, Ruth Wolf Page '42 and Ethel Wolf Boyer '41. The renewable scholarship is awarded each year on the basis of need and merit to a junior or senior majoring in chemistry or biology.

The Letitia M. Wolverton, Class of 1913, Scholarship, given by a bequest in 1983 from Letitia M. Wolverton, provides scholarships for members of the junior and senior classes who have proved to be capable students and have need for financial assistance to complete their education at Swarthmore College.

The Mary Wood Scholarship, created through a bequest in 1898 from this Media, Pa., resident, is awarded to a deserving student on the basis of financial need.

The Roselynd Atherholt Wood '23 Scholarship, established in 1983 by this alumna, is awarded to a deserving student on the basis of academic merit and financial need.

The Thomas Woodnutt Scholarship was established in 1905 by Hannah H. Woodnutt, then a member of the Board of Managers, in memory of her husband, who had from the beginning taken a great interest in Swarthmore College.

The Frances '28 and John '30 Worth Scholarship was established by Frances Ramsey Worth in 1993. The renewable scholarship is awarded to a first-year student with strong academic credentials and financial need.

The David Wright '65 Scholarship was established in 2005 and is awarded on the basis of academic merit and financial need.

The Elizabeth Cox Wright Endowed Scholarship was established in 2006 by Pamela Taylor Wetzels '52 to honor an outstanding, beloved teacher known for instilling a love of Shakespeare in her students and holding poetry seminars in her home. Elizabeth Cox Wright came to Swarthmore College as an instructor of English in 1930 and retired as a professor emerita of English in 1964. She died in 1973. This renewable scholarship is awarded on the basis of academic merit and financial need.

The Harrison M. Wright Scholarship was created in 1993 by friends, colleagues, and former students of Harrison M. Wright, Isaac H. Clothier Professor of History and International Relations, on the occasion of his retirement from the College. The scholarship supports a student who will study in Africa.

The Michael M. and Zelma K. Wynn Scholarship, established in 1983 by Kenneth R. Wynn '74 in honor of his mother and father, is awarded annually to a student on the basis of need and merit.

The Richard A. Yanowitch '81 Scholarship, established in 2002, reflects the donor's encouragement of student interest in international relations and cross-cultural development. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to African Americans and other minority groups. It is hoped that during his or her time at the College, the Yanowitch scholar will study history, languages, and international cultures.

The Paul Ylvisaker H'78 Scholarship was established in 2008 by a member of the Class of 1952 to honor an articulate, inspiring, and charismatic faculty member who taught political science from 1948 to 1955. In 1978,

Paul Ylvisaker returned to Swarthmore to receive an honorary degree, which recognized his contributions as a champion of cities and the urban underclass as a planner, government official, foundation executive, and educator. This scholarship is awarded to students on the basis of academic merit and financial need.

6.1 The Residential College Community

Swarthmore College seeks to help its students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern. The purpose of Swarthmore College is to make its students more valuable human beings and more useful members of society. The College is committed to student learning in and out of the classroom and thus supports the personal and leadership development of students through extracurricular activities.

6.1.1 Student Rights, Responsibilities, and Code of Conduct

Students are expected to familiarize themselves with the policies and rules concerning their conduct. The *Student Handbook* (www.swarthmore.edu/student_handbook.xml) provides information about academic freedom and responsibility; ethical use of the library and other educational resources; standard citation practices; the information technology acceptable use policy; and the policies and procedures that guide the process when academic misconduct is suspected.

6.2 Residential Life

Swarthmore is primarily a residential college, conducted on the assumption that the close association of students and instructors is an important element in education. Most students live in college residence halls. New students are required to live in the residence halls.

6.2.1 Housing

Seventeen residence halls, ranging in capacity from 8 to 214 students, offer a diversity of housing styles. Several of the residence halls are a 5 to 15-minute walk to the center of campus. Swarthmore's residence halls are Alice Paul; Dana; David Kemp (the gift of Giles Kemp '72 and Barbara Guss Kemp, in honor of Giles' grandfather); Hallowell; Kyle House (named in honor of Fred and Elena Kyle '55); Lodges; Mary Lyon; Mertz Hall (the gift of Harold and Esther Mertz); Palmer; Pittenger; Roberts; the upper floors in the wings of Parrish Hall; Strath Haven; Wharton Hall (named in honor of its donor, Joseph Wharton, a one-time president of the Board of Managers); Willets Hall (made possible largely by a bequest from Phebe Seaman and named in honor of her mother and aunts); Woolman House; Worth Hall (the gift of William P. and J. Sharples Worth, as a memorial to their parents).

A mixture of classes lives in each residence hall. About 90 percent of residence hall areas are designated as coeducational housing either by floor, section, or entire building. The remaining areas are single-sex housing.

Although single-sex options are offered, they are not guaranteed. Students should not expect to live in single-sex housing for all four years. In these single-sex sections, students may determine their own visitation hours up to and including 24-hour visitation.

First-year students are assigned to rooms by the deans. Efforts are made to follow the preferences indicated and to accommodate special needs, such as documented disabilities. After the first year students choose their rooms in an order determined by lot or by invoking special options—among these are block housing, allowing friends to apply as a group for a section of a particular hall. There is also the opportunity to reside at neighboring Bryn Mawr and Haverford colleges in a cross-campus housing exchange that proceeds on a matched one-for-one basis. First- and second-year students typically reside with roommates, whereas juniors and seniors may select single rooms. All students are expected to occupy the rooms to which they are assigned or which they have selected through the regular room choosing process unless authorized by the deans to move.

New students are required to live in College housing for their first two semesters. After their first year at the College, students are permitted to live in non-College housing.

Resident assistants, selected from the junior and senior classes, are assigned to each of the residence halls. These leaders help create activities for students, serve as support advisers to their hallmates, and help enforce College rules for the comfort and safety of the residents.

Residence halls remain open during October, Thanksgiving, and spring breaks but are closed to student occupancy during winter vacation. No meals are served during October and spring breaks.

Guests—Friends of Swarthmore students are welcome to visit campus. If a guest of a student will be staying in a residence hall overnight, the resident assistant must be notified. A guest is not permitted to stay in a residence hall more than four consecutive nights. Residence halls are designed for our student population, and as such children and adults should not be overnight guests. Requests for exceptions must be made to the director of residential life.

Student hosts are responsible for the conduct of their guests on campus and will be held accountable for any violation of the code of conduct or other rules of the College committed by a guest.

More detailed housing rules and regulations are found in the *Student Handbook*, and on the housing website: www.swarthmore.edu/housing.

6.2.2 Storage and Insurance

Storage areas are provided in each residence hall; a limited-access storage room is available for valuables.

The insurance program for the College is designed to provide protection for College property and does not include the property of students or others. Students and their parents are strongly urged to review their insurance program in order to be sure that coverage is extended to include personal effects while at college.

6.2.3 Dining

All students living in campus housing must participate in one of the college's three meal plans. Students living off campus may subscribe to the meal plans, or they may purchase a debit card or a five-meal plan from the Dining Services office in Sharples. The debit card may be purchased in any amount and renewed at any time. The five-meal plan allows access to Sharples for five lunches per week at a rate discounted from the cash entry fee.

Swarthmore's Dining Services oversees the main dining facility in Sharples Dining Hall, Essie Mae's Snack Bar, the Kohlberg coffee bar, the Science Center coffee bar, and the Mary Lyon's Breakfast Room.

Sharples Dining Hall is open Monday through Friday, 7:30 a.m. to 7:15 p.m.; Saturday, 7:30 a.m. to 6:30 p.m.; and Sunday, 11 a.m. to 6:30 p.m. Unlimited servings are permitted, but take-out is not. Although a sincere effort is made to meet the dietary needs of all students, not all special requirements can be accommodated. Kosher meals are not available in the dining hall.

Essie Mae's Snack Bar, the Kohlberg coffee bar, and the Science Center coffee bar are cash operations; students may use a meal equivalency points in these locations.

Mary Lyon's Breakfast Room provides bag breakfasts Monday through Friday. Cooked breakfast is made by and for the residents and their guests.

Swarthmore students may obtain passes to eat at the Bryn Mawr and Haverford college dining halls. Students may also arrange to have raw ingredients packed for cook-outs and special meals as a substitute for meals. Please see the dining hall staff for details.

Students eating in all college dining locations must present their college picture identification card for meal credit or points. These policies are in effect to protect each student's personal meal plan account.

6.2.4 Parking

Parking is very limited on Swarthmore's campus. Students must have the permission of

the Car Authorization Committee to park on campus.

6.3 Health

6.3.1 Worth Health Center (WHC)

The WHC services are available 24 hours a day, 7 days a week when the College is in session.

The center, a gift of the Worth family in memory of William Penn Worth and Caroline Hallowell, houses the Health Service's outpatient treatment facilities, offices of the Counseling and Psychological Services (CAPS) staff, and rooms for students who require non-hospital level infirmary care.

6.3.2 Student Health Services

The WHC team includes nurses, nurse practitioners, a nutritionist and acupressure therapist, internists, and an adolescent medicine physician. The physicians are contracted through Crozer-Chester Medical Center (CCMC). We also contract with a masseuse who charges on a fee-for-service basis. The WHC staff members are willing to coordinate care with personal health care providers, when given permission by the student. In addition, if a student is admitted to the CCMC, WHC staff members and physicians are willing to coordinate care with the hospital providers.

Students may make appointments with health care providers at scheduled times during the week. When school is in session, a registered nurse will interview and evaluate the health needs of the sick student. Through this easy access to care students are given important health information, scheduled to see a health care provider or treated and released based on the level of illness or injury.

WHC maintains a small dispensary of commonly used prescription medications. Students who need prescription medications may purchase them through their insurance or through WHC at a reduced rate. WHC has arranged delivery services from a local pharmacy for students who are unable to access them otherwise. Similarly, laboratory services are provided at low cost or billed through the student's insurance.

We respect a student's right to confidentiality, do not share personal information about a student but encourage a student to speak with parents when his/her care becomes more complicated.

In supporting the College's mission, the WHC is highly committed to providing comprehensive and clinically exceptional care to students. We invite student and parent feedback as part of our review and assessment processes.

For more detailed information and forms, especially those for new students, visit www.swarthmore.edu/health.xml.

6.3.3 Counseling and Psychological Services (CAPS)

Services for students include counseling and psychotherapy, after-hours emergency-on-call availability, consultation regarding the use of psychiatric drugs in conjunction with ongoing psychotherapy, psychological testing, and educational talks and workshops. Counseling and Psychological Services (CAPS) participates in training resident assistants and provides consultation to staff, faculty, and parents.

CAPS comprises a diverse group of psychological, social work, and psychiatric professionals. The director and staff collectively provide regular appointment times Monday through Friday. Students may be referred to outside mental health practitioners at their request or when long-term or highly specialized services are needed. Counseling sessions are held in the Worth Health Center, North Wing.

Treatment at CAPS is conducted within a policy of strict confidentiality. Where there may be a significant question of imminent threat to someone's life or safety, CAPS reserves the right to break confidentiality in order to ensure safety.

Requests for service may be made in person or by phone (x8059) between 8:30 a.m. and 4:30 p.m., Monday through Friday. In the event of an after-hours emergency, contact the Health Center (x8058) or Public Safety (x8333).

For more detailed information about CAPS, visit the website at www.swarthmore.edu/caps.xml.

6.3.4 Health Insurance

Students may consult the medical facilities of the College when ill or injured in athletic activities or otherwise, free of charge. The College cannot assume financial responsibility for medical, surgical, or psychological expenses incurred when seeking or referred for care elsewhere. Students and their families are responsible for medical expenses incurred while students are enrolled at the College including medication costs vaccine costs and lab fees. Students who have no insurance or inadequate insurance coverage must enroll in the College health plan offered to all students. Students receiving financial aid may have a portion of the premium cost defrayed. The College provides supplemental health insurance for students who are actively participating in intercollegiate and club sports. For further information, please consult the Medical Administrator/Insurance Coordinator (health@swarthmore.edu). All athletes with questions related to sports injuries should

contact Marie Mancini (mmancin1@swarthmore.edu).

6.4 Campus Safety

The Public Safety Department office is located in the Benjamin West House. The department provides round-the-clock uniformed patrol of the campus buildings and grounds by professionally trained patrol officers who can assist students in a variety of ways from emergency response to general advice on crime prevention. Students are encouraged to call the department at 610-328-8281 any time they feel Public Safety can be of assistance. All emergencies should be reported by contacting the Department's emergency telephone line 610-328-8333. Any crime or suspected crime should be reported immediately to the Public Safety Department.

Swarthmore College's Annual Crime and Fire Safety Report is written to comply with the (Pa.) College and University Security Information Act: 24 P.S., Sec. 2502-3©, the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and the Campus Fire Safety Right to Know Act. This annual report includes statistics for the previous 3 years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Swarthmore College, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The College's Fire Safety Report contains a variety of fire safety related information in addition to campus fire statistics for the most recent three calendar years. To obtain a full copy of this document, or to discuss any questions or concerns, contact Owen Redgrave, director of public safety.

6.5 Cocurricular Opportunities

6.5.1 Student Government

The *Student Council* is the chief body of student government and exists to serve and represent the students of Swarthmore College. Its 11 members are elected semiannually. The powers and responsibilities of the Student Council are (1) the administration of the Student Activities Account; (2) the appointment of students to those committees within the College community upon which student representatives are to serve; (3) the oversight of those students of those committees; (4) the administration of student organizations; (5) the operation of just elections; (6) the execution of referendums; (7) the representation of the student body to the faculty, staff, and administration, and to outside groups, as deemed appropriate; and (8) the

formulation of rules needed to exercise these powers and to fulfill these responsibilities. The Student Council provides a forum for student opinion and is willing to hear and, when judged appropriate, act upon the ideas, grievances, or proposals of any Swarthmore student.

The *Student Budget Committee* allocates and administers the Student Activity Fund.

The *Social Affairs Committee* allocates funds to all campus events, maintains a balanced social calendar, and is responsible for organizing formals and various other activities that are designed to appeal to a variety of interests and are open to all students free of charge.

Service on College Committees is determined by the Appointments Committee of Student Council which selects qualified student representatives.

6.5.2 The Arts

Creative arts activities take place in conjunction with the departments of art, English, music and dance, and theater. There are also many student groups that organize creative activities. Professional performers and artists are brought to campus regularly, both to perform/exhibit and to offer master classes. Campus facilities include practice and performance spaces available for student use.

6.5.3 Athletics/Physical Activities

Swarthmore's athletic program is varied, offering every student the opportunity to participate in a wide range of sports, including intercollegiate, club, and intramural teams.

6.5.4 Publications and Media

The Phoenix, the weekly student newspaper; the *Halcyon*, the College yearbook; *The Daily Gazette*, a Web based news service; and WSRN, the campus radio station, are completely student-run organizations. War News Radio is a combined curricular and student run activity. The campus New Media Center supports student initiatives in video and web formats. Several other student publications include literary magazines and newsletters. For more information, contact the student publications coordinator.

6.5.5 Service and Activism

Service and activism activities are an integral part of the lives of many students, faculty, and staff members. The Lang Center for Civic and Social Responsibility (see 6.6.5) coordinates and supports many of these endeavors, though there are also many independent projects in operation on the campus and in the local community.

6.5.6 Student Organizations

Students are encouraged to get involved in extracurricular activities at Swarthmore. More than 100 clubs and organizations span a broad

range of interests such as community service; athletics; political action; and religious, cultural, and social activities. If there isn't a club or organization that meets a student's interest, he or she may form one with the guidance of Student Council.

6.6 Student Centers

6.6.1 Black Cultural Center

The Black Cultural Center (BCC), located in the Caroline Hadley Robinson House, provides a library, classroom, computer room, TV lounge, kitchen, all-purpose room, a living room/gallery, two study rooms, and administrative offices. The BCC offers programming, activities, and resources designed to stimulate and sustain the cultural, intellectual and social growth of Swarthmore's black students, their organizations and community. Further, the BCC functions as a catalyst for change and support to the College's effort to achieve pluralism. The BCC's programs are open to all members of the College community. The BCC is guided by a director, with the assistance of a committee of black students, faculty, and administrators.

6.6.2 Fraternities

There are two fraternities at Swarthmore: Delta Upsilon, affiliated with a national organization, and Phi Omicron Psi, a local association. Although they receive no College or student activity funds, the fraternities supplement social life. They rent lodges on campus but have no residential or eating facilities. In recent years, about 6 percent of male students have decided to affiliate with one of the fraternities.

6.6.3 Intercultural Center

The Intercultural Center (IC) is a multipurpose center located in Tarble in Clothier, devoted to developing greater awareness of Asian American, Latino/Hispanic, gay/lesbian/bisexual, and Native American contributions to Swarthmore College as well as the broader society. The IC provides a supportive environment where students are welcome to discuss and understand the educational, political, and social concerns that affect them. The IC fosters the education of its members and the wider community about cultural, ethnic, class, gender, and sexual orientation differences. Through co-sponsoring programs and building alliances with the administration, other campus groups and departments, the IC increases diversity and respect for differences at all levels of campus life. The IC contains a resource center, small meeting rooms, and a large gathering room. The Resource Center will include Asian American, Hispanic/Latino/a, Native American and queer books, journals, films, videos, scholarships, academic resources, and alumni outreach

information such as the alumni database, alumni mentor program, and alumni speaker series. The IC center and its programs are coordinated by Director Rafael Zapata, with support from student interns.

6.6.4 Interfaith Center

Religious advisers are located in the Interfaith Center in Bond Hall and currently consist of Jewish, Catholic, and Protestant professionals. The advisers and the Interfaith Center provide members of the Swarthmore community opportunities and resources, in an atmosphere free from the dynamics of persuasion, in which they can explore a variety of spiritual, ethical, and moral meanings; pursue religious and cultural identities; and engage in interfaith education and dialogue. The center comprises offices, a large common worship room, and a private meditation room.

Student groups of many faiths also exist for the purpose of studying religious texts, participating in community service projects, and exploring common concerns of religious faith, spirituality, and culture.

Various services are available on campus, and area religious communities welcome Swarthmore students.

6.6.5 Eugene M. Lang Center for Civic and Social Responsibility

The Lang Center, located on Whittier Place, is a hub for activities that support Swarthmore's mission to "help students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern." Its five-person staff offers special advising as well as administrative, financial, and logistic support for a wide range of opportunities to make connections between campus and community partners seeking positive social change. Center staff members work with individual students as well as with organized student groups and also have important working relationships with the Off-Campus Study and Career Services offices. The center offers workshops and special programs to prepare students for work in communities as well as to provide opportunities for reflection on those experiences, especially in relation to their academic programs and to their plans for civic engagement after graduation. The center's staff also works with members of the faculty who wish to include community-based learning in their courses and seminars. The Lang Center includes a resource room with extensive information about opportunities for service and advocacy, staffed by Lang Center Student Associates. The following programs are supported and coordinated by the Lang Center:

Lang Opportunity Scholarships. These are awarded to up to six students during first semester of their sophomore year. Scholars are

selected after a competition that involves a written application, an interview, and review of the students' previous experiences in service and social action. The scholarship includes a guaranteed summer internship and the opportunity to apply for a substantial grant that supports implementation of a major project. Lang Center staff work closely with Lang Opportunity scholars as they develop and carry out their projects.

The Eugene M. Lang Visiting Professorship for Issues of Social Change. This professorship was endowed in 1981 by Eugene M. Lang '38. It brings to the College an outstanding social scientist, political leader, or other suitably qualified person who has achieved professional or occupational prominence. The visiting professor is typically someone who has received special recognition for sustained engagement with substantial issues, causes, and programs directly concerned with social justice, civil liberties, human rights, or democracy. The professorship varies in length from 1 to 3 years.

Community-based learning. The Lang Center offers grants to faculty members who wish to add community-based learning to their courses. The grants may be used for summer stipends or to cover the cost of a course replacement to permit a course reduction for the faculty member.

Student-led service and activist groups. These student-led groups use Lang Center facilities and also receive guidance from Lang Center staff. Student groups offer service and advocacy in Chester and the Greater Philadelphia metropolitan area. These groups are active in the areas of housing, education, and educational reform; employment; health care; homelessness; environmental justice; peace and conflict resolution; racial justice; and economic development.

The Swarthmore Foundation is a small philanthropic body formed by Swarthmore College in 1987 with endowments from alumni, foundations, and others. It supports students, graduating seniors, staff, and faculty involvement in community service and social action. Applications for grants are accepted three times during the academic year.

The Summer Social Action Awards (S2A2). These enable students to participate in summer community service and social action experiences on a full-time basis for up to 10 weeks by providing living expenses and summer earnings. Lang Center staff provides guidance to support students to find S2A2 sites that are congruent with their interests.

6.6.6 Tarble Social Center

The Tarble Social Center in Clothier Memorial Hall was provided through the generosity of Newton E. Tarble of the Class of 1913 and his

widow, Louise A. Tarble. The facility includes a snack bar, the College Bookstore, Paces (a student-run café and party space), an all-campus space, meeting rooms, a game room, the Swarthmore College Computer Society media lounge and the offices of the Student Budget Committee, the Social Affairs Committee (SAC), Debate Society, and Rattech.

6.6.7 Women's Resource Center

The *Women's Resource Center* (WRC) is located in a lodge on the west side of campus; it is open to all women on campus. It is organized and run by a student board of directors to bring together women of the community with multiple interests and concerns. The resources of the center include a library, kitchen, various meeting spaces, computer, and phone. The WRC also sponsors events throughout the year that are open to any member of the College community.

6.7 Student Advising

6.7.1 Class Deans

The Dean's Office oversees the advising system. The deans are available to all students for advice on any academic or personal matter. A Class Dean is assigned to each class, but students may approach any dean for help.

6.7.2 Academic Advising

Each first-year student is assigned to a faculty member or administrator who acts as the student's academic adviser. When students are accepted by a major, normally at the end of the sophomore year, the advising responsibility shifts to the chair, or chair's designate, of the student's major department. Requests for a change of adviser in the first two years will be freely granted subject only to equity in the number of advisees assigned to individual advisers.

6.7.3 Academic Support

Academic support can be accessed through the Office of the Associate Dean for Academic Affairs, through the Office for Disability Services, through academic departments (peer mentors, clinics, and review sessions), through the Writing Center (Writing Associates), and in dormitories (Student Academic Mentors). Tutors can be arranged through departments or through the Office of the Associate Dean for Academic Affairs. No fees are required for any of these services.

Student Academic Mentors (SAMs) are upper class students specially selected and trained to work with students on the development of skills necessary for academic success including time management, organization, study strategies and reading techniques. Each residence hall is

assigned a SAM to serve as a resource for its residents.

Writing Associates (WAs) are students who have been specially trained to assist their peers with all stages of the writing process. WAs are assigned on a regular basis to selected courses, and they are located in the Writing Center in Trotter Hall. All students have access to the Writing Center as needed and can receive help on a drop-in basis.

6.7.4 Health Sciences Office (Pre-Med Advising)

The staff of the Health Sciences Office is available to students and alumni considering a career in medicine, dentistry, veterinary medicine or other health professions. The Health Sciences Adviser counsels students throughout their undergraduate years and beyond, and assists them in the process of application for graduate training.

Swarthmore graduates are represented at 55 medical schools in 22 states in the U.S., including such top schools as Harvard, Yale, Columbia, Penn, Stanford, Johns Hopkins, and many fine state universities. In addition, Swarthmore graduates are currently attending Cornell, Tufts, Virginia, Maryland and University of California-Davis veterinary schools and Penn, Temple and University of Connecticut dental schools. The College's acceptance rate is substantially higher than the national acceptance rate.

While many students planning a medical career decide to major in biology or chemistry, others elect to concentrate in one of the humanities or social sciences, while structuring their overall program to fulfill medical school requirements. The following courses are part of a typical program:

Cellular and Molecular Biology
Organismal and Population Biology
General Chemistry
Organic Chemistry I and II
Biological Chemistry
English
Calculus I and II
General Physics I and II

As veterinary and dental schools have more variable requirements, in addition to those listed above, prevet and pre dental students should meet with Gigi Simeone, the Health Sciences Adviser, to plan their programs.

6.7.5 Pre-Law Advising

Swarthmore's academic rigor provides an excellent preparation for students considering a career in law. Swarthmore graduates are represented at law schools across the U.S., including such top schools as Harvard, Columbia, Stanford, and Yale.

Swarthmore students interested in law are encouraged to take a varied and challenging academic program, which will develop their analytical, reading, writing and speaking skills. There is no pre-law major or prescribed pre-law coursework. Students have applied successfully to law school with majors and minors in the humanities, social sciences, and natural sciences.

Gigi Simeone, the Pre-Law Adviser, is available to any student or alum considering a career in law. The Pre-Law Office counsels students throughout their undergraduate years and beyond, and assists them in the process of application to law school. It offers a series of meetings with law school admissions deans each fall. The office also prepares dean's certifications for students applying to law schools that require it. More information is available at www.swarthmore.edu/prelaw.

6.7.6 Career Services

Career Services offers individualized attention to students who are seeking career direction, considering majors, exploring internships, job searching or applying for graduate school. Career Counselors and Career Peer Advisers help students develop knowledge of themselves and their life options, advance their career planning and decision-making abilities, and develop skills related to their internship/job search and graduate school admission. Individual counseling and group workshops encourage students to expand their career options through exploration of their values, skills, interests, abilities, and experiences. A noncredit Career Development course is available for all students, regardless of their academic discipline or year.

Career programming includes alumni career panels and dinners, presentations, workshops, employer information sessions, an etiquette dinner, career fairs and interview days. The office cooperates with Alumni Relations and the Alumni Council to help students connect with a wide network of potential mentors and the offices co-sponsor the annual Lax Conference on Entrepreneurship.

Exploration of career options is encouraged through internships, summer jobs, and alumni-hosted externships during winter break. Students may receive assistance in researching, locating, and applying for internships, employment, and graduate school admission and receive advice in how to gain the most they can from these experiences.

Career Services hosts on-campus recruiting by representatives from for-profit, government and nonprofit organizations. The Career Services website (www.swarthmore.edu/careerservices.xml) provides access to comprehensive online databases of internship and job listings as well

as an events calendar to make information about activities and programs available to students. Recommendation files are compiled for interested students and alumni to be sent to prospective employers and graduate admissions committees.

6.8 Student Judicial System

Swarthmore students assume responsibility for helping to sustain an educational and social community where the rights of all are respected. This includes conforming their behavior to standards of conduct that are designed to protect the health, safety, dignity, and rights of all. The College community also has a responsibility to protect the possessions, property, and integrity of the institution as well as of individuals. The aim of the College's Student Judicial Procedures is to balance all these rights, responsibilities, and community values fairly and efficiently. The Judicial System is overseen by the associate dean of student life, and all questions should be directed to this office.

The formal judicial system at Swarthmore College has two main components: (1) adjudication by individual deans of minor infractions of College regulations, where a finding of guilt would result in a sanction less severe than suspension; and (2) adjudication by the College Judicial Committee (CJC) of serious infractions of College regulations, including all formal charges of academic dishonesty, assault, harassment, or sexual misconduct. The CJC is composed of faculty, staff, and administrators who have undergone training for their role.

Violation of the laws of any jurisdiction, whether local, state, federal, or (when studying abroad) foreign, may, at the discretion of the dean, subject a student to College disciplinary action. A pending appeal of a conviction shall not affect the application of this rule.

7.1 General Statement

Swarthmore College offers the degree of bachelor of arts and the degree of bachelor of science. The latter is given only to students who major in engineering. Four years of study are normally required for a bachelor's degree (see section 9.1), but variation in this term, particularly as a result of Advanced Placement (AP) credit, is possible (see section 3.5).

The selection of a program will depend on the student's interests and vocational plans. The primary purpose of a liberal arts education, however, is not merely to provide the best foundation for one's future vocation. The purpose of a liberal arts education is to help students fulfill their responsibilities as citizens and grow into cultivated and versatile individuals. A liberal education is concerned with the development of moral, spiritual, and aesthetic values as well as analytical abilities. Furthermore, just as a liberal education is concerned with the cultural inheritance of the past, so, too, it is intended to develop citizens who will guide societies on a sustainable course where future culture will not be compromised in the development of the present. Intellectually, it aims to enhance resourcefulness, serious curiosity, open-mindedness, perspective, logical coherence, and insight.

During the first half of their College program, all students are expected to satisfy most, if not all, of the distribution requirements, to choose their major and minor subjects, and to prepare for advanced work in these subjects by taking certain prerequisites. The normal program consists of four courses or their equivalent each semester, chosen by the student in consultation with his or her faculty adviser.

All students must fulfill the requirements for the major. Before the end of the senior year, students are required to pass a comprehensive examination or its equivalent, given by the major department.

The program for engineering students follows a similar basic plan, with certain variations explained in the section on engineering. Courses outside the technical fields are distributed over all 4 years.

For honors candidates, courses and seminars taken as preparation for external evaluation occupy approximately one-half of the student's work during the last 2 years. In addition to work taken as a part of the Honors Program, the students take other courses that provide opportunities for further exploration. During the senior year, many departments offer a specially designed senior honors study for honors majors and minors to encourage enhancement and integration of the honors preparations. At the close of the senior year, candidates for honors will be evaluated by visiting examiners.

The course advisers of first-year and sophomore students normally are members of the faculty appointed by the dean. For juniors and seniors, the advisers are the chairs of their major departments or their representatives.

7.2 Program for the First and Second Years

The major goals of the first 2 years of a Swarthmore education are to introduce students to a broad range of intellectual pursuits, to equip them with the analytic and expressive skills required to engage in those pursuits, and to foster a critical stance toward learning and knowing. All students must fulfill the requirements normally intended for the first 2 years of study, although in some science and engineering majors, students may spread some requirements over 4 years. Students entering Swarthmore as transfer students normally fulfill these requirements by a combination of work done before matriculation at Swarthmore and work done here, according to the rules detailed below.

To meet the distribution requirements, a student must earn degree-applicable credit in the following areas:

1. Complete at least 20 credits outside of one major department before graduation.
2. Complete at least three courses in each of the three divisions of the College (listed later). In each division, the three courses must be at least 1 credit each and may include up to 1 AP credit or credit awarded for work done elsewhere.
3. Complete at least two courses in each division at Swarthmore; these courses must be at least 1 credit each.
4. Complete at least two courses in each division in different departmental subjects; these courses must be at least 1 credit each and may include AP credit or credit awarded for work done elsewhere.
5. Complete at least three Writing courses or Writing seminars, and those three must include work in at least two divisions; students are advised to complete two Writing courses in the first 2 years.
6. Complete a natural sciences and engineering practicum.

Courses that have been excluded from counting toward the degree do not count toward the distribution requirements.

Students are advised to complete at least two courses in each division within the first 2 years.

For purposes of the distribution requirements, the three divisions of the College follow:

Humanities: art, classics (literature), English literature, modern languages and literatures, music and dance, philosophy, religion, and theater.

Natural sciences and engineering: biology, chemistry and biochemistry, computer science, engineering, mathematics and statistics, physics and astronomy, and psychology courses that qualify for the natural sciences and engineering practicum.

Social sciences: classics (ancient history), economics, education, history, linguistics, political science, psychology (other than natural sciences and engineering practicum courses), and sociology and anthropology.

A few courses do not satisfy the divisional distribution requirement. These are identified as such in the catalog or the official schedule of courses.

Writing courses: In addition to addressing field-specific substance, writing courses will focus on the development of the students' expository prose to ensure they can discover, reflect upon, organize, and communicate their knowledge effectively in written form.

NSEP science laboratory requirement: Natural sciences and engineering practicums (NSEPs) have at least 18 hours per semester of scheduled meeting time for laboratory, separate from the scheduled lecture hours. How the laboratory hours are scheduled varies with the nature of the course and the types of laboratories involved. Such meetings may entail weekly or biweekly 3-hour sessions in a laboratory, several all-day field trips, or several observation trips.

Cross-listed courses: Courses that are cross-listed between two departments in different divisions may, with the permission of the instructors, departments, and divisions involved, fulfill the divisional distribution requirement in one of the following ways: (1) in only one of the divisions so identified but not in the other; (2) in either division (but not both), depending on the departmental listing of the course on the academic record; (3) in neither of the divisions. In certain cases, the course may fulfill the distribution requirement according to the nature of the work done in the course by the individual student (e.g., a long paper in one of the departmental disciplines). The division of such courses is normally indicated in the catalog description for each course. When counting credits to determine a student's fulfillment of the 20-course-credit rule, cross-listed courses count (only) in the subject in which they are listed on the student record. Changing the subject listing of a cross-listed course on the student record can be arranged, depending on permissions, during or sometimes after the course; there is a form for the purpose in the Registrar's Office.

First-year seminars: All students are encouraged to take a first-year seminar during the fall or spring of their first year. First-year seminars are offered across the curriculum and

are designed to introduce students to a field of study and to engage them in learning skills that will support them throughout their college experience. Each first-year seminar is limited to 12 first-year students. Many (but not all) first-year seminars count as the prerequisite to further work in the department in which they are offered.

Foreign language: It is most desirable that students include in their programs some work in a foreign language, beyond the basic language requirement (see section 10.1).

Mathematics: A student who intends to major in one of the natural sciences, mathematics, or engineering should take an appropriate mathematics course in the first year. Students intending to major in one of the social sciences should be aware of the increasing importance of mathematical background for these subjects.

Physical education: Students are encouraged to enjoy the instructional and recreational opportunities offered by the department throughout their college careers. As a requirement for graduation, all students not excused for medical reasons are required to complete 4 units of physical education by the end of their sophomore year. In addition, all students must pass a survival swimming test or complete a unit of swimming instruction. Most physical education courses are offered for a half a semester and earn 1 unit toward the 4 units required for graduation. A complete list of physical education opportunities including how many units each earns is available from the Physical Education and Athletics Office. More information can be found in the Physical Education and Athletics section. To ensure that all students complete the PE requirement and swim test by the end of the second year, students who fail to do so will not be eligible to participate in the spring housing lottery and will not be eligible to pre-register for courses.

Transfer students: Students who enter Swarthmore as transfer students must fulfill Swarthmore's requirements for the first 2 years, including the natural sciences and engineering practicum. Transfer courses can be applied toward these requirements if specifically approved by the registrar. Transfer students who enter Swarthmore with 8 credits of college work are exempted from one of the three required writing courses and have the credits-at-Swarthmore requirement reduced from 2 in each division to 1 in each division. Transfer students who enter Swarthmore with, at most, four semesters remaining to complete their degree are exempted from two of the three required writing courses and are exempted from the requirement that in each division 2 credits be taken at Swarthmore. Transfer students can either apply transfer PE units toward the 4-unit physical education requirement or opt for a

reduction in the PE requirement based on the student's transfer status, but transfer students cannot both transfer PE units and receive a reduction in the requirement. The optional reduction in PE units depends on the transfer class of the student. Transfer students who enter Swarthmore as sophomores can opt to complete 3 units of physical education and pass a survival swim test (a reduction of 1 PE unit). Transfer students who enter Swarthmore as juniors can opt to complete 2 units of physical education and pass a survival swim test (a reduction of 2 PE units).

Major application—the Sophomore Paper:

Early in the sophomore year, each student should identify one or two subjects as possible majors, paying particular attention to departmental requirements and recommendations. In the spring of the sophomore year, each student will, with the guidance of his or her adviser, prepare a reasoned plan of study for the last 2 years. Sophomores who wish to link their interest in social service/social action to their plan of study are also encouraged to take advantage of the advising offered by the staff at the Lang Center for Civic and Social Responsibility. The sophomore plan of study, the "sophomore paper," will be submitted to the chair of the student's proposed major department as a part of the application for a major. Acceptance will be based on the student's record and an estimate of his or her capacities in the designated major. Students who fail to secure approval of a major may be required to withdraw from the College.

Although faculty advisers assist students in preparing their academic programs, students are individually responsible for planning and adhering to programs and for the completion of graduation requirements. Faculty advisers, department chairs, other faculty members, the deans, and the registrar are available for information and advice.

7.3 Programs for Juniors and Seniors

The major goals of the last two years of a Swarthmore education are to engage students with a chosen field of inquiry and to assist them in assuming an independent role in creating and synthesizing knowledge within it. The breadth of exposure, acquisition of skills, and development of a critical stance during the first two years prepare students to pursue these goals. With the choice of a major and, perhaps, candidacy for honors, the focus shifts from scope to depth. Students become involved for the second two years with a discrete field of inquiry and demonstrate their command of that field through the completion of courses within the major and courses taken outside the major

that expand and deepen the student's perspective on the major.

7.4 Majors and Minors

All students are required to include sufficient work in a single department or program designated as a major. To complete a departmental major, a student must be accepted as a major; must complete eight courses (or more, depending on the department); must pass the department's comprehensive requirement; and must fulfill other specific departmental requirements. Detailed requirements for acceptance to departmental majors and for completion of them are specified in this catalog under the respective departmental listings and are designed to ensure a comprehensive acquaintance with the field. A student must accumulate 20 course credits outside one major, but there is no other limit on the number of courses that a student may take in his or her major.

Completing a second major or one or two minors is optional, as is choosing to do an Honors Program. Students are limited in the number of majors and/or minors they may earn. If they have only one major, they may have as many as two minors. Students who choose an honors major plus honors minor may have an additional course minor outside the Honors Program. If students have two majors, they may not have a minor, except in one circumstance: A student who elects honors, designating an honors major and minor, may have a second major outside of honors if that second major includes the same subject as the honors minor. The completion of two majors must be approved by both departments. Triple majoring is not allowed.

Most departments and programs offer course minors. Those departments or programs that do not offer a course minor are Comparative Literature, Economics, Political Science, Sociology and Anthropology, and Studio Art. (These departments or programs do offer honors minors.) Minors will include at least 5 credits.

Double counting in majors and minors: If a student has two majors and one is interdisciplinary, no more than 2 credits may be double counted with the student's other major. However, the double-counting limit is not applicable to courses that students are required by their departmental major to take in other departments. Of the 5 credits required for a minor, 4 may not be double counted with the student's major or other minor. The double-counting prohibition applies to any comparison of two given programs of study (not three taken together, even if the student has three programs). This means that a student who has a major in medieval studies, for example, and

minors in both English literature and gender and sexuality studies would need four courses in English literature that are not part of the medieval studies major and four courses in gender and sexuality studies that are not part of the medieval studies major. In addition, each minor must have four courses that are not part of the other minor. Special minors are not permitted.

Exceptions to the double-counting prohibition:

1. The double-counting prohibition is not applicable to courses that students are required by their majors or minors to take in other departments. For example, mathematics courses required for an engineering major are not automatically excluded from counting toward a minor defined by the Mathematics and Statistics Department.

2. For an honors major who is also a double major, the double-counting prohibition does not apply to the relationship between the honors minor and the second major because these will always be or include the same field.

Advising in the major: During the junior and senior years, students are advised by the chair of the major department (or a member of the department designated by the chair) whose approval must be secured for the choice of courses each semester.

7.4.1 Special majors

Individualized and regularized special majors are available. With permission of the departments concerned, it is possible for a student to plan an individualized special major that includes closely related work in one or more departments. In some areas, such as biochemistry, film and media studies, and psychobiology, in which regularized special majors are done frequently, the departments and programs involved provide recommended programs. These regularized special majors are described in the relevant department sections of the catalog or in material available from department chairs. A special major is expected to be integrated in the sense that it specifies a field of learning (not necessarily conventional) or topic or problems for sustained inquiry that crosses departmental boundaries, or it may be treated as a subfield within the normal departmental major. Special majors consist of at least 10 credits and normally of no more than 12 credits. Students with special majors normally complete a minimum of six courses in the primary department or program, omitting some of the breadth requirements of the major field. However, course requirements central to systematic understanding of the major field may not be waived. Students with special majors must complete the major comprehensive requirement, which may consist of a thesis or other written research projects designed to integrate the work across departmental

boundaries, or a comprehensive examination. By extension, special majors may be formulated as joint majors between two departments, normally with at least 5 credits in each department and 11 in both departments. The departments involved collaborate in advising and in the comprehensive examination. The Registrar's Office website has the required application form and more information for special majors. Students are not allowed to pursue more than one individualized special major.

7.5 Honors Program

The Honors Program, initiated in 1922 by President Frank Aydelotte and modified most recently in 1994, is a distinctive part of Swarthmore's educational life.

The Honors Program has as its main ingredients student independence and responsibility in shaping the educational experience; collegial relationships between students and faculty; peer learning; opportunity for reflection on, and integration of, specific preparations; and evaluation by external examiners. Honors work may be carried out in the full range of curricular options, including studio and performing arts, study abroad, and community-based learning. Students and their professors work in collegial fashion as honors candidates prepare for evaluation by external examiners from other academic institutions and the professional world. Although Swarthmore faculty members grade most of the specific preparations, the awarding of honorifics on a student's diploma is based solely on the evaluation of the external examiners.

Preparations for honors are defined by each department or program and include seminars, theses, independent projects in research as well as in studio and performing arts and specially designated pairs of courses. In addition, many departments offer their own format for senior honors study, designed to enhance and, where appropriate, integrate the preparations in both major and minor.

Each honors candidate's program will include three preparations for external examination in a major and one in a minor or four preparations in a special or interdisciplinary major. By doing honors, students offering three preparations in a major or four preparations in a special or interdisciplinary major normally fulfill the comprehensive graduation requirement for majors in those fields.

A student who chooses an honors major plus minor may have a second major outside of honors if that second major includes the same topic of study as the honors minor. In the case where an Honors student does a special major in course as a second major, the Honors minor must come from one of the main departments

used in the student's special course major. Normally the student must complete the requirements for the Honors minor in that department.

Honors Program preparations for both majors and minors will be defined by each department, program, and interdisciplinary major that sponsors a major. In addition, minors may be defined by any department or program.

Honors special majors who design their own programs, not those in College-sponsored programs such as biochemistry, will be required to include four related preparations in the major from at least two departments or academic programs. Honors special major programs do not include a separate minor. Honors special majors must either (1) write a thesis drawing on their cross-disciplinary work—the thesis will be examined by examiners in different fields or (2) have a panel oral examination that presents the opportunity for cross-disciplinary discussion. Honors special majors will follow the Senior Honors Study (SHS) activity and portfolio procedures of the various departments whose offerings they use as preparations in their programs. Individualized honors special major programs require the approval of all departments involved in the program and of the honors coordinator.

All preparations will be graded by Swarthmore instructors with the exception of theses and other original work. Grades for theses and other similar projects will be given by external examiners. Except in the case of theses or other original work, modes of assessment by the external examiners will include written examinations and/or other written assignments completed in the spring of the senior year. In addition, during honors week at the end of the senior year, every honors candidate will meet on campus with external evaluators for an oral examination of each preparation. Specific formats for preparations and for SHS are available in each department office.

Students will normally include their intention to prepare for honors in their "Plan of Study for the Last 2 Years," written in the spring of their sophomore year. They must also submit a formal application for a specific program of honors preparation to the Registrar's Office. The registrar provides a form for this purpose. Departments, programs, and concentrations will make decisions about acceptance of honors programs at the end of the sophomore year. Students will be accepted into honors with the proviso that their work continue to be of honors quality. Students may also apply to enter honors during their junior year. Any proposed changes to the Honors Program must be submitted for approval on a form for this purpose available from the registrar. The decision of the departments or interdisciplinary programs will

depend on the proposed program of study and the quality of the student's previous work as indicated by grades received and on the student's apparent capacity for assuming the responsibility of honors candidacy. The major department or interdisciplinary program is responsible for the original plan of work and for keeping in touch with the candidate's progress from semester to semester. Normally, honors programs may not be changed after Dec. 1 of a student's senior year, depending on departmental policies. Students may not withdraw from honors after Dec. 1 of the senior year except under extraordinary circumstances and with the permission of the major and minor departments and the Curriculum Committee. Further information about honors policies may be found in the *Honors Handbook*, which is available in the Registrar's Office.

At the end of the senior year, the decision of whether to award the honors degree to the candidates is entirely in the hands of the visiting examiners. Upon their recommendation, successful candidates are awarded the bachelor's degree with honors, with high honors, or with highest honors.

7.6 Exceptions to the 4-Year Program

Although the normal period of uninterrupted work toward the bachelor of arts and bachelor of science degrees is 4 years, graduation in 3 years is freely permitted when a student can take advantage of Advanced Placement credits, perhaps combining them with extra work by special permission. In such cases, students may qualify for advanced standing—they may become juniors in their second year. To qualify for advanced standing, a student must (1) do satisfactory work in the first semester; (2) obtain 14 credits by the end of the first year; (3) intend to complete the degree requirements in 3 years; and (4) signify this intention when she or he applies for a major by writing a sophomore paper during the spring of the first year.

When circumstances warrant, a student may lengthen the continuous route to graduation to 5 years by carrying fewer courses than the norm of four, although College policy does not permit programs of fewer than 3 credits for degree candidates in their first eight semesters of enrollment. A course load lower than the norm may be appropriate for students who enter Swarthmore lacking some elements of the usual preparation for college, who have disabilities, or who wish to free time for activities relating to their curricular work that are not done for academic credit. Such 5-year programs are possible in music and studio arts for students who are taking instruction off campus or who wish to pursue studio or instrumental work without full credit but with instruction and

critical supervision. However, such programs are possible only on application to, and selection by, the department concerned, which will look for exceptional accomplishment or promise. In all cases where it is proposed to reduce academic credit and lengthen the period before graduation, the College looks particularly to personal circumstances and to careful advising and necessarily charges the regular annual tuition (see the provisions for overloads section 5.1). Full-time leaves of absence for a semester or a year or more are freely permitted and in some cases encouraged, subject also to careful planning and academic advising. Information about work and internship opportunities for those taking a leave is available through the Career Services Office.

7.7 Normal Course Load

The academic year at Swarthmore is 32 weeks long, during which time students are expected to complete 6 to 8 semester course credits of work. Normal progress toward the degree of bachelor of arts or bachelor of science is made by eight semesters' work of four courses or the equivalent each semester, although the object of progress toward the degree is not the mere accumulation of 32 credits. Students may and frequently do vary this by programs of three or five courses, with special permission. College policy does not permit programs of fewer than 3 course credits within the normal eight-semester enrollment. Programs of more than 5 credits or fewer than 4 credits require special permission (see section 5.1 on tuition and section 9.3 on registration).

The definitions of upper-class levels are as follows: Students become sophomores when they have earned 6 to 8 semester course credits toward their degree. Students become juniors when they have earned 14 to 16 credits. Students become seniors when they have earned 22 to 24 credits. Some offices on campus, such as the Housing Office, may have additional requirements in their definitions of the student classes.

7.8 Formats of Instruction

Although classes and seminars are the normal curricular formats at Swarthmore, faculty regulations encourage other modes as well. These include various forms of individual study, student-run courses, and a limited amount of "practical" or off-campus work.

The principal forms of individual work are attachments to courses, directed reading, and tutorials. The faculty regulation on attachments provides that a student may attach to an existing course, with the permission of the instructor, a project of additional reading, research, and writing. If this attachment is taken concurrently with the course, it is normally done for 0.5

credit. If it is taken in a later semester (preferably the semester immediately following), it may be done for either half or full credit. This kind of work can be done on either a small-group or individual basis. It is not possible in all courses, but it is in most, including some introductory courses. For first-year students and sophomores, it is a way of developing capacities for independent work. For honors candidates, it is an alternative to seminars as a preparation for papers. Students who decide before the middle of the semester to do a 0.5-credit attachment may, with permission, withdraw from a regular course and carry 3.5 credits in that term to be balanced by 4.5 credits in another term. Students may do as many as two attachments each year.

7.8.1 Directed Reading and Independent Study

Directed reading and independent study are similar, but the faculty role in the former is more bibliographical than pedagogical, and, because they require somewhat less faculty time, opportunities for directed reading are more frequent in most departments than are opportunities for independent study. In both cases, substantial written work and/or written examinations are considered appropriate, and it is generally desirable that the work be more specialized or more sharply focused than is usually the case in courses or seminars. The work may range from a course of reading to a specific research project. Such work is available primarily to juniors and seniors in accordance with their curricular interests and as faculty time permits.

7.8.2 Student-Run Courses

The faculty regulation on student-run courses permits a group of students to propose a topic to an instructor for 0.5 or 1 credit and to run their own course with a reading list approved by the instructor and a final examination or equivalent administered by him or her but normally with no further involvement of faculty. In organizing such a course, students obtain provisional approval and agreement to serve as course supervisor from a faculty member by Dec. 1 (for the spring semester) or May 1 (for the fall semester) on the basis of an initial memorandum emphasizing the principal subject matter to be studied, the questions to be asked about it, the methods of investigation, and provision of a preliminary bibliography. The course is then registered by its organizers with the provost, who has administrative supervision of such work and who may waive the foregoing deadlines to recognize problems in the organization of such courses. The course supervisor consults his or her department and, in the case of an interdepartmental course, any other department concerned, whose representatives together with the provost will

decide whether to approve the course. The supervisor also reviews the course outline and bibliography and qualifications and general eligibility of students proposing to participate in the course. After a student-run course has been found acceptable by the appropriate department (or departments) and the provost, the course supervisor's final approval is due 10 days before the term begins, following which a revised reading list and class list are given to the librarian, and the course title and class list are filed with the registrar. At the end of the course, the supervisor evaluates and grades the students' work in the usual way or arranges for an outside examiner to do so.

Student-run courses may vary in format and content. In particular, they may be provisionally proposed for 0.5 credit to run in the first half of the semester, and at midterm, may be either concluded or, if the participants and course supervisor find the work profitable, continued for the balance of the term for full credit. Alternatively, student-run courses may be started after the beginning of the semester (up to midsemester) for 0.5 credit and then be continued, on the same basis, into the following term. Or they may be taken for 0.5 credit over a full term. The role of the course supervisor may go beyond planning and evaluation and extend to occasional or regular participation. The only essentials, and the purpose of the procedures, are sufficient planning and organization of the course to facilitate focus and penetration. The course planning and organization, both analytical and bibliographical, are also regarded as important ends in themselves, to be emphasized in the review of proposals before approval. Up to 4 of the 32 credits required for graduation may be taken in student-run courses. Many student-run courses are offered only on the credit/no-credit basis.

Finally, as to applied or practical work, the College may, under faculty regulations, grant up to 1 course credit for practical work, which may be done off campus when it can be shown to lend itself to intellectual analysis and is likely to contribute to a student's progress in regular coursework. The work is subject to four conditions: (1) agreement of an instructor to supervise the project; (2) sponsorship by the instructor's department and, in the case of an interdisciplinary project, any other department concerned, whose representatives together with the provost will decide whether to grant permission for the applied or practical work before that work is undertaken; (3) a basis for the project in some prior coursework; and (4) normally, the examination of pertinent literature and production of a written report as parts of the project. This option is intended to apply to work in which direct experience of the off-campus world or responsible applications of

academic learning or imaginative aspects of the practice of an art are the primary elements.

Because such work is likely to bear a loose relation to organized instruction and the regular curriculum, the College limits academic credit for it while recognizing its special importance for some students' programs.

7.9 Interdisciplinary Work

The requirements of the major typically leave room for significant flexibility in students' programs, both within and outside the major. This may be used to pursue a variety of interests and to emphasize intellectual diversity. It may also be used for the practical integration of individual programs around interests or principles supplementing the major. The College offers interdepartmental majors in Asian studies, medieval studies, and comparative literature, and formal interdisciplinary minors in black studies, cognitive science, environmental studies, film and media studies, gender and sexuality studies, German studies, interpretation theory, Islamic studies, Latin American studies, peace and conflict studies, and public policy. The specific requirements for these programs are outlined in the relevant sections of the catalog.

It should be recognized that some departments are themselves interdisciplinary in nature and that a considerable number of courses are cross-listed between departments. Also, some courses each year are taught jointly by members of two or more departments, and departments commonly recommend or require supporting work for their majors in other departments. Many other opportunities exist informally (e.g., in African studies, in American studies, in religion and sociology and anthropology, in engineering and social sciences, and in chemical physics). Students are encouraged to seek the advice of faculty members on such possibilities with respect to their particular interests.

7.9.1 Guidelines on Scheduling Conflicts Between Academics and Athletics

The following guidelines (adopted by the faculty in May 2002) are affirmed to recognize both the primacy of the academic mission at Swarthmore and the importance of the intercollegiate Athletics Program for our students. The guidelines are meant to offer direction with an appropriate degree of flexibility. Where conflicts occur, students, the faculty, and coaches are encouraged to work out mutually acceptable solutions. Faculty members and coaches are also encouraged to communicate with one another about such conflicts. *Note that the guidelines make a firm distinction between athletics practices and competitive contests.*

1. Regular class attendance is expected of all students. Students who are participating in intercollegiate athletics should not miss a class, seminar, or lab for a practice.
2. Students who have a conflict between an athletics contest and a required academic activity, such as a class meeting or a lecture, should discuss it and try to reach an understanding with their coach and their professor as soon as possible, preferably during the first week of the semester and certainly in advance of the conflict. When a mutually agreeable understanding is not reached, students should be mindful of the primacy of academics at Swarthmore. Students should understand that acceptable arrangements may not be feasible for all classes, particularly seminars and laboratories.
3. Students should take their schedule of athletics contests into account as they plan their class schedules and may want to discuss this with their academic advisers. Students should also provide coaches with a copy of their academic schedules and promptly inform them of any changes.
4. Coaches should make every effort to schedule practices and contests to avoid conflict with classes and should collect their students' academic schedules in an effort to coordinate team activities and minimize conflict. Coaches should instruct students not to miss class for practice and should encourage students to work out possible conflicts between classes and contests as early as possible.
5. Faculty members should provide as complete a description of scheduling requirements as possible to their classes early each semester, preferably before registration or during the first week of classes. Both faculty members and coaches should work with students to resolve contest-related conflicts.
6. Both coaches and faculty should avoid last-minute scheduling changes, and faculty should normally avoid scheduling extraordinary class meetings. Where such meetings seem desirable, students should be consulted and, as the *Handbook for Instructional Staff* (see section 7.1.2) stipulates, the arrangement cleared with the department chair and registrar. Where possible, extraordinary sessions should be voluntary or offered with a choice of sections to attend. When a schedule is changed after students have arranged their commitments, it is important for the faculty member or coach to be flexible.
7. Classes will normally end each day by 4 p.m. and at 5 p.m. on Fridays. Seminars will often extend beyond 4 p.m. Afternoon laboratories are usually scheduled until 4:15 p.m. or 4:30 p.m., and students who encounter difficulties completing a lab may need to stay later than the scheduled time. In all cases, students are

expected to keep to their academic commitments and then attend practices as soon as possible.

8. Faculty members should recognize that students usually set aside the time from 4:15 to 7 p.m. for extracurricular activities and dinner. Late afternoon has also traditionally been used for certain courses in the performing arts. Some use of this time for other academic purposes (such as department colloquia, lectures, etc.) is appropriate, but departments are encouraged to exercise restraint in such use, particularly with respect to activities they judge important for the full academic participation of students.

7.10 Health Sciences Advisory Program

The function of the Health Sciences Advisory Program is twofold: to advise students interested in a career in the health professions and to prepare letters of recommendation for professional schools to which students apply. The letters are based on faculty evaluations requested by the student, the student's academic record, and nonacademic activities.

Students intending to enter a career in the health professions, especially those applying to medical, dental, or veterinary schools, should plan their academic programs carefully to meet the professional schools' requirements as well as the general College requirements. The following courses fulfill the basic requirements of most medical schools: BIOL 001, 002; CHEM 010, or CHEM 003 and 004, 022, 032, 038; PHYS 003, 004; MATH 015 and one additional math course; and English, two semester courses. Dental and veterinary schools have more variable requirements, in addition to the biology, chemistry, and physics listed earlier. Students interested in these fields should meet with the health sciences adviser to plan their programs. Specific requirements for each medical, dental, and veterinary school, along with much other useful information, are given in the following publications, which are available in the Health Sciences Office: *Medical School Admission Requirements*, *Official Guide to Dental Schools*, and *Veterinary Medical School Admission Requirements*.

The work of the junior and senior years may be completed in any major department of the student's choice. All required courses should be taken on a graded basis after the first semester of the first year.

The health sciences adviser meets periodically with students interested in health careers and is available to assist students in planning their programs in cooperation with students' own academic advisers. The Health Sciences Office publishes *Guide to Premedical Studies at Swarthmore College and Frequently Asked*

Preveterinary Questions to help new students plan their academic program and understand what schools look for in applicants. *The Guide for Applying to Medical School for Swarthmore Undergraduates and Alumni/ae* contains detailed information about the application process.

Further information on opportunities, requirements, and procedures can be obtained from the health sciences adviser and from the Health Sciences Office's pages on the Swarthmore College website at www.swarthmore.edu/premed.xml.

7.11 Creative Arts

Work in the creative arts is available both in the curricula of certain departments and on an extracurricular basis. Interested students should consult the departmental statements in Art, English Literature (creative writing), Music and Dance, and Theater.

7.12 Cooperation with Neighboring Institutions

With the approval of their faculty advisers and the registrar, students may take a course offered by Bryn Mawr or Haverford College or the University of Pennsylvania without the payment of extra tuition. Students are expected to know and abide by the academic regulations of the host institution. (This arrangement does not apply to the summer sessions of the University of Pennsylvania and Bryn Mawr College.) Final grades from such courses are recorded on the Swarthmore transcript, but these grades are not included in calculating the Swarthmore grade average required for graduation.

7.13 Student Exchange Programs

To provide variety and a broadened outlook for interested students, the College has student exchange arrangements with Harvey Mudd College, Middlebury College, Mills College, Pomona College, Rice University, and Tufts University. With each institution, there are a limited and matched number of exchanges. Students settle financially with the home institution, thus retaining during the exchange any financial aid for which they are eligible.

Application for domestic exchange should be made to the registrar. The application deadline is Oct. 15 for exchange in the following spring semester; the deadline is March 15 for exchange in the following fall semester.

Selection is made from among applicants who will be sophomores or juniors at the time of the exchange. Exchange arrangements do not permit transfer of participants to the institution with which the exchange occurs.

Credit for domestic exchange is not automatic. Students must follow the procedures for receiving credit for work done elsewhere, including obtaining preliminary approval of courses and after-the-fact validation of credit by the relevant Swarthmore department chairs.

7.14 Study Abroad

The College emphasizes the importance of study abroad and encourages all students to explore possibilities for doing so as integral parts of their degree programs. The Off-Campus Study Office will help all interested students at every stage of the process: planning, study abroad, and return.

To be accepted for credit toward the Swarthmore degree, courses taken abroad must meet Swarthmore academic standards, and with proper planning, this condition normally is readily met. Proper planning begins with attendance at a general information meeting, and then a study abroad advising appointment, as early as possible in one's college career. Credit for study abroad is awarded according to College regulations for accrediting work at other institutions, and the process must be completed within the semester following return to the College.

To receive Swarthmore credit for study abroad, students must participate in the College's Semester/Year Abroad Program and comply with its payment plan. Students continue to pay Swarthmore's comprehensive fee for tuition, room, and board. The College then pays for the tuition fees, room and board costs, and the round-trip travel of participating students. Normally, financial aid is automatically applied to study abroad.

Swarthmore College study abroad programs are listed below. Please consult the Off-Campus Study website at www.swarthmore.edu/ocs for more information.

The Swarthmore Program in Grenoble, France, was inaugurated in the fall of 1972. This program, under the auspices of the Modern Languages and Literatures Department, is open to students from any department but especially those in humanities and social sciences. The number of participants is limited to 25 and applications from students at other institutions are accepted if places are available.

Students are integrated into the academic life at the University of Grenoble through regular courses, when their language competence allows, or through special courses for foreign students. Individual programs are arranged to suit the needs and competencies of students. Preparation of external examination papers is possible in certain fields. The program is designed primarily for juniors and second-semester sophomores, but seniors can be accommodated in special cases. A member of

the Modern Languages and Literatures Department serves as the resident director and teaches a course or a seminar.

For the following programs, see detailed information under departmental listings.

- The Swarthmore Dance and Performing Arts Program at the University of Ghana (Legon, Ghana). (see Music and Dance)
- The Swarthmore Program in Dance in Bytom, Poland. (see Music and Dance)
- The Swarthmore Program in Environmental Science and Engineering in Krakow, Poland. (see Environmental Studies)
- The Swarthmore Program in Environmental Studies in Brno, Czech Republic which includes an internship at an environmental NGO. (see Environmental Studies)
- Macalester, Pomona, and Swarthmore Environmental Studies Program at the University of Cape Town, South Africa. (see Environmental Studies)
- The Swarthmore in Buenos Aires, Argentina Program. (see Latin American Studies)
- The Northern Ireland Semester based in Derry/Londonderry. (see Peace and Conflict Studies)
- The Cloud Forest School Program in Costa Rica. (see Educational Studies)

The Off-Campus Studies office maintains direct enrollment agreements with universities in Australia, Chile, Ghana, Ireland, New Zealand, and the United Kingdom.

The College has a special relationship or is a member of a consortium with the following programs:

- AIKOM, University of Tokyo
- Hamilton College Academic Year in Madrid
- HECUA – Higher Education Consortium for Urban Affairs (Ecuador and Scandinavia and Eastern Europe)
- ISLE – Intercollegiate Sri Lanka Educational Program
- Siena School for Liberal Arts
- The Swedish Program

In addition to these programs, Swarthmore students attend a number of excellent study abroad programs throughout the world provided by other institutions. The Off-Campus Study Office, along with the academic departments and programs of the College, will advise students on these. The Off-Campus Study Office is the on-campus clearinghouse for information on study abroad, and normally is the starting place for exploration and planning.

7.15 Student Right to Know

Swarthmore College's graduation rate is 93 percent. This is the percentage graduating within 6 years, based on the most recent cohorts, calculated according to "Student Right to Know" guidelines.

8.1 Attendance at Classes

Regular attendance is expected. Faculty members will report to the dean the name of any student whose repeated absence is in their opinion impairing the student's work. The number of absences allowed in a given course is not specified, a fact that places a heavy responsibility on all students to make sure that their work is not suffering as a result of absences. First-year students should exercise particular care in this respect.

When illness necessitates absence from classes, the student should report at once to the Health Center.

A student may obtain credit for a course without attending class meetings by reading the material prescribed by a syllabus and taking a final examination, under the following conditions:

1. The student must signify intent to do so at the time of registration, having obtained the instructor's approval in advance.
2. If, after such registration, the student wishes to resume normal class attendance, the instructor's approval must be obtained.
3. The student may be required to perform such work, in addition to the final examination, as the instructor deems necessary for adequate evaluation of his or her performance.
4. The registrar will record the final grade exactly as if the student had attended classes normally.

8.2 Grades

During the year, instructors periodically report on the students' coursework to the Dean's and Registrar's offices. Informal reports during the semester take the form of comments on unsatisfactory work. At the end of each semester, formal grades are given in each course either under the credit/no credit (CR/NC) system, or under the letter system, by which A means excellent work; B, good work; C, satisfactory work; D, passing but below the average required for graduation; and NC (no credit), uncompleted or unsatisfactory work. Letter grades may be qualified by pluses and minuses. W signifies that the student has been permitted to withdraw from the course. X designates a condition that means a student has done unsatisfactory work in the first half of a yearlong course but by creditable work during the second half may earn a passing grade for the full course and thereby remove the condition. R is used to designate an auditor or to indicate cases in which the work of a foreign student cannot be evaluated because of deficiencies in English.

8.2.1 In Progress

IP (in progress) is the grade used when normally everyone in a class continues working on a project into the next semester. IP is given at the end of the first semester. Final grades are normally due at the end of the succeeding semester.

8.2.2 Incomplete

Inc. means that a student's work is incomplete with respect to specific assignments or examinations. The faculty has voted that a student's final grade in a course should incorporate a zero for any part of the course not completed by the date of the final examination or the end of the examination period. However, if circumstances beyond the student's control (e.g., illness, family emergency) preclude the completion of the work by this date, a grade of Inc. may be assigned with the permission of the faculty instructor and the registrar. Note that "having too much work to do" is not, in fairness to other students, considered a circumstance beyond the student's control. A form for the purpose of requesting an incomplete is available from the Registrar's Office and must be filled out by the student and signed by the faculty instructor and the registrar and returned to the registrar no later than the last day of final examinations. In such cases, incomplete work must normally be made up and graded, and the final grade recorded within 5 weeks after the start of the following term. Except by special permission of the registrar and the faculty instructor, all grades of Inc. still outstanding after that date will be replaced on the student's permanent record by NC (no credit). Waiver of this provision by special permission shall in no case extend beyond 1 year from the time the Inc. grade was incurred.

8.2.3 Credit/No Credit

The only grades recorded on students' official grade records for courses taken during the first semester of the first year are CR and NC. In the balance of their work at Swarthmore, students may exercise the option to take up to four more courses for credit/no credit by informing the Registrar's Office within the first 9 weeks of the term in which the course is taken, using the form provided for this purpose. Repeated courses normally may not be taken credit/no credit (see section 9.2.4: Repeated Courses). Courses only offered as credit/no credit do not count in the four options. For first-year students and sophomores, CR will be recorded for work that would earn a grade of straight D or higher. For juniors and seniors, that is, students in their fifth semester or later, the minimum equivalent letter grade for CR will be straight C.

Instructors are asked to provide the student and the faculty adviser with an evaluation of the student's CR/NC work. The evaluation for first-

semester first-year students includes a letter-grade equivalent. For other students, the evaluation may be either a letter-grade equivalent or a comment. Such evaluations are not a part of the student's official grade record. If available, letter-grade equivalents for first-semester first-year students may be provided to other institutions only if requested by the student and absolutely required by the other institution. Students should save their copies of these evaluations for their records.

8.2.4 Repeated Courses

Some courses can be repeated for credit; these are indicated in departmental course descriptions. For other courses, the following rules apply: (1) Permission to repeat a course must be obtained from the Swarthmore instructor teaching the repeated class. (2) These repeated courses may not be taken CR/NC. (3) To take a course at another school that will repeat a course previously taken at Swarthmore, the student must obtain permission from the chair of the Swarthmore department in which the original course was taken, both as a part of the pre-approval process to repeat it elsewhere and, in writing, as part of the credit validation after the course is taken elsewhere.

For repeated courses in which the student withdraws with the grade notation W, the grade and credit for the previous attempt will stand. For other repeated courses, the registration and grade for the previous attempt will be preserved on the permanent record but marked as excluded, and any credit for the previous attempt will be permanently lost. The final grade and any credit earned in the repeated course are the grade and credit that will be applied to the student's Swarthmore degree.

8.2.5 Grade Reports

Grades are available to students on a secure website. Grade reports are not routinely sent to parents or guardians, but such information may be released when students request it. The only exception to this is that parents or guardians of students are normally informed of grades when students have critical changes in status, such as probation or requirement to withdraw.

8.2.6 Grade Average

An average of C (2.0) is required in the courses counted for graduation. An average of C is interpreted for this purpose as being a numerical average of at least 2.0 (A+, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, and D- = 0.67). Grades of CR/NC and grades on the record for courses not taken at Swarthmore College are not included in computing this average.

8.3 Registration

All students are required to register and enroll at the times specified in official announcements and to file programs approved by their faculty advisers. Fines are imposed for late or incomplete registration or enrollment.

A regular student is expected to take the prescribed number of courses in each semester to progress toward the degree in the normal eight-semester enrollment. If more than 5 or fewer than 4 credits seem desirable, the faculty adviser should be consulted and a petition filed with the registrar (programs of fewer than 3 credits are not allowed in the normal eight-semester enrollment). Students are expected to select classes that do not pose scheduling conflicts.

Applications to add or drop a course from registration must be delivered to the Registrar's Office within the first 2 weeks of the semester. Applications to withdraw from a course and receive the permanent grade notation W must be received no later than the end of the 9th week of classes or the 5th week of the course if it meets for only half the semester. After that time, late withdrawals are recorded on the student's record with the notation NC unless the student withdraws from the College.

Students are not required to register for audits. Successfully completed audits are recorded (with the notation R) at the end of the semester (except in cases where a registered student has withdrawn after the first 2 weeks of the semester, in which cases the appropriate withdrawal notation stands).

A deposit of \$100 is required of all returning students before their enrollment in both the spring and fall semesters. This deposit is applied to charges for the semester and is not refundable.

8.4 Examinations

Any student who is absent from an examination that is announced in advance must understand that the exam may be rescheduled only by special arrangement with the course instructor. Examinations are not normally rescheduled to accommodate travel plans.

8.4.1 Final Examinations

The final examination schedule specified in official announcements directs the place and time of all finals unless the instructor has made other special arrangements. However, College policy holds that students with three final examinations within 24 hours are allowed to reschedule one of these examinations in consultation with the instructor, as long as the consultation occurs in a timely manner.

By College policy, a student who is not in the Honors Program but who is taking an honors

written examination as a course final and has an examination conflict should take the course final examination and postpone the honors written examination until the student's next free examination period. Conversely, a student in the Honors Program who has a conflict with a course final examination should take the honors examination and postpone the course examination in consultation with the professor. In no case may a student take an honors examination before the honors written examination period for that examination.

8.5 Student Leaves of Absence, Withdrawal, and Readmission

8.5.1 Leaves of Absence

Student leaves of absence are freely permitted provided the request for leave is received by the date of enrollment and the student is in good standing. Students planning a leave of absence should consult with a dean and complete the necessary form before the deadline published each semester (usually Dec. 1 and April 1). The form asks students to specify the date of expected return. Students need only notify the dean of their return if their return date changes from that originally indicated on the completed form.

8.5.2 Withdrawal

Withdrawal from the College may occur for academic, disciplinary, health, or personal reasons and may be voluntary or required by the College.

For health-related withdrawals, in no case will a student's mental or physical condition itself be a basis for a required withdrawal. However, when health problems of a physical or psychological nature result in behavior that substantially interferes with a student's academic performance or the educational endeavors of other students or poses a significant threat to the student's safety or safety of others, the College may require the student to withdraw. The Evaluation Committee—comprising two deans—makes the decision to require withdrawal for health-related reasons. The Evaluation Committee will review the problematic behavior and may consult with the director of Worth Health Center, the director of Psychological Services, or any other appropriate College official when making its decision. Decisions of the Evaluation Committee may be appealed to the dean of students.

Students withdrawing from the College before the end of the semester normally receive the grade notation "W" (withdrawal) on their permanent record for all in-progress courses.

8.5.3 Readmission

A student who has withdrawn from the College for any reason, voluntarily or involuntarily, may apply for readmission by writing to Dean of Students. Normally, the College will not accept applications for readmission until a full semester, in addition to the semester in which the student has withdrawn, has passed.

A student applying to the College for readmission after withdrawal is required to provide appropriate documentation of increased ability to function academically and in a residential environment and/or of a decreased hazard to health and safety of self and/or others. In the case of withdrawal for medical reasons, this documentation must include an evaluation from the student's personal health care provider. In addition, the student will generally be required to show evidence of successful social, occupational, and/or academic functioning during the time away from the College. This evidence must include the completion of any outstanding incompletes on record.

After such evidence has been provided, the materials will be forwarded to the Evaluation Committee. In the case of health-related withdrawals, the materials will be reviewed by the director of Worth Health Center and/or the director of Psychological Services, and the student will be required to be evaluated in person by the appropriate health care professional at the College. At the discretion of the Evaluation Committee, such evaluations may be required for other types of withdrawals as appropriate. These evaluations will provide adjunctive information to the committee's decision-making process. The Evaluation Committee will normally meet with the student and will make a determination regarding the student's readiness to resume study at Swarthmore.

8.5.4 Short-Term Health-Related Absences

Students who are hospitalized during the semester are subject to the readmission procedures described above before they may return to campus to resume their studies. In these situations, the Evaluation Committee may also counsel and advise the student about options for how best to approach the remaining academic work in the semester. In all cases, a student returning to campus from the hospital must report to the Worth Health Center and get clearance from the appropriate health care professional *before* returning to the dormitory to ensure the student's readiness to resume college life and so that follow-up care can be discussed.

8.6 Summer School Work and Other Work Done Elsewhere

Students who wish to receive Swarthmore College credit for work at another school must obtain preliminary approval and after-the-fact validation by the chair of the Swarthmore department or program concerned. Preliminary approval depends on adequate information about the content and instruction of the work to be undertaken and ensures the likelihood of the work's applicability toward the Swarthmore degree as well as clarifies the amount of Swarthmore credit likely. Preliminary approval is tentative. Final validation of the work for credit depends on evaluation of the materials of the course, including syllabus, transcript, written work, examinations, indication of class hours, and so forth. Work in other programs, especially summer school programs, may sometimes be given less credit than work at Swarthmore, but this will depend on the nature of the program and the work involved. Validation may include an examination, written or oral, administered at Swarthmore. All decisions are made on a case-by-case basis. Credit for AP and similar work is discussed in section 4.5.

An official transcript from the other school must be received by the Registrar's Office before validated work can be recorded for credit. By College policy, in order for work done elsewhere to be granted Swarthmore College credit, the grade for that work must be the equivalent of a straight C or better, but a better than C grade does not in itself qualify for Swarthmore credit.

Students who wish to receive natural sciences and engineering practicum (NSEP) credit for courses taken elsewhere must obtain preliminary approval for the course from the department involved as well as final validation as with other credit. The department can approve NSEP credit if the course is comparable with a Swarthmore NSEP course. Generally, courses taken elsewhere that are not comparable with a Swarthmore NSEP will not receive NSEP credit; however, in exceptional cases, if NSEP criteria are satisfied elsewhere, the department chair may recommend NSEP credit award to the Division of Natural Sciences and Engineering for its final decision.

Requests for credit must be made within the semester following the term in which the work was done. Credit is lost if a student takes a course at Swarthmore that essentially repeats the work covered by the credit.

education by the end of their sophomore year. All students must pass a survival swimming test or take up to one unit of swimming instruction. For complete requirements, see Physical Education and Athletics.

8.8 Exclusion from College

The College reserves the right to exclude, at any time, students whose academic standing it regards as unsatisfactory and without assigning any further reason therefore, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

8.7 Physical Education

In the first and second years, all nonveteran students not excused for medical reasons are required to complete 4 units of physical

9.1 Bachelor of Arts and Bachelor of Science

The degree of bachelor of arts or bachelor of science is conferred upon students who have met the following requirements for graduation. The candidate must have:

1. Completed 32 course credits or their equivalent.
2. An average grade of at least C in the Swarthmore courses counted for graduation (see section 8.2.6: Faculty Regulations). A student with more than 32 credits may use the Swarthmore credits within the highest 32 for the purposes of achieving the C average.
3. Complied with the distribution requirements and have completed at least 20 credits outside one major department (see chapter 7: Educational Program).
4. Fulfilled the foreign language requirement, having either: (a) successfully studied 3 years or the “block” equivalent of a single foreign language during grades 9 through 12 (work done before grade 9 cannot be counted, regardless of the course level); (b) achieved a score of 600 or better on a standard achievement test of a foreign language; (c) passed either the final term of a college-level, yearlong, introductory foreign language course or a semester-long intermediate foreign language course; or (d) learned English as a foreign language while remaining demonstrably proficient in another.
5. Met the requirements in the major and supporting fields during the last 2 years. (For requirements pertaining to majors and minors, see section 7.4: Majors and Minors.)
6. Passed satisfactorily the comprehensive examinations in his or her major field or met the standards set by visiting examiners for a degree with honors.
7. Completed four semesters of study at Swarthmore College. Two of these must constitute the senior year (i.e., the last two full-time semesters of degree work), with the exception that seniors during the first semester of their senior year, with the approval of the chair(s) of their major department(s), may participate in the Swarthmore Semester/Year Abroad Program.
8. Completed the physical education requirement set forth in the Physical Education and Athletics Department statements.
9. Paid all outstanding bills and returned all equipment and library books.

9.2 Master of Arts and Master of Science

The degree of master of arts or master of science may be conferred subject to the following requirements:

Only students who have completed the work for the bachelor's degree with some distinction, either at Swarthmore or at another institution of satisfactory standing, shall be admitted as candidates for the master's degree at Swarthmore.

The candidate's record and a detailed program setting forth the aim of the work to be pursued shall be submitted, with a recommendation from the department or departments concerned, to the Curriculum Committee. If accepted by the committee, the candidate's name shall be reported to the faculty at or before the first faculty meeting of the year in which the candidate is to begin work.

The requirements for the master's degree shall include the equivalent of a full year's work of graduate character. This work may be done in courses, seminars, reading courses, regular conferences with members of the faculty, or research. The work may be done in one department or in two related departments.

A candidate for the master's degree shall be required to pass an examination conducted by the department or departments in which the work was done. The candidate shall be examined by outside examiners, provided that where this procedure is not practicable, exceptions may be made by the Curriculum Committee. The department or departments concerned, on the basis of the reports of the outside examiners, together with the reports of the student's resident instructors, shall make recommendations to the faculty for the award of the degree.

At the option of the department or departments concerned, a thesis may be required as part of the work for the degree.

A candidate for the master's degree will be expected to show before admission to candidacy a competence in those languages deemed by his or her department or departments most essential for the field of research. Detailed language requirements will be indicated in the announcements of departments that admit candidates for the degree.

The tuition fee for graduate students who are candidates for the master's degree is the same as for undergraduates (see section 4.1: Student Charges).

May 7, 2010 to May 7, 2011

Barbara W. Mather '65, *Chair*
Pepper Hamilton LLP
Philadelphia PA
Neil R. Graboys '57, *Vice Chair*
New York NY
Bennett Lorber '64, *Secretary*
Temple University Hospital
Philadelphia PA

Maurice G. Eldridge '61, *Assistant Secretary*
Swarthmore College
Swarthmore PA
Suzanne P. Welsh, *Treasurer*
Swarthmore College
Swarthmore PA
Lori Ann Johnson, *Assistant Treasurer*
Swarthmore College
Swarthmore PA

11 Board of Managers

Term Expires May 2011

Eric Adler '86
The SEED Foundation
Washington DC
Jacob Krich '00
Cambridge MA
Jane Lang '67
Sprenger Lang Foundation
Washington DC
Bennett Lorber '64
Temple University Hospital
Philadelphia PA
Christopher Niemczewski '74
Washington DC
Catherine Rivlin '79
California Attorney General's Office
San Francisco CA

Term Expires May 2012

J. David Gelber '63
CBS News Inc.
New York NY
Neil R. Graboys '57
New York NY
Samuel L. Hayes III '57
Harvard Business School
Boston MA
Harold Kalkstein '78
Belmont CA
Giles K. Kemp '72
Home Decorators Collection
Hazelwood MO
Elizabeth H. Scheuer '75
Bronx NY
Salem D. Shuchman '84
Entrepreneur Partners, LP
Philadelphia PA
Martha Spaninger '76
New York NY

Term Expires May 2013

Jorge L. Aguilar '05
Columbia University
New York NY
Richard Barasch '75
Universal American Financial Corp.
New York NY
Dulany Ogden Bennett '66
White River Junction VT

James C. Hormel III '55
Equidex, Inc.
San Francisco CA
Frederick W. Kyle '54
Philadelphia PA
Susan Levine '78
Marshfield Associates
San Francisco CA
Jorge Munoz '84
The World Bank
Washington DC
John A. Riggs '64
The Aspen Institute
Washington DC
Carl R. Russo '79
Consigliare Management Co.
San Jose CA
Robin Shapiro '78
Encore Financial Services Group
New York NY
David W. Singleton '68
Wilmington DE
Thomas E. Spock '78
Scalar Media Partners, LLC
New York NY
Danielle Toalton '07
New York NY
Joseph Turner '73
Golden CO

Term Expires May 2014

Jenny Hourihan Bailin '80
Brooklyn NY
Rhonda Cohen '76
Philadelphia PA
Janet S. Dickerson H'92
Princeton University
Princeton NJ
Lewis H. Lazarus '78
Morris James LLP
Wilmington DE
Sibella Clark Pedder '64
Surrey England
Gustavo R. Schwed '84
London England

Emeriti

Julie Lange Hall '55
Winnetka IL
Jerome Kohlberg Jr. '46
Kohlberg & Co.
Mt. Kisco NY
Elizabeth J. McCormack
Rockefeller Family & Associates
New York NY
Marge Pearlman Scheuer '48
New York NY
J. Lawrence Shane '56
Newtown Square PA

Ex officio

Rebecca Chopp
Swarthmore College
Swarthmore PA
Sabrina Martinez '92
ConocoPhillips
Houston TX

Chairman of the Board Emeritus

Eugene M. Lang '38
Eugene M. Lang Foundation
New York NY

11.1 Committees of the Board

The chair of the Board is an *ex officio* member of every committee.

Executive

Barbara W. Mather, Chair
Neil R. Graboys, Vice Chair
Dulany Ogden Bennett
David Gelber
Giles K. Kemp
Eugene M. Lang *
Susan Levine
Bennett Lorber
Chris Niemczewski
John A. Riggs
David W. Singleton
Thomas E. Spock

Academic Affairs

Bennett Lorber, Chair
Jacob Krich, Vice Chair
Jorge Aguilar
Dulany Ogden Bennett
David Gelber
Neil R. Graboys
Sibella Clark Pedder
Catherine Rivlin
Elizabeth H. Scheuer
Marge Scheuer *
Martha Spanninger
Joseph Turner

Compensation

Barbara Mather, Chair
Neil R. Graboys, Vice Chair
Janet Dickerson
Susan Levine
Salem D. Shuchman
Thomas E. Spock

Development and Communications

Giles K. Kemp, Chair
Eric Adler, Vice Chair
Jorge Aguilar
Richard Barasch
Eugene M. Lang *
Susan Levine
Sabrina Martinez, *ex officio*

John A. Riggs
Robin Shapiro
Salem D. Shuchman
Martha Spanninger

Finance

Thomas E. Spock, Chair
Richard Barasch, Vice Chair
Dulany Ogden Bennett
Harold Kalkstein
Frederick W. Kyle
John A. Riggs
Elizabeth H. Scheuer
David Singleton
Joseph Turner

Audit Subcommittee

Richard Barasch, Chair
Harold Kalkstein
David Singleton
Thomas E. Spock, *ex officio*

Investment

Chris Niemczewski, Chair
Salem Shuchman, Vice Chair
Mark Crandall **
Ephriam Greenwall **
Mark M. Harmeling **
Samuel L. Hayes III ***
Eugene M. Lang *
Corey Mulloy **
Mark R. Pattis **
Thomas E. Spock

Nominating & Governance

John A. Riggs, co-Chair
Susan Levine, co-Chair
Eric Adler
Dulany Ogden Bennett
Giles K. Kemp
Frederick W. Kyle
Bennett Lorber

Property

David Singleton, Chair
Catherine Rivlin, Vice Chair
Eric Adler
Richard Barasch
Samuel L. Hayes III
Harold Kalkstein
Giles K. Kemp
Jacob Krich
Susan Levine
Sabrina Martinez
Sibella Clark Pedder
John A. Riggs
Robin Shapiro
Thomas E. Spock
Danielle Toaltoan

Social Responsibility

David Gelber, Chair
Neil Grabois, Vice Chair
Dulany Ogden Bennett
James C. Hormel
Eugene M. Lang *
Jane Lang
Jorge Munoz
Tracey Patillo
Salem D. Shuchman
David W. Singleton

Student Affairs

Dulany Ogden Bennett, Chair
Janet Dickerson, Vice Chair
Jorge Aguilar
Neil R. Grabois
James C. Hormel
Eugene M. Lang *
Sabrina Martinez
Jorge Munoz
Tracey Patillo
Elizabeth H. Scheuer
Danielle Toaltoan
Joseph Turner

*Emeriti manager

**Non-board member

*** Senior Adviser

12 Alumni Association Officers and Alumni Council

p. 68

The Alumni Relations Office is the primary communication link between the College and its alumni, enabling them to maintain an ongoing relationship with each other. Some of the office's programs and activities include Alumni Weekend, an Alumni College, alumni gatherings all over the country, and alumni travel. The Alumni Office also facilitates online engagement with alumni and manages alumni volunteers. They also hire students for general office work and to help at alumni events on campus.

The Alumni Office works closely with the Career Services Office to facilitate networking between students and alumni and among alumni, to take advantage of the invaluable experience represented among the alumni. The Alumni Office also helps officers of the senior class and alumni groups plan special events.

The Alumni Office gives staff support to the Alumni Association, which was founded in 1882, and to the Alumni Council, the governing body of the Alumni Association. The Alumni Office also gives staff support to regional alumni and parent groups, called Connections, in Austin/San Antonio; Atlanta; Boston; Chicago; Denver; Houston; London; Los Angeles; Metro DC/Baltimore; Metro NYC; Miami; New Haven; Paris; Philadelphia; San Francisco; Seattle; and Tucson.

There are 19,295 alumni: 9,753 men, 9,541 women, with 2,598 married to each other, giving substance to the College's traditional appellation, "Quaker matchbox." The College defines an alumnus/a as anyone who has completed one semester.

Alumni Association Officers

Sabrina Martinez '92, President
Delvin Dinkins '93, Vice President
Amy Lansky Knowlton '87, Vice President
Loring Ann Pfeiffer '02⁴, Vice President
Anne Cochran Sloan '64, Secretary

Zone A

Delaware, Pennsylvania

Michael Davidson '91¹
Philadelphia, PA
Deborah Smith Dempsey '57²
Philadelphia, PA
Joshua Farber '02²
Pittsburgh, PA
Deborah Willets Frazer '69^{1,4}
Philadelphia, PA
Jove Graham '96¹
Lewisburg, PA
Jaky Joseph '06³
Philadelphia, PA
Christina Paxson '82³
Morrisville, PA

Zone B

New Jersey, New York

Brian Hwang '05³
New York, NY
Stephen Kyle '77²
Lansing, NY
Danielle Moss Lee '90²
New York, NY
David Newman '76¹
Brockport, NY
Catherine Salussolia '04¹
South Setauket, NY
Rosita Sarnoff '64³
New York, NY

Zone C

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Lulu Chen '05¹
Boston, MA
David Jenemann '93³
Burlington, VT
Nina P. Paynter '97²
Jamaica Plain, MA
Elizabeth Thoenen '83³
Belmont, MA
Albert Williams III '62²
Woods Hole, MA

Zone D

District of Columbia, Maryland, and Virginia

Emily Aubrey '89²
Baltimore, MD
William Bradford '66⁴
Washington, DC
Debra Felix '83^{1,4}
Kensington, MD
Anne Kolker '08¹
Washington, DC
Thomas Kramer '65¹
Bethesda, MD
Dominick Lowell '08¹
Washington, DC
Rohit Malhotra '95²
Charlottesville, VA
Donald McMinn '86³
Washington, DC
Kevin Quigley '74⁴
Arlington, VA
Katharine Sturm-Ramirez '94³
Bethesda, MD

Zone E

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Texas, West Virginia, and Wisconsin

David Harrison '89¹
Grinnell, IA
Susan Morrison '81¹
Austin, TX

12 Alumni Association Officers and Alumni Council

p. 69

Susan Poser '85¹
Lincoln, NE
Kristin Bergstrom Vessey '61³
Bowling Green, OH
Richard S. Wilson '73²
Green Bay, WI
Lynda Yankaskas '99²
Richmond, IN
Patrick Zweidler-McKay '89³
Houston, TX

Zone F

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, territories, dependencies, and foreign countries
Julie Brill '85¹

Toronto, Ontario
Anita Cava '75¹
Coral Gables, FL
Michael Fields '69²
Atlanta, GA
Carol Church Holm-Hansen '76²
Vollen, Norway
Sara Orr Sello '66³
Hamburg, Germany
Roger Shott '60¹
Anchorage, KY
Horatiu Stefan '01³
Seoul, Republic of Korea

Zone G

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming
Sohail Bengali '79¹

San Mateo, CA
Linda J. Bovard '72²
Eugene, OR
Mark Friedberg '98¹
Santa Monica, CA
Deborah How '89³
Santa Monica, CA
David Ko '92²
San Mateo, CA
Helen Heusner Lojek '66¹
Boise, ID
Robert Oye '73³
Los Angeles, CA

Members-at-Large

Robert Steelman '92²
Ridgewood, NJ
H.G. Chissel '96²
Bryn Mawr, PA

National Extern Program Coordinator

Joshua Green '94
Keauhou, HI

National Connection Chair

James J. Moskowitz '88
Swarthmore, PA

Connection Representatives

Atlanta
Linda Valleroy '72
Decatur, GA
Emily Nolte '07
Atlanta, GA
Austin/San Antonio
Emily Albrink Hartigan '68
Boerne, TX

Boston
David Wright '69
Wellesley, MA
Chicago
Marilee Roberg '73
Wilmette, IL
Central New Jersey
Timothy Johnson III '07
Belle Mead, NJ

Denver
Erin Trapp '92
Denver, CO
Durham
Julia Knerr '81
Chapel Hill, NC

Houston
Susan Tapscott '72
Houston, TX
Lester Tran '03
Houston, TX

London
Abby Honeywell '85
London, England

Los Angeles
Vincent Jones '98
Los Angeles, CA
Metro DC/Baltimore
Wuryati Morris '04
Washington, DC

Arthur Zito Jr '81
Millersville, MD
Metro NYC

Reshma Pattani '06
Brooklyn, NY
Win Ling Chia '06
Brooklyn, NY

Miami
Ana Corrales '97
Miami, FL
Jaime Raich '97
Miami, FL

Paris
Anais Loizillon '95
Paris, France

12 Alumni Association Officers and Alumni Council

p. 70

Philadelphia

James J. Moskowitz '88

Swarthmore, PA

Pittsburgh

Barbara Sieck Taylor '75

Pittsburgh, PA

San Francisco

Autumn Quinn-Elmore '04

Mountain View, CA

Seattle

James Schembs '01

Seattle, WA

Tucson

Laura Markowitz '85

Tucson, AZ

¹ Term ends 2011.

² Term ends 2012.

³ Term ends 2013.

⁴ Nominating Committee.

13.1 Emeriti

Robert C. Bannister, B.A., Ph.D., Yale University; B.A., M.A., University of Oxford, Scheuer Professor Emeritus of History.

Robert A. Barr Jr., B.A., Swarthmore College; M.A., University of Pennsylvania, Dean Emeritus of Admissions.

Thomas H. Blackburn, B.A., Amherst College; B.A., M.A., University of Oxford; Ph.D., Stanford University, Centennial Professor Emeritus of English Literature.

Thompson Bradley, B.A., Yale University; M.A., Columbia University, Professor Emeritus of Russian.

Lee Devin, B.A., San Jose State College; M.A., Ph.D., Indiana University, Professor Emeritus of Theater.

H. Searl Dunn, B.S.E., M.S.E., Princeton University; Ph.D., Brown University, Henry C. and J. Archer Turner Professor Emeritus of Engineering.

Marion J. Faber, B.A., M.A., University of California, Berkeley; Ph.D., Harvard University, Scheuer Family Professor Emerita of Humanities and Professor Emerita of German.

James D. Freeman, B.A., M.A., Ph.D., Harvard University, Daniel Underhill Professor Emeritus of Music.

J. William Frost, B.A., DePauw University; M.A., Ph.D., University of Wisconsin, Howard M. and Charles F. Jenkins Professor Emeritus of Quaker History and Research.

John E. Gaustad, A.B., Harvard University; Ph.D., Princeton University, Edward Hicks Magill Professor Emeritus of Astronomy.

Kenneth J. Gergen, B.A., Yale University; Ph.D., Duke University, Gil and Frank Mustin Professor Emeritus of Psychology.

Charles E. Gilbert, B.A., Haverford College; Ph.D., Northwestern University, Professor Emeritus of Political Science and Provost Emeritus.

James H. Hammons, B.A., Amherst College; M.A., Ph.D., Johns Hopkins University, Professor Emeritus of Chemistry.

John J. Hassett, B.A., St. Francis College; M.A., University of Iowa; Ph.D., University of Wisconsin, Susan W. Lippincott Professor Emeritus of Modern and Classical Languages.

Mark A. Heald, B.A., Oberlin College; M.S., Ph.D., Yale University, Morris L. Clothier Professor Emeritus of Physics.

Eleanor K. Hess, B.S., M.S., University of Pennsylvania, Professor Emerita of Physical Education.

Raymond F. Hopkins, B.A., Ohio Wesleyan University; M.A., Ohio State University; M.A., Ph.D., Yale University, Richter Professor Emeritus of Political Science.

Gudmund R. Iversen, M.A., University of Michigan; Ph.D., Harvard University, Professor Emeritus of Statistics.

Charles L. James, B.S., State University of New York at New Paltz; M.S., State University of New York at Albany, Sara Lawrence Lightfoot Professor Emeritus of English Literature.

Jennie Keith, B.A., Pomona College; M.A., Ph.D., Northwestern University, Centennial Professor Emerita of Anthropology and Provost Emerita.

T. Kaori Kitao, B.A., M.A., University of California, Berkeley; Ph.D., Harvard University, William R. Kenan Jr., Professor Emerita of Art History.

Eugene A. Klotz, B.S., Antioch College; Ph.D., Yale University, Albert and Edna Pownall Buffington Professor Emeritus of Mathematics.

James R. Kurth, B.A., Stanford University; M.A., Ph.D., Harvard University, Claude C. Smith Professor Emeritus of Political Science.

George Krugovoy, B.A., M.A., Ph.D., Philosophical Institute, Salzburg, Austria, Professor Emeritus of Russian.

Hugh M. Lacey, B.A., M.A., University of Melbourne; Ph.D., Indiana University, Scheuer Family Professor Emeritus of Philosophy.

Asmarom Legesse, B.A., University College of Addis Ababa; Ed.M., Ph.D., Harvard University, Professor Emeritus of Anthropology.

Paul C. Mangelsdorf Jr., B.A., Swarthmore College; Ph.D., Harvard University, Morris L. Clothier Professor Emeritus of Physics.

Jeanne Marecek, B.S., Loyola University; Ph.D., Yale University, William R. Kenan Jr. Professor Emerita of Psychology.

John D. McCrumm, B.A., M.S., University of Colorado, Howard N. and Ada J. Eavenson Professor Emeritus of Engineering.

Ann Kosakowski McNamee, B.A., Wellesley College; M.Phil., Ph.D., Yale University, Professor Emerita of Music.

Philip Metzidakis, B.A., Dartmouth College; Ph.D., Yale University, Professor Emeritus of Spanish.

Kathryn L. Morgan, B.A., Virginia State College; M.A., Howard University; M.A., Ph.D., University of Pennsylvania, Sara Lawrence Lightfoot Professor Emerita of History.

Jane Mullins, B.A., Swarthmore College, Registrar Emerita.

Helen F. North, B.A., M.A., Ph.D., Cornell University, Centennial Professor Emerita of Classics.

Frederick L. Orthlieb, B.S. M.S., Massachusetts Institute of Technology; Ph.D., Carnegie Mellon University, The Isaiah V. Williamson Chair of Civil and Mechanical Engineering, Professor Emeritus of Engineering.

Harold E. Pagliaro, A.B., M.A., Ph.D., Columbia University, Alexander Griswold Cummins Professor Emeritus of English Literature and Provost Emeritus.

Robert F. Pasternack, B.A., Ph.D., Cornell University, Edmund Allen Professor Emeritus of Chemistry and Biochemistry.

Dean Peabody, B.A., Swarthmore College; Ph.D., Harvard University, Professor Emeritus of Psychology.

Jean Ashmead Perkins, B.A., Swarthmore College; M.A., Ph.D., Columbia University, Susan W. Lippincott Professor Emerita of French.

Steven I. Piker, B.A., Reed College; Ph.D., University of Washington, Professor Emeritus of Anthropology.

Ernest J. Prudente, B.S., M.S., University of Pennsylvania, Professor Emeritus of Physical Education.

Frederic L. Pryor, B.A., Oberlin College; M.A., Ph.D., Yale University, Professor Emeritus of Economics.

Gilbert P. Rose, B.A., Ph.D., University of California, Berkeley, Susan Lippincott Professor Emeritus of Modern and Classical Languages.

Alburt M. Rosenberg, B.A., Harvard University; M.S., University of Florida; Ph.D., University of Pennsylvania, Associate Professor Emeritus of Natural Science.

Robert Roza, B.A., University of Toronto; M.A., Ph.D., Princeton University, Susan W. Lippincott Professor Emeritus of French.

Robert E. Savage, B.A., Oberlin College; M.S., Ph.D., University of Wisconsin, Isaac H. Clothier Jr. Professor Emeritus of Biology.

Richard Schuldenfrei, B.A., M.A., University of Pennsylvania; Ph.D., University of Pittsburgh, Professor Emeritus of Philosophy.

Bernard S. Smith, B.A., M.A., University of Oxford; Ph.D., Harvard University, Professor Emeritus of History.

David G. Smith, B.A., M.A., University of Oklahoma; Ph.D., Johns Hopkins University, Richter Professor Emeritus of Political Science.

Barbara Yost Stewart, B.A., Swarthmore College; M.A., Ph.D., Bryn Mawr College, Professor Emerita of Biology.

Donald K. Swearer, B.A., M.A., Ph.D., Princeton University; B.D., S.T.M., Yale Divinity School, Charles and Harriett Cox McDowell Professor Emeritus of Religion.

Francis P. Tafoya, B.S., M.A., University of Colorado; Ph.D., Yale University, Professor Emeritus of French and Spanish.

Peter T. Thompson, B.A., Johns Hopkins University; Ph.D., University of Pittsburgh, Professor Emeritus of Chemistry.

Eva F. Travers, B.A., Connecticut College, M.A., Ed.D., Harvard University, Professor Emerita of Educational Studies.

P. Linwood Urban Jr., B.A., Princeton University; S.T.B., S.T.M., Th.D., General Theological Seminary, Charles and Harriett Cox McDowell Professor Emeritus of Religion.

Judith G. Voet, B.S., Antioch College; Ph.D., Brandeis University, James H. Hammons Professor Emerita of Chemistry.

Robert E. Williams, B.S., Delaware State College; M.S., Rutgers University, Marian Snyder Ware Professor Emeritus of Physical Education and Athletics.

Timothy C. Williams, B.A., Swarthmore College; A.M., Harvard University; Ph.D., Rockefeller University, Professor Emeritus of Biology.

Harrison M. Wright, B.A., M.A., Ph.D., Harvard University, Isaac H. Clothier Professor Emeritus of History and International Relations and Provost Emeritus.

Sarah Lee Lippincott Zimmerman, B.A., University of Pennsylvania; M.A., Swarthmore College; D.Sc., Villanova University, Professor Emerita of Astronomy and Director Emerita of the Sproul Observatory.

13.2 Faculty and Other Instructional Staff

Tariq al-Jamil, B.A., Oberlin College; M.T.S., Harvard University; M.A., Ph.D., Princeton University, Assistant Professor of Religion.

Elaine Allard, B.A., Swarthmore College, Visiting Instructor, Educational Studies.

John Alston, B.M., Yankton College; M.M., University of Northern Iowa; Ph.D., Indiana University, Associate Professor of Music.

Todd Anckaitis, B.A., Lafayette College; M.S., Smith College, Head Coach/Instructor, Physical Education.

Diane Downer Anderson, B.A., Montclair State College; M.S., Drexel University, Ph.D., University of Pennsylvania, Associate Dean for Academic Affairs and Associate Professor of Educational Studies.

Nathalie Anderson, B.A., Agnes Scott College; M.A., Georgia State University; Ph.D., Emory University, Professor of English Literature.

Diego Armus, B.A., University of Buenos Aires; M.A., Ph.D., University of California, Berkeley, Associate Professor of History.

Kim D. Arrow, B.S., Temple University; M.F.A., New York University, Associate Professor of Dance.

Aman Mahmoud Attieh, B.A., M.A., American University of Beirut; Ph.D., The University of Texas at Austin, Assistant Professor of Arabic.

Jodie A. Baird, A.B., Stanford University; M.S., Ph.D., University of Oregon, Assistant Professor of Psychology.

Alan R. Baker, B.A., University of Cambridge; M.A., Ph.D., Princeton University, Associate Professor of Philosophy.

Marcantonio Barone, B.Mus., Curtis Institute of Music; Artist Diploma, Peabody Conservatory, Associate in Performance (Music).

Peter Baumann, M.A., Ph.D., University of Gottingen, Professor of Philosophy.

Gabriel Quinn Bauriedel, B.A., Swarthmore College; Certificate, École Internationale de Théâtre Jacques Lecoq, Visiting Assistant Professor of Theater.

Amanda Bayer, B.A., Williams College; M.A., M.Phil., Ph.D., Yale University, Associate Professor of Economics.

Adrienne Bayton, B.A., Swarthmore College; M.F.A., University of Iowa, Visiting Assistant Professor of Studio Art.

Stephen P. Bensch, M.A., University of Toronto; Ph.D., University of California, Berkeley, Professor of History.

Benjamin Berger, A.B., Princeton University; M.A., Ph.D., Harvard University, Associate Professor of Political Science.

Deborah J. Bergstrand, B.S., Allegheny College; M.S., Ph.D., University of Illinois, Professor of Mathematics and Statistics.

Alan Berkowitz, B.A., University of Vermont; M.A., Ph.D., University of Washington, Susan W. Lippincott Professor of Modern and Classical Languages, Professor of Chinese.

Jean-Vincent Blanchard, B.A., M.A., Université de Montréal; Ph.D., Yale University, Associate Professor of French.

John R. Boccio, B.S., Polytechnic Institute of Brooklyn; Ph.D., Cornell University, Professor of Physics.

Elizabeth Bolton, B.A., Middlebury College; M.Phil., Ph.D., Yale University, Professor of English Literature.

Karen Borbee, B.S., University of Delaware; M.Ed., Widener University, Professor of Physical Education.

Erin Todd Bronchetti, B.A., Miami University; M.A., Ph.D., Northwestern University, Assistant Professor of Economics.

Michael R. Brown, B.A., Pomona College; Ph.D., Dartmouth College, Professor of Physics.

Amy L.R. Bug, B.A., Williams College; Ph.D., Massachusetts Institute of Technology, Professor of Physics.

Matthew Burdelski, B.A., University of Michigan; M.A., University of Oregon; Ph.D., UCLA, Visiting Assistant Professor and Mellon Postdoctoral Fellow in Japanese.

Timothy J. Burke, B.A., Wesleyan University; M.A., Ph.D., Johns Hopkins University, Professor of History.

Caroline A. Burkhard, B.S., M.S., University of Delaware, Laboratory Instructor of Chemistry.

Rachel Sagner Buurma, B.A., Swarthmore College; Ph.D., University of Pennsylvania, Assistant Professor of English Literature.

Aurora Camacho de Schmidt, B.A., Universidad Iberoamericana; M.A., Ph.D., Temple University, Associate Professor of Spanish.

Garikai Campbell, B.A., Swarthmore College; Ph.D., Rutgers University, Special Assistant to the President, Associate Vice President for Planning, and Associate Professor of Mathematics.

Sydney L. Carpenter, B.F.A., M.F.A., Tyler School of Art, Professor of Studio Art.

Peter Carroll, B.S., M.A., Villanova University, Head Coach/Instructor, Physical Education and Athletics.

John P. Caskey, B.A., Harvard University; Ph.D., Stanford University, Professor of Economics.

Pallabi Chakravorty, B.A., Jadavpur University; Ph.D., Temple University, Assistant Professor of Dance.

Joy Charlton, B.A., University of Virginia; M.A., Ph.D., Northwestern University, Professor of Sociology and Director of the Eugene M. Lang Center for Civic and Social Responsibility.

Erik Cheever, B.S., Swarthmore College; M.S.E., Ph.D., University of Pennsylvania, Professor of Engineering.

Linda Chen, A.B., Harvard College; Ph.D., University of Chicago, Assistant Professor of Mathematics and Statistics.

Julia Chindemi Vila, B.A., Universidad de Buenos Aires, Argentina; M.A., Temple University, Visiting Lecturer of Spanish.

Yvonne P. Chireau, B.A., Mount Holyoke College; M.T.S., Harvard University; Ph.D., Princeton University, Professor of Religion.

Rebecca S. Chopp, B.A., Kansas Wesleyan University; M.Div., St. Paul School of Theology; Ph.D., University of Chicago, President of the College and Professor of Religion.

Harleigh Chwastyk, B.A., Trinity College; M.S., Smith College, Head Coach/Instructor, Physical Education and Athletics.

Renee Clarke, B.S., Rutgers University–Douglass College, Head Coach/Instructor, Physical Education And Athletics.

David H. Cohen, B.A., Harvard University; Ph.D., University of Wisconsin, Associate Professor of Astronomy.

Peter J. Collings, B.A., Amherst College; M.Ph., Ph.D., Yale University, Morris L. Clothier Professor of Physics.

Michael W. Cothren, B.A., Vanderbilt University; M.A., Ph.D., Columbia University, Scheuer Family Professor of Humanities.

Catherine H. Crouch, A.B., Williams College; A.M., Ph.D., Harvard University, Associate Professor of Physics.

Andrew Danner, B.S., Gettysburg College; M.S., Ph.D., Duke University, Assistant Professor of Computer Science.

LaDeva Davis, B.M.Ed., Temple University, Associate in Performance (Dance).

Susan P. Davis, B.S., Springfield College; M.S., Smith College, Professor of Physical Education.

Thomas S. Dee, B.A., Swarthmore College; M.A., Ph.D., University of Maryland, Associate Professor of Economics.

Shelley DePaul, B.S., East Stroudsburg University; M.S., East Stroudsburg University, Instructor of Linguistics.

Renee L. DeVarney, B.A., University of Vermont; Teaching Certificate, George Washington University, Head Coach/Instructor, Physical Education And Athletics.

Alexander deVaron, B.A., Wesleyan University; M.M., Indiana University; DM.A., Temple University, Visiting Assistant Professor of Music.

Ni Luh Kadek Kusuma Dewi, Associate in Performance (Dance).

Aaron J. Dinkin, A.B., Harvard University; Ph.D., University of Pennsylvania, Visiting Assistant Professor of Linguistics.

Allison Dorsey, B.A., University of San Francisco; M.A., Ph.D., University of California, Irvine, Associate Professor of History.

Bruce A. Dorsey, B.A., Biola University; A.M., Ph.D., Brown University, Professor of History.

Jason Downs, B.A., University of Pennsylvania; Ph.D., Yale University, Visiting Assistant Professor of Biology.

Robert S. DuPlessis, B.A., Williams College; M.A., Ph.D., Columbia University, Isaac H. Clothier Professor of History and International Relations.

Frank H. Durgin, B.A., St. John's College; M.A., University of Pennsylvania; Ph.D., University of Virginia, Professor of Psychology.

Eric Eaton, B.S., M.S., Ph.D., University of Maryland, Visiting Assistant Professor of Computer Science.

Allan Edmunds, B.F.A., M.F.A., Tyler School of Art, Visiting Assistant Professor of Studio Art.

Brahim El Guabli, B.A., M.A., Bordeaux III University, Bordeaux, France, Lecturer in Arabic.

Richard Eldridge, A.B., Middlebury College; M.A., Ph.D., University of Chicago, Charles and Harriett Cox McDowell Professor of Philosophy.

Jacqueline A. Emery, B.A., Rutgers University; M.A., University of Pennsylvania, Visiting Instructor of English Literature.

Zachary T. Erwin, B.A., Emory University; M.A., Duke University, Visiting Instructor of Spanish.

Erich Carr Everbach, A.B., Harvard College; M.S. in M.E., Ph.D., Yale University, Professor of Engineering.

Philip J. Everson, B.A., Pomona College; M.A., Ph.D., Harvard University, Associate Professor of Statistics.

Stan Exeter, B.A., Lafayette College, Head Coach/Instructor, Physical Education and Athletics.

Randall L. Exon, B.F.A., Washburn University; M.A., M.F.A., University of Iowa, Professor of Studio Art.

Theodore B. Fernald, B.A., M.A., Ohio State University; Ph.D., University of California, Santa Cruz, Professor of Linguistics.

Sibelan Forrester, B.A., Bryn Mawr College; M.A., Ph.D., Indiana University, Professor of Russian.

Anthony Foy, B.A., University of California, Los Angeles; M.A., Ph.D., Yale University, Assistant Professor of English.

Daisy Fried, B.A., Swarthmore College, Visiting Instructor of English Literature.

Sharon E. Friedler, B.A., Colby College; M.F.A., Southern Methodist University, Stephen Lang Professor of Performing Arts.

Gregory Frost, B.A., University of Iowa, Visiting Instructor of English Literature.

Lauren Fuchs, B.S., University of Connecticut, Head Coach/Instructor, Physical Education and Athletics.

William O. Gardner, B.A., Columbia University; M.A., Ph.D., Stanford University, Associate Professor of Japanese.

Charles S. Garrod, B.S., Harvey Mudd College, M.S., Ph.D., Carnegie Mellon University, Visiting Assistant Professor of Computer Science.

Celia Gerard, B.A., Colgate University; M.F.A., The New York Studio School, Visiting Assistant Professor of Studio Art.

Farha Ghannam, B.A., M.A., Yarmouk University; Ph.D., University of Texas at Austin, Associate Professor of Anthropology.

Scott F. Gilbert, B.A., Wesleyan University; M.A., Ph.D., Johns Hopkins University, Howard A. Schneiderman Professor of Biology.

Jane E. Gillham, B.A., Princeton University; Ph.D., University of Pennsylvania, Associate Professor of Psychology.

Jill Gladstein, B.S., University of Wisconsin, Madison; M.S.E.D., University of Pennsylvania; Ph.D., University of Pennsylvania, Associate Professor of English Literature and Director of Writing Associates Program.

Dolores Luis Gmitter, B.A., St. Francis College; M.Ed., Temple University, Associate in Performance (Dance).

Stephen S. Golub, B.A., Williams College; M.A., Ph.D., Yale University, Franklin and Betty Barr Professor of Economics.

William Gresh Jr., B.S., Allegheny College; M.A., University of Pennsylvania, Laboratory Instructor of Biology.

Pat Gress, B.S., Towson University, M.S., West Chester University, Head Coach/Instructor, Physical Education And Athletics.

Logan Grider, B.F.A., Art Institute of Chicago; M.F.A., Yale University, Assistant Professor of Studio Art. Swarthmore College.

Charles M. Grinstead, B.A., Pomona College; M.A., Ph.D., University of California, Los Angeles, Professor of Mathematics.

Daniel J. Grodner, S.B., Ph.D., Massachusetts Institute of Technology, Assistant Professor of Psychology.

Cheryl P. Grood, B.A., University of Michigan; M.A., Ph.D., University of Wisconsin, Associate Professor of Mathematics.

Carl H. Grossman, B.S., Ph.D., University of Pennsylvania, Associate Professor of Physics.

Frank D. Grossman, B.A., California State University, Northridge; Ph.D., Teachers College, Columbia University, Assistant Professor of Educational Studies.

Maria Luisa Guardiola, Licenciada, Universitat Autònoma de Barcelona; Ph.D., University of Pennsylvania, Associate Professor of Spanish.

Alexandra Gueydan, Licence, Maîtrise de Lettres Modernes, Université Jean Moulin, Lyon III, M.A., M.Phil, Ph.D., Yale University, Assistant Professor of French.

Julie Hagelin, B.A., Pomona College; Ph.D., University of New Mexico, Assistant Professor of Biology.

Donna T. Halley, B.S., University of Delaware, Laboratory Instructor of Chemistry.

Cynthia Perwin Halpern, B.A., Tulane University; M.A., London School of Economics; Ph.D., Princeton University, Associate Professor of Political Science.

Janice Hamer, B.A., Harvard University; M.M., Westminster Choir College; Ph.D., City University of New York, Visiting Associate Professor of Music.

Joseph Hargadon, B.S., M.S., Ph.D., Widener University, Visiting Professor of Economics.

Jessica Todd Harper, B.A., Bryn Mawr College; M.F.A., Rochester Institute of Technology, Visiting Assistant Professor of Studio Art.

K. David Harrison, B.A., American University; Magister, Jagiellonian University, Poland; M.A., Ph.D., Yale University, Associate Professor of Linguistics.

Heather Hassel-Finnegan, B.S., Juniata College; M.A., SUNY Stony Brook, Laboratory Instructor of Biology.

Andrew D. Hauze, A.A., Simon's Rock College of Bard; B.A., Swarthmore College; Diploma, Curtis Institute of Music; Associate in Performance (Music).

Jim Heller, Head Coach, Physical Education and Athletics.

Christopher Henkels, B.A., Hamilton College; M.S., Cornell University; Ph.D., Duke University, Visiting Assistant Professor of Chemistry and Biochemistry.

Adam Hertz, B.A., University of Redlands; M.Ed., Temple University, Marian Ware Director of Physical Education and Athletics.

Sally Hess, B.A., Barnard College; M.Phil., Yale University, Associate Professor of Dance.

Sarah A. Hews, B.S., University of Michigan; Ph.D., Arizona State University, Visiting Assistant Professor of Mathematics and Postdoctoral Teaching Fellow in Biomathematics.

Sara Hiebert Burch, B.S., University of St. Andrews; Ph.D., University of Washington, Professor of Biology.

Jeffrey Himpele, B.A., University of Chicago; Ph.D., Princeton University, Visiting Assistant Professor of Anthropology.

Eleanor Holdridge, B.A., Sarah Lawrence College, M.F.A., Yale University, Visiting Assistant Professor of Theater.

Alison E. Holliday, B.Sc., Ph.D., Queens University, Assistant Professor of Chemistry and Biochemistry.

Robinson G. Hollister Jr., B.A., Amherst College; Ph.D., Stanford University, Joseph Wharton Professor of Economics.

Steven P. Hopkins, B.A., M.A., University of California, Santa Barbara; A.M., Ph.D., Harvard University, Professor of Religion.

Etsuko Hoshino-Browne, B.A., Ph.D., University of Waterloo, Assistant Professor of Psychology.

Kathleen P. Howard, B.A., Princeton University; Ph.D., Yale University, Associate Professor of Chemistry and Biochemistry.

David Huffman, B.A., Oberlin College; M.A., Ph.D., University of California, Berkeley; Assistant Professor of Economics.

Constance Cain Hungerford, B.A., Wellesley College; M.A., Ph.D., University of California, Berkeley, Provost and Mari S. Michener Professor of Art History.

Thomas J. Hunter, B.S., University of Chicago; Ph.D., Massachusetts Institute of Technology, Associate Professor of Mathematics.

Virginia M. Indivero, B.S., Elizabethtown College; M.S., Villanova University, Senior Lecturer in Chemistry and Biochemistry.

Denise Iris, B.A., Brown University; M.F.A., Columbia University, Visiting Assistant Professor of Film and Media Studies.

Philip N. Jefferson, B.A., Vassar College; M.A., Ph.D., University of Virginia, Professor of Economics.

John B. Jenkins, B.S., M.S., Utah State University; Ph.D., University of California, Los Angeles, Isaac H. Clothier Jr. Professor of Biology.

Eric L.N. Jensen, B.A., Carleton College; M.S., Ph.D., University of Wisconsin, Associate Professor of Astronomy.

Yoshiko Jo, B.A., Seiwa College, Nishinomiya, Japan; B.A., North Central College, Illinois; M.A., University of Illinois at Urbana-Champaign, Lecturer in Japanese.

Michael Johns, B.A., New England Conservatory; M.M. and Doctor of Musical Arts, Temple University, Associate in Performance (Music).

Aimee S.A. Johnson, B.A., University of California, Berkeley; Ph.D., University of Maryland, College Park, Associate Professor of Mathematics.

Brian R. Johnson, B.A., Macalester College; M.A., Ph.D., University of Wisconsin-Madison, Assistant Professor of Russian.

Kendall Johnson, B.A., University of Michigan; M.A., University of Pennsylvania; Ph.D., University of Pennsylvania, Associate Professor of English Literature.

Nora Johnson, B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Berkeley, Professor of English Literature.

Cheryl Jones-Walker, B.A., Wesleyan University; Ph.D., University of Pennsylvania, Assistant Professor of Black Studies and Educational Studies.

Pieter M. Judson, B.A., Swarthmore College; M.A., Ph.D., Columbia University, Professor of History.

Jason Kandybowicz, B.A., Rutgers University; M.A., Ph.D., University of California-Los Angeles, Assistant Professor of Linguistics.

Wol A. Kang, B.A., Fu-Jen Catholic University, Taipei, Taiwan; M.A., Peking University, Beijing, China, Lecturer in Chinese.

Nicholas Kaplinsky, B.A., Reed College; Ph.D., University of California at Berkeley, Assistant Professor of Biology.

Ayşe Kaya, B.A. Wellesley College, MSc., Ph.D. London School of Economics, Assistant Professor of Political Science.

Charles F. Kelemen, B.A., Valparaiso University; Ph.D., Pennsylvania State University, Edward Hicks Magill Professor of Computer Science.

Deborah G. Kemler Nelson, B.A., M.A., Ph.D., Brown University, Centennial Professor of Psychology.

Gwynn Kessler, B.A., University of Florida; M.A., Ph.D., The Jewish Theological Seminary of America, Assistant Professor of Religion.

Mary Ann Klassen, B.A., Agnes Scott College; M.S., University of Wyoming, Lecturer in Physics and Astronomy.

Jonathan Kochavi, B.A., University of Chicago; Ph.D., State University of New York, Buffalo; Visiting Assistant Professor of Music.

Haili Kong, M.A., People's University, Beijing; Ph.D., University of Colorado at Boulder, Professor of Chinese.

Lisa Kraus, B.A., Bennington College, Associate in Performance (Dance).

Philip Kudish, B.A., M.S., Ph.D., University of Delaware, Academic Coordinator, Science Associate Coordinator, Laboratory Instructor of Biology.

Allen Kuharski, B.A., University of Wisconsin–Madison; M.A., Ph.D., University of California, Berkeley, Professor of Theater.

Mark Kuperberg, B.A., Amherst College; M.A., Ph.D., Massachusetts Institute of Technology, Professor of Economics.

Elena Lahr-Vivaz, B.A., College of William and Mary; M.A., Ph.D., University of Pennsylvania, Visiting Assistant Professor in Spanish.

George Lakey, B.S., Cheyney University; M.A., University of Pennsylvania, Research Fellow, Lang Center for Civic and Social Responsibility, and Visiting Assistant Professor of Peace and Conflict Studies.

Grace M. Ledbetter, B.A., Bryn Mawr College; M.A., University of Virginia; Ph.D., Cornell University, Associate Professor of Classics and Philosophy.

Jeremy Lefkowitz, B.A., University of North Carolina at Chapel Hill; M.A., Washington University in St. Louis; Ph.D., University of Pennsylvania, Assistant Professor of Classics.

Gerald Levinson, B.A., University of Pennsylvania; M.A., Ph.D., University of Chicago, Jane Lang Professor of Music.

Lillian M. Li, A.B., Radcliffe College; A.M., Ph.D., Harvard University, Sara Lawrence Lightfoot Professor of History.

Margaret Inman Linn, B.S., M.Ed., University of Pittsburgh; Ph.D., University of Pennsylvania. Visiting Assistant Professor of Educational Studies.

Jeremy Loomis, B.A., University of Maryland; M.S., Miami University, M.B.A., University of Maryland, Head Coach/Instructor, Physical Education And Athletics.

Tamsin Lorraine, B.A., Middlebury College; Ph.D., University of Massachusetts, Professor of Philosophy.

José-Luis Machado, B.S., Universidad de Los Andes, Bogota; M.S., University of Vermont; Ph.D., University of Minnesota, Associate Professor of Biology.

Nelson A. Macken, B.S., Case Institute of Technology; Ph.D., University of Delaware. Howard N. and Ada J. Eavenson Professorship in Engineering.

Ellen B. Magenheimer, B.A., University of Rochester; M.A., Ph.D., University of Maryland, Professor of Economics.

James Magruder, B.A., Cornell University; M.A., M.F.A., D.F.A., Yale University, Visiting Assistant Professor of Theater.

Jonathan Hart Makwaia, Certificate, Roy Hart Centre, Visiting Instructor of Theater.

Bakirathi Mani, B.S.F.S., Georgetown University; M.A., Jawaharlal Nehru University; Ph.D., Stanford University. Associate Professor of English Literature.

Michael Marissen, B.A., Calvin College; Ph.D., Brandeis University, Daniel Underhill Professor of Music.

Luciano Martínez, Licenciado en Letras, Universidad Nacional de Mar del Plata, Argentina; M.A., Ph.D., University of Pittsburgh, Assistant Professor of Spanish.

Louis Massiah, B.A., Cornell University; M.S., Massachusetts Institute of Technology, Eugene M. Lang Professor for Issues of Social Change.

Jocelyne Mattei-Noveral, B.S., Orsay University, Laboratory Instructor of Biology.

Stephen B. Maurer, B.A., Swarthmore College; M.A., Ph.D., Princeton University, Professor of Mathematics.

David M. McClendon, B.S., University of North Carolina, Chapel Hill; Ph.D., University of Maryland, College Park, Visiting Assistant Professor of Mathematics.

Arthur E. McGarity, B.S., Trinity University; M.S.E., Ph.D., Johns Hopkins University, Henry C. and J. Archer Turner Professor of Engineering.

Erin B. Mee, B.A., Harvard University; M.A., Ph.D., New York University, Assistant Professor of Theater.

Lisa Meeden, B.A., Grinnell College; M.S., Ph.D., Indiana University, Professor of Computer Science.

Rachel A. Merz, B.A., Western New Mexico University; M.S., University of Florida; Ph.D., University of Chicago, Professor of Biology, Walter Kemp Professor in the Natural Sciences.

Brian A. Meunier, B.F.A., University of Massachusetts–Amherst; M.F.A., Tyler School of Art, Temple University, Professor of Studio Art.

Matthew Mewes, B.A., Concordia College; M.S., Ph.D., Indiana University, Visiting Assistant Professor of Physics.

Dale Mezzacappa, A.B., Vassar College, Visiting Instructor of English Literature.

Janine Mileaf, B.A., Wesleyan University; M.A., Ph.D., University of Pennsylvania, Associate Professor of Art History.

Barbara Milewski, B.A., Bowdoin College; M.A., State University of New York at Stony Brook; M.F.A., Ph.D., Princeton University, Associate Professor of Music.

Stephen T. Miller, A.B., Princeton University; Ph.D., Harvard University, Associate Professor of Chemistry and Biochemistry.

Shane Minkin, B.A., University of Pennsylvania; M.A., Emory University; Ph.D., New York University, Assistant Professor of History.

Lyne A. Molter, B.S., B.A., Swarthmore College; S.M., Sc.D., Massachusetts Institute of Technology, Professor of Engineering.

Tali Moreshet, B.S., Technion, Israel Institute of Technology; M.Sc., Ph.D., Brown University, Assistant Professor of Engineering.

Jennifer M. Morton, A.B., Princeton University, Visiting Assistant Professor, Philosophy.

Frank A. Moscatelli, B.S., C.W. Post College; M.S., Ph.D., New York University, Professor of Physics.

Beata Anna Moskala-Gallagher, M.A., Herzen State Pedagogical University of Russia, Saint Petersburg, Russia; M.A. Humboldt University of Berlin, Germany, Visiting Lecturer in Russian.

George Moskos, B.A., Davidson College; M.A., Ph.D., University of Wisconsin–Madison, Professor of French, James C. Hormel Professor in Social Justice.

Michael L. Mullan, B.A., University of California, Berkeley; M.Ed., Ph.D., Temple University; Ph.D., University of Delaware, Professor of Physical Education and Sociology.

Braulio Muñoz, B.A., University of Rhode Island; M.A., Ph.D., University of Pennsylvania, Centennial Professor of Sociology.

Rosaria V. Munson, Laurea in Lettere Classiche, Università degli Studi, Milano; Ph.D., University of Pennsylvania, Professor of Classics.

James Murphy, B.F.A., State University of New York at Albany, Visiting Instructor of Theater.

Marjorie Murphy, B.A., Jersey City State College; M.A., San Jose State University; Ph.D., University of California, Davis, Professor of History.

Matthew Murphy, B.A., Princeton University; M.A., Georgetown University; Instructor of Political Science.

Carol Nackenoff, A.B., Smith College; M.A., Ph.D., University of Chicago, Ritcher Professor of Political Science.

Maya Nadkarni, B.A., M.A., Harvard University; Ph.D., Columbia University, Visiting Assistant Professor of Anthropology.

C. Kemal Nance, B.A., Swarthmore College; M.Ed., Temple University, Associate in Performance (Dance).

Donna Jo Napoli, B.A., M.A., Ph.D., Harvard University, Professor of Linguistics.

Adam Neat, B.S., M.S., Northern Arizona University, Lecturer in Physics and Astronomy.

Carole Netter, Maitrise and DEA, University of Paris, Lecturer in French.

Tia Newhall, B.S.–SED, M.S., Ph.D., University of Wisconsin–Madison, Associate Professor of Computer Science.

Maria Newport, B.A., College of the Holy Cross; Ph.D., University of Florida, Lecturer in Chemistry and Biochemistry.

Hans F. Oberdiek, B.S., Ph.D., University of Wisconsin, Henry C. and Charlotte Turner Professor of Philosophy.

Stephen A. O'Connell, A.B., Oberlin College; Ph.D., Massachusetts Institute of Technology, Professor of Economics.

Lizzie Olesker, B.A., Antioch College; M.F.A., New York University, Visiting Assistant Professor of Theater.

Robert S. Paley, B.S., McGill University; M.S., Ph.D., University of Michigan, Professor of Chemistry and Biochemistry.

Bhavin Parikh, Head Coach, Physical Education and Athletics.

Rachel Pastan, B.A., Harvard College; M.F.A., University of Iowa, Visiting Instructor of English Literature.

Farnaz Perry, B.A., American University of Beirut, Visiting Lecturer of Arabic.

Mary Phelan, B.S., College of Saint Rose; M.A., University of Wisconsin, Visiting Assistant Professor of Studio Art.

Elke Plaxton, B.A., Brigham Young University; M.A., University of Colorado, Lecturer in German.

Helen Plotkin, B.A., Swarthmore College; M.A., University of Michigan, Visiting Instructor of Religion.

Jumatatu Poe, B.A., Swarthmore College; M.F.A., Temple University, Assistant Professor of Dance.

Colin Purrington, B.A., Reed College; Ph.D., Brown University, Associate Professor of Biology.

Paul R. Rablen, B.A., Haverford College; M.A., Columbia University; Ph.D., Yale University, Professor of Chemistry and Biochemistry.

Charles Raff, B.A., University of Rochester; M.A., Ph.D., Brown University, Professor of Philosophy.

Meredith Rainey, Associate in Performance (Dance).

Michael J. Reay, B.A., Churchill College; M.A., University of Chicago; Ph.D., University of Chicago, Assistant Professor of Sociology.

Keith Reeves, B.A., Swarthmore College; Ph.D., University of Michigan, Associate Professor of Political Science.

Bob Rehak, B.A., Eastern Michigan University; M.A., University of North Carolina; Ph.D., Indiana University, Assistant Professor of Film and Media Studies.

Patricia L. Reilly, B.A., University of California; M.A., Bryn Mawr College; Ph.D., University of California, Associate Professor of Art History.

Michele Reimer, B.A., Yale University; M.S.W., Smith College School for Social Work; Ph.D., Temple University, Assistant Professor of Psychology.

K. Ann Renninger, B.A., University of Pennsylvania; M.A., Ph.D., Bryn Mawr College, Professor of Educational Studies.

Micheline Rice-Maximin, Licence and Maitrise Universite de la Sorbonne, Paris-IV; M.A., University of North Texas; Ph.D., University of Texas at Austin, Associate Professor of French.

Barbara Riebling, B.A., University of Pennsylvania; M.A., University of Pennsylvania; Ph.D., University of Pennsylvania, Visiting Associate Professor of English Literature.

Melvin Rogers, B.A., Amherst College; Ph.D., Yale University, Visiting Assistant Professor of Political Science.

Marina Rojavin, B.A., Ukrainian Publishing Institute, Kiev, Ukraine; Ph.D., A. Potebnia Institute for Linguistics, National Academy of Sciences of Ukraine, Visiting Assistant Professor of Russian.

Ellen M. Ross, B.A., Princeton University; M.A., Ph.D., University of Chicago, Associate Professor of Religion.

Kevin J. Ross, B.S., M.S., Ph.D., University of North Carolina at Chapel Hill, Visiting Assistant Professor of Statistics.

Angela Rounsaville, B.A., M.A., University of Colorado, Boulder, Visiting Instructor of English.

Nathan Sanders, S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of California, Santa Cruz, Visiting Assistant Professor of Linguistics.

Tomoko Sakomura, B.A., Keio University; M.A., Columbia University, Assistant Professor of Art History.

Elizabeth Sayre, B.S., Massachusetts Institute of Technology; M.A., Duke University, Visiting Instructor of Music.

Erin Schlag, B.A., Colgate University; M.S., University of Maryland; Laboratory Instructor in Biology.

Peter J. Schmidt, B.A., Oberlin College; M.A., Ph.D., University of Virginia, Professor of English Literature.

Allen M. Schneider, B.S., Trinity College; Ph.D., Indiana University, Centennial Professor of Psychology.

Christine Schuetze, B.A., The Colorado College; Ph.D., University of Pennsylvania, Visiting Professor of Anthropology.

Barry Schwartz, B.A., New York University; M.A., Ph.D., University of Pennsylvania, Dorwin P. Cartwright Professor of Social Theory and Social Action, Professor of Psychology.

Peggy Ann Seiden, B.A., Colby College; M.A., University of Toronto; M.L.I.S., Rutgers University, College Librarian.

Sudharshan Senevirathe, B.A. Delhi University; M.A., Ph.D., Jawaharlal Nehru University, Julian and Virginia Cornell Distinguished Visiting Professor.

Teya Sepinuck, B.A., Bennington College; M.S., Villanova University, Associate in Performance.

Andrew J. Shanefield, B.M., New York University; M.S., Queens College CUNY; M.M., West Chester University, Visiting Associate in Performance (Music).

Helene Shapiro, B.A., Kenyon College; Ph.D., California Institute of Technology, Professor of Mathematics.

Adriano Shaplin, B.A., Sarah Lawrence College, M.A., University of California, Berkeley, Visiting Instructor of Theater.

Kenneth E. Sharpe, B.A., Dartmouth College; M.S., London School of Economics and Political Science; Ph.D., Yale University, William R. Kenan Jr. Professor of Political Science.

Mimi Sheller, A.B., Harvard University; M.A., Ph.D., New School for Social Research, Visiting Associate Professor of Sociology.

Jon Sherman, B.A., Temple University, Associate in Performance (Dance).

Don H. Shimamoto, B.S., Stanford University; M.A., Ph.D., Brandeis University, Professor of Mathematics.

Faruq M.A. Siddiqui, B.S., Bangladesh University of Engineering and Technology; M.S., Ph.D., University of Pittsburgh, Professor of Engineering.

Sunka Simon, M.A., Universitadt Hamburg; Ph.D., Johns Hopkins University, Associate Professor of German.

Kathleen K. Siwicki, B.S., Brown University; M.Phil., Cambridge University; Ph.D., Harvard University, Professor of Biology.

Lee A. Smithey, B.A., Emory University; M.A., Ph.D., University of Texas at Austin, Assistant Professor of Sociology.

Lisa Smulyan, B.A., Swarthmore College; M.A.T., Brown University; Ed.D., Harvard Graduate School of Education, Associate Provost and Professor of Educational Studies.

Asali Solomon, B.A., Barnard College; M.F.A., University of Iowa; M.A., Ph.D., University of California at Berkeley, Visiting Instructor of English Literature.

Eric Song, B.A., Pomona College; M.A., University of Chicago; Ph.D., University of Virginia; Assistant Professor of English Literature.

Lori Sonntag, B.A., Mount Holyoke College, Laboratory Instructor of Chemistry and Biochemistry.

Kirsten E. Speidel, B.A., Oberlin College; M.A., Johns Hopkins University, Lecturer in Chinese.

Leah Stein, B.A., Wesleyan University, Associate in Performance (Dance).

Thomas A. Stephenson, B.S., Furman University; Ph.D., University of Chicago, James H. Hammons Professor of Chemistry and Biochemistry.

Lynne Steuerle Schofield, B.A., Swarthmore College; M.A., Ph.D., Carnegie Mellon University, Assistant Professor of Statistics.

K. Elizabeth Stevens, B.A., Reed College; M.F.A., Yale School of Drama, Assistant Professor of Theater.

Walter R. Stromquist, B.A., University of Kansas; M.A., Ph.D., Harvard University, Visiting Associate Professor of Mathematics.

I Nyoman Suadin, Associate in Performance (Music and Dance).

Atsuko Suda, B.A., Obirin University, Tokyo, Japan; M.A., University of Arizona, Lecturer in Japanese.

Laila Swanson, B.A., Trondheim School of Business, Trondheim, Norway; M.F.A., Temple University, Assistant Professor of Theater.

Suzanne E. Takahashi, B.A., Barnard College; M.A., New York University, Visiting Instructor of Theater.

Janet C. Talvacchia, A.B., M.A., Bryn Mawr College; Ph.D., University of Pennsylvania, Professor of Mathematics.

Malathi Thothathiri, B.Tech., Indian Institute of Technology; M.S. Rensselaer Polytechnic Institute; Ph.D., Harvard University, Visiting Assistant Professor of Psychology.

Dominic Tierney, B.A., M.Phil., Ph.D., Oxford University, Assistant Professor of Political Science.

William N. Turpin, M.A., University of St. Andrews; M.A., University of Toronto; Ph.D., Cambridge University, Professor of Classics.

Richard Valeyly, B.A., Swarthmore College; Ph.D., Harvard University, Claude C. Smith '14 Professor of Political Science.

Elizabeth A. Vallen, B.A., Case Western Reserve University; Ph.D., Princeton University, Associate Professor of Biology.

Kristin T. Vander Lugt, B.A., University of Rochester; M.A., Pennsylvania State University; Ph.D., Indiana University, Visiting Assistant Professor of German.

Patricia Vargas, M.A., Inca Garcilaso de la Vega University, Lima, Peru, Lecturer in Spanish.

Amy Cheng Vollmer, B.A., William Marsh Rice University; Ph.D., University of Illinois, Professor of Biology.

Eric R. Wagner, B.A., Connecticut College; M.Ed., Temple University, Head Coach/Instructor, Physical Education and Athletics.

Robin E. Wagner-Pacifi, B.A., Brown University; M.A., Ph.D., University of Pennsylvania, Gil and Frank Mustin Professor of Sociology.

Mark I. Wallace, B.A., University of California at Santa Barbara; M.Div., Princeton Theological Seminary; Ph.D., University of Chicago, Professor of Religion.

Steve C. Wang, B.S., Cornell University; M.S., Ph.D., University of Chicago, Associate Professor of Statistics.

Andrew H. Ward, A.B., Harvard University; Ph.D., Stanford University, Associate Professor of Psychology.

Anna E. Ward, B.A., University of California at Santa Cruz; Visiting Instructor of Gender and Sexuality Studies.

Martin O. Warner, B.A., University of North Carolina at Chapel Hill; M.A., Duke University, Registrar.

Elizabeth Webster, B.A., Swarthmore College; M.F.A. The Academy for Classical Acting at the Shakespeare Theatre, Visiting Instructor of Theater.

Robert E. Weinberg, B.S., Cornell University; M.A., Indiana University; Ph.D., University of California, Berkeley, Professor of History.

Philip M. Weinstein, B.A., Princeton University; M.A., Ph.D., Harvard University, Alexander Griswold Cummins Professor of English Literature.

Kevin Welch, B.S., Gettysburg College; Ph.D., University of Virginia, Visiting Assistant Professor of Chemistry and Biochemistry.

Stephen Welsh, B.A., Swarthmore College; M.F.A., Temple University, Associate in Performance (Dance).

Hansjakob Werlen, M.A., University of Notre Dame; Ph.D., Stanford University, Professor of German.

Larry E. Westphal, B.A., Occidental College; Ph.D., Harvard University, J. Archer and Helen C. Turner Professor of Economics.

Patricia White, B.A., Yale University; Ph.D., University of California, Santa Cruz, Professor of Film and Media Studies.

Tyrene White, B.A., Middle Tennessee State University; M.A., Ph.D., Ohio State University, Professor of Political Science.

Thomas Whitman, B.A., Swarthmore College; Ph.D., University of Pennsylvania, Associate Professor of Music.

Richard Wicentowski, B.S., Rutgers College, Rutgers University; M.S., University of Pittsburgh; Ph.D., Johns Hopkins University, Associate Professor of Computer Science.

Craig Williamson, B.A., Stanford University; M.A., Harvard University; Ph.D., University of Pennsylvania, Alfred H. and Peggi Bloom Professor of English Literature.

Sarah Willie-LeBreton, B.A., Haverford College; M.A., Ph.D., Northwestern University, Associate Professor of Sociology.

Lee Wimberly, B.A., Stanford University; J.D., University of California at Berkeley, Professor of Physical Education.

Liliya A. Yatsunyk, S.D., Chernivtsi State University, Ukraine; Ph.D., University of Arizona, Assistant Professor of Chemistry and Biochemistry.

Carina Yervasi, B.A., Hofstra University; Ph.D., City University of New York, Associate Professor of French.

Matthew Zucker, B.A., Vassar College; Ph.D., Carnegie Mellon University, Assistant Professor of Engineering.

Lala Zuo, B.A., Peking University, Beijing; M.A., Ph.D., University of Pennsylvania, Assistant Professor of Chinese.

13.3 Divisions, Departments, and Programs

13.3.1 Division of the Humanities

Jean-Vincent Blanchard, Chair

Art

Sydney Carpenter, Chair

Asian Studies

Alan Berkowitz, Chair

Classics

William Turpin, Chair

English Literature

Peter J. Schmidt, Chair

History

Bruce Dorsey, Chair

Mathematics and Statistics

Stephen B. Maurer, Chair

Modern Languages and Literatures

Sibelan Forrester, Chair

Music and Dance

Michael Marissen, Chair

Sharon Friedler, Director of Dance

Philosophy

Peter Baumann, Chair

Psychology

Andrew H. Ward, Chair

Religion

Ellen Ross, Chair

Theater

Allen Kuharski, Chair

13.3.2 Division of the Natural Sciences and Engineering

Don Shimamoto, Chair

Biology

Sara Hiebert Burch, Chair

Chemistry and Biochemistry

Kathleen Howard, Chair

Computer Science

Tia Newhall, Chair

Engineering

Lynne Molter, Chair

Linguistics

K. David Harrison, Chair

Mathematics and Statistics

Stephen B. Maurer, Chair

Philosophy

Peter Baumann, Chair

Physics and Astronomy

Eric Jensen, Chair

Psychology

Andrew H. Ward, Chair

13.3.3 Division of the Social Sciences

John Caskey, Chair

Economics

Ellen Magenheimer, Chair

Educational Studies

K. Ann Renninger, Chair

Engineering

Lynne Molter, Chair

History

Bruce A. Dorsey, Chair

Linguistics

K. David Harrison, Chair

Mathematics and Statistics

Stephen B. Maurer, Chair

Philosophy

Peter Baumann, Chair

Political Science

Cynthia Halpern, Chair (Fall 2010)

Rick Valelly, Acting Chair (Spring 2011)

Psychology

Andrew H. Ward, Chair

Sociology and Anthropology

Sarah Willie-LeBreton, Chair

Interdisciplinary Programs

Carol Nackenoff, Chair

Rose Maio, Administrative Coordinator for the Divisions of Humanities, Social Sciences, and Natural Sciences and Engineering

13.3.4 Interdisciplinary Programs

Carol Nackenoff, Chair

Asian Studies

Alan Berkowitz, Chair

Black Studies

Sarah Willie-LeBreton, Coordinator

Cognitive Science

Theodore B. Fernald, Coordinator

Comparative Literature

Hansjakob Werlen, Coordinator

Environmental Studies

Carol Nackenoff, Coordinator

Film and Media Studies

Patricia White, Coordinator

Gender and Sexuality Studies

Luciano Martínez, Coordinator

Interpretation Theory

Tamsin Lorraine, Coordinator

Islamic Studies

Tariq al-Jamil, Coordinator

Latin American Studies

Diego Armus, Coordinator

Medieval Studies

Craig Williamson, Coordinator

Peace and Conflict Studies

Lee Smithey, Coordinator

Public Policy

Benjamin Berger, Coordinator

13.4 Standing Committees of the Faculty

Academic Requirements

Assessment Planning Committee

Faculty Advisory Council to Dean of Admissions

Council on Educational Policy

Committee on Faculty Procedures

Cooper Foundation Committee

Curriculum Committee

Fellowships and Prizes

Health Sciences Advisory

Lang Center Advisory Board

Library

Off-Campus Study

Physical Education and Athletics Advisory Committee

Promotion and Tenure

Research Ethics

13.5 Other Committees With Faculty Representation

Advisory Council to the Dean

Ad Hoc Committee on ADA Planning (as needed)

Ad Hoc Committee on Documented Disabilities

Institutional Animal Care and Use Committee

College Budget Committee

College Judiciary Committee

Crum Woods Stewardship Committee

Cultural Diversity

Equal Opportunity Advisory Committee

Faculty and Staff Benefits

Honorary Degrees

Howard Hughes Medical Institute

Sager

Swarthmore Foundation

14.1 Administrative Structure

President

- President
- Vice President for College and Community Relations and Executive Assistant to the President
- Special Assistant to the President and Associate Vice President for Planning
- Equal Opportunity Office
- Eugene M. Lang Center for Civic and Social Responsibility

Dean of Admissions and Financial Aid

- Admissions
- Financial Aid

Vice President for Communications and Public Relations

- News and Information Office
- Publications Office

Vice President for Development and Alumni Relations

- Advancement Services
 - Advancement Operations
 - Alumni and Gift Records
- Alumni Relations
- Development
 - Annual Giving
 - Capital Giving
 - Corporate, Foundation, and Government Relations
 - Donor Relations
 - Event Planning
 - Gift Planning
 - Parents Programs
 - Research

Vice President for Facilities and Services

- Bookstore
- Dining Services
- Facilities Management
 - Environmental Services
 - Grounds
 - Maintenance
 - Planning and Construction
- Lang Performing Arts Center
- Occupational and Environmental Safety
- Post Office
- Public Safety
- Scott Arboretum
- Summer Programs

Vice President for Finance and Treasurer

- Controller
 - Business Office
 - Office Services
 - Student Accounts
- Institutional Research
- Investment Office
- Risk Management

Vice President for Human Resources

- Human Resources
- Payroll

Provost

- Associate Provost
- Executive Assistant to the Provost
- Center for Social and Policy Studies
- Information Technology Services
- Libraries
 - Cornell Science and Engineering Library
 - Friends Historical Library
 - McCabe Library
 - Swarthmore College Peace Collection
 - Underhill Music and Dance Library
- Off-Campus Study Office
- Physical Education and Athletics

Dean of Students

- Associate Dean for Academic Affairs
- Associate Dean for Multicultural Affairs
- Associate Dean for Student Life
- Academic Support
- Black Cultural Center
- Career Services
- Counseling and Psychological Services
- Disability Services
- Fellowships and Prizes
- Gender Education
- Health Sciences Office
- Health Services
- Intercultural Center
- Registrar's Office
- Residential Life
- Student Activities

14.2 Admissions Office

James L. Bock III, B.A., Swarthmore College; M.Ed., University of Virginia, Dean of Admissions and Financial Aid.

Yveta Moat, Administrative Coordinator.

Suzi Nam, B.A., The College of New Jersey; M.A., University of Chicago, Director of Admissions.

Lydia Degenais, B.A., Haverford College; M.S., University of Pennsylvania, Associate Dean of Admissions.

Christine Costello, B.A., Swarthmore College, Assistant Dean of Admissions.

Joaquin Hamilton, B.A., Franklin & Marshall, Assistant Dean of Admissions.

James Sawyer, B.A., York College of Pennsylvania; M.A., Fairleigh Dickinson University, Assistant Dean of Admissions.

David Thompson, B.A., Lehigh University, Assistant Dean of Admissions.

Joanna Weinland, B.A., Kenyon College; M.A., University of Pennsylvania, Assistant Dean of Admissions.

Daniel Chung, B.A., Swarthmore College, Admissions Counselor.

Rachel White, B.A., Guilford College, Admissions Counselor.

Wallace Ann Ayres, B.A., Swarthmore College; Ed.M., Harvard University, Admissions Officer.

Margaret T. Kingham, B.A., Mary Washington College, Admissions Officer.

Carolyn Moir, Operations Coordinator.

Stephanie Berman; Demetria Hamilton; Stacy Jordan; Mary Morley; Kathy Schmick; Gail Scott; Susan Wigo, Administrative Assistants.

Beverly Atz; Sharon Hartley, A.A., Neumann College, Receptionists.

14.3 Bookstore

Kathleen K. Grace, B.S., Elizabethtown College; M.B.A., Philadelphia University, Director.

Steve Levin, B.A., Temple University, Book Manager.

Michael Harper and Martha Townsend, Bookstore Assistants.

14.4 Career Services

Nancy Burkett, B.A., M.A., University of Tennessee; Ed.S., College of William and Mary, Director.

Erin Massey, B.A., Kutztown University; M.Ed., Widener University, Associate Director.

Jennifer Barrington, B.A., Gettysburg College; M.Ed., University of Delaware, Assistant Director, (job share).

Marissa Deitch, B.S., St. Joseph's University; M.S., Villanova University, Assistant Director, Public Service and Internships.

Lisa Maginnis, Administrative Assistant.

14.5 Center for Social and Policy Studies

Keith W. Reeves, B.A., Swarthmore College; Ph.D., University of Michigan, Director.

Cathy Wareham, A.S., Wesley College, Administrative Assistant.

Gudmund R. Iversen, M.A., University of Michigan; Ph.D., Harvard University, Professor Emeritus of Statistics, Former Director and Resident Statistician.

Kyle Crawford '12, Ben Francis '12, Jenna Zhu '12, Student Research Assistants.

14.6 Communications Office

Nancy Nicely, B.A., College of William and Mary; M.S., University of Pennsylvania, Vice President for Communications and Public Relations.

News and Information

Susan Clarey, B.A., Syracuse University, Director of Advancement Communications.

Alisa Giardinelli, B.A., Pennsylvania State University; M.A., Temple University, Associate Director, News and Information.

Stacey Kutish, A.B., Hamilton College, Communications Associate.

Steven Lin, B.A., University of Maryland, Web Designer.

John Word, B.A., San Francisco State University, Multimedia Editor.

Susan Cousins Breen, B.A., Kean University; M.A., Rosemont College, Assistant Director; Class Notes Editor of the *Swarthmore College Bulletin*.

Carol Brévar-Demm, B.A., University College, London, Associate Director of Publications for Editorial; Associate Editor of the *Swarthmore College Bulletin*.

Eleftherios Kostans, A.S., Art Institute of Philadelphia, Photographer.

Jeffrey Lott, B.A., Middlebury College; M.A.T., Rhode Island School of Design, Senior Publications Editor; Editor of the *Swarthmore College Bulletin*.

Audree Penner, B.A., University of Missouri-Columbia, Desktop Design Specialist.

Phillip Stern, B.A., Swarthmore College; M.F.A., University of Pennsylvania, Associate Director of Publications for Design.

Janice Merrill-Rossi, Administrative Assistant.

14.7 Controller's Office

Business Office

Eileen E. Petula, B.S., Indiana University of Pennsylvania, C.P.A., Assistant Vice President for Finance and Controller.

Joseph Cataldi, B.S., LaSalle University; M.B.A., LaSalle University, Associate Controller.

Beth Baksi, B.S., Shippensburg State College; M.B.A., St. Joseph's University, Assistant Controller.

Robert Lopresti, B.S., Rutgers, C.P.A., Manager of Financial Information Systems.

Denise A. Risoli, B.S., LaSalle University, Restricted Funds Accountant.

Nancy E. Sheppard, Manager, Business Office Operations.

Patricia Hearty, Accounts Receivable Clerk.

Catherine Cinquina, Purchasing Coordinator.

Deborah McGinnis, Accounts Payable Clerk.

Office Services

Cheryl Robinson, A.A.S., Delaware County Community College, Manager.

Joann M. Massary, Administrative Assistant.

Tarsia Duff, A.A.S., Delaware County Community College, Administrative Assistant.

Student Accounts

Linda Weindel, Student Accounts Manager.

Maria McBride, Student Accounts Assistant.

14.8 Counseling and Psychological Services

David Ramirez, B.A., M.A., Ph.D., University of Texas, Director.

Paula S. Rosen, B.A., University of Rochester; M.S.S., Bryn Mawr College; Ph.D., Bryn Mawr College Graduate School of Social Work and Social Research, Senior Clinical Social Worker.

Kim D. Grant, B.S., Purdue University; Ph.D., University of South Carolina, Clinical Psychologist.

Joseph C. Hewitt, B.A., University of Pennsylvania; D.O., University of Medicine and Dentistry, New Jersey School of Osteopathic Medicine; Fellow, Child and Adolescent Psychiatry, Jefferson Medical College, Consulting Psychiatrist.

Molly S. Appel, B.A., Temple University; M.S.S., Bryn Mawr College Graduate School of Social Work and Social Research, Post-graduate Clinical Fellow.

Karen Dias, B.A., M.A., University of British Columbia, Vancouver, BC, Canada; M.A., Widener University Institute for Graduate Clinical Psychology; Doctoral Candidate, Widener University Institute for Graduate Clinical Psychology, Clinical Psychology Intern.

Margaret Flaget-Greener, B.S., University of North Dakota; M.A., M.Ed., Widener University Institute for Graduate Clinical Psychology; Doctoral Candidate, Widener University Institute for Graduate Clinical Psychology, Clinical Psychology Intern.

Jonathan Kirschner, B.A., New York University; M.A., Psy.D., Widener University Institute for Graduate Clinical Psychology; , Post-doctoral Clinical Fellow.

Dan Livney, B.A., University of Pennsylvania; M.S., Chestnut Hill College; Doctoral Candidate, Chestnut Hill College, Psychology Intern.

Theresa D. McGrath, Administrative Assistant.

14.9 Dean's Office

H. Elizabeth Braun, B.A., Mary Washington College; M.A., Boston University, Dean of Students.

Darryl M. Smaw, B.S., Delaware State College; M.Div., Crozer Theological Seminary; M.Th., Colgate Rochester/Bexley Hall/Crozer; Ed.M., Harvard University; Ed.D., Harvard University, Associate Dean for Multicultural Affairs.

Diane Downer Anderson, B.A., Montclair State College, M.S., Drexel University, Ph.D., University of Pennsylvania, Associate Dean of Academic Affairs and Associate Professor.

Myrt Westphal, A.B., Occidental College; Ed.M., Boston University, Associate Dean for Student Life.

Rafael Zapata, B.A., Iona College, M.A., Arizona State University, Assistant Dean of the College and Director of the Intercultural Center.

Karen M. Henry, B.A., Swarthmore College; M.S.S., Bryn Mawr College Graduate School of Social Work; Ph.D., Temple University, Assistant Dean of the College and Gender Education Adviser.

Rachel Head, B.S.W., Florida State University; Ed.M., University of South Florida, Assistant Dean for Residential Life.

Angela "Gigi" Simeone, A.B., Wellesley College; Ed.M., Boston University; Ph.D., University of Pennsylvania, Health Sciences Adviser and Pre-law Adviser.

Paury Flowers, B.A., Sarah Lawrence College, Assistant Coordinator of Student Activities.

Melissa Mandos, B.A., Wesleyan University; Master of City and Regional Planning, Rutgers University, Fellowships and Prizes Adviser.

Jennifer Marks-Gold, B.S., Drexel University, Ed.M., Cabrini College, International Students and Scholars Adviser.

Tracey Rush, B.S., University of Scranton, M.S., St. Joseph's University, Coordinator of Learning Resources and Student Disability Services.

Thomas J. Elverson, B.A., Swarthmore College; M.A., Villanova University, Counseling Associate.

Patricia A. Coyne, Administrative Coordinator.

Betsy Durning; Ruthanne Krauss; Jennifer Lenway, M.S.W. Portland State University; **Devonia "Bonnie" Lytle; Joanna K. Nealon**, A.B., Immaculata College; **Diane E. Watson**, Administrative Assistants.

14.10 Development and Alumni Relations

Stephen D. Bayer, B.A., Tufts University; J.D., Emory University School of Law, Vice President for Development and Alumni Relations.

Connie Baxter, Administrative Coordinator.

14.10.1 Advancement Services

Drusie Sheldon, B.A., University of Texas at Austin, Director.

Advancement Operations

Mimi Weiler, Manager, Advancement Information Systems.

Barbara Mann, B.S., West Chester University, Manager, Advancement Data and Technology.

Alumni and Gift Records

Ruth Krakower, B.F.A., University of Hartford, Hartford School of Art, Director.

Jane Pedrick, B.A., Franklin & Marshall College, Records Information Specialist.

Trish Tancredi, Gift Specialist.

Marianne Kennedy, Gift Recorder.

Stephanie Specht, Alumni Recorder.

Catherine Powell, B.S., Rosemont College, Alumni Recorder.

Theresa Rodriguez, Administrative Assistant.

14.10.2 Alumni Relations

Lisa Lee, B.A., Swarthmore College; M.Ed., Boston University, Director.

Astrid Devaney, Associate Director.

Geoff Semenuk, B.A., University of Delaware, Associate Director.

Wendy Waltman, B.A., Lock Haven University, Assistant Director.

Julie DiPietro, Administrative Assistant.

14.10.3 Development

Donald R. Cooney, B. A. Gettysburg College, Director.

Mary Carr, A.B.A., Keystone School of Business, Administrative Assistant.

Annual Giving

Mary Beth Mills, B.A., Pennsylvania State University; M.S., Drexel University, Director.

Dennis Archey, A.A., University of Maryland; B.A., Pennsylvania State University, Assistant Director.

Kara McDonald, B.S., Ohio University, Assistant Director.

Fritz Ward, B.A., Eckerd College; M.F.A., University of North Carolina at Greensboro, Marketing Manager.

Deborah J. Mulligan, Administrative Assistant.

Capital Giving

Kay Fairs, B.A., University of Lancaster, England, Director.

Anne Bonner, B.A., University of Wyoming; M.A., University of Washington, Senior Associate Director, Capital Giving.

Susan Lathrop, B.A., Wellesley College; M.Ed., Smith College; B.S., University of Delaware, Associate Director.

Sandy Byers, Administrative Assistant.

Corporate, Foundation, and Government Relations

Kenneth Dinitz, B.A., Swarthmore College; M.A., New School for Social Research, Director.

Nadine Kolowrat, B.F.A., New York University Tisch School of the Arts, Associate Director.

Tania Johnson, B.A., M.A., University of Pennsylvania, Assistant Director.

Deborah L. Thompson, B.S., Kutztown University, Administrative Assistant.

Donor Relations

Ellen L. Monsees, B.A. Swarthmore College, M.S. Drexel University, Director.

Events Planning

Millie Dappollone, A.A.S., Community College of Philadelphia, Administrative Assistant.

Gift Planning

Michael Valoris, B.A., Pennsylvania State University; J.D., Widener University School of Law, Director.

Patti Bender, B.S., University of Minnesota; M.A., St. Mary's University, Associate Director.

Amanda M. Hrinkevich, B.A., Marist College; J.D., Widener University School of Law, Planned Giving Administrator.

Parents Programs

Danielle F. Shepherd, B.S., Georgetown University, Director.

Melissa M. Pizarro, A.B., Lafayette College, Associate Director.

Carol Stuart, Administrative Assistant.

Research

Florence Ann Roberts, B.A., Gettysburg College; M.S., University of Pennsylvania, Director.

Linda McCloskey, B.A., Widener University, Research Associate/Writer.

Barbara Fleming, B.A., Tufts University, Research Associate/Writer.

Kay Watson, A.A.S., Pennsylvania State University, Research Specialist.

14.11 Dining Services

Linda McDougall, B.A., Temple University, Director of Dining Services.

Janet A. Kassab, Director of Purchasing and Menu Planning.

Augustine Ruhri, Cash Operations Manager.

Therese Hopson, Front-of-House Manager.

Lynn Grady, Office Manager.

Barbara Boswell, Catering Manager.

Lisa Scolaro, Culinary Institute of America, Catering Chef.

14.12 Equal Opportunity Office

Sharmaine B. LaMar, B.S., St. Joseph's University; J.D., University of Richmond, Equal Opportunity Officer.

14.13 Facilities and Services

C. Stuart Hain, B.A., Roanoke College, Vice President for Facilities and Services.

Paula Dale, B.A., Wake Forest University; M.A., University of North Carolina at Chapel Hill, Executive Assistant, Facilities and Services.

Mary K. Hasbrouck, B.A., Oberlin College, Technology Coordinator.

Christi A. Pappert, Administrative Coordinator.

Jinny Schiffer, A.B. Smith College, M.S. Temple University, Environmental Health & Safety Officer.

Susan Smythe, B.A., Wesleyan University, A.D.A. Program Manager.

14.14 Facilities Management

Claire Ennis, Facilities Management Coordinator.

Alice Balbierer, Assistant Director of Facilities Management, Director of Special Projects.

Patricia Maloney, B.A., Pennsylvania State University, Facilities Coordinator and Director of Summer Programs.

Steve Borger, Crew Leader, Support Services Crew.

Environmental Services

Patti Shields, Director.

Don Bankston, Supervisor.

Brian Vazquez, Supervisor.

Alvin Miser, Supervisor.

Grounds

Jeff Jabco, B.S., Pennsylvania State University; M.S., North Carolina State University, Director of Grounds/Coordinator of Horticulture.

Steve Donnelly, Athletic Fields Supervisor.

Paul Eriksen, B.S., University of Delaware, Garden Supervisor.

Chuck Hinkle, B.S., Temple University, Garden Supervisor.

Bill Costello, A.S., Temple University and A.S., Pennsylvania State University, I.P.M. Coordinator/Gardener II.

Sue Stark, B.A., Lafayette College; M.L.A., University of Pennsylvania, Volunteer Coordinator/Gardener II.

Maintenance

Ralph P. Thayer, Director of Maintenance.

Bill Maguire, Manager, Maintenance/Trades.

Carolyn Vance, Workbox Coordinator.

Planning and Construction

Janet M. Semler, B.S., Pennsylvania State University; M.S., Drexel University, Director of Planning and Construction.

Michael Boyd, Senior Project Manager.

Tom Cochrane, Senior Project Manager for Engineering Systems.

Woodford Frazier, A.S., Montgomery County Community College, Facilities Information Manager.

14.15 Finance and Treasurer's Office

Suzanne P. Welsh, B.A., B.S., University of Delaware; M.B.A., University of Pennsylvania, Vice President for Finance and Treasurer.

Lois L. Falzone, Administrative Coordinator.

14.16 Financial Aid Office

James L. Bock III, B.A., Swarthmore College; M.Ed., University of Virginia, Dean of Admissions and Financial Aid.

Laura Talbot, B.A., Wheaton College, Director of Financial Aid.

Kristin Moore, B.S., St. Francis University; M.A., Indiana University of Pennsylvania, Associate Director of Financial Aid.

Judith A. Strauser, B.S., B.A., Gannon University, Associate Director of Financial Aid.

Erin McConnell, B.A. DePauw University, Assistant Director of Financial Aid.

Joanne Barracliff, Loan Coordinator.

Catherine Custer, B.S., Lock Haven University; **Gina Fitts**, Administrative Assistants.

14.17 Health Sciences/Pre-Law Advisory Program

Gigi Simeone, A.B., Wellesley College; Ed.M., Boston University; Ph.D., University of Pennsylvania, Health Sciences Adviser.

Jennifer Lenway, M.S.W., Portland State University, Administrative Assistant.

14.18 Health Services

Beth Kotarski, M.S.N., C.R.N.P.; University of Pennsylvania, Nurse Practitioner, Director.

Suzie H. Long, M.S.N., C.R.N.P.; University of Pennsylvania, Nurse Practitioner.

Constance C. Jones, R.N.C.; Diploma, Hospital of the University of Pennsylvania.

Ethel Kaminski, R.N., B.S.N., Gwynedd Mercy College; M.S.N., University of Pennsylvania.

Barbara Krohmer, R.N.; A.S., Delaware County Community College.

Eileen Stasiunas, R.N., B.S.N., Villanova University.

Mari Clements, R.D.; B.S., Immaculata College; M.H.Ed., St. Joseph's University, Nutrition Clinical Specialist.

Rima Himelstein, M.D.; B.S., University of Pennsylvania; Consultant, Adolescent Medicine.

Nancy Horvitz-Rist, M.D., B.S.N., University of Delaware; M.D., Temple University School of Medicine. Consultant, Internal Medicine.

Pei Ann Kong, M.D., M.D. B.S., Temple University, College of Science and Technology, Temple University School of Medicine. Residency Wayne State University. Consultant, Internal Medicine.

Barry Rinker, M.D.; B.S., Muhlenberg College, M.S., University of Michigan, M.D., Jefferson Medical College, Consultant, Internal Medicine.

Alan Zweben, M.D.; B.S., State University of New York at Stony Brook; M.D., New York Medical College, Consultant, Internal Medicine.

Mary Jane Palma, Medical Administrator/Insurance Coordinator.

14.19 Human Resources

Melanie Young, B.A., Michigan State University; M.C., Arizona State University, Vice President, Human Resources.

Lee Robinson, B.A., Rhode Island College; M.S., Villanova University, Employee Relations Manager.

Carolyn Hatt, B.A., University of Delaware; M.S., Widener University, Employment Manager.

Theresa Handley, Benefits Administrator.

Janis Leone, Human Resources Coordinator. Payroll

Karen Phillips, Payroll Director.

Susan Watts, Payroll Coordinator.

Catherine Wilson, Payroll/Human Resources Assistant.

14.20 Information Technology Services

Gayle R. Barton, A.B., Bryn Mawr College, M.Ed. St. Lawrence University, Chief Information Technology Officer.

Kelly A. Fitzpatrick, IT Coordinator.

Academic Technologies

Michael Bednarz, B.A., Pennsylvania State University, Media Services Technician.

Eric Behrens, B.A., Swarthmore College, Associate Chief Information Technology Officer, Academic Technologies.

Michael Kappeler, B.A., Richard Stockton College of New Jersey, Web Content Coordinator.

Leslie Leach, B.S., University of Maine, Web Developer.

David T. Neal Jr., B.A., Temple University, Media Services Technician.

Michael Patterson, B.A., Temple University, Media Services Manager.

Andrew Ruether, B.A., Swarthmore College; M.Eng., Cornell University, Academic Technologist.

Doug Willen, B.A., Princeton University; Ph.D., University of California, Academic Technologist.

Administrative Applications Support

Katie Bourne, B.A., Lock Haven University; M.S., Drexel University, Systems Analyst.

Robin Jacobsen, B.B.S., Temple University, Systems Analyst.

Frank Milewski, B.S., St. John's University, Director, Administrative Information Systems.

Rhoni A. Ryan, B.S., Villanova University, System Support Analyst.

Edward Siegle, B.A., West Chester University, Senior Systems Analyst.

Client Services

Kenneth Collins, B.A., Temple University, Client Services Coordinator/Telecommunications Administrator.

Mark CJ Davis Jr., A.S., CLC, B.S., Delaware Valley College, Software Specialist.

Heather Dumigan, Client Services Coordinator.

Seth Frisbie-Fulton, B.A., Antioch College, Client Services Coordinator.

Barbara A. McKinnon, B.A., Eastern University, HelpDesk Manager.

Aixa I. Pomales, B.A., Temple University, Director, Client Services.

Michael Rapp, Hardware Support Technician.

Enterprise Services

Angela Andrews, A.A.S., Community College of Philadelphia; B.S., Chestnut Hill College, System Administrator.

Wenping Bo, B.A., Tianjin Foreign Languages Institute; M.S., Lawrence Technological University; M.S., Clemson University, System Analyst.

Nicholas Hannon, B.S., Worcester Polytechnic Institute, M.S., Syracuse University, Information Security Analyst.

David Robinson, B.B.M., Widener University, Computer Operator.

Jason Rotunno, B.S., Drexel University, Junior Systems Administrator

R. Glenn Stauffer, B.B.A., Temple University, Director, Enterprise Systems.

Donald Tedesco, B.A., Rutgers University, Data Center Supervisor.

Patrick A. Treptau, B.S. College of Heidenheim/Germany, Senior Systems Administrator.

Networking and Telecommunications

Mark J. Dumic, B.A., M.B.A., University of Rochester, Director, Networking and Telecommunications.

Robert Velez, B.S., Liberty University, Network Administrator.

14.21 Institutional Research Office

Robin H. Shores, B.A., M.A., Ph.D., University of Delaware, Director of Institutional Research.

Alexander McClung, B.A., Colgate University; M.A., SUNY-New Paltz, Research Analyst.

14.22 Investment Office

Mark C. Amstutz, B.A., College of William and Mary; M.A., University of Virginia, C.F.A., Managing Director Investments.

Lori Ann Johnson, B.A., Rutgers University; M.B.A., Villanova University, Director of Investment Operations and Assistant Treasurer.

Nathan Newport, B.A., University of Florida; M.B.A., Drexel University, Investment Analyst.

Carmen Duffy, Investment Associate.

14.23 Lang Center for Civic and Social Responsibility

Joy Charlton, B.A., University of Virginia; M.A., Ph.D., Northwestern University, Executive Director.

Cynthia Jetter, B.A., Swarthmore College, Director for Community Partnerships and Planning.

Debra Kardon-Brown, B.S., Pennsylvania State University, Assistant Director for Student Programs.

Jennifer Magee, B.A., M.A., Washington College; Ph.D. Institute for Conflict Analysis and Resolution, George Mason University, Associate Director for Student Programs.

Delores Robinson, Administrative Assistant.

14.24 Lang Performing Arts Center

James P. Murphy, B.F.A., State University of New York at Albany, Managing Director.

Brady Gonsalves, Stage Manager, Actors' Equity Association Member, Production Supervisor.

David Todaro, B.A., DeSales University, Production Assistant.

Jean R. Tierno, B.A., Widener University; J.D., Widener University School of Law, Administrative Assistant.

14.25 Libraries

14.25.1 College Library

Peggy Ann Seiden, B.A., Colby College; M.A., University of Toronto; M.L.I.S., Rutgers University, College Librarian.

Annette Newman, B.A., Evergreen State College, Assistant to the College Librarian.

Digital Initiatives

Kate Carter, B.F.A., New York University; M.L.S., University of Pittsburgh, Digital Initiatives Librarian.

Spencer Lamm, B.A., University of Washington; M.L.I.S., University of Washington, Digital Initiatives Librarian.

Reference and Bibliographic Instruction

Anne Garrison, B.A., Drew University; M.A., University of Washington; M.L.S., University of Washington, Humanities Librarian.

Pam Harris, B.A., Mary Washington College; M.L.S., Drexel University, Outreach, Instruction, and Reference Services Librarian.

Melanie Maksin, B.A., Swarthmore College; M.L.S. University of Pittsburgh, Social Sciences Librarian.

Edward H. Fuller, B.A., Widener College; M.L.S., Drexel University, Reference Librarian.

Technical Services

Barbara J. Weir, B.S., Pennsylvania State University; M.L.S., Drexel University, Associate College Librarian for Technical Services & Digital Initiatives.

Amy McColl, B.A., University of Delaware; M.L.S., Drexel University, Assistant Director for Collections & TriCollege Consortium Licensing Librarian.

Susan Dreher, B.A., Wesleyan University; M.L.S., Drexel University, Digital Resources Digitization Coordinator.

So-Young Jones, B.A., Euha Women's University, Korea; M.L.S., Simmons College, Technical Services Specialist.

Melinda Kleppinger, B.S., Lebanon Valley College, Government Documents Specialist.

Mary Marissen, B.A., Calvin College; M.M., Catholic University of America, Technical Services Specialist.

Danie Martin, B.A., B.S., Ohio State University; M.L.S., Kent State University, Technical Services Specialist.

Kerry McElrone, B.A., Saint Joseph's University, Interlibrary Loan Specialist.

Louise Petrilla, A.A., Delaware County Community College, Technical Services Specialist.

Sandra M. Vermeychuk, B.A., Swarthmore College; M.S. in Ed., University of Pennsylvania, Interlibrary Loan Specialist.

Anna Headley, B.A., Swarthmore College, Technical Services Specialist.

Access and Lending Services

Alison J. Masterpasqua, B.S., Millersville State College, Access and Lending Services Supervisor.

Linda Hunt, B.A., West Chester University, Access and Lending Services Specialist.

Chris Gebert, B.A., University of Delaware, Access and Lending Services Specialist.

Mary Ann Wood, B.S., Pennsylvania State University; M.Ed., Temple University, Evening Access and Lending Services Supervisor.

Tricollege Library Consortium

Ken Watts, Book Van Driver.

14.25.2 Cornell Science and Engineering Library

Meg E. Spencer, B.A., University of Richmond; M.S., Drexel University, Head of Cornell Library of Science and Engineering and Science Librarian.

Teresa E. Heinrichs, B.A., Waynesburg College, Cornell Access and Lending Services Supervisor.

Margaret J. Brink, B.A., University of Iowa, Serials and Access Specialist.

14.25.3 Underhill Music and Dance Library

Donna Fournier, B.A., Connecticut College; M.L.S., Southern Connecticut State University; M.A., West Chester University, Music & Dance Librarian.

14.25.4 Friends Historical Library

Christopher Densmore, B.A., Oberlin College; M.A., University of Wisconsin, Curator.

Patricia Chapin O'Donnell, B.A., M.A., University of Pennsylvania; M.A., University of Delaware, Archivist.

Barbara E. Addison, B.S., University of Wisconsin-Milwaukee; M.S.L., University of Wisconsin-Madison, Technical Services Coordinator.

Susanna K. Morikawa, B.A., Dickinson College; M.F.A., Ph.D., Syracuse University, Archival Specialist.

Charlotte A. Blandford, Administrative Assistant.

Honorary Curators of the Friends Historical Library

Margaret Hope Bacon, **Esther Leeds Cooperman**, **Mary R. Dunlap** (emerita), **Philip L. Gilbert**, **Valerie Gladfelter**, **James E. Hazard**, **Howard T. Hallowell III** (emeritus), **Adalyn Purdy Jones**, **Elizabeth H. Moger** (emerita), **Robert C. Turner**, **Nancy V. Webster**, **Signe Wilkinson**, and **Harrison M. Wright**.

14.25.5 Swarthmore College Peace Collection

Wendy E. Chmielewski, B.A., Goucher College; M.A., Ph.D., State University of New York at Binghamton, George Cooley Curator.

Barbara E. Addison, B.S., University of Wisconsin-Milwaukee; M.S.L., University of Wisconsin-Madison, Librarian.

Mary Beth Sigado, B.M., Temple University, M.S.W., Widener University, Technical Services Specialist.

Anne Yoder, B.A., Eastern Mennonite College; M.L.S., Kent State University, Archivist.

Advisory Council of the Swarthmore College Peace Collection

Harriet Hyman Alonso, Irwin Abrams (emeritus), **Kevin Clements, Hilary Conroy** (emeritus), **John Dear, Donald B. Lippincott, Hannah** and **Felix Wasserman**.

14.26 List Gallery

Andrea Packard, B.A., Swarthmore College; Certificate, Pennsylvania Academy of the Fine Arts; M.F.A., American University, Director.

14.27 Off-Campus Study Office

Sharon E. Friedler, B.A., Colby College; M.F.A., Southern Methodist University, Faculty Adviser for Off-Campus Study.

Patricia C. Martin, B. A., Williams College; M.A., School for International Training, Director of Off-Campus Study.

Rosa M. Bernard, B.S., Pace University, Coordinator for Off-Campus Study.

Diana R. Malick, B.S., Neumann College, Off-Campus Study Assistant.

14.28 Post Office

Vincent J. Vagnozzi, B.S., West Chester University, Supervisor.

Charles Stasiunas, Assistant Supervisor.

John Steel, Russ Quann, Vincent O'Connell, Tom McGilligan and **Tom Dibattista**, Clerks.

14.29 President's Office

Rebecca S. Chopp, B.A., Kansas Wesleyan University; M.Div., St. Paul School of Theology; Ph.D., University of Chicago, President of the College and Professor of Religion.

Maurice G. Eldridge, B.A., Swarthmore College; M.Ed., University of Massachusetts, Vice President for College and Community Relations and Executive Assistant to the President.

Garikai Campbell, B.A., Swarthmore College; Ph.D., Rutgers University, Special Assistant to the President, Associate Vice President for Planning, and Associate Professor of Mathematics.

Laura K. Warren, B.A., Strayer University, Executive Coordinator.

Jenny Gifford, Administrative Coordinator.

14.30 Provost's Office

Constance Cain Hungerford, B.A., Wellesley College; M.A., Ph.D., University of California-Berkeley, Provost and Mari S. Michener Professor of Art History.

Lisa Smulyan, B.A. Swarthmore College; M.A.T., Brown University; Ed.D., Harvard Graduate School of Education, Associate Provost and Professor of Educational Studies.

Marcia C. Brown, B.A., Villanova University; M.Ed., University of Pennsylvania, Executive Assistant to the Provost.

Cathy Pescatore, Administrative Coordinator.

Joanne Kimpel, Administrative Coordinator.

14.31 Public Safety

Owen Redgrave, B.S., West Chester University; A.A.S., Delaware County Community College, Director of Public Safety.

Herbert Barron, Lieutenant, B.A., Cheyney State College.

Brian Harris, Dominick Martino, Patrol Sergeants.

John Dukes, B.S., St. Joseph University; **Joe Forgac**, Patrol Corporals.

Jim Ellis; Bob Stephano; Kathy Agostinelli, A.A.S., Delaware County Community College; **Tony Green; Tom Gallo; and Rob Warren**, Public Safety Officers.

George Darbes, Ellie Jamison, Terry McGonigle, Communications Center.

Terri Narkin, Administrative Assistant.

14.32 Registrar's Office

Martin O. Warner, B.A., University of North Carolina at Chapel Hill; M.A., Duke University, Registrar.

Diane M. Collings, B.A., Smith College, Associate Registrar.

Stacey Hogge, B.S., West Chester University; A.S., Delaware County Community College, Assistant Registrar.

Janet McSwiggan, Assistant Registrar.

14.33 The Scott Arboretum

Claire Sawyers, B.S., M.S., Purdue University; M.S., University of Delaware, Director.

Julie Jenney, B.A., University of Oregon, Educational Programs Coordinator.

Andrew Bunting, A.A.S., Joliet Junior College; B.S., Southern Illinois University, Curator.

Jody Downer, A.A.S., Drexel University, Administrative Assistant.

Jeff Jabco, B.S., Pennsylvania State University; M.S., North Carolina State University, Horticultural Coordinator.

Rhoda Maurer, B.A., University of Washington, Collections Documentation and Project Manager.

Rebecca Robert, B.S., M.S., Pennsylvania State University, Member and Visitor Programs Coordinator.

Jacqui West, Administrative Coordinator.

14.34 Academic Administrative Assistants and Technicians

Art: June V. Cianfrana, A.A.S., Delaware County Community College, Administrative Assistant; Stacy Bomento, B.A., LaSalle University, Slide Curator; Douglas Herren, B.F.A., Wichita State University; M.F.A., Louisiana State University, Studio Technician.

Asian Studies: Anna Everetts, Administrative Assistant.

Biology: Matt Powell, B.S., Central Michigan University, Administrative and Technology Manager; Diane Fritz, Administrative Coordinator; John Kelly, A.A.S., Community College of Philadelphia; B.S., Wharton School, University of Pennsylvania, Senior Technical Specialist; Gwen Rivnak, B.S., Denison University; M.E., Widener University, Laboratory Coordinator; Bill Pinder, B.A., Swarthmore College, Biology Greenhouse Manager; Tami Gura, B.A., Western Maryland College, Animal Facilities Manager.

Black Studies: Anna Everetts, Administrative Assistant.

Chemistry and Biochemistry: Kathryn R. McGinty, B.A., M.A., California State University at Long Beach, Administrative Assistant; David S. Trimble, B.S., Denison University; Ph.D., University of Tennessee, Instrument Coordinator.

Classics: Deborah Sloman, Administrative Assistant.

Computer Science: Bridget M. Rothera, Administrative Assistant; Jeffrey M. Knerr, B.S., College of William and Mary; M.S., Ph.D., University of North Carolina, Lab/System Administrator.

Economics: Nancy Carroll, B.A., Barat College, Administrative Assistant.

Educational Studies: Kae Kalwaic, B.S., Shippensburg University; M.Ed., Temple University, Administrative Assistant.

Engineering: Holly Castleman, Administrative Assistant; Grant Smith, Mechanician; Edmond Jaoudi, Electronics, Instrumentation, and Computer Specialist, B.S., Fairleigh Dickinson University; M.Arch., Virginia Polytechnic Institute and State University.

English Literature: Carolyn Anderson, Administrative Coordinator; Joanne Howard, B.A., Rutgers University.

Environmental Studies: Anita Pace, Administrative Assistant.

Film and Media Studies: Carolyn Anderson, Administrative Coordinator; Joanne Howard, B.A., Rutgers University.

Gender and Sexuality Studies: Anna Everetts, Administrative Assistant.

German Studies: Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator; Cassy Burnett, Administrative Assistant.

History: Jennifer Moore, B.A., University of Pennsylvania; M.S.Ed., University of Pennsylvania, Administrative Assistant.

Interpretation Theory: Anna Everetts, Administrative Assistant.

Islamic Studies: Anita Pace, Administrative Assistant.

Latin American Studies: Anna Everetts, Administrative Assistant.

Linguistics: Aaron J. Dinkin, A.B. Harvard University, Phonetics Lab Coordinator; Dorothy Kunzig, Administrative Assistant.

Mathematics and Statistics: Stephanie J. Specht, Administrative Assistant; Kaitlyn E. O'Neil, B.A., Merrimack College; M.A., University at Buffalo, The State University of New York, Academic Support Coordinator.

Modern Languages and Literatures: Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator; Cassy Burnett, Administrative Assistant; Michael Jones, B.A., State University of New York at Buffalo, Language Resource Center Director.

Music and Dance: Bernadette Dunning, Administrative Coordinator; Susan Grossi, Administrative Assistant; Geoffrey Peterson, Concert Manager, B.M., Cleveland Institute of Music; Hans Boman, B.M., Philadelphia College of Performing Arts, Dance Program Accompanist.

Peace and Conflict Studies: Anna Everetts, Administrative Assistant.

Philosophy: Donna Mucha, Administrative Assistant.

Physical Education and Athletics: Christyn P. Abaray, B.A., Washington University; M.A., University of North Carolina at Chapel Hill, Associate Director of Athletics; Marian Fahy, Sharon J. Green, Administrative Assistants; Ray Scott, Larry Yannelli, Equipment/Facilities Managers; Marie Mancini, A.T.C., B.S., West Chester University; Jessica Lydon, M.S., A.T.C., West Chester University; Allison Hudak, A.T.C., West Chester University.

Physics and Astronomy: Carolyn Warfel, A.S., Widener University, Administrative Assistant; James Haldeman, Instrumentation/Computer Technician; Steven Palmer, Machine Shop Supervisor; Timothy Gray, B.A., Swarthmore College; Ph.D., Princeton University, Postdoctoral Research Scientist.

Political Science: Gina Ingiosi; Deborah Sloman, Administrative Assistants.

Psychology: Kathryn Timmons, Administrative Coordinator; Julia L. Welbon, B.A., William Smith College, Academic Coordinator.

Public Policy: Catherine Wareham, A.S., Wesley College, Administrative Assistant.

Religion: Anita Pace, Administrative Assistant.

Sociology and Anthropology: Rose Maio, Administrative Coordinator.

Theater: Thomas Snyder, B.S., Pennsylvania State University, Production Manager and Technical Director; Jean Tierno, B.A., Widener University, J.D., Widener University School of Law, Administrative Assistant; Tara Nova Webb, B.A., Swarthmore College, M.A., New York University, Arts Administration Intern and Costume Shop Supervisor.

Art

Anda Dubinskis, *Drexel University*
Ying Li, *Haverford College*
Sumi Maeshima, *University of Pennsylvania*
Janice Merendino, *Rosemont College*

Art History

Julie Nelson Davis, *University of Pennsylvania*
Christine Poggi, *University of Pennsylvania*

Biology

Nancy Berner, *University of the South*
Greg Davis, *Bryn Mawr College*
Amy Griffin, *University of Delaware*
Mark Haussmann, *Bucknell University*
Mark Lubkowitz, *St. Michael's College*
Anna Mitchell, *Case Western University*
Spencer Nyholm, *University of Connecticut*
Theodore Schurr, *University of Pennsylvania*
Clint Springer, *St. Joseph's University*
Douglas Taylor, *University of Virginia*
John Tudor, *St. Joseph's University*
John Vandenbrooks, *Arizona State University*
Janice Voltzow, *University of Scranton*

Chemistry and Biochemistry

Scott Garman, *University of Massachusetts—Amherst*
Scott Snyder, *Columbia University*
Michael Wedlock, *Gettysburg College*

Classics—Greek

Carolyn Dewald, *Bard College*

Classics—Latin

Peter White, *University of Chicago*
Garth Williams, *Columbia University*

Comparative Literature

Andrea Goulet, *University of Pennsylvania*
Jeffrey Peters, *University of Kentucky*

Economics

Jeffrey Carpenter, *Middlebury College*
Indradeep Ghosh, *Haverford College*
Jeffrey Hammer, *Princeton University*
Geoffrey Jehle, *Vassar College*
Saleha Jilani, *Haverford College*
Mina Kim, *Independent Scholar*
Melissa McInerney, *The College of William & Mary*
Elizabeth Ty Wilde, *Columbia University*

Educational Studies

Emily Hannum, *University of Pennsylvania*
Soo Hong, *Wellesley College*
Erin McNamara Horvat, *Temple University*
Sara McClelland, *University of Michigan*
Anne Pomerantz, *University of Pennsylvania*
Peter Smagorinsky, *University of Georgia*
Elliot Weinbaum, *University of Pennsylvania*

Engineering

Maurice Aburdene, *Bucknell University*

English Literature

Jed Esty, *University of Pennsylvania*
Elaine Freedgood, *New York University*
Priya Joshi, *Temple University*
Matthew Kozusko, *Ursinus College*
Edward Larkin, *University of Delaware*
Brian McHale, *The Ohio State University*
Lauren Shohet, *Villanova University*
Leslie Wheeler, *Washington & Lee University*
Ivy Wilson, *Northwestern University*

Environmental Studies

Giovanna DiChiro, *Five College Women's Studies Research Center*

Film & Media Studies

Timothy Corrigan, *University of Pennsylvania*
Ken Hillis, *University of North Carolina—Chapel Hill*

History

Adam Kosto, *Columbia University*
Thomas Lekan, *National Humanities Center*
Maritza Maymi-Hernandez, *University of Puerto Rico—Rio Piedras*
Monica Patterson, *Concordia University*
Ethan Pollock, *Brown University*
Matthew Sommer, *Stanford University*
Timothy Stewart-Winter, *Rutgers University / Yale University*
Kristen Stromberg Childers, *University of Pennsylvania*
Peter Winn, *Tufts University*
David Witwer, *Pennsylvania State University—Harrisburg*

Linguistics

Greg Anderson, *Living Tongues Institute*
Joe Errington, *Yale University*
Julie Ann Legate, *University of Pennsylvania*
Miki Makihara, *Queens College—City University of New York*
Maud McInerney, *Haverford College*
Eric Raimy, *University of Wisconsin—Madison*

Mathematics & Statistics

Michael Artin, *Massachusetts Institute of Technology*
Lynne Butler, *Haverford College*
Mark Hovey, *Wesleyan University*
Benjamin Kennedy, *Gettysburg College*
Weiwen Miao, *Haverford College*

Modern Language—Chinese

Jin Feng, *Grinnell College*
Julius Tsai, *Temple University*
Sujane Wu, *Smith College*

Modern Language—French

Koffi Anyinefa, *Haverford College*
Frieda Ekotto, *University of Michigan*
Roxanne Lalande, *Lafayette College*
Brian Martin, *Williams College*

Modern Language—German

Mareike Herrmann, *The College of Wooster*

Modern Language—Japanese

Noriko Horiguchi, *University of Pennsylvania*
Ken'ichi Miura, *Franklin and Marshall College*
Mark Silver, *Middlebury College*
David Stahl, *State University of New York—Binghamton*

Modern Language—Russian

Olga Hasty, *Princeton University*
George Pahomov, *Bryn Mawr College—Emeritus*

Modern Language—Spanish

Christopher Maurer, *Boston University*

Music

Michael Klein, *Temple University*

Peace and Conflict Studies

Barbara Wien, *American University—School of International Service*

Philosophy

Janice Dowell, *University of Nebraska—Lincoln*
Kristin Gjesdal, *Temple University*
David Sobel, *University of Nebraska—Lincoln*
Bharath Vallabha, *Bryn Mawr College*
Steven Wall, *University of Connecticut*
Scott Weinstein, *University of Pennsylvania*
Joel Yurdin, *Haverford College*

Physics and Astronomy

Paul Heiney, *University of Pennsylvania*
Seth Major, *Hamilton College*
Elizabeth McCormack, *Bryn Mawr College*
Darrell Schroeter, *Reed College*
Ulysses Sofia, *American University*

Political Science

Marc Blecher, *Oberlin College*
Marcus Kreuzer, *Villanova University*
Joel Krieger, *Wellesley College*
Nicole Mellow, *Williams College*
Tamara Metz, *Reed College*
James Murphy, *Dartmouth College*
Julie Novkov, *University of Albany*
Jayanti Owens, *Princeton University*
Arthur Schmidt, *Temple University*
Jessica Stanton, *University of Pennsylvania*
Dana Villa, *University of Notre Dame*

Psychology

John Abela, *Rutgers University*
Dov Cohen, *University of Illinois—Urbana-Champaign*
Adam Grant, *University of Pennsylvania—Wharton School*
Kathy Hirsh-Pasek, *Temple University*
Anna Papafragou, *University of Delaware*
John Philbeck, *George Washington University*
Kenneth Short, *New Jersey Medical School / VA Medical Center*

Religion

Sarah Azaransky, *University of San Diego*
Lori Lefkowitz, *Reconstructionist Rabbinical College*
Terry Rey, *Temple University*
Joseph Thometz, *New York University*

Sociology and Anthropology

Betty Anderson, *Boston University*
Liam Buckley, *James Madison University*
J. Andrew Darling, *Gila River Indian Community*
Mark Ellis, *William Paterson University*
Jennifer Germann-Molz, *College of the Holy Cross*
Robert Giegengack, *University of Pennsylvania*
Jeffrey Himpele, *Princeton University*
Deborah Pellow, *Syracuse University*
Emilio Spadola, *Colgate University*

Theater

Walter Bilderback, *The Wilma Theater*
Henrik Borgstrom, *Niagara University*
Mark Lord, *Bryn Mawr College*
Kym Moore, *Brown University*
Thomas Sellar, *Yale University*
Karen Shimakawa, *New York University—Tisch School of the Arts*

May 30, 2010

16.1 Bachelor of Arts

- James Walter Abbott, *Sociology and Anthropology*
 Madeleine Rose Abromowitz, *Special Major in Robotics*
 Kathryn Marie Ackerman-Alexeeff, *History and Political Science*
 Margot Marie Adams, *Psychology*
 Lauren Bernice Adderley, *Special Major in Black Studies and Literature*
 Rachel Michelle Adler, *Psychology and Special Major in Cognitive Science*
 Michael Jayho Ahn, *Art and Biology*
 Katherine Marie Aizpuru, *Political Science*
 Jennifer Wolbrette Akchin, *Special Major in Educational Studies and Sociology and Anthropology*
 Elizabeth Anne Albert-Bruninga, *Biology*
 Gregory Scott Albright, *Special Major in Film and Media Studies*
 Matthew Charles Allen, *History and Economics*
 Roy Henry Allen, *Economics*
 Toby Altman, *English Literature*
 Roshé Lynn Anderson, *English Literature*
 Stephanie Abenaa Sarpong Appiah, *Spanish and Political Science*
 Sarah Bradlee Apt, *Special Major in Educational Studies and Spanish Literature*
 Wiley Hall Archibald, *Biology*
 David Colburn Armstrong, *Economics and Political Science*
 Clara Eugenia Vidal Badimon, *Special Major in Educational Studies and History and French*
 Jacob Paul Ban, *Special Major in Educational Studies and Sociology and Anthropology*
 Kearney Louise Bangs, *Asian Studies*
 Jessica Barajas, *Special Major in Educational Studies and Political Science*
 Mollie Elyse Barnard, *Biology*
 Jake Arnold Baskin, *Computer Science*
 Katherine Marie Becker, *Psychology*
 Rachel Elizabeth Bell, *Economics*
 Cory Donovan Benjamin, *Biology*
 Kevin Crosby Bentley Jr., *Political Science*
 Michael Robert Bernasek, *Economics*
 Julia Bellows Berthet, *Biology*
 Apolline Marie-Florence Berty, *English Literature*
 Keren Stephanie Bezner, *Sociology and Anthropology*
 James Tarek Birney, *Music*
 Keith Thomas Blaha, *Economics and Mathematics*
 Annika Mae Bockius-Suwyn, *History*
 Johanna Maeve Bond, *English Literature and Psychology*
 John Stuar Boucard, *Biology*
 Tyler Sidney Bradshaw, *Economics and Philosophy*
 Aaron Paul Brecher, *History*
 David Mason Burgy, *Political Science*
 Esther Miriam Liebow Burson, *Psychology and Special Major in Classical Languages and Literature*
 Elizabeth Calvert-Kilbane, *Special Major in Educational Studies and History and Spanish*
 Ziqiao Cao, *Religion*
 Selmaan Noah Chettih, *Special Major in Cognitive Science*
 Shaila Chhibba, *Biology*
 Eric Chiang, *Political Science and Biology*
 Nancy Yuen-fang Chu, *Chinese and English Literature*
 Daniel Wu Chung, *English Literature and Political Science*
 Alfredo Chuquihuara, *Economics and Political Science*
 Arthur Chyan, *Asian Studies*
 Monica Rose Cody, *Sociology and Anthropology and Economics*
 Anne Harriet Lavine Coleman, *Theater*
 Randall John Coll, *Special Major in Film and Media Studies*
 Rebecca Agnes Commito, *French*
 Otis Nils Comorau, *Political Science*
 Lynn Rebecca Conell-Price, *Economics*
 Travis William Contreras, *Philosophy*
 Annyika Corbett, *Economics*
 Sunny Hazel Cowell, *Sociology and Anthropology*
 Elizabeth Davis Crow, *Sociology and Anthropology*
 Melissa Maria Cruz, *Psychology and Religion*
 Ekin Dogus Çubuk, *Physics*
 Myles Louis Dakan, *Linguistics*
 Sara Jane Daley, *Art History*
 Daniel Ayman Damen, *Psychology*
 Neda Daneshvar, *Psychology*
 Edward Ferreira Da Silva, *Economics*
 Ashley Elizabeth Davies, *Economics*
 Brigitte Aliece Davis, *Biology*
 Chelsea Marie Davis, *English Literature*
 Marsha-Gail Kimberly Davis, *Biology*
 Nathalie Thida Degaiffier, *Biology*
 Daniel Manfred del Nido, *Religion and Philosophy*
 Margaret Gale DeLorme, *Political Science*
 Lauren Patrice DeLuca, *English Literature*
 Dermot Benedict Delude-Dix, *Philosophy*
 Tamara Erin De Moor, *Special Major in Japanese*
 Jessica Leah Deutsch, *Economics*
 Edward Harold Dewey, *Mathematics*
 Elizabeth Ward Dickey, *English Literature*
 Lacey Deigh Dickinson, *Special Major in Black Studies*
 Justin Gabriel diFeliciantonio, *English Literature*
 Austin Ross Dike, *Economics*

- Ellen Ann Donnelly, *Political Science*
Eileen Devlynn Earl, *Psychology and Economics*
Meena Nalini Elanchenny, *Biology and Religion*
Sami Alexander El-Dalati, *History*
Leigh Michelle Elko, *Special Major in Educational Studies and Psychology*
Hannah Bitterbaum Epstein, *Music*
Eli Samuel Epstein-Deutsch, *Special Major in Modernism*
Christine Qubain Ernst, *Biology and Special Major in Middle Eastern Studies*
Nathaniel Avery Kidder Erskine, *Chemistry*
Alice Beall Evans, *Comparative Literature*
Jaymes Vincent Fairfax-Columbo, *Psychology and Political Science*
Mariel Beth Feigen, *Psychology*
Emma Cassandra Moskow Ferguson, *Theater*
Meredith Anne Firetog, *History*
Erin Gillespie Floyd, *Spanish*
Simone Alanna Fried, *Special Major in Educational Studies and English Literature*
Kevin Mark Friedenberg, *History and English Literature*
Samantha Audrey Farthing Friedman, *Psychology and Theater*
Daniel Friel, *Linguistics and Mathematics*
Bruno Salvatore Frustace, *Psychology*
Claire Lynn Galpern, *Special Major in American Studies*
Diego Garcia Montufar Garcia, *Philosophy*
Arluss Logan Gease, *Philosophy and Mathematics*
Bevan Samuel Gerber-Siff, *Physics*
David Kenneth Getachew-Smith Jr., *English Literature*
Charmaine Patrice Giles, *Special Major in Educational Studies and Sociology and Anthropology*
James Claude Gill, *Political Science*
Nia Alexandra Gipson, *Biology*
Eric Michael Keat Glickman, *Asian Studies*
Benjamin Harmar Good, *Physics and Mathematics*
McFeely Samuel Goodman, *Theater*
Ramya Gopal, *Economics and English Literature*
Anna Miriam Grant, *Political Science*
Seth Ariel Green, *Political Science*
Mattie Anne Gregor, *Psychology*
Allison Michelle Grein, *Philosophy and Political Science*
Gina Lami Grubb, *Special Major in Educational Studies and Psychology*
Ana Raquel Grullón Valdez, *Special Major in Educational Studies and Sociology and Anthropology*
Karen Guan, *Psychology*
Oscar Guzman Jr., *Spanish*
Sophie Seligman Hagen, *Special Major in Gender and Sexuality Studies*
Emily Rebecca Hager, *Physics*
Jamie Nicole Hansen-Lewis, *Economics*
Gary Robert Herzberg, *Economics*
Elizabeth Ann Hipple, *Political Science*
Alexander Jia Ho, *Special Major in Film and Media Studies*
Dennis Matthew Hogan, *Comparative Literature*
Eric Stefan Holzhauser, *Latin and Theater*
Andrew Earle Hoot, *Economics*
Helen Yang Hougen, *Biology*
Quang Chi Huynh, *Biology*
Andrew Hwang, *Biology*
Nabta Omer Idries, *Religion*
Alexander Imas, *Political Science*
Anjali Amelia Jaiman, *Special Major in Educational Studies and Sociology and Anthropology*
Louis Jargow, *Theater*
Megan Christina Jeffreys, *Psychology*
Xiaoyi Jiang, *Economics*
Jimmy Jin, *Economics*
Nishant Jacob Johnson, *Psychology*
Monica Lorene Joshi, *Biology*
Jeffrey C Kahn Jr., *English Literature*
Grace Kaissal, *Sociology and Anthropology*
Liana Katz, *Latin and History*
John Raymond Keefe, *Psychology*
Maria Danielle Kelly, *Mathematics and Computer Science*
Shaun Michael Kelly, *Political Science*
Taleah LaShay Kennedy, *Spanish and Economics*
Andrew Ross Kerpelman, *History*
Rayan Adnan Khan, *English Literature*
Urooj Khan, *Political Science*
Ruhullah Khapalwak, *Special Major in Middle Eastern Studies*
Maria Khim, *French*
David Eugene Kim, *Mathematics*
Eric Kim, *Biology*
Joan Kim, *Political Science*
Rosa Danielle Kim, *English Literature*
Christopher Michael Klaniecki, *Theater and Chinese*
Markus Vinzenz Kliegl, *Mathematics*
Daniel Lewis Kloth, *Computer Science*
Clare Marie Somsel Kobasa, *Art History and History*
Aikaterini Kontogouri, *Economics*
Macy Alessandra Kozar, *Biology*
Kimberly Jane Kramer, *Biology*
Anagha Krishnan, *Political Science*
Frances Julia Kvietok Dueñas, *Special Major in Educational Studies and Sociology and Anthropology*
Kaitlin Kyi, *Biology*
Parth Rajendra Lakhani, *Biology*
Noah Joseph Lang, *Special Major in Film and Media Studies*
Dylan Michael Langley, *Psychology*
Yannick Jacques Lanner-Cusin, *Economics and French*
Nicholas Devon LaRacuenta, *Physics*

- Danny Lascano, *Biology*
 Madeleine Claire Laupheimer, *Chemistry*
 Jeffrey Marc Lazarus, *Economics and History*
 Rachel Miki Lee, *Computer Science*
 Stuart Leon, *Political Science*
 Mark Christopher Lewis, *Special Major in Educational Studies and Linguistics*
 Tiffany Liao, *English Literature*
 Jānis Libeks, *Computer Science*
 Robin David Lipp, *Economics and Political Science*
 Kevin Martin Litchfield, *Philosophy*
 Arielle Iman Littles, *English Literature*
 Lizbeeth Lopez, *Biology*
 Rodrigo Luger, *Special Major in Astrophysics*
 Christel Marie Lugo, *English Literature and Spanish*
 May Maani, *Special Major in Educational Studies and Sociology and Anthropology*
 Robert Allen Manduca, *Economics*
 Benjamin Louis Mazer, *Biology and Linguistics*
 Lauren Ashley McBride, *Economics and Special Major in Film and Media Studies*
 Chase Tyler McCall, *Economics and History*
 Jenna Kathryn McCreery, *Linguistics*
 Eleanor Shriver McSherry, *Art*
 Alvin Mathew Melathe, *Political Science*
 Nadja Natasha Mencin, *Art History*
 Lauren Amber Mendoza, *English Literature*
 Anne Kathryn Miller, *Psychology*
 Ashley Anne Miniet, *Dance and Biology*
 Ye Mo, *Special Major in Biochemistry*
 Niccolo Aeed Moretti, *Theater and Religion*
 Abbe Reed Muller, *Psychology*
 Aurora Zuzeth Munoz, *Sociology and Anthropology*
 Gavin Patrick Musynske, *Economics*
 Robin Elizabeth Myers, *English Literature*
 Cathy Kim-King Ng, *Biology*
 Sarah Catherine Noble, *Sociology and Anthropology*
 Chloe Margret Noonan, *Special Major in Educational Studies and English Literature*
 Caitlin Moran O'Neil, *Economics*
 Casey Ann Osborn, *Sociology and Anthropology and English Literature*
 Maithili Atul Parikh, *Mathematics and Economics*
 Lois Aareum Park, *Biology*
 Gregory Brandon Patrick Jr., *Biology*
 Gregory James Patton Jr., *Political Science*
 Romane De Paul, *Special Major in Educational Studies and Political Science*
 Rosario Marjorie Paz, *Special Major in Educational Studies and Political Science*
 Michele Frances Perch, *Economics*
 Anthony John Phalen, *Political Science*
 Hoa Hoang Pham, *Psychology*
 Mara Carrol Phelan, *Biology*
 Caroline Elizabeth Pietsch, *Special Major in Cognitive Science and Psychology*
 Ross Andrew Pustell, *Special Major in Film and Media Studies*
 Gabriel Eduardo Ramirez, *Sociology and Anthropology*
 Lorenzo Antonio Ramirez, *Biology*
 Luke Marvin Rampersad, *Psychology*
 Leah Britt Rethy, *Philosophy*
 Phillip Gregory Rhinehart, *Philosophy*
 Taylor Grace Rhodes, *Political Science*
 David Dominick Riccardi, *Biology*
 Kathryn Rosa Riley, *Chemistry*
 Sergio Alberto Rivas, *Chinese*
 Isabel Rivera, *History*
 James David Robinson, *Biology*
 Christopher Ward Roney, *Philosophy*
 Erin Michele Ronhovde, *Special Major in Educational Studies and Psychology*
 Marissa Louise Roque, *Asian Studies*
 Rebecca Jo Ryan, *Special Major in Gender and Sexuality Studies*
 Angelica Faith Saada, *Religion and Biology*
 Caroline Alima Sacko, *Special Major in Educational Studies and Political Science*
 Sofia Saiyed, *Economics and Sociology and Anthropology*
 Gina Valeria Salcedo Mendoza, *Economics*
 Lisa Cuevas Sambat, *Special Major in Educational Studies and Religion*
 Christopher William Sawyer, *Political Science*
 James Craig Saxon, *Political Science and Physics*
 Erin Elizabeth Scanlon, *Biology*
 Colin Philip Schimmelfing, *Computer Science and Special Major in Astrophysics*
 Markus Josiah Schlotterbeck, *Political Science and Special Major in Arabic Studies*
 Samuel Stern Schoenholz, *Physics and Mathematics*
 Kelly Michael Schoolmeester, *Political Science*
 Lisa Rae Schumacher, *Chemistry*
 Mai Schwartz, *Sociology and Anthropology*
 Christopher Jonathan Seitz-Brown, *Psychology and Linguistics*
 Claudia McDonald Seixas, *Art*
 Boryana Rosenova Sezanova, *Economics and Art*
 Scott Charles Shearouse, *Mathematics and Latin*
 Claire Victoria Shelden, *Linguistics*
 Kristen Elizabeth Shonborn, *History*
 Zachary Saul Sinemus, *Philosophy and Astronomy*
 Nicole Valerie Singer, *Art*
 Joshua Kyle Skolfield, *Mathematics*
 Philip Vasilievich Skorokhodov, *History*
 Jeffrey Nelson Sloan, *Biology*
 Erik Christopher Smith, *Special Major in Chemical Physics*
 Kaitlin Noel Smith, *Sociology and Anthropology*
 Roseanna Catherine Sommers, *Psychology*
 Humzah Khan Soofi, *Political Science*
 Julia Miller Soper, *Russian*
 Jennifer Elizabeth Spindel, *Biology*
 Michael Elliot Stern, *Economics*

Anson Forest Stewart, *Special Major in Urban Studies*
 Arthur Maurice Stewart, *Economics*
 Anthony William Michael Stigliani, *Psychology*
 Cyrus Huang Stoller, *Computer Science and Mathematics*
 Christine Mary Stott, *French*
 Helen Louise Stott, *Linguistics*
 Jean Welles Strout, *Special Major in Gender and Sexuality Studies*
 Marcella Claire Sumaydeng-Bryan, *Art History*
 Libin Sun, *Computer Science and Mathematics*
 Joel Howard Swanson, *Religion*
 Jackson Brooks Swearer, *History*
 Kei Wen Bettina Tam, *Art*
 Robbie Whiting Tame-Brooks, *Political Science*
 Samantha Eleanor Tanzer, *Economics*
 Frances Olivia Taschuk, *Biology*
 Marina Sara Tempelman, *Comparative Literature*
 Jenna Keiko Teruya, *Special Major in Educational Studies and English Literature*
 Ama Yowisi Tettey-Fio, *English Literature*
 Travis Nathaniel Thiemann, *Economics*
 Julian Scott Thomas, *Political Science*
 Malcolm William Thomas, *English Literature*
 Jessica Leigh Thomaston, *Chemistry*
 Matthew Charles Thurm, *Comparative Literature*
 Sarah Walker Ting, *Sociology and Anthropology*
 Derek Thomas Tingle, *Computer Science*
 Joel Marquis Tolliver, *Computer Science*
 Jonathan Henry Tompkins, *Economics*
 Keshia Charlene Toussaint, *Biology*
 Shumpei Tse (Sha), *Economics and Political Science*
 Anne Christine Tucci, *Psychology*
 Isaac Kazuo Ueyehara, *Biology*
 Andrew David VanBuren, *Religion*
 Ariane May Vartanian, *Special Major in Biochemistry and Special Major in Film and Media Studies*
 Valerie Elizabeth Vassor, *Political Science*
 Julissa Ventura, *Special Major in Educational Studies and Political Science*
 Daniel Patrick Walker, *Art*
 Ryan Charles Walker, *Computer Science*
 Rachel Gabrielle Shere Wallwork, *Psychology*
 Laura Cragin Wang, *Chemistry and Asian Studies*
 Yingjia Wang, *Economics*
 Amber Michelle Wantman, *Spanish*
 Lucy Warrington, *History*
 Zachary Arthur Waterfire, *Psychology*
 Jeffrey Broadman Weaver, *Economics and Mathematics*
 David John Maxwell Weeks, *Asian Studies and Political Science*
 Natasha Elise Weiser, *Biology*
 Elizabeth Nicholas Wesson, *Mathematics and Physics*

Margaret Blum Weston, *Political Science*
 Whitney Marie White, *Asian Studies*
 Reid Verne Wilkening, *Biology and History*
 Nicholas Hamilton Willett-Jeffries, *History*
 Dianna Joy Williams, *Economics*
 Maxwell Zane Wilson, *Biology and Sociology and Anthropology*
 Suzanne Elizabeth Winter, *Biology and Comparative Literature*
 Julia Sarah Wittes, *Biology*
 Heidi Wong, *Special Major in Cognitive Science*
 Lena Ting Yi Wong, *Special Major in Film and Media Studies*
 Brendan Alejandro Work, *Comparative Literature*
 Julia Lynn Wrobel, *Chemistry*
 Angela Wu, *Mathematics*
 Mikalena Tamara Wymier, *Psychology*
 Alice Xiang, *Comparative Literature*
 Melinda Anna Yang, *Biology and Sociology and Anthropology*
 Ae Jin Yoon, *Sociology and Anthropology*
 Carson Everhart Young, *Philosophy and Economics*
 Joslyn Sarles Young, *Special Major in Educational Studies and Sociology and Anthropology*
 Anna Zalokostas, *English Literature*
 Xiaoxia Zhuang, *English Literature*
 Yimei Zou, *Economics and Mathematics*

16.2 Bachelor of Science

David Mason Burgy, *Engineering*
 Peregrine John Carlson, *Engineering*
 Rachel Ruth Cohen, *Engineering*
 Pamela Rose Costello, *Engineering*
 Ekin Dogus Çubuk, *Engineering*
 Zachary Tyler Eichenwald, *Engineering*
 Omari Faakyee, *Engineering*
 Ariel Ilana Horowitz, *Engineering*
 Jeffrey C Kahn Jr., *Engineering*
 John Burgess Leonardy, *Engineering*
 Julia Cristina Luongo, *Engineering*
 Tane Perry Remington, *Engineering*
 Travis Paul Rothbloom, *Engineering*
 Raúl Santos Matsui, *Engineering*
 Carl Robert Shapiro, *Engineering*
 Anson Forest Stewart, *Engineering*
 Bo Sun, *Engineering*

17.1 Honors Awarded by the Visiting Examiners

Highest Honors

Selmaan Noah Chettih, Daniel Manfred del Nido, Edward Harold Dewey, Arlyss Logan Gease, Benjamin Harmar Good, Markus Vinzenz Kliegl, Ye Mo, Roseanna Catherine Sommers, Jennifer Elizabeth Spindel, Joel Howard Swanson, Lena Ting Yi Wong, Alice Xiang

High Honors

Katherine Marie Aizpuru, Roy Henry Allen, Toby Altman, Annika Mae Bockius-Suwyn, Aaron Paul Brecher, Nancy Yuen-fang Chu, Ekin Doğuş Çubuk, Elizabeth Ward Dickey, Justin Gabriel diFelicianantonio, Ellen Ann Donnelly, Eli Samuel Epstein-Deutsch, Christine Qubain Ernst, Nathaniel Avery Kidder Erskine, Meredith Anne Firetog, Simone Alanna Fried, Eric Michael Keat Glickman, Seth Ariel Green, Gary Robert Herzberg, Elizabeth Ann Hipple, Dennis Matthew Hogan, Eric Stefan Holzhauser, Louis Jargow, Liana Katz, John Raymond Keefe, Urooj Khan, Anagha Krishnan, Nicholas Devon LaRacuenta, Madeleine Claire Laupheimer, Mark Christopher Lewis, Tiffany Liao, Arielle Iman Littles, Robert Allen Manduca, Isabel Rivera, James David Robinson, Christopher William Sawyer, Samuel Stern Schoenholz, Anthony William Michael Stigliani, Christine Mary Stott, Marina Sara Tempelsman, Julissa Ventura, Jeffrey Broadman Weaver, Elizabeth Nicholas Wesson, Margaret Blum Weston, Nicholas Hamilton Willett-Jeffries, Angela Wu, Melinda Anna Yang, Carson Everhart Young

Honors

Kathryn Marie Ackerman-Alexeeff, Elizabeth Anne Albert-Bruninga, Rachel Elizabeth Bell, Julia Bellows Berthet, Arthur Chyan, Travis William Contreras, Sunny Hazel Cowell, Myles Louis Dakan, Lauren Patrice DeLuca, Jaymes Vincent Fairfax-Columbo, McFeely Samuel Goodman, Allison Michelle Grein, Jamie Nicole Hansen-Lewis, Helen Yang Hougen, Andrew Hwang, Alexander Imas, Anjali Amelia Jaiman, Megan Christina Jeffreys, Jimmy Jin, David Eugene Kim, Joan Kim, May Maani, Lauren Amber Mendoza, Anne Kathryn Miller, Niccolo Aeed Moretti, Christopher Ward Roney, Marissa Louise Roque, Kelly Michael Schoolmeester, Zachary Saul Sinemus, Nicole Valerie Singer, Joshua Kyle Skolfield, Philip Vasilievich Skorokhodov, Erik Christopher Smith, Julia Miller Soper, Jackson Brooks Swearer, Kei Wen Bettina Tam, Malcolm William Thomas, Matthew Charles Thurm, Jonathan Henry Tompkins, Shumpei Tse (Sha), Natasha Elise Weiser, Yimei Zou

17.2 Elections to Honorary Societies

Phi Beta Kappa

Rachel Michelle Adler, Katherine Marie Aizpuru, Jennifer Wolbrette Akchin, Roy Henry Allen, Toby Altman, Esther Miriam Liebow Burson, Selmaan Noah Chettih, Monica Rose Cody, Chelsea Marie Davis, Tamara Erin De Moor, Daniel Manfred del Nido, Justin Gabriel diFelicianantonio, Ellen Ann Donnelly, Meena Nalini Elanchenny, Emma Cassandra Moskow Ferguson, Meredith Anne Firetog, Simone Alanna Fried, Eric Michael Keat Glickman, Benjamin Harmar Good, Anna Miriam Grant, Karen Guan, Emily Rebecca Hager, Megan Christina Jeffreys, Xiaoyi Jiang, Liana Katz, Markus Vinzenz Kliegl, Macy Alessandra Kozar, Frances Julia Kvietok Duenas, Madeleine Claire Laupheimer, Mark Christopher Lewis, Jānis Lībeks, Robin David Lipp, Rodrigo Luger, Robert Allen Manduca, Robin Elizabeth Myers, Maithili Atul Parikh, Caroline Elizabeth Pietsch, Samuel Stern Schoenholz, Mai Schwartz, Erik Christopher Smith, Roseanna Catherine Sommers, Jennifer Elizabeth Spindel, Anthony William Michael Stigliani, Christine Mary Stott, Bo Sun, Joel Howard Swanson, Rachel Gabrielle Shere Wallwork, Laura Cragin Wang, Jeffrey Broadman Weaver, Elizabeth Nicholas Wesson, Margaret Blum Weston, Angela Wu, Alice Xiang

Sigma Xi

Margot Marie Adams, Rachel Michelle Adler, Mollie Elyse Barnard, Cory Donovan Benjamin, Julia Bellows Berthet, Johanna Maeve Bond, David Mason Burgy, Esther Miriam Liebow Burson, Selmaan Noah Chettih, Melissa Maria Cruz, Ekin Doğuş Çubuk, Myles Louis Dakan, Daniel Ayman Damen, Neda Daneshvar, Nathalie Thida Degaiiffier, Eileen Devlynn Earl, Zachary Tyler Eichenwald, Leigh Michelle Elko, Nathaniel Avery Kidder Erskine, Omari Faakye, Jaymes Vincent Fairfax-Columbo, Samantha Audrey Farthing Friedman, Bruno Salvatore Frustace, Eric Michael Keat Glickman, Gina Lami Grubb, Karen Guan, Helen Yang Hougen, Quang Chi Huynh, Andrew Hwang, Megan Christina Jeffreys, Nishant Jacob Johnson, John Raymond Keefe, Markus Vinzenz Kliegl, Nicholas Devon LaRacuenta, Danny Lascano, Jānis Lībeks, Lizbeeth Lopez, Anne Kathryn Miller, Ashley Anne Miniet, Ye Mo, Cathy Kim-King Ng, Hoa Hoang Pham, Caroline Elizabeth Pietsch, Lorenzo Antonio Ramirez, Luke Marvin Rampersad, Kathryn Rosa Riley, Erin Michele Ronhovde, Raúl Santos Matsui, James Craig Saxon, Colin Philip Schimmelfing, Lisa Rae Schumacher, Erik Christopher Smith, Roseanna Catherine Sommers, Jennifer Elizabeth Spindel, Anthony William Michael

Stigliani, Bo Sun, Frances Olivia Taschuk, Derek Thomas Tingle, Anne Christine Tucci, Isaac Kazuo Uyehara, Ariane May Vartanian, Valerie Elizabeth Vassor, Rachel Gabrielle Shere Wallwork, Laura Cragin Wang, Zachary Arthur Waterfire, Natasha Elise Weiser, Reid Verne Wilkening, Maxwell Zane Wilson, Julia Sarah Wittes, Melinda Anna Yang

Tau Beta Pi

Ekin Doğuş Çubuk, Ariel Ilana Horowitz, Anson Forest Stewart, Bo Sun

17.3 Pennsylvania Teacher Certification

Clara Eugenia Vidal Badimon, Mark Christopher Lewis, Elizabeth Calvert-Kilbane, Macy Alessandra Kozar, Kathryn Rosa Riley, Erin Michele Ronhovde, Joslyn Sarles Young

17.4 Awards and Prizes

The Adams Prize is awarded each year by the Economics Department for the best paper submitted in quantitative economics. Awarded to Roy Allen '10.

The Stanley Adamson Prize in Chemistry was established in memory of Stanley D. Adamson '65. It is awarded each spring to a well-rounded junior majoring in chemistry or biochemistry, who, in the opinion of the department, gives the most promise of excellence and dedication in the field. Awarded to Brian Ratcliffe '11.

The American Chemical Society Scholastic Achievement Award is given to the student whom the Department of Chemistry and Biochemistry judges to have the best performance in chemistry and overall academic achievement. Awarded to Madeleine Laupheimer '10.

The American Chemical Society Undergraduate Award in Analytical Chemistry is awarded annually to the student whom the Chemistry and Biochemistry Department judges to have the best academic performance in analytical chemistry and instrumental methods. Awarded to Patrick Hartnett '11.

The American Chemical Society Undergraduate Award in Organic Chemistry is awarded annually to the student whom the Chemistry and Biochemistry Department judges to have the best academic performance in organic chemistry. Awarded to John Nicoludis '12.

The American Institute of Chemists Student Honor Awards are given to students whom the Chemistry and Biochemistry Department judge to have outstanding records in chemistry and overall academic performance. Awarded to Laura Wang '10 and Erik Smith '10.

The Solomon Asch Award recognizes the most outstanding independent work in psychology, usually a senior course or honors thesis.

Awarded to Selmaan N. Chettih '10 and Roseanna C. Sommers '10.

The Boyd Barnard Prize, established by Boyd T. Barnard '17 is awarded by the music faculty each year to a student in the junior class in recognition of musical excellence and achievement. Awarded to Sophia Uddin '11.

The James H. Batton '72 Award, endowed in his memory by G. Isaac Stanley '73 and Ava Harris Stanley '72, is awarded for the personal growth or career development of a minority student with financial need. Awarded to Emmanuel Afrifa '11.

The Paul H. Beik Prize in History is awarded each May for the best thesis or extended paper on a historical subject by a history major during the previous academic year. Awarded to Liana Katz '10.

The Bobby Berman '05 Memorial Prize Fund was established in 2008 in his memory, by his family. It is awarded by the Physics Department to a graduating senior with a major in physics who has shown achievement, commitment and leadership in the field. Awarded to Rodrigo Luger '10 and Emily Hager '10.

The Tim Berman Memorial Award is presented annually to the senior man who best combines qualities of scholarship, athletic skill, artistic sensitivity, respect from and influence on peers, courage, and sustained commitment to excellence. Awarded to Jeff Lazarus '10.

The Black Alumni Prize is awarded annually to honor the sophomore or junior minority student who has shown exemplary academic performance and community service. Awarded to Jacqueline Bailey-Ross '12.

The Brand Blanshard Prize honors Brand Blanshard, professor of philosophy at Swarthmore from 1925 to 1945, and was established by David H. Scull '36. The Philosophy Department presents the award each year to the student who submits the best essay on any philosophical topic. Awarded to Richard Peter Stillman '11.

The Sophie and William Bramson Prize is awarded annually to an outstanding student majoring in sociology and anthropology. The prize recognizes the excellence of the senior thesis, in either the course or external examinations program as well as the excellence of the student's entire career in the department. The Bramson Prize is given in memory of the parents of Leon Bramson, founding chairman of Swarthmore's Sociology and Anthropology Department. Awarded to Monica Cody '10 and Anson Stewart '10.

The Heinrich W. Brinkmann Mathematics Prize honors Heinrich Brinkmann, professor of mathematics from 1933 to 1969, and was established by his students in 1978 in honor of his 80th birthday. Awards are presented

annually by the Mathematics and Statistics Department to the student or students who submit the best paper on a mathematical subject. Awarded to Jeffrey Weaver '10.

The Chemistry and Biochemistry Department Service Awards are given each year to the students (usually one junior and one senior) who have provided the department with the greatest service during the preceding academic year. Awarded to Neena Cherayil '11 and Ye Mo '10.

The Susan P. Cobbs Scholarship is awarded to the most outstanding student of classics in the rising senior class. It was made possible by a bequest of Susan P. Cobbs, who was dean and professor of classics until 1969, and by additional funds given in her memory. Awarded to William Beck '11.

The Sarah Kaighn Cooper Scholarship, founded by Sallie K. Johnson in memory of her grandmothers, Sarah Kaighn and Sarah Cooper, is awarded to the member of the junior class who is judged by the faculty to have had the best record for scholarship, character, and influence since entering the College. Awarded to Miriam Rich '11.

The CRC Press Freshman Chemistry Achievement Award is awarded annually by the Chemistry and Biochemistry Department to the first-year student who achieves the highest performance in the first-year chemistry curriculum. Awarded to Nina Kogekar '13.

The Alice L. Crossley Prize in Asian studies is awarded annually by the Asian Studies Committee to the student or students who submit the best essays on any topic in Asian studies. Awarded to Marissa Roque '10 (first prize) and Jing Yan '11 (second prize).

The Deans' Awards are given to the graduating seniors who have made significant and sustained contributions to the Swarthmore community. Awarded Stephanie Appiah, Wiley Archibald, Nathaniel Erskine, Omari Faakyee, Meredith Firetog, Kevin Friedenberg, Charmaine Giles, Allison Grein, Lizbeeth Lopez, Romane Paul, Roseanna Sommers, Anson Stewart, Reid Wilkening, Carson Young. *The Dunn Trophy* was established in 1962 by a group of alumni to honor the late Robert H. Dunn, a Swarthmore coach for more than 40 years. It is presented annually to the sophomore male who has contributed the most to the intercollegiate athletics program. Awarded to Micah Rose '12.

The William C. Elmore Prize is given in recognition of distinguished academic work. It is awarded annually to a graduating senior majoring in physics, astrophysics, or astronomy. Awarded to Benjamin Good '10.

The Lew Elverson Award is given in honor of Lew Elverson, who was a professor of physical

education for men from 1937 to 1978. The award is presented annually to the junior or senior man who has demonstrated commitment and dedication to excellence and achieved the highest degree of excellence in his sport. Awarded to Jimmy Gill '10.

The Flack Achievement Award, established by Jim and Hertha Flack in 1985, is given to a deserving student who, during his or her first two years at the College, has demonstrated leadership potential and a good record of achievement in both academic and extracurricular activities. Awarded to Miriam Shoshanna Rich '11.

The Renee Gaddie Award. In memory of Renee Gaddie '93, this award is given by the music faculty to a member of the Swarthmore College Gospel Choir who is studying voice through the Music Department (MUSI 048: Individual Instruction) program. The award subsidizes the entire cost of voice lessons for that semester. Awarded to Marsha-Gail Davis '10, Carolyn Maughan '12 and Shari Rutherford '12.

The Dorothy Ditter Gondos Award was bequeathed by Victor Gondos Jr. in honor of his wife, Class of 1930. It is given every other year by a faculty committee to a student of Swarthmore College who submits the best paper on the subject dealing with a literature of a foreign language. The prize is awarded in the spring semester. Preference is given to essays based on works read in the original language. The prize is awarded under the direction of the Literature Committee. Not awarded this year.

The John Russell Hayes Poetry Prizes are offered for the best original poem or for a translation from any language. Awarded to Nina Pelaez '11 and Jessica Holler '11.

The Eleanor Kay Hess Award is given in honor of "Pete" Hess, whose 33 years of service to Swarthmore College and Swarthmore students were exemplified by her love of athletics, leadership, hard work, fairness, and objectivity. This award is given to the sophomore woman who best demonstrates those qualities and has earned the respect and affection of her peers for her scholarship and dedication through athletics. Awarded to Genny Pezzola '12.

The Philip M. Hicks Prizes are endowed by friends of Philip M. Hicks, former professor of English and chairman of the English Literature Department. They are awarded to the two students who submit the best critical essays on any topic in the field of literature. Awarded to Toby Altman '10 and Justin diFelicianantonio '10.

The History 091 Award is given each May to a student for the best senior comprehensive research paper on a historical subject by a history major in the previous year. Not awarded this year.

The Jesse H. Holmes Prize in Religion was donated by Eleanor S. Clarke '18 and named in honor of Jesse Holmes, a professor of history of religion and philosophy at Swarthmore from 1899 to 1934. It is awarded by the Religion Department to the student who submits the best essay on any topic in the field of religion. Awarded to Joel Swanson '10.

The Gladys Irish Award is presented to the senior woman who has best combined devotion to excellence in athletic performance with qualities of strong leadership and the pure enjoyment of sports activities at Swarthmore. Awarded to Anne Miller '10.

The Ivy Award is made by the faculty each year to the man of the graduating class who is outstanding in leadership, scholarship, and contributions to the College community. Awarded to Anson Stewart '10.

The Chuck James Literary Prize is awarded to the graduating senior who has made the greatest contribution to the literary life of the Black Community. Awarded to Stephanie Appiah '10.

The Michael H. Keene Award, endowed by the family and friends of this member of the Class of 1985, is awarded by the dean to a worthy student to honor the memory of Michael's personal courage and high ideals. It carries a cash stipend. Awarded in confidence to a worthy member of the Class of 2010.

The Naomi Kies Award is given in her memory by her classmates and friends to a student who has worked long and hard in community service outside the academic setting, alleviating discrimination or suffering, promoting a democratic and egalitarian society, or resolving social and political conflict. It carries a cash stipend. Awarded to Lois Park '10.

The Kwink Trophy, first awarded in 1951 by the campus managerial organization known as the Society of Kwink, is presented by the faculty of the Physical Education and Athletics Department to the senior man who best exemplifies the society's five principles: Service, Spirit, Scholarship, Society, and Sportsmanship. Awarded to Matt Allen '10.

The Lang Award was established by Eugene M. Lang '38. It is given by the faculty to a graduating senior in recognition of outstanding academic accomplishment. Awarded to Benjamin Good '10.

The Leo M. Leva Memorial Prize was established by his family and friends and is awarded by the Biology Department to a graduating senior in biology whose work in the field shows unusual promise. Awarded to Jennifer Spindel '10, Meena Elanchenny '10, Natasha Weiser '10, Mollie Barnard '10 and Kazuo Uyehara '10.

The Linguistics Prizes were established in 1989 by contributions from alumni interested in linguistics. Two awards are presented annually, one for linguistic theory and one for applied linguistics, to the two students who, in the opinion of the program in linguistics, submit the best senior papers or theses in these areas. *The Linguistics Prize in Applications of Theory* was awarded to Mark Lewis '10. *The Linguistics Prize in Linguistic Theory* was awarded to Brian Hsu (Haverford College) '10.

The McCabe Engineering Award, founded by Thomas B. McCabe '15, is presented each year to the outstanding engineering student in the senior class. A committee of the Engineering Department faculty chooses the recipient. Awarded to Ekin Doğuş Çubuk '10.

The Norman Meinke Field Biology Award was established by his friends and former students to honor Dr. Norman A. Meinke, a member of the College faculty from 1947 to 1978. It is awarded to support the essential costs of the study of both naturalistic and experimental biological studies in a natural environment. The intent of this fund is to facilitate the joint participation of Swarthmore students and faculty in field biology projects, with priority given to marine biology. The awards are given annually by the Biology Department. Awarded to Miriam Rich '11.

The Morris Monsky Prize in Mathematics was established by a gift from the children of Morris Monsky, who fell in love with mathematics at Boys' High and at Columbia University and maintained the passion all his life. This prize in his memory is awarded to a first-year student who has demonstrated outstanding promise and enthusiasm. Awarded to Atish Agarwala '13.

The Kathryn L. Morgan Award was established in 1991 in honor of Sara Lawrence Lightfoot Professor Emerita of History Kathryn L. Morgan. The award recognizes the contributions of members of the African American community at the College to the intellectual and social well-being of African American students. The Morgan fund also supports acquisitions for the Black Cultural Center Library. The fund is administered by the Dean's Office and the Black Cultural Center in consultation with alumni. Awarded to Allison Dorsey, associate professor of history and black studies.

The Lois Morrell Poetry Award, given by her parents in memory of Lois Morrell '46, goes to the student who has submitted the best original poem in the annual competition for this award. The fund also supports campus readings by visiting poets. Awarded to Elizabeth Dickey '10.

The Morrell-Potter Summer Stipend in Creative Writing, intended to enable a summer's writing project, is awarded by the English Literature Department to a poet or fiction writer of exceptional promise in the spring of the junior year. Awarded to Lindsey Tiberi-Warner '11 and Nina Pelaez '11.

The A. Edward Newton Library Prize, endowed by A. Edward Newton, to make permanent the Library Prize first established by W.W. Thayer, is awarded annually by the Committee of Award to the undergraduate who shows the best and most intelligently chosen collection of books upon any subject. Particular emphasis is laid not merely upon the size of the collection but also on the skill with which the books are selected and upon the owner's knowledge of their subject matter. Awarded to Meredith Firetog '10 (first prize), Myles Dakan '10 (second prize), Ben Goossen '13 (third prize).

The Oak Leaf Award is made by the faculty each year to the woman of the graduating class who is outstanding in leadership, scholarship, and contributions to the College community. Awarded to Roseanna Sommers '10.

The May E. Parry Memorial Award, donated by the Class of 1925 of which she was a member, is presented by the Physical Education and Athletics Department faculty to the senior woman who has made a valuable contribution to the College by her loyalty, sportsmanship, and skill in athletics. Awarded to Kathryn Riley '10.

The Drew Pearson Prize is awarded by the dean on the recommendation of the editors of *The Phoenix*, *The Daily Gazette*, and the senior producers of *War News Radio* at the end of each staff term to a member of those respective organizations for excellence in journalism. The prize was established by the directors of *The Drew Pearson Foundation* in memory of Drew Pearson, Class of 1919. It carries cash stipends. Awarded to Ramya Gopal '10, Emily Hager '10, and Ameila Possanza '12.

The David A. Peele '50 Sportsmanship Award is made to a tennis player after submission of a written essay. It is endowed by Marla Hamilton Peele in memory of her husband's love and advocacy of tennis and carries a cash stipend. Awarded to Malik Mubeen '13.

The John W. Perdue Memorial Prize, established in 1969 in memory of an engineering student of the Class of 1969, is awarded by the Engineering Department to the outstanding student entering the junior class with a major in engineering. Awarded to David Benjamin Saltzman '12.

The William Plumer Potter Public Speaking Fund and Prize in Fiction was established in 1927. It provides funds for the collection of recorded literature and sponsors awards for the best student short stories. The fund is also a

major source of funds for campus appearances by poets and writers. Awarded to Lindsey Tiberi-Warner '11 (first prize), Sarah Bricault '11 (second prize), and Sara Pearlstein-Levy '11 (third prize).

The Ernie Prudente Sportsmanship Award is given in honor of Ernie Prudente, a coach and professor at Swarthmore College for 27 years, to the male and female athletes that, through their participation, have demonstrated the characteristic exemplified by Ernie: sportsmanship, love of the sport, and respect for their teammates. Awarded to Omari Faakye '10 and Kearney Bangs '10.

The Dinny Rath Award is administered by the Athletics Department and is given to a senior woman who demonstrates the highest degree of achievement, commitment to intercollegiate athletics, high regard for fair play, and awareness of the positive values of competition. Awarded to Rachel Wallwork '10.

The Jeanette Streit Rohatyn '46 Fund is used to grant the "Baudelaire Award" to a Swarthmore student participating in the College Program in Grenoble. The student must be considering a major or a minor in French, and use the award, which is granted on the recommendation of the program director, to travel in metropolitan France. Awarded to Alex Weintraub '11.

Judith Polgar Ruchkin Prize Essay is an award for a paper on politics or public policy written during the junior or senior year. The paper may be for a course, a seminar, or an independent project, including a thesis. The paper is nominated by a faculty member and judged by a committee of the Political Science Department to be of outstanding merit based on originality, power of analysis and written exposition, and depth of understanding of goals as well as technique. Awarded to Julissa Ventura '10.

The Robert Savage Image Award recognizes outstanding biological images taken by Swarthmore biology students. The award is supported by the Robert Savage Fund which was established by students and colleagues to honor Professor Robert E. Savage, the first professor of Cell Biology at Swarthmore College. Awarded to Susanna Mitro '11, Natasha Weiser '10, Wiley Archibald '10 and Jennifer Spindel '10.

The Frank Solomon Jr. Student Art Purchase Fund permits the Art Department to purchase outstanding student art from the senior major exhibitions. Awarded to Michael Ahn '10.

The Hally Jo Stein Award, endowed in her memory by her brother Craig Edward Stein '78, is given to an outstanding student who the dance faculty believes best exemplifies Hally Jo's dedication to the ideals of dance. It carries a cash stipend. Awarded to Ashley Miniet '10.

The Karen Dvornch Steinmetz '76 Memorial Prize, endowed in her memory by many friends and family, is awarded annually to a Swarthmore medical school applicant who demonstrates a special compassion for others. Awarded to Katherine Hicks-Courant '09 and Chengetai Mahomva '11.

The Pan American Award is administered by Latin American Studies. Awarded to Isabel Rivera '10.

The Peter Gram Swing Prize is awarded by the music faculty to an outstanding student whose plans for graduate study in music indicate special promise and need. The endowment for the prize was established in the name of Ruth Cross Barnard '19. Not awarded this year.

The Melvin B. Troy Prize in Music and Dance was established by the family and friends of Melvin B. Troy '48. Each year, it is given by the Music and Dance Department to a student with the best, most insightful paper in music or dance or composition or choreography. This award carries a cash stipend. Awarded to Amelia Kidd '11 (Dance) and Leland Kusmer '11 (Music).

The Albert Vollmecke Engineering Service Award was established in 1990 in memory of Albert Vollmecke, father of Therese Vollmecke '77. The Vollmecke Prize is awarded for service to the student engineering community. The Engineering Department administers the fund. Awarded to Pamela Rose Costello '10 and Julia Cristina Luongo '10.

The Eugene Weber Memorial Fund was established in honor of the late Eugene Weber, professor of German. The Weber Fund supports study abroad by students of German language and literature. Awarded to Alexandria Placido '11 and Kathryn Stockbower '11.

The Jerome H. Wood Memorial Excellence and Leadership Award was created in 1997 in honor of the late Professor Jerry Wood and is awarded annually. Awarded to Charmaine Giles '10 and Romane Paul '10.

17.5 Faculty Award

The Flack Faculty Award is given for excellence in teaching and promise in scholarly activity by a member of the Swarthmore faculty to help meet the expenses of a full year of leave devoted to research and self-improvement. This award acknowledges the particularly strong link that exists at Swarthmore between teaching and original scholarly work. The president gives the award based upon the recommendation of the provost and the candidate's academic department. This award is made possible by an endowment established by James M. Flack and Hertha Eisenmenger Flack '38. Awarded to Donna Jo Napoli, Professor of Linguistics.

17.6 Fellowships

The Stanley Adamson Summer Internship for Research in Chemistry is endowed in memory of Stanley D. Adamson '65 by his parents, June and George Adamson. It provides funding for the summer research of a well-rounded rising student who, in the opinion of the Chemistry and Biochemistry Department, gives great promise of excellence and dedication in the field. Awarded to Vivek Ananthan '11.

The Altman Summer Grant was created by Shingmei Poon Altman '76 in memory of her husband, Jonathan Leigh Altman '74. It is awarded by the Art Department to a junior who has strong interest and potential in studio arts. It provides support for purposeful work in the studio arts during the summer between junior and senior year. Awarded to Christie Denizio '11.

John W. Anderson '50 Memorial Internship was created by his wife, Janet Ball Anderson '51. The Anderson internship supports students teaching science to disadvantaged children, with preference for students interested in working with children in grades K-12. Awarded to Erin Ronhovde '10.

In 2005, Bernard Bailyn established *The Lotte Lazarsfeld Bailyn '51 Research Endowment* in honor of his wife, the T. Wilson Professor of Management, emerita, at MIT. The fund supports a student summer research fellowship for a rising junior or senior woman majoring in mathematics, science, or engineering who intends to go into graduate studies in one or more of these fields. Awarded to Rachael Mansbach '11.

The David Baltimore/Broad Foundation Endowment was established in 2007 by a grant from the Broad Foundation at the request of David Baltimore '60. This fellowship is awarded to a student doing summer research in the natural sciences or engineering with a preference given to a student engaging in mentored off-campus laboratory research and with letters of support from an on-campus faculty mentor. Not awarded this year.

The Monroe C. Beardsley Research Fellowship and Internship Fund was established in 2004 to support students in the humanities by providing grants to encourage and facilitate research, original scholarship, and professional development in the areas of art, classics (literature), English literature, modern languages and literature, music and dance, philosophy, religion, and theater. Named after renowned contemporary philosopher Monroe C. Beardsley, a professor of philosophy at Swarthmore for more than 20 years, the fund is administered by the Division of the Humanities and the Provost's Office. Awarded to Eva Amesse '11, Youngin Chung '11, Sara Forster '11, Camilia Kamoun '11, Laura Keeler '11,

Amanda Klause '12, Dina Kopansky '11, Anna Levine '12, Carson Monetti '11, Hadley Roach '11, Camille Rogine '11, Asher Sered '11, Richard Stillman '11 and Zachary Weinstein '11.

The Cilento Family Community Service Internship was established in 2002 by Alexander Cilento '71 to support Swarthmore College students who carry out community service projects that benefit low-income families in the area. The Swarthmore Foundation administers the fund. Awarded to Bridget Boakye '12.

The Susan P. Cobbs Prize Fellowship is awarded to one or more students to assist them in the study of Latin or Greek or with travel for educational purposes in Italy or Greece. It was made possible by gifts from alumni, managers, faculty members, and friends made in memory of Susan P. Cobbs, who was dean and professor of classics until 1969. Awarded to Amanda Klause '12 and Taylor Wuerker '12.

The Hilde Cohn Student Fellowship Endowment was established in 2007 by Walter H. Clark, Jr. '54 to honor a former faculty member who conveyed to her students her love of the German language and literature. The fund shall be used to support students participating in academic study, internships, and research fellowships in German-speaking countries or in immersive German language programs. It will be administered by the German Section of the Modern Languages and Literatures Department. Awarded to Matthew Goodman '11 and Lauren Ramanathan '11.

The Joel Dean Fellowships were established in 1982 and are supported by gifts from the Joel Dean Foundation. These fellowships are awarded for summer research in the social sciences. Awarded to Linnet Davis-Stermitz '12, Jonathan Erwin-Frank '11, Emily Evans '11 Zachary Leonard '11, Jonathan Schaefer '11, Leland Kusmer '11, Amy Smolek '11 and Rebecca Woo '11.

The Deborah A. DeMott '70 Student Research and Internship Fund was established by Deborah A. DeMott '70 in 2004. The fund is awarded to students following their second or third years on the recommendation of the Provost's Office in conjunction with an advisory panel of faculty. The recommendation is based on the caliber and potential of the student project proposals. Awarded to Jong Lim '12.

The Robert Enders Field Biology Award was established by his friends and former students to honor Dr. Robert K. Enders, a member of the College faculty from 1932 to 1970. It is awarded to support the essential costs of both naturalistic and experimental biological studies in a natural environment. The Biology Department gives the field research award

annually to Swarthmore students showing great promise in biological field research. Awarded to Molly Siegel '12 and Erin Curtis '13.

The Anne and Alexander Faber International Travel Fund was established by family and friends in honor of Anne Faber and in memory of Alexander L. Faber, parents of three Swarthmore graduates. It provides grants for travel outside the United States and Canada for students majoring in the humanities. Awarded to Laura Keeler '11.

The David E. Fisher '79–Arthur S. Gabinet '79 Summer Internship for Biological Sciences and Public Service was established by Andrew H. Schwartz '79 and his wife, Dagmar Schwartz, to honor Andy's friends and classmates, David E. Fisher '79 and Arthur S. Gabinet '79, and supports students working in life sciences or public service who exemplify Fisher's and Gabinet's values, pursuing studies out of love of learning and devotion to the improvement of the human condition. Not awarded this year.

The Hannay Chemistry Fund was established by a gift from the General Signal Corp. in honor of N. Bruce Hannay '42. The fund will provide support for a student's summer research in chemistry. Bruce Hannay was a research chemist with Bell Laboratories and received an honorary doctor of science degree from Swarthmore in 1979. Awarded to Ames Bielenberg '12 and Noah Pang '11.

The Hay-Urban Prize in Religion is named in honor of Stephen N. Hay '51 and P. Linwood Urban, professor emeritus of religion. Thanks to a generous gift from Stephen Hay '51, and funds given in honor of Professor Urban's distinguished service as a Religion Department faculty member, the Hay-Urban Prize assists in supporting one student internship, summer study, or research in the area of religion studies. Awarded to Lauren Cardenas '12 and Sydni Adler '13.

The Samuel L. Hayes III Award. Established in 1991 through the generosity of members of Swarthmore Alumni in Finance, the Hayes Award honors the contributions made by Samuel L. Hayes III '57, former member of the Board of Managers and the Jacob Schiff Professor of Business at the Harvard Business School. The Economics Department administers the award, which provides support for student summer research in economics. Awarded to Kun Hee Kim '11 and Philip Yeres '11.

The Hopkins International Public Policy Internship Endowment was established in 2005 to support student travel to Africa, Asia or Europe for an internship dealing with policy issues of global significance, working within a public or non-profit organization. The internship, for any appropriate interval, such as

a summer or semester, shall be administered by the Provost's Office and the Public Policy Program. Not awarded this year.

The William L. Huganir Summer Research Endowment is awarded each spring by the chairs of the Social Science Division based on the academic interests of a student or students who wish to pursue summer research on global population issues. Awarded to Zoe Hendrickson '11.

The Richard M. Hurd '48 Engineering Research Endowment was created in 2000 in memory of distinguished alumnus and former member of the Board of Managers Richard M. Hurd '48. The fund supports students interested in pursuing engineering research during the summer. Awarded to Andreas Bastian '12.

The Janney Fellowship, established through the bequest of Anna Janney DeArmond '32, is named in honor of the donor's grandmother, Anna Canby Smyth Janney, the donor's mother, Emily Janney DeArmond (1904), and the donor's aunt, Mary Janney Coxie (1906). It is awarded each year to a woman graduate of the College, preferably a member of the Religious Society of Friends, to assist graduate study in the humanities in this country or elsewhere. This renewable fellowship is awarded annually by the faculty to seniors or graduates of the College for the pursuit of advanced work on the basis of scholarship, character and need. Applications must be submitted by April 20. Awarded to Katherine Hagan '09 and Lucy VanEssen-Fishman '08.

The Giles K. '72 and Barbara Guss Kemp Student Fellowship Endowment was established by Giles and Barbara Kemp in 2005 to support student internships and research projects with a preference for students whose fellowship experience will be abroad. Awarded to Jane Abell '11, William Beck '11 and Clara Gordon '11.

The Olga Lamkert Memorial Fund is income from a fund established in 1979 by students of Olga Lamkert, professor of Russian at Swarthmore College from 1949 to 1956. It is available to students with demonstrated financial need who wish to attend a Russian summer school program in this country or summer or semester programs in Russia. Awards based on merit and financial need will be made on the recommendation of the Russian section of the Modern Languages and Literatures Department. Awarded to Marcia Archuleta '11, Rebekah Judson '12, and Rachel Lee '10.

The Lande Research Fund was established in 1992 through a gift by S. Theodore Lande to provide support for student research in field biology both on and off campus. Grants are

awarded at the direction of the provost and the chair of the Biology Department. Awarded to Jennifer Crick '11 and Michael Duffy '11.

The Landis Community Service Fund was established in 1991 by James Hormel and other friends of Kendall Landis '48 in support of his 18 years of service to the College. The fund provides grants for students (including graduating seniors) to conduct service and social change projects in the city of Chester.

The Eugene M. Lang Summer Initiative Awards are made each spring to 15 students who are selected by the provost in consultation with the appropriate division heads to support faculty-student research (five awards), independent student research (five awards), and student social service activity specifically related to research objectives and tied to the curriculum, under the supervision of faculty members (five awards). Awarded to Alexander Breslow '11, Jean Dahlquist '11, David D'Annunzio '12, Glenn Stott '12, Benjamin Yelsey '11, Xingda Zhai '13.

The Genevieve Ching-wen Lee '96 Memorial Fund was established in her memory by family and friends and recognizes the importance of mutual understanding and respect among the growing number of ethnic groups in our society. The fund supports an annual lecture by a prominent scholar of Asian American studies and/or an annual award to two students to assist in projects pertaining to Asian American studies. Not awarded this year.

The Hannah A. Leedom Fellowship was founded by the bequest of Hannah A. Leedom. This award is granted on recommendation of the Committee on Fellowships and Prizes for a proposed program of advanced study that has the approval of the faculty. Applications must be submitted by April 20. Awarded to Toby Altman '10, Jacob Ban '10, Elena Chopyak '08, Nathalie Degaiffier '10, and Anna Headley '03.

The Lenfest Student Fellowship Endowment was established in 2008 by Gerry and Marguerite Lenfest. The fund shall be used to support student participation in research fellowships, internships, and other summer opportunities, and selection will be made by the Provost's Office and the Lang Center for Civic and Social Responsibility. Awarded to Yilun Dong '11.

The Joshua Lippincott Fellowship was founded by Howard W. Lippincott, of the Class of 1875, in memory of his father. This award is granted on recommendation of the Committee on Fellowships and Prizes for a proposed program of advanced study that has the approval of the faculty. Applications must be submitted by April 20. Awarded to Lauren Kluz-Wisniewski '08, Ben Mazer '10, Maithili Parikh '10, Gabriel Ramirez '10, and Joel Swanson '10.

The John Lockwood Memorial Fellowship was founded by the bequest of Lydia A. Lockwood, New York, in memory of her brother, John Lockwood. It was the wish of the donor that the fellowship be awarded to a member of the Society of Friends. The Lockwood Fellowship is renewable for a second year. This award is granted on recommendation of the Committee on Fellowships and Prizes for a proposed program of advanced study that has the approval of the faculty. Applications must be submitted by April 20. Awarded to Mark Kharas '08, Lauren Richie '09, and Troy Wellington Smith '05.

The Joanna Rudge Long '56 Conflict Resolution Endowment was created in 1996 in celebration of the donor's 40th reunion. The stipend is awarded to a student whose meritorious proposal for a summer research project or internship relates to the acquisition of skills by elementary school or younger children for the peaceful resolution of conflict. Awarded Jovanna Hernandez '13, Devon Novatnak '11, and Mariela Puentes '12.

The Julia and Frank L. Lyman '43 Student Summer Research Stipend was created in February 2000. It is awarded each spring by the provost upon receiving recommendations from members of the faculty involved with peace and conflict studies. Awarded to Samia Abbass '11.

The Thomas B. McCabe Jr. and Yvonne Motley McCabe Memorial Fellowship. This fellowship, awarded annually to graduates of the College, provides a grant toward an initial year of study at the Harvard Business School, or at other business schools as follows: the University of Chicago, Massachusetts Institute of Technology, Northwestern University, the University of Pennsylvania, or Stanford University. The McCabe Fellowship is renewable for a second year on the same program. Yvonne and Thomas B. McCabe Jr. lived in Cambridge, Mass., for a time, and he received an M.B.A. from Harvard and was a visiting lecturer there. In selecting the recipient, the Committee on Fellowships and Prizes follows the standards that determine the McCabe Achievement Awards, giving special consideration to applicants who have demonstrated superior qualities of leadership. Young alumni and graduating seniors are eligible to apply. Applications must be submitted by April 20. Awarded to John Russell Charles '07, Nimrod Cohen '06, Sonya Hoo '05, Norene Iyahn '03, Jennifer Ku '04, Robert McKeon '07, Ben Munda '07, and Zachary Wright Ellison '04.

The Norman Meinkoth Premedical Research Fund was established in 2004 by Marc E. Weksler '58 and Babette B. Weksler '58 to honor Norman A. Meinkoth's long service as a premedical adviser to students at Swarthmore

College, where he was professor of biology for 31 years and chairman of the department for 10 years. The funds are awarded on the basis of scientific merit to a rising junior or senior premedical student to allow the pursuit of laboratory research in the sciences on or off campus. The Provost's Office administers the fund. Awarded to Rachel Baumann '11, Nichole Machac '11, Daniel Pak '12, Laura Rodgers '12.

Mellon Mays Undergraduate Fellowship Program. The Andrew W. Mellon Foundation has provided a grant to establish an undergraduate fellowship program intended to increase the number of minority students, and others, who choose to enroll in doctoral programs and pursue academic careers. The foundation's grant provides term and summer stipends for students to work with faculty mentors as well as a loan-forgiveness component to reduce undergraduate indebtedness for those fellows who pursue graduate study. The fellowships are limited to the humanities, a few of the social sciences, and selected physical sciences. A faculty selection committee invites nominations of sophomores in February and awards the fellowships in consultation with the dean and provost. Awarded to Ross Adair '12, Lauren Cardenas '12, Brendan John '12, Christine Obiajulu '12, Shari Rutherford '12.

The James H. '58 and Margaret C. Miller Internship for Environmental Preservation enables a Swarthmore student to engage in meaningful work directed toward the preservation of the environment, including such activities as environmental education, environmental justice, habitat preservation and restoration, issues dealing with environmentally sustainable technologies and economies, and relevant public policy. This may take the form of an internship with an organization which is committed to a sustainable future. The Nature Conservancy, American Farmland Trust, and Natural Resources Defense Council are current examples of organizations engaging in such work. The Award is intended to encourage a student to explore a career in public policy relating to preserving the environment for future generations. The Lang Center for Civic and Social Responsibility selects the internship recipient. Awarded to Alfredo Chuquihua '10.

The Lucretia Mott Fellowship was founded by the Somerville Literary Society and is sustained by the contributions of Swarthmore alumnae. It is awarded each year to a senior woman or alumna who is to pursue advanced study in an institution approved by the committee. Applications must be submitted by April 20. Awarded to Ami Belmont '09, Meena Elanchenny '10, Meredith Firetog '10, Grace Chang '09, Ei Yin Mon '08, and Margaret Weston '10.

MUSI 048 Special Awards. Endowed by Boyd T. Barnard '17 and Ruth Cross Barnard '19, grants are given by the music faculty to students at the College who show unusual promise as instrumentalists or vocalists. For more information, please refer to Credit for Performance—Individual Instruction (MUSI 048).

The John W. Nason Community Service Fellowship. The John W. Nason Community Service Fellowship celebrates the contributions of Swarthmore's eighth president by supporting students pursuing off-campus community service related to their academic program. The Nason Fellowship was initiated by members of the Class of 1945 in anticipation of their 50th reunion. The Nason Fellowship is administered by the Swarthmore Foundation. Awarded to Alexander Frye '11, Rebecca Kerr '11, Vivienne Layne '11, Candice Nguyen '11, Benjamin Rachbach '11, Deivid Rojas '11, Shiran Shen '12, Lauren Stern '12, Mi Zheng '11, and Jenna Zhu '12.

The Helen F. North Fund in Classics. established in 1996 by Susan Willis Ruff '60 and Charles F.C. Ruff '60 to honor the distinguished career of Helen F. North and her enduring impact on generations of Swarthmore students, is awarded to support the program of the Classics Department. At the discretion of the department, it shall be used to fund annually the Helen F. North Distinguished Lectureship in Classics and, as income permits, for a conference or symposium with visiting scholars; summer study of Greek or Latin or research in classics-related areas by students majoring in the field; or study in Greece or Italy in classics by a graduate of the department.

The Arthur S. Obermayer '52 Summer Internship was established in 2005 and is intended to broaden and enrich the experience of a Swarthmore student. The grant shall be awarded with preference to a domestic student who is studying in a major that may not inherently offer an international opportunity. Awarded to Jing Yan '11.

The Robert F. Pasternack Research Fellowship was established in 2005 by a gift from the estate of Thomas Koch, deceased husband of Jo W. Koch and father of Michael B. Koch '89. The fellowship honors a beloved member of Swarthmore's Chemistry Department and supports student summer research in chemistry. The fellowship shall be administered by the Provost's Office. Not awarded this year.

The J. Roland Pennock Undergraduate Fellowship in Public Affairs. The fellowship, endowed by friends of Professor J. Roland Pennock at his retirement in 1976 and in recognition of his many years of distinguished teaching of political science at Swarthmore,

provides a grant to support a substantial research project (which could include inquiry through responsible participation) in public affairs. The fellowship, for Swarthmore undergraduates, would normally be held off campus during the summer. Preference is given to applicants from the junior class. Awarded to Benjamin DeGolia '11, Jesse Marshall '11, and David Sterngold '12.

The Penrose International Service Fund provides a stipend to support participation in a project to improve the quality of life of a community outside North America. The project should involve direct interaction with the affected community and be of immediate benefit to them rather than action in support of social change at a regional or national level. The stipend will be available to a Swarthmore student from any class for a project in any country other than that of his or her own citizenship. The Lang Center for Civic and Social Responsibility administers the Penrose International Service Fund. Awarded to Arielle Bernhardt '12.

Phi Beta Kappa Fellowship. The Swarthmore Chapter of Phi Beta Kappa (Epsilon of Pennsylvania) awards a fellowship for graduate study to a senior who has been elected to Phi Beta Kappa and has been admitted to a program of advanced study in some branch of the liberal arts. Awarded to Lucy VanEssen-Fishman '08.

The Simon Preisler Memorial Endowment was established in 2006 by Richard A. Barasch '75 and Renee Preisler Barasch to honor the memory of Simon Preisler. Mr. Preisler, Renee's father, was an Auschwitz survivor, and with this endowment the Baraschs's wish to create a permanent memorial of the human devastation that occurred during the Holocaust and the lack of adequate global response to the tragedy. The fund supports Ruach at Swarthmore as well as student summer internships and research fellowships in human rights, conflict resolution, and the promotion of peace and understanding. Preference will be given to students pursuing internships and research fellowships related to genocide and other large-scale violent conflicts, projects involving peaceful prevention or intervention, non-violent resistance, or local peacemaking, reconciliation, and healing initiatives. Not awarded this year.

The Project Japan Fund is used to support one student during the summer months to conduct research in Japan on contemporary issues. Not awarded this year.

The Public Policy Program Internship Funding. The Public Policy Program provides travel (not travel to home area) and living expense support for students who minor in public policy working at an internship that fulfills the

program's requirements. Awarded to Abraham Bae '11, Dina Emam '11, Zachary Postone '11, Samuel Sellers '11.

The Anwural Quadir Summer Research Fellowship was established in 2005 by Iqbal A. Quadir '81 to honor the memory of his father. This fellowship will enable a Swarthmore student to travel, conduct research, and/or explore and problem solve on issues related to Bangladesh and the student's major. Swarthmore's first fund to support research related to Bangladesh, this award will be determined by the provost, the chair of the interdisciplinary council, and the division chairs from the humanities, social sciences, and natural sciences and engineering. Awarded to Faiza Siddiqui '11.

The Sager Fund of Swarthmore College was established in 1988 by alumnus Richard Sager '73, a leader in San Diego's gay community. To combat homophobia and related discrimination, the fund sponsors events that focus on concerns of the lesbian, bisexual, and gay communities and promotes curricular innovation in the field of lesbian and gay studies. The fund also sponsors an annual three-day symposium. The fund is administered by a committee of women and men from the student body, alumni, staff, faculty, and administration. In 2004, Richard Sager created an "internship" to provide funding for students in internships with nonprofit organizations whose primary missions address gay/lesbian/bisexual/transgender issues. The Lang Center for Civic and Social Responsibility administers the internship. Awarded to Hilary Pomerantz '12.

The James H. Scheuer Summer Internship in Environmental and Population Studies Endowment was established in 1990. The Scheuer Summer Internship supports student research in environmental and public policy issues. The coordinators of the environmental studies and public policy concentrations select interns in alternate years. Awarded to Steven Dean '11, Yaeir Heber '11, and Hongun Yun '12.

The Somayyah Siddiqui '02 Economics Research Fellowship, for economics research, is funded by T. Paul Schultz '61 in memory of Somayyah Siddiqui '02. Not awarded this year.

The David G. Smith Internship in Health and Social Policy, endowed by alumni, faculty, friends, and former students of David G. Smith, is to support an internship in the social services, with priority for the field of health care, for a Swarthmore undergraduate during the summer or a semester on leave. Awarded to Richard Peck '12.

Solodar Family Science and Engineering Summer Research Fund was established in 2006. The fund supports a summer research fellowship for a Swarthmore student of science

or engineering, with a preference toward the chemical sciences. Awarded to Harry Wang '13.

The Starfield Student Research Endowment was established by Barbara Starfield '54 and Phoebe Starfield Leboy '57 in 2004. The fund supports student summer research fellowships in social justice with a preference for students pursuing research in the areas of health services delivery/health policy and social, demographic, and geographic equity. Starfield and Leboy established the fellowships to honor their parents, Martin and Eva Starfield, educators who instilled a love of learning and social justice in their daughters. Awarded to Carlo Felizardo '11 and Jessica Schleider '12.

The Surdna Fellowships were established in 1979 by a gift from the Surdna Foundation and are awarded for summer research by Swarthmore students in collaboration with a faculty member in any department in the Natural Sciences and Engineering Division. Awarded to Jonah Bernhard '11, Ryan Carlson '11, Andrew Koontharana '11, Douglas Woos '11, and Andrew Zimmerman '11.

The Pat Tarble Summer Research Fund was established in 1986 through the generosity of Mrs. Newton E. Tarble. The Tarble Summer Fund supports undergraduate research. The Provost's Office administers the fund. Awarded to Kevin Labe '11.

The Martha E. Tyson Fellowship was founded by the Somerville Literary Society in 1913 and is sustained by the contributions of Swarthmore alumnae. It is awarded each year to a senior woman or alumna who plans to enter elementary or secondary-school work. The recipient of the award is to pursue a course of study in an institution approved by the committee. Applications must be submitted by April 20. Awarded to Yvonne Marx Asher '06, and Charmaine Giles '10.

The Hans Wallach Research Fellowship, endowed in 1991 by colleagues and friends, honors the eminent psychologist Hans Wallach (1904–1998), who was a distinguished member of the Swarthmore faculty for more than 60 years. The fellowship supports one outstanding summer research project in psychology for a rising Swarthmore College senior or junior, with preference given to a project leading to a senior thesis. Awarded to Amelia C. Kidd '11.

17.7 Faculty Fellowships and Support

The Mary Albertson Faculty Fellowship was endowed by an anonymous gift from two of her former students, under a challenge grant issued by the National Endowment for the Humanities. It will provide an annual award of a semester's leave at full pay to support research and writing by members of the humanities faculty. Mary

Albertson joined the Swarthmore faculty in 1927 and served as chairman of the History Department from 1942 until her retirement in 1963. She died in May 1986.

The Janice Robb Anderson '42 Junior Faculty Research Endowment was established by Janice Robb Anderson '42 in 2001. The Anderson endowment supports faculty research, with preference for junior faculty members in the humanities whose research requires study abroad.

The George Becker Faculty Fellowship was endowed by Ramon Posel '50 under a challenge from the National Endowment for the Humanities, in honor of this former member of the English Department and its chairman from 1953 to 1970. The fellowship will provide a semester of leave at full pay for a member of the humanities faculty to do research and write, in the fields of art history, classics, English literature, history, linguistics, modern languages, music, philosophy, or religion but with preference given to members of the Department of English Literature.

The Brand Blanshard Faculty Fellowship is an endowed faculty fellowship in the humanities established in the name of philosopher and former faculty member Brand Blanshard, who taught philosophy at Swarthmore from 1925 to 1944. The fellowship will provide a semester leave at full pay for a member of the humanities faculty to do research and to write. On recommendation of the Selection Committee, a small additional grant may be available for travel and project expenses. Any humanities faculty member eligible for leave may apply. Fellows will prepare a paper about the work of their leave year and present it publicly to the College and wider community. The Blanshard Fellowship is made possible by an anonymous donor who was Blanshard's student at Swarthmore, and a challenge grant from the National Endowment for the Humanities.

The Constance Hungerford Faculty Support Fund was established in 2007 by Eugene M. Lang '38 to recognize Constance Cain Hungerford for her dedicated service as provost and faculty leader and for her outstanding contributions to Swarthmore's educational program. Connie Hungerford, an art historian, joined the Art Department in 1974 and was named provost in 2001. This fund allows the provost to make grants to individual faculty members to support their professional responsibilities and scholarly and creative careers.

The Eugene M. Lang Faculty Fellowship is designed to enhance the educational program of Swarthmore College by contributing to faculty development, by promoting original or innovative scholarly achievement of faculty members, and by encouraging the use of such

achievements to stimulate intellectual exchange among scholars. The fellowship will provide financial support for faculty leaves through a grant of about one-half the recipient's salary during the grant year. On recommendation of the Selection Committee, a small additional grant may be available for travel and project expenses and for library book purchases. The Selection Committee shall consist of the provost, three divisional chairs, and three others selected by the president, of whom at least two must be Swarthmore alumni. Any faculty member eligible for leave may apply. Fellows will be expected to prepare a paper or papers resulting from the work of their leave year, presented publicly for the College and wider community. The Selection Committee may wholly or partially support the cost of publishing any of these papers. These fellowships are made possible by an endowment established by Eugene M. Lang '38.

The Edmund Allen Professorship of Chemistry was established in 1938 by a trust set up by his daughter Laura Allen, friend of the College and niece of Manager Rachel Hillborn.

The Franklin E. and Betty Barr Chair in Economics was established in 1989 as a memorial to Franklin E. Barr Jr. '48 by his wife, Betty Barr.

The Alfred H. and Peggi Bloom Professorship was established in 2002 by Eugene M. Lang '38 in honor of President Alfred H. and Peggi Bloom.

The Albert L. and Edna Pownall Buffington Professorship was established in 1964 by a bequest from Albert Buffington, Class of 1896 in honor of his wife, Edna Pownall Buffington, Class of 1898.

The Dorwin P. Cartwright Professorship in Social Theory and Social Action was created in 1993 by Barbara Weiss Cartwright '37, to honor her husband, Dorwin P. Cartwright '37. The professorship is awarded for a period of five years to a full professor who has contributed to and has the promise of continuing major contributions to the understanding of how social theory can be brought to bear on creating a more humane and ethically responsible society.

Centennial Chairs. Three professorships, unrestricted as to field, were created in 1964 in honor of Swarthmore's centennial from funds raised during the Centennial Fund Campaign.

The Isaac H. Clothier Jr. Professorship of Biology was established by Isaac H. Clothier Jr. as a tribute of gratitude and esteem to Dr. Spencer Trotter, a professor of biology from 1888–1926.

The Isaac H. Clothier Professorship of History and International Relations was created in 1888 by Isaac H. Clothier, a member of the Board of Managers. Originally the professorship was granted in the field of civil and mechanical engineering. Clothier later approved its being a chair in Latin; in 1912, he approved its present designation.

The Morris L. Clothier Professorship of Physics was established in 1905 by Morris L. Clothier, Class of 1890.

The Julien and Virginia Cornell Visiting Professorship was endowed by Julien Cornell '30 and Virginia Stratton Cornell '30, former members of the Board of Managers, to bring professors and lecturers from other nations and cultures for a semester or a year. Since 1962, Cornell professors and their families from every corner of the world have resided on the campus so that they might deepen the perspective of both students and faculty.

The Alexander Griswold Cummins Professorship of English Literature was

established in 1911 in honor of Alexander Griswold Cummins, Class of 1889, by Morris L. Clothier, Class of 1890.

The Howard N. and Ada J. Eavenson Professorship in Engineering was established in 1959 by Mrs. Eavenson, whose husband graduated in 1895.

The Neil R. Grabois '57 Professorship was established in 2010 by Eugene M. Lang '38 to honor Neil Grabois, mathematician and educator. This fund supports a professorship in the division of natural sciences and engineering, with a preference for a member of the mathematics department. *The James H. Hammons Professorship* was established in 1997 by Jeffrey A. Wolfson '75, to recognize the inspiring academic and personal guidance provided by James H. Hammons, professor of chemistry, who began his distinguished teaching career at Swarthmore in 1964. The professorship may be awarded in any division, with preference given to the Chemistry Department.

The James C. Hormel Professorship in Social Justice, established in 1995 by a gift from James C. Hormel '55, is awarded to a professor in any academic division whose teaching and scholarship stimulate increased concern for and understanding of social justice issues, including those pertaining to sexual orientation.

The Howard M. and Charles F. Jenkins Professorship of Quakerism and Peace Studies was endowed in 1924 by Charles F. Jenkins H'26 and a member of the Board of Managers, on behalf of the family of Howard M. Jenkins, a member of the Board of Managers, to increase the usefulness of the Friends Historical Library and to stimulate interest in American and Colonial history with special reference to Pennsylvania. The fund was added to over the years through the efforts of the Jenkins family and by a 1976 bequest from C. Marshall Taylor '04.

The Walter Kemp Professorship in the Natural Sciences was established in 2006 by Giles K. "Gil" '72 and Barbara Guss Kemp. Gil and Barbara wanted to honor Gil's father, a retired psychiatrist, who "has always been an inspiration" and "a great believer in both science and education." The professorship is awarded with particular regard for combining professional engagement with excellence in teaching.

The William R. Kenan Jr. Professorships were established in 1973 by a grant from the William R. Kenan Jr. Charitable Trust to "support and encourage a scholar-teacher whose enthusiasm for learning, commitment to teaching, and sincere personal interest in students will enhance the learning process and make an

effective contribution to the undergraduate community.”

The Eugene M. Lang Research Professorship, established in 1981 by Eugene M. Lang '38, a member of the Board of Managers, normally rotates every four years among members of the Swarthmore faculty and includes one year devoted entirely to research, study, enrichment, or writing. It carries an annual discretionary grant for research expenses, books, and materials.

The Eugene M. Lang Visiting Professorship, endowed in 1981 by Eugene M. Lang '38, brings to Swarthmore College for a period of one semester to 3 years an outstanding social scientist or other suitably qualified person who has achieved prominence and special recognition in the area of social change.

The Jane Lang Professorship in Music was established by Eugene M. Lang '38, to honor his daughter, Jane Lang '67. The Jane Lang Professorship is awarded to a member of the faculty whose teaching or professional activity promotes the centrality of music in the educational process by linking it to other disciplines.

The Stephen Lang Professorship of Performing Arts was established by Eugene M. Lang '38, to honor his son, Stephen Lang '73. The Stephen Lang Professorship of Performing Arts is awarded for five years to a member of the faculty whose teaching or professional activity promotes excellence in the performing arts at Swarthmore.

The Sara Lawrence Lightfoot Professorship was created by the College in 1992 in recognition of an unrestricted gift by James A. Michener '29. The professorship is named in honor of Sara Lawrence Lightfoot '66, Doctor of Humane Letters, 1989, and a former member of the Board of Managers.

The Susan W. Lippincott Professorship of Modern and Classical Languages was endowed in 1911 through a bequest from Susan W. Lippincott, a member of the Board of Managers, a contribution from her niece, Caroline Lippincott, Class of 1881, and gifts by other family members.

The Edward Hicks Magill Professorship of Mathematics and Natural Sciences was created in 1888 largely by contributions of interested friends of Edward H. Magill, president of the College from 1872 to 1889, and a bequest from John M. George.

The Charles and Harriett Cox McDowell Professorship of Philosophy and Religion was established in 1952 by Harriett Cox McDowell, Class of 1887 and a member of the Board of Managers, in her name and that of her husband, Dr. Charles McDowell, Class of 1877.

The Mari S. Michener Professorship was created by the College in 1992 to honor Mrs. Michener, wife of James A. Michener '29, and in recognition of his unrestricted gift.

The Gil and Frank Mustin Professorship was established by Gilbert B. Mustin '42 and Frank H. Mustin '44 in 1990. It is unrestricted as to field.

The Richter Professorship of Political Science was established in 1962 by a bequest from Max Richter at the suggestion of his friend and attorney, Charles Segal, father of Robert L. Segal '46 and Andrew Segal '50.

The Scheuer Family Chair of Humanities was created in 1987 through the gifts of James H. Scheuer '42; Walter and Marge Pearlman Scheuer '44; and their children, Laura Lee '73, Elizabeth Helen '75, Jeffrey '75, and Susan '78 and joined by a challenge grant from The National Endowment for the Humanities.

The Howard A. Schneiderman '48 Professorship in Biology was established by his wife, Audrey M. Schneiderman, to be awarded to a professor in the Biology Department.

The Claude C. Smith '14 Professorship was established in 1996 by members of the Smith family and friends of Mr. Smith. A graduate of the Class of 1914, Claude Smith was an esteemed lawyer with the firm of Duane, Morris and Heckscher and was active at the College, including serving as chairman of the Board of Managers. This chair is awarded to a member of the Political Science or Economics departments.

The Henry C. and Charlotte Turner Professorship was established in 1998 by the Turner family. Henry C. Turner, Class of 1893 and J. Archer Turner, Class of 1905, served as members of the Board of Managers of Swarthmore College, as officers of the corporation, and as members of various committees. Henry Turner was founder of the Turner Construction Co.; his brother, J. Archer Turner, was the firm's president. Four generations of Turners have had ties with the College, and Sue Thomas Turner '35, wife of Robert C. Turner '36 (son of Henry C. Turner), is a board member emerita. Howard Turner '33, son of J. Archer Turner, has also been very active as a member of the Board of Managers over the years.

The J. Archer and Helen C. Turner Professorship was established in 1998 by the Turner family. Henry C. Turner, Class of 1893 and J. Archer Turner, Class of 1905, served as members of the Board of Managers of Swarthmore College, as officers of the corporation, and as members of various committees. Henry Turner was founder of the Turner Construction Co.; his brother, J. Archer Turner, was the firm's president. Four

generations of Turners have had ties with the College, and Sue Thomas Turner '35, wife of Robert C. Turner '36 (son of Henry C. Turner), is a board member emerita. Howard Turner '33, son of J. Archer Turner, has also been very active as a member of the Board of Managers over the years.

The Henry C. and J. Archer Turner Professorship of Engineering was established with contributions and gifts from members of the Turner family in 1946 in recognition of the devoted service and wise counsel of Henry C. Turner, Class of 1893 and his brother, J. Archer Turner, Class of 1905. Both were members of the Board of Managers.

The Daniel Underhill Professorship of Music was established in 1976 by a bequest from Bertha Underhill to honor her husband, Class of 1894 and a member of the Board of Managers.

The Marian Snyder Ware Director of Physical Education and Athletics was endowed in 1990 by Marian Snyder Ware '38.

The Joseph Wharton Professorship of Political Economy was endowed by a trust given to the College in 1888 by Joseph Wharton, chair of the Board of Managers.

The Isaiah V. Williamson Professorship of Civil and Mechanical Engineering was endowed in 1888 by a gift from Isaiah V. Williamson.

19.1 Enrollment of Students by Classes (Fall 2009)

	Men	Women	Total
Seniors	169	195	364
Juniors	177	190	367
Sophomores	190	190	380
Freshmen	<u>190</u>	<u>204</u>	<u>394</u>
	726	779	1505
Graduate students	0	0	0
Special student	<u>4</u>	<u>16</u>	<u>20</u>
TOTAL	730	795	1525

Note: These counts include 83 students studying abroad.

19.2 Geographic Distribution of Students (Fall 2009)

Alabama.....6	New York.....210	Ghana.....3
Alaska.....1	North Carolina.....26	Greece.....1
Arizona.....12	North Dakota.....3	Hong Kong.....7
Arkansas.....5	Ohio.....29	India.....9
California.....154	Oklahoma.....3	Japan.....3
Colorado.....14	Oregon.....13	Jordan.....1
Connecticut.....31	Pennsylvania.....199	Kenya.....1
Delaware.....23	Puerto Rico.....1	Latvia.....1
District of Columbia.....9	Rhode Island.....3	Malaysia.....2
Florida.....29	South Carolina.....10	Mexico.....3
Georgia.....23	South Dakota.....1	Nepal.....1
Hawaii.....4	Tennessee.....8	Netherlands.....1
Idaho.....3	Texas.....43	Pakistan.....1
Illinois.....29	Utah.....2	Palestine.....2
Indiana.....10	Vermont.....13	People's Republic of China..17
Iowa.....8	Virgin Islands.....3	Peru.....4
Kansas.....5	Virginia.....35	Poland.....1
Kentucky.....8	Washington.....29	Romania.....1
Louisiana.....3	West Virginia.....2	South Africa.....1
Maine.....15	Wisconsin.....8	South Korea.....26
Maryland.....74	Wyoming.....1	Switzerland.....1
Massachusetts.....92	Total United States..... <u>1,414</u>	Taiwan.....1
Michigan.....18	Military PO.....1	Turkey.....5
Minnesota.....14	Bolivia.....1	United Arab Emirates.....1
Mississippi.....1	Brazil.....1	United Kingdom.....1
Missouri.....10	Brunei.....1	Vietnam.....1
Montana.....5	Canada.....3	Zimbabwe.....1
Nebraska.....6	Ecuador.....2	Total from abroad..... <u>111</u>
Nevada.....3	France.....1	GRAND TOTAL..... <u>1,525</u>
New Hampshire.....5	Germany.....5	
New Jersey.....145		
New Mexico.....6		

The semester course credit is the unit of credit. One semester course credit is normally equivalent to 4 semester hours elsewhere. Seminars and colloquia are usually given for 2 semester course credits. A few courses are given for 0.5 credit.

Courses are numbered as follows:

001 to 010	Introductory courses
011 to 099	Other courses (Some of these courses are not open to first-year students or sophomores.)
100 to 199	Seminars for upper-class students and graduate students.

The numbers for yearlong courses are joined by a hyphen (e.g., 001–002) and must be continued

for the entire year. For introductory language yearlong courses, credit is not given for the first semester's work only, nor is credit given for the first semester if the student fails the second semester. In cases where credit is not earned for the second half of a yearlong course, the first semester is excluded from counting toward degree credit, although the registration and grade for the first semester remain on the permanent record.

Course listings in this catalog are intended to facilitate planning, but are subject to change. A better guide to course offerings in any particular semester is the schedule of courses available at the Registrar's website www.swarthmore.edu/Admin/registrar/.

Subject Code Key

ARAB	Arabic	INTP	Interpretation Theory
ARTH	Art History	ISLM	Islamic Studies
ASIA	Asian Studies	JPNS	Japanese
ASTR	Astronomy	LASC	Latin American Studies
BIOL	Biology	LATN	Latin
BLST	Black Studies	LING	Linguistics
CHEM	Chemistry and Biochemistry	LITR	Modern Languages and Literatures
CHIN	Chinese	MATH	Mathematics
CLAS	Classics	MDST	Medieval Studies
CLPT	Comparative Literature	MUSI	Music
COGS	Cognitive Science	PEAC	Peace and Conflict Studies
CPSC	Computer Science	PHIL	Philosophy
DANC	Dance	PHYS	Physics
ECON	Economics	POLS	Political Science
EDUC	Educational Studies	PPOL	Public Policy
ENGL	English Literature	PSYC	Psychology
ENGR	Engineering	RELG	Religion
ENVS	Environmental Studies	RUSS	Russian
FMST	Film and Media Studies	SOAN	Sociology and Anthropology
FREN	French	SPAN	Spanish
GMST	German	STAT	Statistics
GREK	Greek	STUA	Studio Art
GSST	Gender and Sexuality Studies	THEA	Theater
HIST	History		

Footnote Key

- | | |
|--|---|
| 1 Absent on leave, fall 2010. | 9 Campus coordinator, Swarthmore Program in Grenoble, fall 2010. |
| 2 Absent on leave, spring 2011. | 10 Campus coordinator, Swarthmore Program in Grenoble, spring 2011. |
| 3 Absent on leave, 2010–2011. | 11 Program director, Swarthmore Program in Grenoble, fall 2010. |
| 4 Absent on administrative leave, 2010–2011. | 12 Program director, Swarthmore Program in Grenoble, spring 2011. |
| 5 Fall 2010. | |
| 6 Spring 2011. | |
| 7 Affiliated faculty. | |
| 8 Ex-officio. | |

SYDNEY L. CARPENTER, Professor of Studio Art and Chair
 MICHAEL W. COTHREN, Professor of Art History¹
 RANDALL L. EXON, Professor of Studio Art
 CONSTANCE CAIN HUNGERFORD, Professor of Art History⁴
 BRIAN A. MEUNIER, Professor of Studio Art²
 JANINE MILEAF, Associate Professor of Art History²
 PATRICIA L. REILLY, Associate Professor of Art History and Art History Coordinator
 LOGAN GRIDER, Assistant Professor of Studio Art
 TOMOKO SAKOMURA, Assistant Professor of Art History
 ADRIENNE BAYTON, Visiting Assistant Professor of Studio Art (part time)
 ALLAN EDMUNDS, Visiting Assistant Professor of Studio Art (part time)⁵
 CELIA GERARD, Visiting Assistant Professor of Studio Art (part time)
 JESSICA TODD HARPER, Visiting Assistant Professor of Studio Art (part time)
 MARY PHELAN, Visiting Assistant Professor of Studio Art (part time)⁶
 JUNE V. CIANFRANA, Administrative Assistant

¹ Absent on leave, fall 2010.

² Absent on leave, spring 2011.

³ Absent on leave, 2010–2011.

⁴ Absent on administrative leave, 2010–2011.

⁵ Fall 2010.

⁶ Spring 2011.

- Why is having a keen visual intelligence so crucial to a rewarding life?
- Why are museums one of the first places we go to understand the culture and history of a people?
- What goes on between the eye, mind, and hand during the process of creating a work of art?

Art is a place where history, religion, psychology, politics, and culture converge. The Art Department at Swarthmore offers two avenues of study: studio art and art history. In both, students are introduced to basic skills of visual analysis and expression and to the conceptual frameworks necessary for applying them across disciplines and professions. The artists and art historians at Swarthmore College consider visual intelligence to be fundamental to a liberal arts education. The department members believe that the ability to understand works of art—either through analysis or practice—is the key to a richer understanding of the human experience. The study of art is the most direct way of developing a better understanding and appreciation of the cultures and societies of our contemporary world, the visual phenomena found in it—both in nature and in society—and the historical record of human development. Artists have and continue to interpret their experiences, and art historians have and continue to interpret the objects made.

Students learn and create in a department that is made up of a close-knit group of practitioners and art historians. This special environment allows the kind of one-on-one relationship to faculty and colleagues that enables students to gain the skills they need to succeed in their

chosen paths. The proximity to Philadelphia, New York, and Washington, D.C.; some of the most important collections of art in the United States; and a lively art scene puts Swarthmore in a unique position compared with other liberal arts colleges across the country.

List Gallery. The List Gallery was established to enhance the art curriculum. Each year, the gallery mounts four or five exhibitions of both emerging and nationally known artists. April and May feature a series of senior thesis exhibitions by art majors, and an Alumni Weekend exhibition takes place in June. Together with the gallery director, the Exhibition Committee selects exhibitions that complement and strengthen the studio arts and art history curriculum. Exhibiting artists come to campus as visiting critics and lecturers, giving students access to a broad range of media and interpretation. Occasionally, the gallery presents historical exhibitions that offer art history students opportunities for direct observation and analysis.

Located in the Eugene M. and Theresa Lang Performing Arts Center, the List Gallery's 1,200-square-foot facility was made possible, in part, through generous gifts by Vera G. List and Eugene '38 and Theresa Lang. The Phillip Bruno Fine Art Fund supports work with the permanent collection. The Ann Trimble Warren Exhibition Fund and the List Gallery Fund support List Gallery exhibitions.

Donald Jay Gordon Visiting Artist; Heilman Lecture. Each year, the Art Department invites distinguished artists to the College as the Marjorie Heilman Visiting Lecturer or the Donald Jay Gordon Visiting Artist. The work of the invited artist is exhibited in the List Gallery,

and while on campus, she or he gives a public lecture, critiques work in the studios, and meets with both majors and nonmajors.

Lee Frank Lecture: See section 2.5.

Benjamin West Lecture: See section 2.5.

Jonathan Leigh Altman Summer Grant: See section 2.5.

Frank Solomon Jr. Student Art Prize: See section 17.4.

Requirements and Recommendations

Prerequisites

Most art history courses are offered without prerequisites. STUA 001 is the prerequisite for all studio arts courses, even for seniors.

Students are advised that graduate work in art history requires a reading knowledge of at least German and French. The Art Department approves a credit for Advanced Placement, grade 5 in art history (on completion of an art history course in the department) and studio arts (with submission of a portfolio).

Study Abroad

The Art Department strongly encourages those with an interest in art and its history to consider incorporating study abroad—either during a summer or a regular academic term—into their Swarthmore program. Important examples of art and architecture are scattered throughout the world, and the encounter with works still imbedded in their original context is vital to an understanding of their historical and contemporary significance. Past experience has shown, however, that art courses in most study-abroad programs fall considerably below the academic standards of comparable courses at Swarthmore. Students who are interested in bettering their chances of gaining a full Swarthmore credit for a course taken in a study-abroad program are advised to meet with either the studio art coordinator and/or the art history coordinator, before leaving the campus.

Note: Study abroad for junior studio art majors should occur before the spring semester of the junior year. Study abroad for junior art history majors should take place in the fall of the junior year because the required Junior Workshop course is in the spring of the junior year.

Course Major in Art History

Art history majors are required to take ARTH 002 (Western Art), ARTH 003 (East Asian Art), ARTH 020 (Junior Workshop), one course in studio arts, and 5 elective credits in art history including at least one 2-credit seminar. The comprehensive requirement will consist of an examination given in the spring of the senior year.

Course Minor in Art History

The course minor in art history will consist of 5 credits in art history, 4 of which must be taken at Swarthmore. Studio art majors can complete an art history minor with the completion of 3 art history credits in addition to those required by their studio art major.

Course Major in Art

The course major in art consists of four courses in art history (including ARTH 002) and seven courses in studio arts (including courses in drawing, a three-dimensional medium, an advanced credit). The comprehensive consists of a senior exhibition and written artist statement prepared during the fall and spring of the senior year.

Course Minor in Art

Not offered.

Majors and Minors in the Honors Program

Students may formulate Honors Programs as either majors or minors, in either art history or art. For details, consult guidelines available in the department office.

Art History

ARTH 001C. First-Year Seminar: Making Art History

Are works of art direct extensions, pure reflections, or unique expressions of an individual artist's genius, fragile by implication and susceptible to destruction from overanalysis? Or are works of art (as well as the definition just offered) cultural artifacts produced under specific material and social conditions, and fully meaningful only under extended analysis? Must we choose? And are these questions themselves, and the talk they generate or suppress, yet another manifestation of the Western European and American commodification of art, its production, and its consumption? Such questions will underlie this introduction to the goals, methods, and history of art history. Focusing on works drawn from a variety of cultures and epochs, as well as on the art historical and critical attention those works have attracted, students will learn to describe, analyze, and interpret both images and their interpretations and to convey their own assessments in lucid writing and speaking.

Writing course.

1 credit.

Not offered 2010–2011. Cothren.

ARTH 001D. First-Year Seminar: Architecture of Philadelphia

Virtually no other city in the Western hemisphere provides a richer cross-section of architecture over the past 350 years than

Philadelphia. The city's material culture tells the story not just of this region but of our nation, from William Penn's utopian New World, to America's 19th-century economic and artistic flowering, to Philadelphia's importance as a mid-twentieth-century crucible of city planning and post-modern design. We will explore the built environment on foot as well as through photography, literature, journalism, and film.

Writing course.

1 credit.

Not offered 2010–2011.

ARTH 001E. First-Year Seminar: Michelangelo and Renaissance Culture

In this discussion-based first-year seminar, we will study the sculptures, paintings, architecture, poetry, drawings, and biographies of the Renaissance artist Michelangelo. We will investigate these in light of Michelangelo's patrons, audiences, and the larger cultural, political, and religious contexts in which these works were produced. We will also consider the ways in which these works have been analyzed over the centuries and how the biographies and myths of Michelangelo have been created and understood. In doing so, we will develop a critical understanding of the methods and terminology of the discipline of art history itself. Course projects include convening as a mock group of museum trustees to discuss whether the museum should purchase a sculpture that has recently been attributed to Michelangelo.

Writing course.

1 credit.

Fall 2010. Reilly.

ARTH 001F. First-Year Seminar: Interpreting Picasso

How should we understand the art of one of the most significant artists of the 20th century? Although long embraced by the history of art, Picasso's art still remains a challenge to its interpreters. This course looks at the sets of questions developed within the discipline of art history to understand this protean artist. Strategies addressed include formal analysis, biography, iconography, semiotics, social history, feminist critique, ethnography, and the history of exhibition and display. Emphasis will be placed on developing critical skills in oral and written formats.

Writing course.

1 credit.

Not offered 2010–2011. Mileaf.

ARTH 001K. First-Year Seminar: Rembrandt and the Dutch Golden Age
Rembrandt van Rijn is considered by many to be the most important artist of the golden age of the Dutch Republic. In this discussion-based course we will study the paintings, prints, drawings, and correspondence of this remarkable artist. Topics will include how Rembrandt's art engaged with the political and social worlds of 17th-century Netherlands and Flanders, as well as how his art addressed religion, gender, and the art market. We will examine, too, how Rembrandt and his works have been analyzed and mythologized over the centuries. Through all of these investigations we will also develop a critical understanding of the methods and terminology of the discipline of Art History.

Writing course.

1 credit.

Not offered 2010–2011. Reilly.

ARTH 001L. First-Year Seminar: From Handscrolls to Comic Books: Pictorial Narratives in Japan

Through examination of select pictorial narratives produced in Japan between the 12th century and the present, this first-year seminar introduces students to the basics of art historical research and analysis. We will look at the ways in which handscrolls, folding screens, and (comic) books employ image and text in addressing subjects such as romances, miracles, battles, and fantasies, and consider the roles and functions performed by pictorial narratives in society.

Writing course.

1 credit.

Fall 2010. Sakomura.

ARTH 002. Western Art

This course provides an introduction to Mediterranean and European art from prehistoric cave painting through the 19th century. We will consider a variety of media—from painting, sculpture, and architecture to ceramics, mosaic, metalwork, prints, and earthworks. The goal of this course is to provide a chronology of the major works in the Western tradition and to provide the vocabulary and methodologies necessary to analyze these works of art closely in light of the material, historical, religious, social, and cultural circumstances in which they were produced and received. We will give attention to the use and status of materials; the representation of social relations, gender, religion, and politics; the

context in which works of art were used and displayed; and the critical response these works elicited.

1 credit.

Each semester. Cothren or Reilly.

ARTH 003. East Asian Art

This course provides a thematic introduction to the arts of China, Korea, and Japan from prehistoric times to the present. Through explorations of select works of calligraphy, painting, prints, ceramics, sculpture, and architecture, this course aims to familiarize students with artistic vocabularies and conventions, sociocultural contexts of production and consumption, and tools of art historical analysis. Particular focus will be given to artistic exchanges among the three cultures, and the interrelationships between art, religion, philosophy, and literature.

1 credit.

Fall 2010. Sakomura.

ARTH 005. Modern Art

This course surveys European and American art from the late 18th century to the present. It introduces significant artists and art movements in their social, political, and theoretical contexts. Attention will also be given to interpretive strategies that have been used to write the history of this art. Issues to be considered include definitions of modernism and modernity, constructions of gender, the rise of urbanism and leisure, the independent art market, and questions of originality and representation.

1 credit.

Fall 2010. Mileaf.

ARTH 012. The Architecture of Frank Lloyd Wright

Frank Lloyd Wright's career straddled two centuries and changed the course of architecture. We will examine his buildings and writings, from the time of his association with Louis Sullivan to the design of the Guggenheim museum and consider Wright's work in relation to the diverse currents of international modernism. Special attention will also be given to his houses and his influence on modern American domestic life.

1 credit.

Not offered 2010–2011.

ARTH 013. Ancient Greek and Roman Art

This chronological survey will begin with a glance at the art of the Aegean and conclude with a study of the art and architecture of late Imperial Rome. We will consider issues such as mythology in daily ritual; the religious, social, and political functions of sculpture; the use of

architecture as propaganda; and the invention of the ideal warrior, athlete, and maiden.

Writing course.

1 credit.

Not offered 2010–2011. Reilly.

ARTH 014. Early Medieval Art and Architecture

In this introduction to European art and architecture from late antiquity to the 12th century, special attention will be given to the “Romanization” of Christian art under Constantine, the Celtic Christian heritage of the British Isles and its culmination in the Book of Kells, Justinianic Constantinople and Ravenna, the Carolingian Renaissance, Romanesque sculpture as ecclesiastical propaganda, and the efflorescence of monastic art under the Cluniacs and Cistercians.

1 credit.

Not offered 2010–2011. Cothren.

ARTH 019. Contemporary Art

This course takes a focused look at European and American art from 1945 to the present, a period during which most conventional meanings and methods of art were challenged or rejected. Beginning with the brushstrokes of abstract expressionism and continuing through to the bitmaps of today's digital art, we consider the changing status of artists, artworks, and institutions. Emphasis will be placed on critical understanding of the theoretical and historical foundations for these shifts.

1 credit.

Not offered 2010–2011. Mileaf.

ARTH 020. Junior Workshop

This foundation colloquium for art history majors will explore various approaches to the historical interpretation of the visual arts. Attention will be given to art historiography—both theory and practice—through the critical reading and analysis of some important foundation texts of the discipline as well as more recent writings that propose or challenge a variety of old and new analytic strategies. Central to the course will be the research and writing of a paper interpreting a work of art or architecture available in the Philadelphia area, an exercise that will help majors develop a clearer sense of the sorts of questions that are central to their own interest in the historical study of visual culture.

Writing course.

1 credit.

Spring 2011. Cothren.

ARTH 021. African–American Art and Identity

This course analyzes constructions of African–American identity as related to visual works of

art by and of African Americans, from early colonial America to the present. The course incorporates a variety of social and historical issues, media and disciplines, and students are encouraged to consider art and artists through an interdisciplinary lens. Music, film, and literary sources will be presented in lecture. There is a special focus on art and artists from the Philadelphia area.

1 credit.

Not offered 2010–2011.

ARTH 025. Native American Art

An overview of the arts of native peoples across the North American continent from the archaeological records of prehistory to the contemporary creations of painters and sculptors working within an international “art world.” Attention will be given to the theoretical, political, and methodological challenges inherent in the study of these indigenous arts and their interactions with other cultures and cultural viewpoints, past and present. Discussions will focus on issues of identity and ritual, artists and their audiences, archaeology and recovery, colonization and tourism.

1 credit.

Not offered 2010–2011. Cothren.

ARTH 032. Crafting Nature: The Arts of Japanese Tea Culture

This course explores the rich cultural practice of *chanoyu*, the “Japanese tea ceremony,” which emerged around the preparation of powdered green tea. We will examine the ritual, aesthetic, and institutional history of this practice from the 12th century to the present and consider the various cultural forms—painting, calligraphy, ceramics, architecture, garden design, religious ritual, performance, food preparation, and flower arrangement—that were integrated into and developed through *chanoyu*. Discussions will include the place of Zen Buddhism in the history of *chanoyu*, the role of *chanoyu* in Japanese aesthetic discourse and art collecting practices, and the impact of *chanoyu* on contemporary productions of architecture, lacquerware, metalware, and ceramics. We will also learn the craft of tea preparation and visit Shofuso, the Japanese House and Garden in Fairmount Park, Philadelphia.

Writing course.

1 credit.

Spring 2011. Sakomura.

ARTH 033. Famous Places and Sacred Sites: The Art of Landscape in East Asia

This course surveys the major traditions of landscape art in East Asia. We will explore the ways in which places and spaces are

transformed into famous places and sacred sites and consider the critical role played by visual representation in this process. Major topics include the relationship between landscape and power, cultural memory, literature, mythology, seasonality, travel, and literati culture. We will examine the functions of landscape art in various cultural, geographical, and temporal contexts of East Asia and consider the complex processes of cultural dissemination and adaptation by looking at the reception of Chinese landscape painting tradition in Korea and Japan.

1 credit.

Spring 2011. Sakomura.

ARTH 034. East Asian Calligraphy

This course surveys the major calligraphic traditions of China, Korea, and Japan from 1200 B.C.E. to the present. In addition to analyzing the development and dissemination of calligraphic styles and the works of individual calligraphers, we will explore how calligraphy conveys meaning, how the history of calligraphy has been written, and how calligraphy has been used as a powerful tool for cultural and political commentary.

1 credit.

Not offered 2010–2011. Sakomura.

ARTH 039. Contemporary Japanese Visual Culture

This course aims to familiarize students with the visual culture of contemporary Japan and its complex relationship to the traditional arts of Japan as well as to Western culture. Topics examined will include representations of gender, nature, tradition, history, nation, city and suburbia, tourism, food, commodity, and fashion. We will closely analyze and critique works in the print medium such as advertisements, graphic design, photography, magazines, and *manga*. We will also discuss examples and trends in Japanese product design and character design that have achieved global recognition, such as MUJI and Hello Kitty.

1 credit.

Fall 2010. Sakomura.

ARTH 043. Islam and the West: Architectural Cross-currents from the Middle Ages to the 21st Century

From the Great Mosque at Cordoba, to Sinan’s Istanbul, to 18th-century Budapest, to Antonio Gaudí’s Barcelona, and even to Norman Foster’s Masdar City in the United Arab Emirates, the Islamic world has had an enormously rich cross-fertilization with non-Islamic cultures and architectural traditions. We will seek a deeper understanding of similarity and difference, rivalry and inspiration, in

architecture, social priorities, cultural identity, and international relations.

1 credit.

Not offered 2010–2011.

ARTH 045. Gothic

This course will examine the formation of “The Gothic” around 1140 and its development and codification in the Ile-de-France to the middle of the 13th century; monasteries, cathedrals, and chapels; neo-platonism and the new aesthetic; “court-style” and political ideology; structural technology and stylistic change; patronage and production; contextualizing liturgy and visualizing dogma.

1 credit.

Not offered 2010–2011. Cothren.

ARTH 051. Renaissance Art in Florence and Environs

An introduction to painting, sculpture, drawings, prints, and architecture produced in Florence and its environs from the late 14th to the 16th century. We will consider a full range of issues related to the production and reception of these works, including the representation of individuals, the state, and religion. We will also examine the context in which these works were used and displayed, art and anatomy, art and gender, the critical responses these works elicited, and the theories of art developed by artists and nonartists alike.

1 credit.

Spring 2011. Reilly.

ARTH 065. Modern Architecture

The 20th century may have been the richest architectural century in human history. This course will study the modern built environment from many perspectives, from city and regional planning, to individual buildings, to their interior design and furniture. In the spirit of 20th-century globalization, we will look at developments on six continents: North and South America, Europe, Africa, Asia, and Australia.

1 credit.

Not offered 2010–2011.

ARTH 066. Designing with Nature: Greenness and Sustainability in Architecture.

This course will take up the challenges of greenness and sustainability in the built environment first by tracing the idea of “designing with nature” from Vitruvius and Alberti through the 20th century in Europe, America, Asia, and the Islamic world. Then we will unravel how these objectives are defined for designers in our time through public perceptions, tax incentives, LEED certification,

and other forces, and how they are being achieved in current projects around the globe.

1 credit.

Not offered 2010–2011.

ARTH 074. Studies in the History of Photography

This course will consider the theoretical implications of the invention of photography by taking a focused look at select moments in the history of this medium. What is meant by “the photographic?” And how have practitioners of photography asserted and/or challenged such a concept? Essays by Walter Benjamin, Roland Barthes, Susan Sontag, Rosalind Krauss, Martha Rosler, and others will form a foundation for discussions about specific artists, movements, and techniques. The class is organized around group discussions and is driven by student contributions.

1 credit.

Fall 2010. Mileaf.

ARTH 076. The Body in Contemporary Art

This course examines the use of the body as a subject and medium in art of the past few decades. While poking, prodding, fragmenting, and displaying the bodies of themselves and others, recent artists have called into question everything from conventional uses of the nude to the viewer’s own physical experience of art. Themes to be considered include the abject, health and sickness, global identities performance, masquerade, identity politics, and technology. This course will require careful reading of assigned texts, active participation in regular discussions, and frequent writing assignments.

1 credit.

Not offered 2010–2011. Mileaf.

ARTH 077. The Art of Exhibition

This discussion-based course examines the art exhibition as a vehicle for communication of aesthetic, political, social, and theoretical convictions. Theories of exhibition and display will be used as a framework for discussion of recent and historical case studies such as Sensation (The Brooklyn Museum, 1997); Freestyle (Studio Museum in Harlem, 2001); and Mirroring Evil (The Jewish Museum, 2002) or the 1921 International Dada Fair in Berlin. We will also consider how contemporary artists have used the exhibition as a subject or medium in their work. Class trips and speakers will draw practical connections for students as they work to organize their own exhibitions—either virtual or actual.

1 credit.

Not offered 2010–2011. Mileaf.

ARTH 096. Directed Reading

1 credit.

Staff.

ARTH 180. Thesis

A 2-credit thesis normally carried out in the fall of the senior year. The topic must be submitted and approved by the instructor in charge before the end of the junior year.

2 credits.

Staff.

Seminars

Unless otherwise noted, the prerequisite for all seminars is two courses in art history.

ARTH 136. Word and Image in Japanese Art

This seminar explores the interrelationship between text and image in Japanese art from the Heian (794–1185) to the Edo (1615–1868) periods, with an emphasis on major traditions in the *yamato-e* (“Yamato” or Japanese painting) style. We will examine the ways in which select works of narrative tales and poetry are visualized and explore the complex and nuanced interactions of text, image, and calligraphy. The relation between artistic formats and conventions of pictorializing and inscribing text will be considered through a wide range of media, including handscrolls, album books, folding screens, poem sheets, woodblock prints, lacquerware boxes, textiles, and fans. Topics will include visual reception of literary classics and significance of court culture through the ages. We will strive to deepen our understanding of the function and meaning of objects in their respective sociocultural contexts.

2 credits.

Not offered 2010–2011. Sakomura.

ARTH 147. Visual Narrative in Medieval Art

This seminar examines how and why tendentious stories are told in pictures during the European Middle Ages and the various ways art historians have sought to interpret their design and function. After introductory discussions on narratology, the class focuses on an intensive study of a few important and complex works of art that differ in date of production, geographic location, viewing context, artistic tradition, and medium. In past years, these have included the Bayeux Embroidery of ca. 1070, the stained-glass windows of the Parisian Sainte-Chapelle of ca. 1245, and Giotto’s frescos in the Arena Chapel in Padua of 1303–1305.

2 credits.

Spring 2011. Cothren.

ARTH 151. The Visual Culture of Renaissance Rome

From the 14th to the 17th century, Rome was transformed from a “dilapidated and deserted” medieval town to a center of spiritual and worldly power. This seminar will consider the defining role that images played in that transformation. In addition to studying the painting, sculpture and architecture of artists such as Fra Angelico, Bramante, Raphael, and Michelangelo, we will study the creation and use of objects such as banners, furniture, and temporary festival decorations. Topics will include papal reconstruction of the urban landscape; the rebirth of classical culture, art and the liturgy, private devotion and public ritual, and the construction of the artist as genius.

2 credits.

Not offered 2010–2011. Reilly.

ARTH 164. Modern Art

Current discussions from multiple theoretical perspectives of artists such as Courbet, Manet, Degas, Gauguin, Cezanne, Picasso, and Pollock and the issue of “modernism” in 19th- and 20th-century painting.

2 credits.

Not offered 2010–2011. Hungerford.

ARTH 166. Avant-Garde: History, Theory, Practice

This seminar examines European and American avant-garde art from the first half of the 20th century. After theoretically and historically situating avant-gardism as a concept, we will focus on such early 20th-century movements as cubism, futurism, constructivism, dada, and surrealism. We will also consider historical debates surrounding the significance and legitimacy of avant-garde practice and contemporary discussions regarding the relevance—or even possibility—of avant-gardism today. Of particular interest throughout the term will be artists’ engagements with politics, mass culture, technology, and social change.

2 credits.

Fall 2010. Mileaf.

ARTH 168. Dada and Surrealism

Signing a name, going into a trance, collecting dust, shopping in a flea market, dreaming, scribbling, and playing a game—all of these activities were investigated as methods of art production by artists associated with Dada and surrealism in the early decades of the 20th century. This seminar examines not only these new modes of making art but also the artists’ political, cultural, and theoretical reasons for developing them. By carefully reading primary and secondary texts, we consider the questions,

aims, and desires of these revolutionary art movements as well as the methods of art history that have been conceived to address them.

2 credits.

Not offered 2010–2011. Mileaf.

Studio Arts

STUA 001. Foundation Drawing

This course is designed as an introduction to drawing as the basis for visual thinking and perception. The class will focus on concepts and practices surrounding the use of drawing as a visual language rather than as a preliminary or planning process. Whether students are interested in photography, painting, pottery, sculpture, installation or performance, the ability to design and compose visually is fundamental to their development. The course follows a sequence of studies that introduces students to basic drawing media and compositional elements while they also learn to see inventively.

This course is a prerequisite for all other courses in studio art.

1 credit.

Each semester. Staff.

STUA 001B. First-Year Seminar: Making Art

This studio art experience is designed for first-year artists in all media who have demonstrated through a portfolio presentation their knowledge of the elements of visual thinking, design, and composition. This course is similar in content to the foundation drawing class STUA 001. However, it will be more in depth, with more emphasis on individually designed studio and research projects. Portfolios of actual or photographed work must be submitted for evaluation during the freshman advising week prior to the start of the fall semester. Contact the department for details.

1 credit.

Fall 2010. Grider.

STUA 005. Color Photography

This class is an introduction to the art and craft of color photography using the tools that are most widely practiced by artists today. Students work toward a final project using either a film or digital camera, processing images in Photoshop and outputting them on a professional-grade ink-jet printer. Weekly critiques, photographer research projects, and at least one field trip to look at art make up the class. It is preferred, but not required, that students take STUA 006: Black and White Photography first.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Spring 2011. Harper.

STUA 006. Black and White Photography

This class introduces students to the traditional craft of silver wet dark-room photography. Though black-and-white images can be created digitally, enough visual and technical complexity remains in silver gelatin printing that many artists continue to work in this time-honored medium long after the “digital revolution.” Students use film cameras, film, and light-sensitive paper to create a final body of work. Weekly critiques, photographer research projects, and at least one field trip to look at art make up the class.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Fall 2010. Harper.

STUA 007. Book Arts

Introduction to the art of the book. Included will be an investigation into typesetting and printing, binding, wood engraving, and alternative forms of book construction and design.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Spring 2011. Phelan.

STUA 008. Painting

Students will investigate the pictorial structure of oil painting and the complex nature of color. A thorough study of texture, spacial conventions, light, and atmosphere will be included.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Fall 2010. Exon.

STUA 009. Life Sculpture

Working from the perceptual observation and study of life forms, we will explore the sculptural principles and practice of life modeling in clay. Students will explore this subject in a broad range of historical styles—from the study of human anatomy to the more contemporary use of various life forms as source material towards abstraction. The earlier projects are centered on the study of the human figure through self-portraiture. The later projects will encourage the explorations of other life forms—plants and animals. Two trips to local museums are scheduled as an integral part of the projects.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Fall 2010. Carpenter.

STUA 010. Life Drawing

Work in various media directed toward a clearer perception of the human form. The class is centered on drawing from the model and within this context. The elements of gesture, line, structure, and light are isolated for the purpose of study.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Fall 2010. Bayton.

STUA 011. Watercolor

This course is a complete exploration of water-soluble media with an emphasis on transparent, gum arabic-based watercolor. Other materials and techniques will include ink wash, gouache, silk colors, collage, handmade papers, matting, and pen making, using reeds and quills. When in the studio, the class will work from the figure and still life. The central motif, however, will be painting the landscape. Whenever possible, we shall work outdoors. Occasional field trips to locales other than the campus will be offered.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Offered occasionally.

STUA 012. Figure Composition

In this advanced course in painting and drawing the human form, emphasis will be given to the methods, thematic concepts, conventions, and techniques associated with multiple figure design and composition.

Prerequisite: STUA 008 and/or STUA 010.

1 credit.

Offered occasionally.

STUA 013. Sculpting Everyday Things

Covering a broad range of contemporary sculptural concepts and techniques as they apply to the making of the most common of functional objects – chairs, tables, lamps, and bowls. After study and drawing from trips to area museums, students will design a thematically related series of three functional forms, with the use of found objects as a starting point. Several different mediums may be explored, including clay and epoxy modeling, plaster casting, woodworking, fabric work, and assemblage.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Not offered 2010–2011. Meunier.

STUA 014. Landscape Painting

This course explores the vast array of interpretive approaches, and practical methods available to the artist interested in landscape painting. Each student will be introduced to methods and techniques that will be used in the field while painting directly from nature. Topics include atmospheric perspective, linear perspective, viewpoint, compositional structuring through shape and rhythm, and a thorough study of light through changing effects of color and tonality. Excursions into the urban, suburban, and rural landscape of southeastern Pennsylvania will be scheduled weekly. Oil paints will be the central medium of the class.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Not offered 2010–2011. Exon.

STUA 015. The Potter's Wheel

This class focuses on a series of projects for the wheel that assist in development of ideas and technique. Most projects will involve the functional container, but the option to explore the wheel for nonfunctional form will also be available. Five assigned projects will be followed by the advanced series in which the student will propose and concentrate on a series of related objects for the remainder of the semester. Critiques and in-class discussion are an important component of this experience. Students will be exposed to traditional and nontraditional solutions to the wheel-thrown container through slide lectures, videos, and a guest artist. For beginners and advanced students.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Fall 2010. Carpenter.

STUA 017. The Container as Architecture

This clay class focuses on architecturally imagined forms and ornamentation using basic hand building processes of slab and coil construction. Surface treatments include slip and single fire solutions. Projects will explore free-standing compositions and tile relief. Large and moderately scaled, the projects will be complimented with videos, demonstrations and a guest artist TBA.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Spring 2011. Carpenter.

STUA 018. Printmaking

The course will emphasize the manipulation of various design elements in the rendering of preferred subject matter of individual students in woodblock, linoleum, collograph and combinations of each process. History and contemporary trends will be explored in preparation for assignments. Occasional group critiques will be conducted to foster the sharing of ideas and skills. If the schedule permits, two field trips to Philadelphia print shops or related print exhibitions are planned.

Prerequisite: STUA 001 or consent of instructor.

1 credit.

Fall 2010. Edmunds.

STUA 019. Sculpture: Materials and Process

This course will cover traditional and contemporary sculptural concepts with an emphasis on three of the most primary of sculptural materials: clay, plaster, and wood. The processes will include clay construction and modeling, plaster construction and casting techniques, and wood construction and shaping. During the first half of the semester, students will design and build three small sculptures, each in one of the mediums above. During the second half of the course, students will build a larger sculptural form incorporating all three mediums.

Prerequisite: STUA 001 Foundation Drawing or STUA 001B FYS: Making Art

1 credit.

Spring 2011. Gerard.

STUA 020. Advanced Studies

020A. Ceramics

020B. Drawing

020C. Painting

020D. Photography

020E. Sculpture

020F. Printmaking

These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are expected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.

This series of courses also serves as the Junior Workshop, a colloquium for junior studio art

majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.

Note: Although this course is for full credit, a student may petition the studio faculty for a 0.5-credit semester.

Prerequisites: STUA 001 and at least one previous course in the chosen medium.

1 credit.

Each semester. Staff.

STUA 025. Advanced Studies II

Continuation of STUA 020 on a more advanced level. This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.

025A. Ceramics

025B. Drawing

025C. Painting

025D. Photography

025E. Sculpture

025F. Printmaking

Prerequisite: STUA 020.

1 credit.

Each semester. Staff.

STUA 030. Senior Workshop I

This course is designed to strengthen critical, theoretical, and practical skills on an advanced level. Critiques by the resident faculty members and visiting artists as well as group critiques with all members of the workshop will guide and assess the development of the students' individual directed practice in a chosen field. Assigned readings and scheduled discussions will initiate the writing of the thesis for the senior exhibition.

This course is required of senior art majors.

1 credit.

Fall 2010. Grider.

STUA 040. Senior Workshop II

This course is designed to further strengthen critical, theoretical, and practical skills on a more advanced level. During the spring semester of the senior art major, students will write their senior artist statement and mount an exhibition in the List Gallery of the Eugene M. and Theresa Lang Performing Arts Center. The artist statement is a discussion of the

development of the work to be exhibited. The exhibition represents the comprehensive examination for the studio art major. Gallery exhibitions are reserved for studio art majors who have passed the senior workshop and fulfilled all requirements, including the writing of the senior art major statement.

1 credit.

Spring 2011. Grider.

Coordinator: ALAN BERKOWITZ (Modern Languages and Literatures, Chinese)
Anna Everetts (Administrative Assistant)

Faculty: Pallabi Chakravorty (Music and Dance)
William O. Gardner (Modern Languages and Literatures, Japanese)
K. David Harrison (Linguistics)
Steven P. Hopkins (Religion)¹
Haili Kong (Modern Languages and Literatures, Chinese)
Gerald Levinson (Music)
Lillian M. Li (History)
Bakirathi Mani (English Literature)
Erin Mee (Theater)
Tomoko Sakomura (Art History)
Tyrene White (Political Science)³
Thomas Whitman (Music)³

¹ Absent on leave, fall 2010.

³ Absent on leave, 2010–2011.

The interdisciplinary Asian Studies Program introduces students to the history, cultures, and societies of Asia—including principally China, Japan, and India. Courses are offered in the departments of art, economics, English literature, history, linguistics, modern languages and literatures (Chinese and Japanese), music and dance, political science, religion, sociology and anthropology, and theater. Students may choose to major or minor in Asian studies in either the Course Program or the Honors Program.

Studying Asia and gaining experience in the Asian world are important to understanding the global intersections of peoples, cultures, technology, and business in today's world. Today—as the Asian American community expands and diversifies, and as Asian cultural and technological influences have become part of American life—learning about Asia is not so exclusively about the “other,” but often about “self.” To study Asia, then, is to trace the diverse strands of Asian cultures that have originated in different regional, national, and local traditions, but which have now become increasingly intertwined with global life in the twenty-first century.

Language Study and Study Abroad

Students with majors in Asian studies are strongly encouraged to consider studying an Asian language and undertaking a period of study in Asia. Swarthmore currently offers Chinese and Japanese; other Asian languages may be studied at the University of Pennsylvania during the regular academic year, in summer-language programs, or abroad. For languages offered at Swarthmore, courses above the first-year level count toward the major. For Asian languages not offered at Swarthmore, courses at the entry level may be

approved if at least the equivalent of 1.5 credits is successfully completed in a program approved by the Asian Studies Committee. The Asian studies faculty can recommend academically rigorous programs in several Asian countries. Study abroad is the ideal arena for intensive language study. Courses taken abroad may be applied toward the major, subject to the approval of the Asian studies coordinator. However, at least half of the credits in a student's Asian studies major or minor should be earned at Swarthmore.

Fellowship and Grant Opportunities

The Alice L. Crossley Prize in Asian Studies is awarded each spring to the student who submits the best essay on any topic in Asian studies.

The Genevieve Ching-wen Lee '96 Memorial Fund supports a lecture each year in Asian American studies. This fund also supports an annual competition for summer research support for projects related to Asian studies or Asian American studies.

Requirements and Recommendations

Course Major

The Asian Studies Program invites students to make connections among courses that differ widely in content and method. When considering applicants to the major, the Asian Studies Committee looks for evidence of intellectual flexibility and independence. Students must have completed at least two Asia-related courses in different departments with grades of B or better to be accepted into the major.

The major in Asian studies consists of a minimum of 10 credits, with requirements and distribution as follows:

1. *Geographic breadth.* Coursework concerning more than one of the regions of Asia (East, South, Southeast, Southwest, and Central). This requirement can be accomplished by taking at least two courses that are pan-Asian or comparative in scope or by taking at least one course on a country that is not the principal focus of a student's program.

2. *Disciplinary breadth.* Courses must be taken in at least three different departments.

3. *Core courses.* At least 1 course must be taken from the following list:

ARTH 003. East Asian Art

CHIN 016. Substance, Shadow, and Spirit in Chinese Literature and Culture [LITR 016CH]

CHIN 023. Modern Chinese Literature: A Novelistic Discourse [LITR 023CH]

HIST 009A. Chinese Civilization

HIST 009B. Modern China

HIST 075. Modern Japan

JPNS 017. Introduction to Japanese Culture: The Cosmology of Japanese Drama (LITR 017J)

MUSI 008. Music of Asia

POLS 055. China and the World

RELG 008. Patterns of Asian Religions

RELG 009. The Buddhist Tradition

RELG 012 or RELG 013. History, Religion, and Culture of India I and II

4. *Intermediate and advanced work.* A minimum of 5 credits must be completed at the intermediate or advanced level in at least two departments.

5. *Asian-language study.* Asian-language study is not required but is strongly recommended. Up to 4 credits of language study may be applied toward the major. For languages offered at Swarthmore (Chinese and Japanese), courses above the first-year level may count toward the major. For Asian languages not offered at Swarthmore, courses at the entry level may count toward the major if at least the equivalent of 1.5 credits are earned in an approved program.

6. *Culminating exercise.* Asian studies course majors have a choice of culminating exercises:

a. Thesis option—A 1- or 2-credit thesis, followed by an oral examination. The thesis must be supervised by a member of the Asian studies faculty. Students normally enroll for the thesis (ASIA 096) in the fall semester of the senior year. For more information about the thesis, see www.swarthmore.edu/asianstudies or the sophomore paper guidelines.

b. Qualifying papers option—Students revise and expand two papers they have written for Asian studies courses in consultation with Asian studies faculty members.

c. Honors seminar option—Students take a 2-credit honors seminar in an Asian studies topic in either their junior or senior year. (*Note:* A two-course combination or a course plus attachment will not satisfy this requirement.)

7. *Grade-point average requirement.* A student must have at least a C average in the course major.

Course Minor

Students will be admitted to the minor after having completed at least two Asian studies courses in different departments with grades of B or better. The Asian studies minor in course consists of five courses, distributed as follows:

1. *Geographic breadth.* Coursework must cover more than one region of Asia. This can be accomplished by taking at least two courses that are pan-Asian or comparative in scope or by taking at least one full course on a country that is not the principal focus of a student's program.

2. *Disciplinary breadth.* Asia-related courses must be taken in at least two departments outside of the disciplinary major. Only one course may overlap the Asian studies minor and the disciplinary major.

3. *Core course.* Students are required to include at least one course from the list of core courses (see earlier).

4. *Intermediate or advanced work.* At least 2 credits of work must be completed at the intermediate or advanced level.

5. *Asian-language study.* Asian-language study is not required, but courses in Asian languages may count toward the course minor. Up to 2 credits of language study may be applied toward the minor. For languages offered at Swarthmore (Chinese and Japanese), courses above the first-year level may count toward the minor. For Asian languages not offered at Swarthmore, courses at the entry level may count toward the minor if at least the equivalent of 1.5 credits are earned in an approved program.

6. *Grade-point average requirement.* A student must have at least a C average in the minor.

Honors Major

To be admitted to the honors major, students should have completed at least two Asian studies courses in different departments with grades of B+ or better. The honors major in Asian studies consists of a minimum of 10 credits (including four honors preparations). The four preparations in an Honors Program

must be drawn from at least two different disciplines.

1. *Geographic and disciplinary breadth requirements.* These are the same as those for the course major (see earlier).

2. *Core courses.* Students are required to include at least one course from the list of core courses (see earlier).

3. *Asian studies as an interdisciplinary major.* All four fields presented for external examination must be Asian studies subjects. The four preparations in an Honors Program must be drawn from at least two different disciplines.

4. *Honors minor.* An Asian studies honors major need not declare a minor in another field. However, a student may designate one of his or her preparations as an honors minor. In that case, the student must fulfill all the requirements set by the relevant department or program for the honors minor.

5. *Senior honors study (SHS) for majors.* Asian studies does not have a Senior Honors Study (SHS) requirement. Nonetheless, honors majors must fulfill the requirements for the minor (which may include an SHS) established by each department in which an honors preparation is done.

6. *Grade-point average requirement.* A student must earn at least a B+ in all offerings applied to the honors major.

Careful advance planning is essential to make certain that the prerequisites and requirements established by separate departments and programs have been met. With the advance approval of the Asian studies coordinator, coursework or research done in study abroad may be incorporated into the student's program.

Honors Minor

To be admitted to the honors minor, students should have completed at least two Asian studies courses in different departments with a grade of B+ or above. An honors minor in Asian studies consists of a minimum of 5 credits, distributed as follows:

1. *Geographic breadth.* There are two tracks within the minor.

a. Comparative Asian cultures—The selection of courses and the honors preparation should offer a comparative perspective on the traditional or modern cultures of Asia. Individual programs should be worked out in close consultation with the Asian studies coordinator. (Language study does not count toward this track.)

b. Focus on a single country or region—All courses in the program should focus on the same region or country. One or 2 credits of language study may be included.

2. *Disciplinary breadth.* Asia-related courses must be taken in at least two departments outside of the disciplinary honors major. Only one course may overlap the honors minor and the disciplinary honors major.

3. *Core course.* Normally at least one of the five courses should be a core course (see earlier).

4. *Asian-language study.* Asian-language study is not required, but courses in Asian languages may count toward the honors minor. For languages offered at Swarthmore (Chinese and Japanese), courses above the second-year level, but no more than 2 credits, count toward the minor. For Asian languages not offered at Swarthmore, courses at the entry level may be counted if the equivalent of 1.5 credits are earned in an approved program.

5. *Honors preparation.* One preparation, normally a 2-credit seminar, will be submitted for external examination.

6. *SHS for minors.* The student will fulfill the requirements set for honors minors by the department offering the honors preparation.

7. *Grade-point average requirement.* A student must have at least a B+ in all courses applied to the honors minor.

Courses

(See descriptions in individual departments to determine offerings for each semester.)

Art (Art History)

ARTH 001L. From Handscrolls to Comic Books: Pictorial Narratives in Japan (W)

ARTH 003. East Asian Art

ARTH 032. Crafting Nature: The Arts of Japanese Tea Culture

ARTH 033. The Art of Landscape in East Asia

ARTH 034. East Asian Calligraphy

ARTH 039. Contemporary Japanese Visual Culture

ARTH 136. Word and Image in Japanese Art

Asian Studies

ASIA 093. Directed Reading

1 credit.

Staff.

ASIA 096. Thesis

Writing course

1 credit.

Staff.

ASIA 180. Honors Thesis

2 credits.

Staff.

Chinese

- CHIN 003B. Second-Year Mandarin Chinese (fall)
- CHIN 004B. Second-Year Mandarin Chinese (spring)
- CHIN 008. Reading Modern China Through Literary and Cinematic Text (Cross-listed as LITR 008CH)
- CHIN 009. Heaven, Earth, and Man: Ways of Thought in Traditional Chinese Culture (First-Year Seminar)
- CHIN 011. Third-Year Mandarin Chinese (fall)
- CHIN 011A. Third-Year Mandarin Chinese Conversation (fall)
- CHIN 012. Advanced Mandarin Chinese (spring)
- CHIN 012A. Advanced Mandarin Chinese Conversation (spring)
- CHIN 016. Substance, Shadow, and Spirit in Chinese Literature and Culture (Cross-listed as LITR 016CH)
- CHIN 017. Legacy of Chinese Narrative Literature: The Story in Dynastic China (Cross-listed as LITR 017CH)
- CHIN 018. The Classical Tradition in Chinese Literature (Cross-listed as LITR 018CH)
- CHIN 019. Singular Lives and Cultural Paradigms in Early and Imperial China (First-Year Seminar)
- CHIN 020. Readings in Modern Chinese
- CHIN 021. Topics in Modern Chinese
- CHIN 023. Modern Chinese Literature (Cross-listed as LITR 023CH)
- CHIN 025. Contemporary Chinese Fiction: Mirror of Social Change (Cross-listed as LITR 025CH)
- CHIN 027. Women Writers in 20th-Century China (Cross-listed as LITR 027CH)
- CHIN 033. Introduction to Classical Chinese (Cross-listed as LING 033)
- CHIN 035. Readings in Classical Chinese
- CHIN 055. Contemporary Chinese Cinema (Cross-listed as LITR 055CH)
- CHIN 056. History of Chinese Cinema (1905–1995) (Cross-listed as LITR 056CH)
- CHIN 063. Comparative Perspectives: China in the Ancient World (Cross-listed as LITR 063CH)
- CHIN 066. Chinese Poetry (Cross-listed as LITR 066CH)
- CHIN 069. Taste and Aesthetics in Chinese Cultural Traditions (Cross-listed as LITR 069CH)
- CHIN 071. Invaded Ideology and Translated Modernity (Cross-listed as LITR 071CH)

- CHIN 081. Transcending the Mundane: Taoism in Chinese Literature and Culture (Cross-listed as LITR 081CH)
- CHIN 091. Special Topics in Chinese Literature in Translation (Cross-listed as LITR 091CH)
- CHIN 092. Special Topics in Chinese Literature and Culture in Chinese
- CHIN 093. Directed Reading
- CHIN 103. Lu Xun and His Legacy in 20th-Century Chinese Literature
- CHIN 105. Fiction in Traditional China: People and Places, Journeys, and Romances
- CHIN 108. The Remaking of Cinematic China: Zhang Yimou, Wong Kar-wai, and Ang Lee
- CHIN 109. Daoism

Dance

- DANC 021. History of Dance: Africa and Asia
- DANC 025A. Dance and Diaspora (Cross-listed as SOAN 020J)
- DANC 028. Classical Indian Dance
- DANC 046. Dance Technique: Kathak
- DANC 049. Performance Kathak
- DANC 072. Intercultural Performance Methods
- DANC 079. Dancing Desire in Bollywood Films

Economics

- ECON 081. Economic Development*
- ECON 181. Economic Development+

English Literature

- ENGL 065. Introduction to Asian American Literature
- ENGL 075. South Asians in America: Literature, Culture, Politics
- ENGL 077. South Asians of Asian America

History

- HIST 009A. Chinese Civilization
- HIST 009B. Modern China
- HIST 075. Modern Japan
- HIST 077. Orientalism East and West
- HIST 078. Beijing and Shanghai: Tale of Two Cities
- HIST 079. Women, Family, and the State in China
- HIST 144. State and Society in China, 1750–2000

Japanese

- JPNS 003B. Second-Year Japanese (fall)
- JPNS 004B. Second-Year Japanese (spring)
- JPNS 005A. Japanese Conversation
- JPNS 012. Third-Year Japanese (fall)
- JPNS 012A. Japanese Conversation (fall)
- JPNS 013. Third-Year Japanese (spring)
- JPNS 013A. Readings in Japanese (spring)

JPNS 017. The World of Japanese Drama
(Cross-listed as LITR 017J and THEA 017)

JPNS 018. Topics in Japanese Literary and
Visual Culture (Cross-listed as LITR 018J)

JPNS 021. Modern Japanese Literature (Cross-
listed as LITR 021J)

JPNS 023. Manga and Anime: Socio-cultural
and Linguistic Perspectives

JPNS 024. Japanese Film and Animation
(Cross-listed as FMST 057)

JPNS 041. Fantastic Spaces in Modern
Japanese Literature (Cross-listed as LITR 041J)

JPNS 045. Japanese Language in Society
(Cross-listed as LING 047)

JPNS 051. Japanese Poetry and Poetics

JPNS 074. Japanese Popular Culture and
Contemporary Media (Cross-listed as LITR
074J)

JPNS 083. War and Postwar in Japanese
Culture (Cross-listed as LITR 083J)

Music

MUSI 008. The Music of Asia

MUSI 049A. Performance: Balinese Gamelan

Linguistics

LING 025. Language, Culture, and Society

LING 033. Introduction to Classical Chinese
(Cross-listed as CHIN 033)

LING 047. Japanese Language in Society

Political Science

POLS 055. China and the World

POLS 056. Patterns of Asian Development

POLS 058. Contemporary Chinese Politics

POLS 064. American-East Asian Relations*

POLS 073. Comparative Politics: Advanced
Topics in Chinese Politics

POLS 108. Comparative Politics: East Asia

Religion

RELG 008. Patterns of Asian Religions

RELG 009. The Buddhist Traditions of Asia

RELG 012B. The History, Religion and Culture
of India I

RELG 013. The History, Religion, and Culture
of India II

RELG 030B. The Power of Images: Icons and
Iconoclasts*

RELG 031B. Religion and Literature: From the
Song of Songs to the Hindu Saints*

RELG 108. Poets, Saints, and Storytellers:
Religious Literatures of South Asia

Theater

THEA 008A. Intercultural Performance
Methods

THEA 022. Production Ensemble: Hayavadana

THEA 017. The World of Japanese Drama
(Cross-listed as JPNS 017 and LITR 017J)

* *Cognate course*. Counts toward Asian studies
if all papers and projects are focused on Asian
topics. No more than two may be applied to the
course or honors major. No more than 1 credit
may be applied to the honors minor.

+ *Cognate seminar*. No more than 1 credit may
be applied toward the honors major. It does not
count toward an honors minor.

SCOTT F. GILBERT, Professor
 SARA HIEBERT BURCH, Professor and Chair
 JOHN B. JENKINS, Professor
 RACHEL A. MERZ, Professor
 KATHLEEN K. SIWICKI, Professor
 AMY CHENG VOLLMER, Professor
 JOSE LUIS MACHADO, Associate Professor
 COLIN PURRINGTON, Associate Professor
 ELIZABETH A. VALLEN, Associate Professor³
 JULIE HAGELIN, Assistant Professor³
 NICHOLAS KAPLINSKY, Assistant Professor
 JASON DOWNS, Visiting Assistant Professor
 WILLIAM GRESH JR., Laboratory Instructor
 HEATHER HASSEL-FINNEGAN, Laboratory Instructor
 PHILIP KUDISH, Academic Coordinator/Laboratory Instructor/Science Associate Coordinator
 JOCELYNE MATTEI-NOVERAL, Laboratory Instructor
 ERIN SCHLAG, Laboratory Instructor
 DIANE FRITZ, Administrative Coordinator

³ Absent on leave, 2010–2011.

At all levels of the Biology curriculum, students are engaged in learning about the functions and evolution of diverse biological systems as well as the methods by which biologists study nature. While fulfilling the requirements for the major, students are able to build a broad biological background by taking courses focused on different levels of biological organization, while also being able to concentrate on specialized areas of particular passion if they choose.

Students are introduced to biology by enrolling in BIOL 001 and BIOL 002, which serve as prerequisites for all intermediate and advanced biology courses. Intermediate courses are numbered 010 to 040. Courses numbered beyond 100 are advanced and may be used to prepare for the Honors Program. Advanced Placement (AP) 5 is accepted for placement in some intermediate courses. See individual instructors for permission.

Requirements and Recommendations

Students electing to major in biology must have a grade-point average of C in BIOL 001 and BIOL 002 (or in the first two Swarthmore biology courses) and a C average in all Swarthmore College courses in the natural sciences. The biology major must include the following supporting subjects in addition to the minimum of 8 biology credits composing either the honors or the course major: Introductory Chemistry, at least one semester of Organic Chemistry, and two semesters of college mathematics (not STAT 001 or MATH 003) or the completion of Calculus II (MATH 023 or 025). One semester of statistics (STAT 011) is strongly recommended.

Students majoring in biology must take BIOL 001 and BIOL 002 (or AP equivalent) and at least one course or seminar in each of the following three groups: Group I: Cellular and Molecular Biology, Group II: Organismal Biology, and Group III: Population Biology. CHEM 038: Biological Chemistry may be counted towards the major and as a Group I course. Only one course numbered 003 to 009 is allowed to count toward the 8-credit minimum. Course majors must take at least one advanced course or seminar in biology (numbered 110–139) and satisfy the general college requirement of a comprehensive experience and examination in biology by participation in BIOL 097: Themes in Biology. Students who wish to minor in biology must take 6 credits, at least 4 of which are to be taken at Swarthmore. The grade requirement to enter the minor is the same as for the biology course major. BIOL 001 and BIOL 002 (or AP equivalent) are required. There are no requirements for chemistry, math, or physics and no distribution requirement within the department. Only one course numbered BIOL 003 to 009 is allowed and only one credit in either BIOL 093 or 094. CHEM 038: Biological Chemistry may be counted as 1 of the 6 biology credits.

Special majors in biochemistry, psychobiology, and environmental science are also offered. Additional information about these special majors can be found on the Biology Department website. We offer teacher certification in biology through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies Department chair, the Biology Department chair, or the Educational Studies Department website.

Honors Program

Admission to the Honors Program either as a major or a minor is based on academic record (average of B or better in Swarthmore College courses in the natural sciences) and completion of prerequisites for the courses or seminars used in preparation for honors examinations.

Qualified students will prepare for two external examinations from the following areas: animal physiology, behavioral ecology, biomechanics, cell biology, developmental genetics, genomics and systems biology, human genetics, microbiology, neurobiology, plant physiology, plant defense, and plant ecology. Students in honors also will undertake a substantial research project (BIOL 180) and participate in senior honors study (BIOL 199). These efforts will be evaluated by external examiners, who will determine the level of honorific and grades for BIOL 180 and BIOL 199.

Courses

Biology course numbers reflect study at different levels of organization—General Studies (001–009), intermediate courses in Cellular and Molecular Biology (010–019), Organismal Biology (020–029), Population Biology (030–039), Seminars in Cellular and Molecular Biology (110–119), Seminars in Organismal Biology (120–129), and Seminars in Population Biology (130–139).

General Studies

BIOL 001. Cellular and Molecular Biology

An introduction to the study of living systems illustrated by examples drawn from cell biology, biochemistry, genetics, microbiology, neurobiology, and developmental biology.

One laboratory period per week.

Natural sciences and engineering practicum.

Writing course.

1 credit.

Fall 2010. Staff.

BIOL 002. Organismal and Population Biology

Introduction to the study of organisms emphasizing morphology, physiology, behavior, ecology, and evolution of whole organisms and populations.

One laboratory per week.

Natural sciences and engineering practicum.

Writing course.

1 credit.

Spring 2011. Staff.

BIOL 006. History and Critique of Biology

The topics of this course focus on the history and sociology of genetics, development and evolution, science and theology, and feminist critiques of biological sciences.

Prerequisites: BIOL 001 and BIOL 002.

1 credit.

Fall 2010. Gilbert.

Group I: Cellular and Molecular Biology (010–019)

BIOL 010. Genetics

This introduction to genetic analysis and molecular genetics explores basic principles of genetics, the chromosome theory of inheritance, classical and molecular strategies for gene mapping, strategies for identifying and isolating genes, the genetics of bacteria and viruses, replication, gene expression, and the regulation of gene activity. Major concepts will be illustrated using human and nonhuman examples.

One laboratory period per week.

Prerequisite: BIOL 001 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Jenkins.

BIOL 014. Cell Biology

A study of the ultrastructure, molecular interactions, and function of cell components, focusing primarily on eukaryotic cells. Topics include protein and membrane structure, organelle function and maintenance, and the role of the cytoskeleton.

One laboratory period per week.

Prerequisites: BIOL 001 and BIOL 002, and previous or concurrent enrollment in CHEM 022; or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Next offered spring 2012. Vallen.

BIOL 016. Microbiology

This study of the biology of microorganisms will emphasize aspects unique to prokaryotes. Topics include microbial cell structure, metabolism, physiology, genetics, and ecology. Laboratory exercises include techniques for detecting, isolating, cultivating, quantifying, and identifying bacteria. Students may not take both BIOL 016 and BIOL 017 for credit.

One laboratory period per week.

Prerequisites: CHEM 022; BIOL 001 and BIOL 002 or by permission of the instructor.

Natural sciences and engineering practicum.
1 credit.

Spring 2011. Vollmer.

BIOL 017. Microbial Pathogenesis and the Immune Response

A study of bacterial and viral infectious agents and of the humoral and cellular mechanisms by which vertebrates respond to them. Laboratory exercises include techniques for detecting, isolating, cultivating, quantifying, and identifying bacteria. Students may not take both BIOL 016 and BIOL 017 for credit.

One laboratory period per week.

Prerequisites: CHEM 022; BIOL 001 and BIOL 002 or by permission of the instructor.

Natural sciences and engineering practicum.
1 credit.

Next offered spring 2012. Vollmer.

Group II: Organismal Biology (020–029)

BIOL 020. Animal Physiology

An examination of the principles and mechanisms of animal physiology, ranging from the subcellular to the integrated whole animal in its environment. Possible topics include metabolism, thermoregulation, endocrine regulation, nutrient processing, and muscle physiology.

Prerequisites: BIOL 001 and BIOL 002. CHEM 010 is recommended.

Natural sciences and engineering practicum.
1 credit.

Next offered fall 2011. Hiebert Burch.

BIOL 021. Comparative Vertebrate Anatomy

A system by system examination of vertebrate morphology with an appreciation for the variation offered by the diversity of vertebrate forms. While morphology or physical form is the focus, each anatomical system is presented within a context of function and evolution. Laboratory exercises will involve dissection.

One laboratory period or field trip per week.

Prerequisites: BIOL 001 and BIOL 002.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Downs.

BIOL 022. Neurobiology

A comprehensive study of the basic principles of neuroscience, ranging from the electrical and chemical signaling properties of neurons and their underlying cellular and molecular mechanisms to the functional organization of selected neural systems.

One laboratory period per week.

Prerequisites: BIOL 001 and CHEM 010.

Natural sciences and engineering practicum.
1 credit.

Spring 2011. Siwicki.

BIOL 024. Developmental Biology

This analysis of animal development will combine descriptive, experimental, and evolutionary approaches. Laboratories will involve dissection and manipulation of invertebrate and vertebrate embryos.

One laboratory period per week.

Prerequisites: BIOL 001 and BIOL 002.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Gilbert.

BIOL 025. Plant Biology

This course is an exploration of the diverse field of plant biology. Topics will include growth and development, reproduction, genetics and genome biology, evolution and diversity, physiology, responses to pathogens and environmental stimuli, domestication, agriculture, and applications of plant genetic modification. Laboratories will introduce organismal, cellular, molecular, and genetic approaches to understanding plant biology.

One laboratory period per week.

Prerequisites: BIOL 001 and BIOL 002.

Natural sciences and engineering practicum.
1 credit.

Spring 2011. Kaplinsky.

BIOL 026. Invertebrate Biology

The evolution, morphology, ecology, and physiology of invertebrate animals.

One laboratory period per week; some all-day field trips.

Prerequisites: BIOL 001 and BIOL 002.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Merz.

Group III: Population Biology (030–039)

BIOL 030. Animal Behavior

An exploration of principles and mechanisms of animal behavior using an evolutionary approach, ranging from neurons and development of individuals to groups interacting in their natural environment. Possible topics include: how genes and environment affect behavior, antipredator behavior, migration, mating systems, parental care, human behavior.

One laboratory per week emphasizes observation of live animals in field and at zoo; one all day field trip possible.

Three to 6 hours of field work per week.

Prerequisite: BIOL 002.

Natural sciences and engineering practicum.
1 credit.

Not offered 2010–2011. Hagelin.

BIOL 034. Evolution

This course focuses on how and why populations change over time. Other topics, such as evolutionary rates, speciation, phylogeography, and extinction provide a broader view of evolutionary processes.

One laboratory period or field trip per week.

Prerequisites: BIOL 001 and BIOL 002.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Purrington.

BIOL 035. History of Life

An exploration of the evolutionary history responsible for the incredible diversity of organisms on earth today. An understanding of this history will be developed through study of geological processes, reconstruction of evolutionary relationships, and a familiarity with the fossil record. Readings and discussion of primary literature will supplement the course material.

One laboratory per week.

Prerequisites: BIOL 001 and BIOL 002.

1 credit.

Spring 2011. Downs.

BIOL 036. Ecology

The goal of ecology is to explain the distribution and abundance of organisms in nature through an understanding of how they interact with their abiotic and biotic environments. Students will gain ecological literacy and practice by studying processes that operate within and between hierarchical levels or organization such as individuals, populations, communities, and ecosystems. All this knowledge will be applied to understand the current global changes occurring in nature as a result of human activities.

Three to 6 hours of laboratory and/or fieldwork in the Crum Woods per week, in addition to at least one field trip per semester.

Prerequisites: BIOL 002 or permission of the instructor.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Machado.

BIOL 039. Marine Biology

Ecology of oceans and estuaries, including discussions of physiological, structural, and behavioral adaptations of marine organisms.

One laboratory per week; several all-day field trips.

Prerequisites: BIOL 001 and BIOL 002.

Natural sciences and engineering practicum.
1 credit.

Next offered fall 2011. Merz.

Independent Studies

BIOL 093. Directed Reading

A program of literature study in a designated area of biology not usually covered by regular courses or seminars and overseen by a biology faculty member.

0.5 or 1 credit.

Fall or spring semester. Staff.

BIOL 094. Research Project

Qualified students may pursue a research program for course credit with the permission of the department. The student will present a written report to the biology faculty member supervising the work.

0.5 or 1 credit.

Fall or spring semester. Staff.

BIOL 094A. Research Project: Departmental Evaluation

Students carrying out a BIOL 094 research project will present a written and oral report on the project to the Biology Department.

0.5 credit.

Fall or spring semester. Staff.

BIOL 180. Honors Research

Independent research in preparation for an honors research thesis.

Fall or spring semester. Staff.

Senior Comprehensive Examination

BIOL 095 and BIOL 097 are not part of the 8-credit minimum in biology.

BIOL 095. Senior Project

With the permission of the department, a student may write a senior paper in biology to satisfy the requirement of a comprehensive examination for graduation.

BIOL 097. Themes in Biology

Invited scientists present lectures and lead discussions on a selected topic that can be engaged from different subdisciplines within

biology. Serves as the senior comprehensive and examination; it is required of all biology majors in course.

Fall 2010. Staff.

Honors Study

BIOL 199 is not part of the 8-credit minimum in biology.

BIOL 199. Senior Honors Study

An interactive, integrative program that allows honors students to finalize their research thesis spring semester.

1 credit.

Spring 2011. Staff.

Seminars

BIOL 110. Human Genetics

In this exploration of the human genome, the topics to be discussed will include patterns of human inheritance; classical and molecular strategies for mapping and isolating genes; the metabolic basis of inherited disease; the genetic basis of cancer; developmental genetics; complex-trait analysis; the genetic basis of human behavior; and ethical, legal, and social issues in human genetics.

Attendance at medical genetics rounds and seminars at the University of Pennsylvania School of Medicine is required.

Prerequisite: BIOL 010 or permission of the instructor.

Natural sciences and engineering practicum.
2 credits.

Spring 2011. Jenkins.

BIOL 111. Developmental Genetics

This year's topic will focus on ecological developmental biology: how development is constrained and managed by environmental influences. Topics include phenotypic plasticity, polyphenisms, developmental symbioses, endocrine disruption, and the possible ways that such plasticity can generate evolutionarily novel structures. The laboratory will use molecular techniques to look at gene expression in the developing turtle shell.

One laboratory per week.

Prerequisites: BIOL 024 or permission of the instructor.

Natural sciences and engineering practicum.
2 credits.

Not offered 2010–2011. Gilbert.

BIOL 114. Symbiotic Interactions

This seminar will focus on the molecular basis of plant-microbe, animal-microbe, and possibly microbe-microbe symbioses. In addition to studying specific systems, common themes and

pathways will be analyzed and discussed (nutrient exchange, suppression of the immune response, specificity of host-symbiont recognition, etc.). Readings will be primarily from the research literature. Laboratory projects will use molecular techniques and likely focus on the sea anemone *Aiptasia* and its symbiotic, photosynthetic dinoflagellate, *Symbiodinium*.
One laboratory per week.

Prerequisites: CHEM 022, and any Group I or Group II biology course.

Natural sciences and engineering practicum.
2 credits.

Next offered fall 2011. Vallen.

BIOL 115E. Plant Molecular Genetics—Biotechnology

The course will investigate the technological approaches that plant scientists are using to address environmental, agricultural, and health issues. Topics will include biofuels, nutritional engineering, engineering disease and stress resistance, bioremediation, and the production of pharmaceuticals in plants. This course consists of one discussion and one laboratory per week. Laboratory projects will include independent and ongoing research.

One laboratory per week.

Prerequisites: BIOL 001, BIOL 002, and BIOL 025 or permission of instructor.

Natural sciences and engineering practicum.
2 credits.

Fall 2010. Kaplinsky.

BIOL 116. Microbial Processes and Biotechnology

A study of microbial mechanisms regulating metabolism and gene expression in response to natural and experimental stressors. Technical and ethical applications of these concepts in biotechnology will be addressed.

Independent laboratory projects.

Prerequisite: BIOL 016 or BIOL 017 or permission of the instructor.

Natural sciences and engineering practicum.
Writing course.

2 credits.

Fall 2010. Vollmer.

BIOL 119. Genomics and Systems Biology

Fundamental questions in biology are being answered using revolutionary new technologies including genomics, proteomics, metabolomics, systems biology, modeling, and large scale protein and genetic interaction screens. These approaches have fundamentally changed how scientists investigate biological problems and allow us to ask questions about cells, organisms and evolution that were impossible to address

even five years ago. Readings will include animal, plant, fungal, and bacterial literature. Laboratory projects will incorporate genomic and molecular approaches.

One laboratory per week.

Prerequisite: BIOL 001 and BIOL 002 or the equivalent and one Group I or Group II biology course.

Natural sciences and engineering practicum.
2 credits.

Next offered fall 2011. Kaplinsky.

BIOL 123. Learning and Memory

Neural systems and cellular processes involved in different types of learning and memory are studied through reading and discussion of research literature.

Independent laboratory projects.

Prerequisite: BIOL 022 or permission of the instructor.

Natural sciences and engineering practicum.
2 credits.

Fall 2010. Siwicki.

BIOL 124. Hormones and Behavior

This course will focus on endocrine regulation of animal behaviors, including reproduction, aggression, stress, sickness, parental care, and seasonality, with an emphasis on critical reading of primary literature.

Independent laboratory projects.

Prerequisites: BIOL 001 and 002 or the equivalent and one of the following: BIOL 020, 022, or permission of the instructor.

Natural sciences and engineering practicum.
2 credits.

Fall 2010. Hiebert Burch.

BIOL 126. Biomechanics

Basic principles of solid and fluid mechanics will be explored as they apply to the morphology, ecology, and evolution of plants and animals.

Prerequisites: BIOL 001 and 002 or the equivalent and one other Group II or Group III biology course.

Natural sciences and engineering practicum.
2 credits.

Spring 2011. Merz.

BIOL 134. Plant Evolution and Adaptation

Plant evolution from the perspective of diverse adaptations such as carnivory, parasitism, pollinator attraction, and light-seeking tropisms. This seminar will also cover adaptations that influence plant species' abilities to respond to human-induced change such as global warming and soil contaminants. Readings from the recent

primary literature will be supplemented with selections from Charles Darwin's books on botanical topics.

Independent laboratory and field projects.

Prerequisite: Any course numbered BIOL 025 or higher.

Natural sciences and engineering practicum.
2 credits.

Spring 2011. Purrington.

BIOL 137. Biodiversity and Ecosystem Functioning

Can the current decline in global biodiversity alter the functioning and stability of ecosystems? The answer to this question can be reached by evaluating the ecological consequences of changing patterns in biodiversity, through either extinction or addition of species. We will review the relative or specific role of extrinsic factors (climate, disturbance, soils, etc.), genetic, taxonomic, and functional diversity in ecosystem functioning using both experimental and natural evidence.

Prerequisite: Any biology course numbered BIOL 026 or higher. Students with preparation outside biology should seek permission of the instructor.

Natural sciences and engineering practicum.
2 credits.

Spring 2011. Machado.

Coordinator: SARAH WILLIE-LEBRETON (Sociology and Anthropology)
Anna Everetts (Administrative Assistant)

Committee: Timothy Burke (History)
Garikai Campbell (Mathematics and Statistics)
Sydney Carpenter (Studio Art)
Allison Dorsey (History)
Anthony Foy (English Literature)
Cheryl Jones-Walker (Educational Studies)³
Stephen O'Connell (Economics)
Micheline Rice-Maximin (Modern Languages and Literatures, French)^{1, 10}
Peter Schmidt (English Literature)

¹ Absent on leave, fall 2010.

³ Absent on leave, 2010–2011.

¹⁰ Campus Coordinator, Swarthmore Program in Grenoble, spring 2011.

The purpose of the Black Studies Program is the following:

1. To introduce students to the history, culture, society, and political and economic conditions of black people in Africa, the Americas, and elsewhere in the world.

2. To explore new approaches—in perspectives, analyses, and interdisciplinary techniques—appropriate to the study of the black experience.

Black studies has often stood in critical relation to the traditional disciplines. Its scholars have used traditional and nontraditional methodological tools to pursue knowledge that assumes the peoples and cultures of Africa and the African diaspora are central to understanding the world accurately. The courses in the Black Studies Program at Swarthmore enhance the liberal arts tradition of the College, acknowledging positivist, comparative, progressive, modernist and postmodernist, postcolonial, and Afrocentric approaches.

Students in any department may add an interdisciplinary minor in the Black Studies Program to their departmental major by fulfilling the requirements stated subsequently. Applications for admission to the interdisciplinary minor should be made in the spring semester of the sophomore year to the coordinator of the program. All programs must be approved by the Committee on Black Studies.

Requirements and Recommendations

All interdisciplinary minors in the Black Studies Program are required to take BLST 015, ordinarily during their first two years, and four additional courses eligible for credit in black studies (each 0.5 credit course counts as half a course toward program requirements). Of these four additional courses, at least one of them must be outside of the student's departmental

major, and no more than one of them can be taken outside of Swarthmore. We strongly advise students to take a course in African or African diasporic history as one of their additional courses.

Students may complete a 1-credit course thesis (BLST 091) as part of a black studies minor or special major. Permission will be granted only after consultation with the Black Studies Program committee and coordinator. Approval must be secured by the spring of junior year.

Students must earn a grade-point average of 3.0 or above in black studies coursework in order to be accepted into the program.

Honors Minor

All students participating in the Honors Program are invited to define a minor in the Black Studies Program. Honors minors in black studies must complete a 2-credit preparation for their honors portfolio to be submitted to external examiners. The following two options apply:

1. A 2-credit honors thesis written under program supervision (counts as one course toward program requirements), or
2. A 2-credit approved black studies honors seminar.

Honors minors must meet all other requirements of the interdisciplinary minor in course.

The 2-credit honors thesis must include work done for the interdisciplinary minor and should entail some unifying or integrative principle of coherence. In addition, an honors thesis must also include substantial work (normally 50 percent or more) drawing on a discipline that is outside of the student's major. The Black Studies Committee must approve the proposal for the 2-credit honors thesis, normally during the fall of the student's senior year.

After consultation with the major department, minors may draw on these preparations to

enhance or, where appropriate, to integrate their completed or ongoing senior honors study for the major. Work in the Black Studies Program may be represented in the honors portfolio sent to the external examiner by the inclusion of an essay designed to enhance and/or integrate work done in two or more courses, a revised and enriched seminar paper or a term paper from a Black Studies Program course, a video or audio tape of a creative performance activity in dance or music, or other approved creative work.

Special Major

Students preferring more intensive work in black studies are also welcome to design a special major by consulting with the program's coordinator, usually during their sophomore year. Special majors consist of at least 10 credits and normally of no more than 12 credits.

Courses

Courses in the Black Studies Program are listed below. Courses of independent study, special attachments on subjects relevant to black studies, and courses offered by visiting faculty that are not regularly listed in the catalog may also qualify for credit in the program, subject to the approval of the Black Studies Committee. Students who wish to pursue these possibilities should consult with the program coordinator. The following courses may be counted for credit in the Black Studies Program. Descriptions of the courses can be found in each department's course listings in this catalog.

Black Studies

BLST 015. Introduction to Black Studies

This course introduces students to the breadth and depth of the discipline in the Black Studies Program, using primary sources. It begins with an examination of current debates that define theory, method, and goals in black studies. It also examines the movement from the more object-centered Africana studies to subject- and agent-oriented black studies that occurred as a result of the U.S. civil rights and anti-colonialist movements in Africa, the Caribbean, and Europe. The course examines the challenges that were levied against traditional academic disciplines with the rise of anti-racist scholarship. It briefly examines the conversation between American, Caribbean, and African postcolonialists, and it allows students to delve into some of black studies' most current and exciting scholarship, with a focus on the United States.

1 credit.

Fall 2010. Willie-LeBreton.

BLST 031. Documentary of Utility: Documentary Filmmaking Approaches in Africa and the African Diaspora

(Cross-listed as FMST 031)

When culture develops in direct relation to political movements—which is often the case for documentary film in Africa, the African Diaspora, and the developing world—the idea of “utility” can be as important a criterion as “form” and “content.”

This course will provide an historical examination of “the documentary of utility.” We will analyze a range of works from Africa, North America, the Caribbean, South Asia, and Europe by exploring aesthetics and structure, as well as by trying to understand the larger context in which these works emerged.

1 credit.

Fall 2010. Massiah.

BLST 032. Documentary Film Practicum

(Cross-listed as FMST 032)

1 credit.

Spring 2011. Massiah.

BLST 059. The Black Freedom Struggle: From Civil Rights to Hip-Hop

(Cross-listed as HIST 059)

This course is devoted to the study of the black efforts to achieve political, social and economic equality within the United States through protest. Students will investigate the links between protest efforts in the era of World War II, the nonviolent and radical phases of the modern civil rights movement and the development of a new culture of protest in the last quarter of the 20th century. In addition to studying historical texts, students will analyze various forms of protest media such as Black Radio Days, cartoons, paintings and plays of 1960s Black Arts Movement and the poems, lyrics, and graphic art of early hip-hop.

1 credit.

Spring 2011. A. Dorsey.

BLST 091. Thesis

1 credit.

Each semester. Staff.

BLST 093. Directed Reading

1 credit.

Each semester. Staff.

BLST 180. Honors Thesis

2 credits.

Each semester. Staff.

Art

ARTH 021. African-American Art and Identity

ARTH 023. African Art

STUA 018. Print Making in Color

Dance

- DANC 009. Music and Dance of Africa
- DANC 021. History of Dance: Africa and Asia
- DANC 043. African Dance I
- DANC 049. Performance Dance: Repertory, Section 3: African
- DANC 053. African Dance II
- DANC 071. Afro-Caribbean Drumming Circle
- DANC 078. Dance/Drum Ensemble

Economics

- ECON 073. Race, Ethnicity, and Gender in Economics
- ECON 081. Economic Development
- ECON 082. The Political Economy of Africa
- ECON 171. Labor and Social Economics
- ECON 181. Economic Development

Educational Studies

- EDUC 067. Identities and Education
- EDUC 068. Urban Education

English Literature

- ENGL 009S. Black Liberty, Black Literature (First-Year Seminar)
- ENGL 061. Fictions of Black America
- ENGL 062. Black Autobiography
- ENGL 063. Black Philadelphia
- ENGL 068. Black Culture in a "Post-Soul" Era
- ENGL 119. Black Cultural Studies Seminar

French

- FREN 038. Littératures francophones et cultures de l'Immigration en France
- FREN 043. Fictions d'enfance
- FREN 045. Etudes francophone
- FREN 045C. Le monde francophone: Haitian Literatures and Cultures
- FREN 046. Poésies d'écritures françaises
- FREN 054. Francophone Cinema: Configurations of Space in Postcolonial Cinema
- FREN 056. Ecritures au féminin
- FREN 077. Prose Francophone: littérature et société
- FREN 091. Poétique de la mémoire caraïbe
- FREN 110. Histories d'Isles
- FREN 112. Ecritures francophones: fiction et histoire dans le monde francophone
- FREN 114. Théâtre d'écritures françaises
- FREN 115. Paroles de femmes

History

- HIST 007A. African American History, 1619–1865
- HIST 007B. African American History, 1865–Present

HIST 008A. West Africa in the Era of the Slave Trade, 1500–1850

HIST 008B. Mfecane, Mines, and Mandela: South Africa From 1650 to the Present

HIST 051. Race and Poverty in the United States

HIST 053. Black Women in the Civil Rights Movements

HIST 059. The Black Freedom Struggle: Civil Rights to Hip Hop

HIST 085. African Cities and Their History

HIST 086. The Image of Africa

HIST 087. Development and Modern Africa: Historical Perspectives

HIST 089. Environmental History of Africa

HIST 137. Slavery: 1550–1865

HIST 138. Black Communities in the United States

HIST 140. The Colonial Encounter in Africa

Linguistics

LING 052. Historical and Comparative Linguistics

Literatures

LITR 075F. Haïti, the French Antilles, and Guyane in Translation

Music

- MUSI 003. Jazz History
- MUSI 003A. Jazz Today: USA, Europe and the African Heritage
- MUSI 005B. African Music in a Transcontinental Context
- MUSI 061. Jazz Improvisation
- MUSI 071. Afro-Caribbean Drum Circle

Political Science

- POLS 033. Race, Ethnicity, and Public Policy
- POLS 034. Race, Ethnicity, Representation, and Redistricting in America

Religion

- RELG 010. African American Religions
- RELG 024B. From Vodun to Voodoo: African Religions in the Old and New Worlds
- RELG 025B. Black Women and Religion
- RELG 109. Afro-Atlantic Religions

Sociology and Anthropology

- SOAN 003F. Culture and Religion in Africa
- SOAN 007B. Introduction to Race and Ethnicity in the United States
- SOAN 007C. Sociology Through African American Women's Writing
- SOAN 010P. Race and Ethnicity in the United States
- SOAN 020B. Urban Education

SOAN 033C. Political Cultures of Africa

SOAN 043D. Africa, Human Rights, and Social
Conflict

SOAN 127. Race Theories

ROBERT S. PALEY, Professor

PAUL R. RABLEN, Professor¹

THOMAS A. STEPHENSON, Professor

KATHLEEN P. HOWARD, Associate Professor and Chair

STEPHEN T. MILLER, Associate Professor

ALISON E. HOLLIDAY, Assistant Professor²

LILIYA A. YATSUNYK, Assistant Professor²

CHRISTOPHER H. HENKELS, Visiting Assistant Professor

KEVIN D. WELCH, Visiting Assistant Professor

VIRGINIA M. INDIVERO, Senior Lecturer

MARIA G. NEWPORT, Lecturer

CAROLINE A. BURKHARD, Laboratory Instructor

DONNA T. HALLEY, Laboratory Instructor

LORI P. SONNTAG, Laboratory Instructor

DAVID S. TRIMBLE, Instrument Coordinator

KATHRYN R. MCGINTY, Administrative Assistant

¹ Absent on leave, fall 2010.

² Absent on leave, 2010–2011.

Our objective is to offer effective training in the fundamental principles and basic techniques of chemistry and biochemistry and to provide interested students with the opportunity for advanced work in the main subdisciplines of modern chemistry and biochemistry.

Requirements and Recommendations

Entry points

The normal route for entrance to the advanced-level program in the department of Chemistry and Biochemistry is to take the one-semester general chemistry course CHEM 010. The two-semester general chemistry sequence CHEM 003 and CHEM 004 is intended for students with no (or very weak) high school background in chemistry. First year Swarthmore students who took the Chemistry AP exam junior year in high school or later and scored a 5 will be invited to enroll in CHEM 010H.

Chemistry Major

The minimum requirement for a major in chemistry is 9 credits in the department; CHEM 010/010H/004, 022, 032, 038, 043, 044, 045, 046, and one single-credit seminar. A minimum of 5 of these credits must be earned at Swarthmore. Students should note the mathematics and physics prerequisites for Physical Chemistry, which are PHYS 003 and 004 (or 003 and 004L or 007 and 008); MATH 015; one of MATH 025, 025S, or 026; and one of MATH 033, 034, or 035. Those considering a major in chemistry are urged to complete these prerequisites by the end of the sophomore year. In addition, all students must complete CHEM 010/010H/004, 022, and one semester of physical chemistry (CHEM 044 or CHEM 045) before enrolling in a 100 level seminar course.

Those students planning professional work in chemistry or biochemistry should include at least 2 additional credits in chemistry in their programs. Certification by the American Chemical Society can be useful for those who intend to pursue a career in academics or the chemical industry and requires a year of independent research through CHEM 094, 096, or 180.

The College offers teacher certification in chemistry through a program approved by the state of Pennsylvania. For further information about the requirements, please contact the Educational Studies Department chair, or visit the Educational Studies Department website.

Biochemistry Special Major

The Chemistry and Biochemistry Department and the Biology Department collaborate to offer a special major in biochemistry which allows the student to gain a strong background in chemistry with special emphasis on the application of chemistry to biochemical and molecular biological problems. The requirements include CHEM 022, 032, 038, 043, 044, 045, 046, and 108 or 110.

Biochemistry majors must also complete either (1) a biochemically related, sophomore-level biology course with a lab and a biochemically related, advanced biology seminar with a lab; or (2) two biochemically related, sophomore-level biology courses (with labs). The term biochemically related includes all Biology Group I courses and other courses that are deemed appropriate by consultation among members of the Chemistry and Biochemistry and Biology departments. Students should note the mathematics, physics, chemistry, and biology prerequisites for these courses, which include PHYS 003 and 004 (or 003 and 004L or 007 and 008); MATH 015, MATH 025 (or

025S or 026); and MATH 033 (or 034 or 035). Those considering a major in biochemistry are urged to complete these prerequisites by the end of the sophomore year. In addition, all students must complete CHEM 010/010H/004, 022, and one semester of physical chemistry (CHEM 044 or CHEM 045) before enrolling in a 100 level seminar course. Research opportunities are available in both the Biology and Chemistry and Biochemistry departments.

Chemical Physics Special Major

The Chemistry and Biochemistry Department collaborates with the Physics and Astronomy Department to offer a special major in chemical physics which allows the student to gain a strong background in the study of chemical processes from a microscopic and molecular viewpoint. The special major combines coursework in chemistry and physics at the introductory and intermediate levels, along with advanced work in physical chemistry and physics, for a total of 10 to 12 credits. Laboratory work at the advanced level in either chemistry or physics is required. Mathematics courses in linear algebra and multivariable calculus are prerequisites to this work.

In preparation for a major in chemical physics, students must complete: (1) CHEM 010/010H and 022; (2) PHYS 005, 007 and 008 (PHYS 003, 004 can substitute, but the 005, 007 and 008 sequence is strongly recommended); (3) further work appropriate to the major in either chemistry (CHEM 044, 045, and/or 043 or 046) or physics (PHYS 014 and 050); and (4) MATH 027 (or 028) and 034 (or 035) by the end of their sophomore year. An example of a major in chemical physics is CHEM 022, 043, 044, 045, 046, and 105; and PHYS 005, 007, 008, 014, 050, 111, and 113. CHEM 096 can be used for laboratory work at the advanced level, but if a student should choose to opt out of the thesis requirement associated with CHEM 096, this credit must be replaced by either CHEM 043, CHEM 046, or PHYS 082.

Chemistry Minor in Course

A chemistry minor in the Course Program is also available. It is a 5-credit minor plus any prerequisites. The chemistry credits must include 010/010H/004, 022, and 044 plus 2 other credits, one of which must be numbered 040 or higher. CHEM 001, CHEM 003, and research credits (CHEM 094, 096, and 180) may not be used to fulfill this requirement. At least 4 of the 5 credits must be obtained at Swarthmore.

Honors Program

Fields Available for Examination

The fields offered by the Chemistry and Biochemistry Department for examination as

part of the Honors Program are Topics in Organic Chemistry, Topics in Environmental Chemistry, Topics in Bioinorganic Chemistry, Quantum Chemistry and Spectroscopy, Topics in Biochemistry, and Topics in Biophysical Chemistry. The department will offer a minimum of three of these preparations during each academic year. In addition, a 2-credit research thesis will be offered during each academic year. All honors majors are required to include a research thesis as one of their three fields of study.

Preparation for a research thesis within an Honors Program consists of enrollment in 2 credits of CHEM 180 during the senior year. Preparations for each of the other five fields consist of completion of the relevant single-credit seminar and associated prerequisites. For each of the preparations, these prerequisites include CHEM 010/010H/004, 022, and one semester of physical chemistry (CHEM 044 or CHEM 045). Individual preparations carry additional requirements and prerequisites, as noted in their course descriptions below.

Chemistry Majors

Honors majors in chemistry will be required to complete three preparations in chemistry, one of which must be the research thesis.

Regardless of the fields selected for external examination, all chemistry honors majors are required to complete CHEM 010/010H/004, 022, 032, 038, 043, 044, 045, and 046.

Biochemistry Majors

The Honors Program in biochemistry will consist of four preparations in at least two departments as follows: (1) Topics in Biochemistry (CHEM 108) or Topics in Biophysical Chemistry (CHEM 110); (2) one biochemically oriented preparation from the Biology Department; (3) a 2-credit biochemically oriented research thesis carried out under the supervision of faculty from the Chemistry and Biochemistry and/or Biology departments; and (4) one additional preparation chosen from the Chemistry and Biochemistry Department or the biochemically related preparations offered by Biology and Psychology departments. In addition to the academic credits that the Honors Program comprises, biochemistry majors are required to complete CHEM 010/010H/004, 022, 032, 038, 043, 044, 045, and 046. Students should note the chemistry, biology, physics, and mathematics prerequisites to these courses and the seminars that are included in the Honors Program.

Chemistry Minors

All of the fields available to chemistry and biochemistry majors are available for students who wish to minor in the Chemistry Honors

Program, with the exception of the research thesis. All honors minors must meet the same prerequisite requirements for seminars established by the department for chemistry and biochemistry majors.

Courses

CHEM 001. Chemistry in Context: Applying Chemistry to Society

This course covers a series of real-world issues with significant chemical content. Topics will be drawn from areas such as environmental chemistry, energy sources, materials, and human health. The course seeks to develop in students the ability to make informed decisions about issues that intersect with technology. Students may not receive credit for CHEM 001 if they have previously received credit for CHEM 010 or CHEM 010H.

One laboratory period every second week.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Welch.

CHEM 003. General Chemistry (two semesters), Part I

A study of the general concepts and basic principles of chemistry, including atomic and molecular structure, bonding theory, molecular interactions, and the role of energy in chemical reactions. The two-semester general chemistry sequence CHEM 003 and CHEM 004 is intended for students with no (or very weak) high school background in chemistry and offers an alternative entry point to CHEM 010. Note that CHEM 003 is a spring-semester offering and delays entry into the organic chemistry sequence by one year. CHEM 003 does not include a laboratory component and thus does not count as a natural sciences and engineering practicum. If CHEM 010 is taken in addition to CHEM 003, the credit for CHEM 003 will be reduced to 0.5 credit.

1 credit.

Spring 2011. Staff.

CHEM 004. General Chemistry (two semesters), Part II

A continuation of CHEM 003. The CHEM 003/004 combination can stand in place of CHEM 010 for meeting the requirements of the major. CHEM 004 is offered in lecture format plus one laboratory period per week. If CHEM 010 is taken in addition to CHEM 004, the credit for CHEM 004 will be reduced to 0.5 credit.

One laboratory period weekly.

Prerequisite: CHEM 003.

Natural sciences and engineering practicum.

1 credit.

Not offered Fall 2010.

CHEM 010. General Chemistry

A study of the general concepts and basic principles of chemistry, including atomic and molecular structure, bonding theory, molecular interactions, and the role of energy in chemical reactions. Applications will be drawn from current issues in fields such as environmental, biological, polymer, and transition metal chemistry. CHEM 010 is the normal point of entry for the chemistry and biochemistry curriculum.

One laboratory period weekly.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Stephenson.

Spring 2011. Staff. (class size limited)

CHEM 010H. General Chemistry Honors Course

Topics will be drawn from the traditional general chemistry curriculum but discussed in greater detail and with a higher degree of mathematical rigor. Special emphasis will be placed on the correlation of molecular structure and reactivity, with examples drawn from such fields as biological, transition metal, organic, polymer, and environmental chemistry. Some familiarity with elementary calculus concepts will be assumed.

Open to first-year students only.

One laboratory period weekly.

Prerequisite: A score of 5 on the Advanced Placement Chemistry Examination taken junior year in high school or later, a score of at least 6 on the International Baccalaureate advanced (higher level) chemistry examination or by performance on the departmental placement examination given the week prior to the start of classes of a student's first-year at Swarthmore.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Miller.

CHEM 022. Organic Chemistry I

An introduction to the chemistry of some of the more important classes of organic compounds; nomenclature, structure, physical and spectroscopic properties; methods of preparation; and reactions of aliphatic and aromatic hydrocarbons, halides, and monofunctional oxygen compounds, with an emphasis on ionic reaction mechanisms.

One laboratory period weekly.

Prerequisite: CHEM 010/010H/004 or the equivalent.

Natural sciences and engineering practicum.
1 credit.

Spring 2011. Rablen.

CHEM 032. Organic Chemistry II

A continuation of CHEM 022 with emphasis on more advanced aspects of the chemistry of monofunctional and polyfunctional organic compounds, multistep methods of synthesis, and an introduction to bio-organic chemistry.

One laboratory period weekly.

Prerequisite: CHEM 022.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Paley.

CHEM 038. Biological Chemistry

An introduction to the chemistry of living systems: protein conformation, principles of biochemical preparation techniques, enzyme mechanisms and kinetics, bioenergetics, intermediary metabolism, and molecular genetics.

One laboratory period weekly.

Prerequisite: CHEM 032.

Natural sciences and engineering practicum.
1 credit.

Spring 2011. Miller.

CHEM 043. Analytical Methods and Instrumentation

An introduction to the techniques and instrumentation used for the separation, identification, and quantification of chemical species. Special emphasis will be placed on the means to select a technique and how to interpret and evaluate the resulting data. Topics will include sampling, statistical analysis, spectroscopy, mass spectrometry, and separation methods.

One laboratory period weekly.

Prerequisites: CHEM 022 plus two more semesters of college-level laboratory work in chemistry; at the discretion of the instructor, a semester of laboratory work in another discipline may substitute for one of the required semesters of chemistry laboratory.

Natural sciences and engineering practicum.
1 credit.

Not offered 2010–2011.

CHEM 044. Physical Chemistry: Atoms, Molecules and Spectroscopy

A quantitative approach to the description of structure in chemical and biochemical systems. Topics will include introductory quantum mechanics, atomic/molecular structure, a range of spectroscopic methods and statistical mechanics. Systems of interest will range from

gas-phase single molecules to condensed-phase macromolecular assemblies.

One laboratory period weekly.

Prerequisites: CHEM 010/010H/004; MATH 015, 025 (or 025S or 026); and PHYS 003 and 004 (or 003, 004L, or 007, 008). Prior enrollment in MATH 033 or 034 or 035 is recommended.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Howard.

CHEM 045. Physical Chemistry: Energy and Change

A quantitative approach to the role that energy and entropy play in chemical and biochemical systems. Topics include states of matter, the laws of thermodynamics, chemical equilibria, electrochemistry, the thermodynamics of solutions and phases and chemical kinetics/dynamics. Examples will be drawn from both real and ideal systems in chemistry and biochemistry.

One laboratory period weekly.

Prerequisites: CHEM 010/010H/004; MATH 015, 025 (or 025S or 026), 033 (or 034 or 035); and PHYS 003, 004 (or 003, 004L, or 007, 008).

Natural sciences and engineering practicum.
1 credit.

Spring 2011. Stephenson.

CHEM 046. Inorganic Chemistry

A study of the structure, bonding, and reactivity of inorganic compounds with emphasis on the transition metals. Included in the syllabus are discussions of crystal and ligand field theories, organometallic chemistry, and bioinorganic chemistry. The laboratory component emphasizes the synthesis, spectroscopy, and magnetic properties of transition metal complexes including organometallic substances and ones of biochemical interest.

One laboratory period weekly.

Prerequisite: Four semesters of college chemistry with laboratory.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Welch.

Seminars

The following single-credit seminars may be taken for credit toward a degree in course or for preparations in the External Examination Program. All students should note that CHEM 010/010H/004, 022, and one semester of physical chemistry (CHEM 044 or CHEM 045) constitute a minimum set of prerequisites for

enrollment in any Chemistry and Biochemistry Department seminar. Individual seminars carry additional prerequisites, as listed here.

CHEM 102. Topics in Organic Chemistry

This course will address selected advanced topics of current interest in the field of synthetic organic chemistry. Material will largely be drawn from the current research literature and will likely include such topics as the applications of stoichiometric and catalytic organometallic chemistry, the control of relative and absolute stereochemistry, the use of "organocatalysts," and carbohydrates. The total synthesis of architecturally challenging natural products will serve to highlight the application of these technologies.

Additional prerequisite: CHEM 032.

1 credit.

Spring 2011. Paley.

CHEM 103. Topics in Environmental Chemistry

This course will focus on the use of fundamental chemical principles to understand the source, distribution, impact, and possible remediation of anthropogenic pollutants in the environment. Discussions will center on environmental issues raised in both popular media and current scientific literature. Topics may include air pollution, greenhouse gases, ozone depletion, acid rain, and water and soil pollutants, such as heavy metals and pesticides.

Additional prerequisite: CHEM 043.

1 credit.

Not offered 2010–2011.

CHEM 105. Quantum Chemistry and Spectroscopy

Advanced consideration of topics in quantum mechanics including the harmonic oscillator, angular momentum, perturbation theory, and electron spin. These concepts, along with molecular symmetry and group theory, will be applied to the study of atomic and molecular spectroscopy.

Additional prerequisite: CHEM 044, MATH 033 (or 034 or 035). Some familiarity with linear algebra will be useful.

1 credit.

Spring 2011. Stephenson.

CHEM 106. Topics in Bioinorganic Chemistry

This seminar will start with a brief review of the basic principles of inorganic and biological chemistry as well as an overview of relevant biophysical techniques. Materials will be drawn largely from the primary literature. Students will be challenged to read and evaluate scientific papers critically. The main topics of this course will have to do with the function and

coordination of metals in biological systems: important cofactors and metal clusters that carry out catalysis and electron transfer reactions, metal homeostasis, metals in medicine, and the importance of inorganic model compounds to understand the function of biological systems.

Additional prerequisites: CHEM 038, CHEM 046, and BIOL 001.

1 credit.

Not offered 2010–2011.

CHEM 108. Topics in Biochemistry

Physical methods used to study high-resolution biomacromolecular structure will be discussed, using examples from the primary literature.

Techniques used to measure the forces stabilizing intramolecular and intermolecular interactions and their application to proteins will be included.

Recent developments in the rational design of ligands for biological receptors, based on results from the physical methods described previously, will be used to highlight the importance of diverse approaches to the study of biomolecular recognition.

Additional prerequisites: CHEM 038. (Prior or concurrent enrollment in BIOL 001 and BIOL 010, 014, 016, or 017 is recommended, as is CHEM 045).

1 credit.

Fall 2010. Henkels.

CHEM 110. Topics in Biophysical Chemistry

An introduction to the interdisciplinary field of biophysical chemistry in which biological systems are explored using the quantitative perspective of the physical scientist.

Prerequisite: CHEM 038.

1 credit.

Not offered 2010–2011.

Student Research

All students who enroll in one or more research courses during the academic year are required to participate in the department's colloquium series and present the results of their work at a poster session during the spring semester.

CHEM 094. Research Project

This course provides the opportunity for qualified students to participate in research with individual staff members. Students who propose to take this course should consult with the staff during the preceding semester concerning problem areas under study. This course may be elected more than once.

0.5 or 1 credit.

Each semester. Staff.

CHEM 096. Research Thesis

Chemistry and biochemistry majors will be provided with an option of writing a senior research thesis in lieu of taking comprehensive examinations. Students are strongly urged to participate in on-campus research during the summer between their junior and senior years. The student will form an advisory committee to consist of (but not be limited to) two members of the Chemistry and Biochemistry Department, one of whom will act as the student's research mentor. A minimum of 2 credits of CHEM 096 must be taken during the last three semesters of the student's residence at Swarthmore.

1 credit.

Each semester. Staff.

CHEM 180. Honors Research Thesis

An opportunity for students in the External Examination Program to participate in research with individual staff members. The thesis topic must be chosen in consultation with a member of the faculty and approved early in the semester preceding the one in which the work is to be done. A minimum of 2 credits of CHEM 180 must be taken during the last three semesters of the student's residence at Swarthmore.

1 credit.

Each semester. Staff.

ROSARIA V. MUNSON, Professor²
 WILLIAM N. TURPIN, Professor and Chair
 GRACE M. LEDBETTER, Associate Professor
 JEREMY LEFKOWITZ, Assistant Professor
 DEBORAH SLOMAN, Administrative Assistant

² Absent on leave, spring 2011.

Classics is the study of the ancient Greeks and Romans: their languages, literatures, philosophies, cultures, and histories. The Classics Department offers majors and minors in Greek, Latin, and ancient history; only the minor in ancient history requires no work in either of the ancient languages. Any student who wishes to major or minor in Greek or Latin can do so without having studied it before entering college. Those who begin a language at Swarthmore start to read ancient authors such as Plato and Catullus by the end of their first year. After two or three more semesters, students are usually prepared for 2-credit seminars, which cover significant quantities of text (e.g., all of the *Odyssey* or the *Aeneid*), and discuss them in some depth.

Greek and Latin are studied in courses numbered from 001 to 019 and in seminars numbered 102 to 114; they count for distribution credit in humanities. Courses listed as Classics (designated CLAS and numbered 020 and higher) are taught entirely in English and require no knowledge of Greek or Latin. Classics courses (CLAS) listed as Literature in Translation courses count for distribution credit in humanities. Classics courses listed as ancient history courses count for distribution credit in social sciences; they can also fulfill a requirement in the History Department, and they can be counted as part of a major in that department.

The Classics Department encourages students to spend a semester, usually during their junior year, at the Intercollegiate Center for Classical Studies in Rome, where students can study Latin, Greek, Italian, art history, and the ancient city; they also take field trips in Rome, Pompeii, and Sicily. Classics students are eligible for the Susan P. Cobbs Scholarship, the Susan P. Cobbs Prize Fellowship, and several other opportunities to pay for study abroad or for intensive language study in the summer.

The Classics Department participates in the Medieval Studies Program, the comparative literature major, and interpretation theory.

Requirements and Recommendations

Major and Minor

Greek, Latin, or ancient history may be a student's major or minor subject in either the course or the Honors Program.

A major in Greek normally consists of at least 8 credits in Greek beyond GREK 001–002 including at least three seminars. A major in Latin normally consists of at least 8 credits in Latin beyond LATN 001–002 including at least three seminars. A major in ancient history consists of four ancient history courses (CLAS 031, 032, 038, 042, 044, or 056); a 1-credit attachment to any of those history courses; another attachment to a second course or else any other course in ancient history or classical civilization; and a Latin or Greek seminar, preferably LATN 102, LATN 105, or GREK 113.

Admittance to seminars is based on the student's ability to read Greek or Latin with the needed speed and comprehension. Those who intend to major or minor in Greek or Latin, or to major in ancient history, should complete the appropriate language courses numbered 011 and 012 (or their equivalent) as soon as possible.

In their last semester, majors who are not in the Honors Program take a comprehensive examination, including written final examinations in three fields (usually corresponding to seminars taken) and an oral examination. Course majors in ancient history will take written examinations on Greek and Roman history; the oral examination will be based on these seminars and on attachment papers.

A course minor in Greek or Latin will consist of 5 credits of work in either language above the first-year level and must include at least one 2-credit seminar. Minors are strongly encouraged to take more than one seminar. A course minor in ancient history will consist of four courses in ancient history and an attachment to one of them. That attachment will be presented to members of the department for evaluation and oral examination.

Advanced Placement

One credit in Latin (and thus humanities) is awarded for one or more Advanced Placement examinations with a grade of 5 or for comparable results on an International Baccalaureate examination or the equivalent. This credit may also be counted toward a major or minor in Latin.

Honors Program

For a major in Greek or Latin, preparation for honors examinations will normally consist of three seminars (students may take more seminars in the major but not for external examination). A student minoring in Greek or Latin will take one external examination based on one seminar. Minors are, however, strongly encouraged to take more than one seminar, to be adequately prepared for the examination.

For a major in ancient history, one of the three preparations for honors must be a Greek or Latin seminar; the other two will both normally be course plus attachment (this differs from the requirements for the major itself). Students minoring in ancient history will take three courses in ancient history and add an attachment to one of them. That course plus attachment will be the preparation for the external examination. No ancient language is required for this minor.

Students using seminars for honors preparation will select one paper from each seminar to be sent to the external examiner for that seminar. The student is free to submit the paper with minor or major revisions or no revisions at all. The department suggests a word limit of 1,500 to 2,500 words as an appropriate guideline, although there are no absolute limits (except the senior honors studies [SHS] limit of 4,000 words). SHS is not required when an honors preparation is a course with an attachment.

The portfolio sent to examiners will contain the seminar papers, together with syllabi and related materials, if any, from the instructors. A combination of (3-hour) written and oral examinations will be the mode of external assessment for seminars. Students preparing a course with an attachment will take only an oral examination.

Greek

GREK 001–002. Intensive First-Year Greek

Students learn the basics of the language and are introduced to the culture and thought of the Greeks. The course typically ends with a short dialogue of Plato. The course meets four times a week and carries 1.5 credits each semester. There is no assumption that students have studied Latin.

Students who start in the GREK 001–002 sequence must pass GREK 002 to receive credit for GREK 001.

Humanities. 1.5 credits.

Year course.

Fall 2010. Turpin/Munson. Spring 2011.

Lefkowitz/Ledbetter.

GREK 010. Greek Prose Composition

Extensive translation of English into Greek.

Meets 1 hour per week.

Humanities. 0.5 credit.

Not offered 2010–2011.

GREK 011. Plato and Socratic Irony

This course will focus on the Socratic dialogues of Plato. Emphasis will be placed on the development of skill in reading and composing Greek but also on analysis of the characteristics and techniques of the Platonic dialogue form and Plato's philosophy. We will split our time between critical reading of sections of the dialogues; grammar, syntax, and vocabulary review; and discussion of topics touched on in the texts. GREK 011 is normally taken after GREK 002.

Humanities. 1 credit.

Fall 2010. Munson.

GREK 012. Homer's *Iliad*

This course examines the literary, historical, and linguistic significance of Homer's *Iliad*. Selections from the poem are read in Greek and the entire poem is read in translation.

Humanities. 1 credit.

Spring 2011. Ledbetter.

GREK 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

Latin

LATN 001–002. Intensive First-Year Latin

Students learn the basics of the language, begin reading major classical writers, and are introduced to the culture and thought of the Romans. The course meets four times a week and carries 1.5 credits each semester.

Students who start in the LATN 001–002 sequence must pass LATN 002 to receive credit for LATN 001.

Humanities. 1.5 credits each semester.

Year course. Fall 2010. Munson/Turpin. Spring 2011. Ledbetter/Lefkowitz.

LATN 009. Latin Prose Composition

Extensive translation of English into Latin.

Meets 1 hour per week.

Humanities. 0.5 credit.

Not offered 2010–2011.

LATN 011. Catullus and His World

After a review of grammar, students read and discuss some of the major poets of the Golden Age of Roman literature, primarily Catullus. The course emphasizes both language skills and literary criticism, focusing on the special characteristics and concerns of Roman poetry.

Prerequisite: Normally taken after LATN 002 or 3 to 4 years of high school Latin.

Humanities. 1 credit.

Fall 2010. Lefkowitz.

LATN 013. Tradition and Transformation in the Roman Empire

Selected readings by the poet Ovid. Topics will include the range of poetic genres in which Ovid wrote, the characteristics of his writing that remain stable across these different genres, and Ovid's relationship to the history and culture of the time in which he lived.

Prerequisite: LATN 011 or its equivalent.

Humanities. 1 credit.

Not offered 2010–2011.

LATN 014. Medieval Latin

Readings are chosen from the principal types of medieval Latin literature, including religious and secular poetry, history and chronicles, saints' lives, satire, philosophy, and romances.

Prerequisite: LATN 011 or its equivalent.

Humanities. 1 credit.

Not offered 2010–2011.

LATN 015. Pleasure and Virtue in Rome

Selected readings in the Latin poetry of love and death. Authors may include Propertius, Tibullus, Sulpicia, and Ovid as well as some of the later elegists.

Prerequisite: LATN 011 or its equivalent.

Humanities. 1 credit.

Fall 2010. Staff.

LATN 017. Latin Poetry and the Modernists

This course explores Latin poems influential in the creation of the modernist verse of, in particular, Ezra Pound and T.S. Eliot. The Latin texts are read in the original, for their own sake and in their own context. But we also explore the readings given them by the modernists, in an attempt to assess the uses and importance of their common literary tradition.

Prerequisite: LATN 011 or its equivalent.

Humanities. 1 credit.

Not offered 2010–2011.

LATN 019. Roman Imperial Literature

This course will consider selected poetry or prose from the Roman imperial period. Authors may include Vergil, Ovid, Seneca, Juvenal, Tacitus, or others. The course is appropriate for students who have done at least one college Latin course at the intermediate level and for some students who have done college-level Latin in high school. Students with no previous Latin courses at the college level should consult the department chair before enrolling.

Humanities. 1 credit.

Spring 2011. Turpin.

LATN 021. Republican and Augustan Latin Literature

We will read selections from Latin prose authors, particularly those associated with the civil war and the rise of the Augustan principate. Typical authors include Cicero, Caesar, Sallust, Livy, and Augustus himself. The course will view its texts in the context of both political and literary history.

Humanities. 1 credit.

Not offered 2010–2011.

LATN 022. The Nature of Things

Close reading of selections from Lucretius' *De Rerum Natura*. We will also give attention to Lucretius' philosophical predecessors (primarily Epicurus) and his contemporary relevance, as well as to the poetic and imaginative resources that enable Lucretius to transform physics into poetry.

Humanities. 1 credit.

Not offered 2010–2011.

LATN 023. The Roman Novel

This course focuses on Petronius *Satyricon* and/or Apuleius *Golden Ass*, the most prominent novel writers in Latin during the classical period. Besides reading extensively from the works themselves, we will consider what the genre "novel" means in Latin, what these works have to tell us about contemporary society and language, and various other topics arising from the novels and from contemporary scholarship about them.

1 credit.

Not offered 2010–2011.

LATN 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

Ancient History

All of the courses in ancient history are distributions in social sciences. They also count as prerequisites for advanced courses in the History Department and as part of a major in history.

CLAS 031. The Greeks and the Persian Empire

This course studies the political and social history of Greece from the Trojan War to the Persian Wars. We will examine the connections between Greeks and non-Greeks and their perceptions of mutual differences and similarities. Readings include Homer, Hesiod, the lyric poets (including Sappho), and Herodotus and Near Eastern documents.

Social sciences. 1 credit.

Fall 2010. Turpin.

CLAS 032. The Roman Republic

This course studies Rome from its origins to the civil wars and the establishment of the principate of Augustus (753–27 B.C.E.). Topics include the legends of Rome's foundation and of its republican constitution; the conquest of the Mediterranean world, with special attention to the causes and pretexts for imperialism; the political system of the Late Republic, and its collapse into civil war.

Writing course.

Social sciences. 1 credit.

Not offered 2010–2011.

CLAS 042. Democratic Athens

Using diverse primary sources (Thucydides' *Histories*, tragedy, comedy, and others), this course explores several aspects of classical Athenian culture: democratic institutions and ideology, social structure, religion, intellectual trends, and the major historical events that affected all of these and shaped the Greek world in the fifth and early fourth centuries B.C.E.

Social sciences. 1 credit.

Not offered 2010–2011.

CLAS 044. The Early Roman Empire

A detailed study of the political, economic, social, and cultural history of the Roman world from the fall of the Republic through the Antonine Age (50 B.C.E.–C.E. 192). Ancient authors read include Petronius; Apuleius; Suetonius; and, above all, Tacitus.

Writing course.

Social sciences. 1 credit.

Spring 2011. Turpin.

CLAS 056. Pagans and Christians in the Roman Empire

This course considers the rise of Christianity and its encounters with the religious and political institutions of the Roman Empire. It examines Christianity in the second and third centuries of the Common Era and its relationship with Judaism, Hellenistic philosophies, state cults, and mystery religions and concentrates on the various pagan responses to Christianity from conversion to persecution. Ancient texts may include

Apuleius, Lucian, Marcus Aurelius, Porphyry, Justin, Origen, Lactantius, Tertullian, and the *Acts of the Christian Martyrs*.

No prerequisite exists, though CLAS 044 (Early Roman Empire) and RELG 004 (New Testament and Early Christianity) provide useful background.

Writing course.

Social sciences. 1 credit.

Not offered 2010–2011.

CLAS 066. Rome and Late Antiquity

This course will consider the history of the Roman Empire from its near collapse in the third century C.E. through the “conversion” of Constantine and the foundation of Constantinople to the sack of Rome by Alaric the Visigoth in 410 C.E. Topics will include the social, political, and military aspects of this struggle for survival as well as the religious and cultural conflicts between pagans and the Christian church and within the Church itself. Principal authors will include Eusebius, Athanasius, Julian the Apostate, Ammianus Marcellinus, Ambrose, and Augustine.

Writing course.

Social sciences. 1 credit.

Not offered 2010–2011.

CLAS 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

Literature in Translation

CLAS 011. First-Year Seminar: Persuasion and Power in Ancient Greece

This course studies the craft of public speaking in ancient Greece and its role in the formation of a civic identity, democratic deliberation, and judicial proceedings. Readings will include the authoritative utterances of Homeric heroes (Achilles in the *Iliad*), rhetorical displays of sophists and politicians (Gorgias, Antiphon, Pericles in Thucydides, Demosthenes), and court speeches (Lysias). We will also examine the first theoretical formulations by Plato, Aristotle, and others of the goals and instruments of rhetoric. We will also explore ancient exemplars in the light of modern political discourse.

Writing course.

Humanities. 1 credit.

Not offered 2010–2011.

CLAS 013. First-Year Seminar: Mythology

This course examines selected myths in such major works of Greek and Latin literature as Homer's *Iliad* and *Odyssey*, the tragedies of

Aeschylus, Sophocles, and Euripides, Virgil's *Aeneid*, and Ovid's *Metamorphoses*. Specific texts and images are treated both as individual stories and in relation to other texts and images that tell the same mythological tale. Primary texts are supplemented by modern theoretical readings in gender, psychology, and literary theory.

Writing course.

Humanities. 1 credit.

Not offered 2010–2011.

CLAS 014. First-Year Seminar: Mystery Religions and the Greek Philosophers

What do ancient mystery religions teach us about spiritual transformation and contact with the divine? What were the secret rites of these religions? How do their mythological themes have universal value? Why are the language and themes of mystery traditions so central to the philosophical thought of Parmenides, Empedocles, and Plato? This seminar will study texts associated with Orphism, Pythagoreanism, the Eleusinian and Dionysian mystery cults, Isis and Osiris, and Presocratic and Platonic philosophy. Readings may include *The Homeric Hymn to Demeter*; Euripides' *Bacchae*; fragments of Parmenides and Empedocles; the Derveni Papyrus; Plato's *Phaedo*, *Symposium*, and *Phaedrus*; and Apuleius' *Golden Ass*. Topics discussed will include cosmology, mystical knowledge/ascent; philosophical method; allegorical interpretation; immortality of the soul; archetypal figures of mother/daughter and rebirth.

Writing course.

Humanities. 1 credit.

Not offered 2010–2011.

CLAS 015. First-Year Seminar: Dante

With Virgil, Beatrice, and Dante-poet as guides, we shall follow the Pilgrim on a journey of despair, hope, and redemption. We shall read the *Divine Comedy* in its entirety, teasing out the poem's different levels of meaning and reconstructing Dante's world view in the context of Medieval culture: his thought on life, death, love, art, politics, history and God.

Writing course.

Humanities. 1 credit.

Not offered 2010–2011.

CLAS 020. Plato and His Modern Readers

(Cross-listed as PHIL 020)

Modern thinkers have ascribed to Plato some of the fundamental good and ills of modern thought. It has been claimed, for example, that Socrates and Plato distorted the entire course of Western philosophy, that Plato was the greatest political idealist, that Plato was the first totalitarian, that Plato was a feminist, and that

Plato betrayed his teacher, Socrates. In this course, we will view Plato through the lens of various modern and postmodern interpretations (e.g., Nietzsche, Heidegger, Foucault, Irigaray, Rorty, Murdoch, Nussbaum, Vlastos) alongside a close analysis of ethical, metaphysical, and epistemological issues as they arise in the dialogues themselves.

Writing course.

1 credit.

Not offered 2010–2011.

CLAS 025. Greek Myth and Opera

Greek myths have provided the subject matter for some of the most important and pivotal works in the history of opera and ballet. Just as Greek myth informs these arts, so too, opera and ballet transform these myths and the way they are viewed by modern audiences. New and daring productions of classical operas continue to transform both Greek mythology and its operatic incarnations. George Balanchine's Neoclassicism modernized ballet radically in the 20th century by drawing largely on Greek myth and classical aesthetic structures. In this course, we will study the relevant primary classical sources for operas and ballets such as Handel's *Xerxes*, Gluck's *Orfeo ed Euridice*, Berlioz's *Les Troyens*, Strauss's *Electra*, Stravinsky's *Oedipus Rex*, Balanchine's *Apollo*, *Agon*, and *Orpheus*. At the same time, we will study the operas and ballets themselves in their cultural context, and in the course of their performance history, paying special attention to recent productions.

Humanities. 1 credit.

Not offered 2010–2011.

CLAS 036. Classical Mythology

Greek myths are central to the study of the ancient world and have had an enormous influence on subsequent literature and other arts. This course examines selected myths in the works of major authors of Greek literature, including Homer, Aeschylus, Sophocles, and Euripides. The course will also cover several modern theoretical approaches to the study of myth.

Writing course.

Humanities. 1 credit.

Not offered 2010–2011.

CLAS 040. Visions of Rome

This course provides an overview of cinematic responses to the idea of Rome, ancient and modern, city and empire, place and idea, from the silent era to the present day. We will spend some time comparing films set in Rome to ancient and modern representations of the eternal city in literary and other visual media. But our primary focus will be on the ways in which cinematic visions of Rome reflect

evolving cultural, political, and social conditions on both sides of the Atlantic. Specific topics to be explored include the popularity of classical themes in early silent films; Rome on screen during the rise and fall of fascism; neorealism and the shifting landscape of the city; the politics of Hollywood epics; and the dialectic between conceptions of antiquity and modernity as reflected in cinema. Screenings of films by major Italian and Anglophone filmmakers, including Pastrone, DeMille, Rossellini, Visconti, Wyler, Pasolini, Fellini, Virzi, and other major directors. Readings of texts by Petronius, Juvenal, Byron, Hawthorne, Dickens, Freud, Yourcenar, Rohmer, Calvino, and Barthes.

1 credit.

Spring 2011. Lefkowitz.

CLAS 060. Dante and the Classical Tradition

This course explores the ways in which Dante and other 14th-century Italian authors reinterpreted the classical tradition to create revolutionary works of immense influence for later times. The entire *Divine Comedy* is read in English.

Humanities. 1 credit.

Not offered 2010–2011.

CLAS 091. Capstone Seminar: The Classical in Art and Literature

Layers of representation, interpretation, and theoretical frameworks filter our view of Greco-Roman antiquity, and continually reconfigure the meaning of the “classical.” This seminar will examine the histories, texts, and works of art through which the classical tradition continues to anchor, undermine, legitimize, modernize, or mythologize art and literature. We will consider the ways that the history and theory of art, translations, opera, dance, feminism, psychoanalysis, anthropology, philosophy, and literature have employed and reshaped Greco-Roman texts, subject matter, and aesthetic structures. Topics and authors will include: Greek mythology in contemporary art and fiction, the figure of Oedipus (Sophocles, Freud, Girard, Stravinsky, Pasolini), classicism in the history of art and architecture (Michelangelo, Palladio, Jacques-Louis David, Thomas Jefferson, Picasso), constructions of the classical as western vs. eastern, postmodernism and the classics (Irigaray, Foucault, Derrida), and classical myth in opera (Gluck, Strauss).

1 credit.

Spring 2011. Ledbetter, Reilly.

CLAS 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

Seminars

LATN 102. The Roman Emperors

This seminar explores Latin authors of the first and second centuries, with particular attention to their responses to the social and political structures of the period. Expressed attitudes toward the emperors range from adulation to spite, but the seminar concentrates on authors who fall somewhere in between, writing skeptically or subversively. Both prose writers (e.g., Tacitus, Suetonius, and Pliny) and poets (e.g., Lucan, Seneca, and Juvenal) may be included.

2 credits.

Not offered 2010–2011.

LATN 103. Latin Epic

This seminar usually focuses on Vergil’s *Aeneid*, although it may include other major Latin epics.

2 credits.

Fall 2010. Lefkowitz.

LATN 104. Ovid’s Metamorphoses

This seminar is devoted to the *Metamorphoses*, which is read against the background of Ovid’s Roman and Greek literary predecessors.

2 credits.

Not offered 2010–2011.

LATN 105. The Fall of the Roman Republic

This seminar examines Latin texts from the traumatic period of the Late Republic (70–40 B.C.E.). It focuses on the social and political crisis of the period as well as its connections with the artistic and philosophical achievements of the first great period of Latin literature. Authors may include Lucretius, Catullus, Caesar, Cicero, and Sallust.

2 credits.

Not offered 2010–2011.

LATN 106. Tacitus

The seminar will read extensive excerpts from the *Annals* of Tacitus, usually including at least one complete book. Additional readings from the *Histories* and the *Agricola* may also be included. The principal questions addressed will include: Tacitus’ accuracy and objectivity as a historian, the importance of rhetorical techniques on Tacitus’ language and narrative, and the question of his attitude to particular emperors (Augustus, Tiberius, Claudius, Nero, Vespasian, and Domitian). Above all we will consider the question of Tacitus’ ideas about

the imperial system of government: to what extent did he think Romans should resist monarchy or tyranny, and to what extent should they adjust their morality to accommodate it? 2 credits.

Spring 2011. Turpin.

LATN 107. Horace

The seminar emphasizes the *Odes* and *Epodes* and their place in the tradition of Greek and Roman lyric poetry. Attention is also given to the *Satires* and *Epistles*, including the *Ars Poetica*, and to their importance for the history of satire and literary criticism. An effort is made to grasp the totality of Horace's achievement in the context of the Augustan Age.

2 credits.

Not offered 2010–2011.

LATN 108. Roman Comedy

This seminar is devoted to Plautus and Terence, whose adaptations of Greek plays are among the oldest surviving works of Latin literature. The primary focus will be on close study of the language and structure of the plays, but students will also become familiar with a range of critical and theoretical approaches to comedy. Specific topics to be explored include the production and performance of ancient drama; the Roman appropriation of Greek literary genres; representations of slaves, prostitutes, and other marginal figures on the comic stage; and the influence of Roman Comedy on post-classical European drama.

2 credits.

Not offered 2010–2011.

GREK 111. Greek Philosophy and Religion

It has been said that, with the rise of Greek philosophy, change and revolution were finally seen to irrupt into the static structures of Greek religion. What exactly is the relationship between Greek philosophy and religion? Do the philosophers attempt to destroy traditional religion, or should we view them instead as transforming it? This seminar will study how thought about the divine develops in the Presocratics, Socrates, Plato, and Aristotle and how the philosophers' views more generally might be considered "religious." Topics will include theology, cosmology, eschatology, morality, and the good life; the tradition of the holy man; and philosophical schools as religious communities.

2 credits.

Not offered 2010–2011.

GREK 112. Greek Epic

This seminar studies either the entirety of Homer's *Odyssey* in Greek or most of the *Iliad*. 2 credits.

Spring 2011. Lefkowitz.

GREK 113. Greek Historians

This seminar is devoted to a study of Herodotus and Thucydides, both as examples of Greek historiography and as sources for Greek history. 2 credits.

Not offered 2010–2011.

GREK 114. Greek Drama

This seminar usually focuses on one play by each of the major tragedians—Aeschylus, Sophocles, and Euripides. Other plays are read in translation. The works are placed in their cultural setting and are discussed as both drama and poetry.

2 credits.

Not offered 2010–2011.

GREK 115. Greek Lyric Poetry

This seminar will focus on the development of archaic Greek elegy (Archilochus, Tyrtaeus, Solon, Xenophanes, Semonides, Theognis) monodic lyric (Sappho, Alcaeus, Anacreon, and Simonides) and choral lyric (Pindar and Bacchylides), paying particular attention to lyric's dialogue with the epic tradition, the so-called rise of the individual, political and performative contexts, and modern interpretive approaches.

2 credits.

Fall 2010. Ledbetter.

Coordinator: THEODORE B. FERNALD (Linguistics)

Committee: Alan Baker (Philosophy)
Frank Durgin (Psychology)
Lisa Meeden (Computer Science)

The minor in cognitive science has been developed to guide the programs of those who are interested in the interdisciplinary study of the mind, brain, and language, with emphases on formal structure, biological information processing, and computation. The Cognitive Science Program is designed to emphasize guided breadth across various disciplines that contribute to cognitive science as well as depth within a chosen discipline.

A student may have many reasons for deciding to minor in cognitive science. Perhaps the simplest is to indicate and explore a particular interest in cognitive science. Whatever your major, a minor in cognitive science indicates a kind of specialized interest and developing expertise. It is our hope that this interest will be integrated with your major area of study, and we hope to help you formulate a plan of studies that sensibly achieves the requirements of the minor.

We conceive of cognitive science as a loose federation of six specific disciplines. The disciplines included are neuroscience, computer science (including computer engineering), linguistics, mathematics and statistics, philosophy, and cognitive psychology. To demonstrate breadth, students minoring in cognitive science are required to complete at least 5 credits across three of these six disciplines (see details and the list of courses). Students who wish to use 2 credits in mathematics and statistics as one of their disciplines for a cognitive science minor must choose 2 credits from a single sub-area of mathematics and indicate its relevance to at least one of the two other disciplines chosen for the minor. Minors must also show a particular strength or depth in one of the six disciplines.

Requirements and Recommendations

Minor

Six or 7 credits are required for the minor. One of these is a required introductory course, and the remaining 5 or 6 are to be distributed across three different disciplines as described subsequently.

In addition to fulfilling these breadth requirements, students must indicate one cognitive science field in which they have substantial depth of preparation. Such depth can be documented by completion of at least four courses from within a cognitive science

discipline (even if some of those courses are not directly related to cognitive science). Alternative curricular and extracurricular ways of fulfilling the depth requirement may be discussed with the coordinator.

Honors Minor

To complete an honors minor in cognitive science, students must complete all requirements listed above. The honors preparation for the minor will normally be a 2-credit unit approved by the relevant department from courses listed for the minor. The minor preparation must be within a discipline that is not the student's honors major. Students are encouraged to develop an appropriate preparation in consultation with the coordinator.

Special Major

A special major is possible. Please consult with the program coordinator to develop a special major plan.

All minors and special majors must normally take COGS 001: Introduction to Cognitive Science.

Research

Minors who wish to get formal research experience may choose to complete a 1-credit thesis in cognitive science during their senior year. Non-honors theses in cognitive science will normally be examined by Cognitive Science Committee members from within at least two different departments.

Courses

COGS 001. Introduction to Cognitive Science

An introduction to the science of the mind from the perspective of cognitive psychology, linguistics, neuroscience, philosophy, and artificial intelligence. The course introduces students to the scientific investigation of such questions as the following: What does it mean to think or to have consciousness? Can a computer have a mind? What does it mean to have a concept? What is language? What kinds of explanations are necessary to explain cognition?

1 credit.

Spring 2011. Harrison.

COGS 090. Senior Thesis

The 1-credit thesis project can be supervised by any of a number of faculty members associated

with the departments in the program but should be approved in advance by the program coordinator. A thesis may be used to establish depth in an area and is normally a required component of a special major in cognitive science.

1 credit.

Each semester. Staff.

The remaining 5 required credits are to be distributed evenly among three different disciplines of cognitive science. That is, 2 credits of listed courses from each of three of the six disciplines must be completed, with the exception that in one—and only one—of the three disciplines, a single “focus” course* may be used to meet the breadth requirement. The list of courses currently approved as cognitive science courses is rather selective because it is intended to focus students on the most essential cores of cognitive science within each discipline. For disciplines where there are courses designated as focus courses, at least one focus course must be taken to include that discipline in the minor. Many more courses, taught on campus, are closely relevant to cognitive science; this list is subject to periodic re-evaluation.

Computer Science/Computer Engineering

CPSC 063. Artificial Intelligence (*focus course*)

CPSC 065. Natural Language Processing

CPSC 081. Adaptive Robotics (*focus course*)

ENGR 028. Mobile Robotics

Linguistics

LING 040/108. Semantics (*focus course*)

LING 043/106. Morphology and the Lexicon

LING 045/105. Phonology (*focus course*)

LING 050/109. Syntax (*focus course*)

LING 06X. Structure of a non-Indo-European Language

Mathematics and Statistics

The sub-areas of mathematics and their eligible seminars and courses are the following:

Algebra: MATH 057/077, 058, 067, and 102.

Analysis: MATH 034, 044, 053/073, 054, 063, 101, and 103.

Discrete Mathematics: MATH 029, 046, 059/079, and 069.

Geometry: MATH 055/75 and 106.

Statistics: STAT 011, 031, and 061; MATH 105 and STAT 111.

Topology: MATH 104.

Neuroscience

BIOL 022. Neurobiology (*focus course*)

BIOL 123. Learning and Memory

PSYC 030. Physiological Psychology

PSYC 031. Cognitive Neuroscience (*focus course*)

PSYC 091. Advanced Topics in Behavioral Neuroscience

PSYC 130. Physiological Seminar

Philosophy

PHIL 012/031. Logic/Advanced Logic (*focus course*)

PHIL 024/113. Theory of Knowledge

PHIL 026/116. Language and Meaning

PHIL 086/118. Philosophy of Mind (*focus course*)

Psychology

PSYC 032. Perception (*focus course*)

PSYC 033. Cognitive Psychology (*focus course*)

PSYC 034/134. Psychology of Language/Psycholinguistics (*focus course*)

PSYC 039. Developmental Psychology

PSYC 042. Human Intelligence

PSYC 133. Perception, Cognition, and the Embodied Mind

** Focus courses are concerned with issues most central to cognitive science and are normally taught with this objective in mind.*

Coordinator: HANSJAKOB WERLEN (Modern Languages and Literatures, German)

Committee: Alan Berkowitz (Modern Languages and Literatures, Chinese)
Jean-Vincent Blanchard (Modern Languages and Literatures, French)
Elizabeth Bolton (English Literature)
Sibelan Forrester (Modern Languages and Literatures, Russian)
William O. Gardner (Modern Languages and Literatures, Japanese)
Maria Luisa Guardiola (Modern Languages and Literatures, Spanish)¹
Alexandra Gueydan (Modern Languages and Literatures, French)
Kendall Johnson (English Literature)
Haili Kong (Modern Languages and Literatures, Chinese)
Allen Kuharski (Theater)
George Moskos (Modern Languages and Literatures, French)^{9,10}
Rosaria V. Munson (Classics)²
Philip M. Weinstein (English Literature)

¹ Absent on leave, fall 2010.

² Absent on leave, spring 2011.

⁹ Campus coordinator, Swarthmore Program in Grenoble, fall 2010.

¹⁰ Campus coordinator, Swarthmore Program in Grenoble, spring 2011.

The comparative literature major is administered by a Comparative Literature Committee made up of the coordinator and faculty representing the Classics, English Literature, Modern Languages and Literatures, and Theater departments. The basic requirement for the major is *work in two literatures in the original language*.

The major in comparative literature is designed for those students who have a love for literature and a strong desire to write and are interested in literary critical research. Not for everyone, this major assumes a fair degree of discipline, independence, and self-motivation on the part of the student, especially in the development and writing of the thesis.

In planning a comparative literature major, students should look at course listings in the Classics, English, and Modern Languages and Literatures departments. Of courses in the Classics and Modern Languages and Literatures departments, only courses in the original language numbered 011 or above are counted as constituents of the comparative literature major. Of English courses numbered ENGL 008A-Z and 009A-Z, only one may be counted for the major.

Students applying for the major will submit to the comparative literature coordinator a proposal of integrated study that sets forth the courses and/or seminars to be taken and the principle of coherence on which the program of study is based. The student will also submit a 6- to 10-page writing sample from a previously completed course. The committee will review the proposal and the essay and advise the student.

Note: In lieu of a regular course, the Comparative Literature Committee will consider proposals for one or more research papers written as course attachments as well as proposals to substitute an extended research paper for course credit.

The program awards the *The Dorothy Ditter Gondos Award* each year, please see section 17.4 for more information.

Requirements and Recommendations

Major in Course

1. *Ten credits in two or more literatures in the original languages*, including a substantial concentration of work—normally four or five courses—in each of the literatures. The thesis (described later) does not count toward these 10 credits.

Students working entirely in languages other than English may propose one course in translation as a part of their program, as long as it is deeply relevant to their plan of study. Students working in English and any language other than Arabic, Chinese, and Japanese must do all of their work in the original languages. Because of the special demands of Arabic, Chinese, and Japanese language and literature, students working in those languages may propose a program based on attachments (in those languages) to literature courses taught in translation.

2. *A 1- or 2-credit thesis* (35 to 40 pages for the one-credit thesis, 60 to 70 pages for the two-credit thesis) covering work in at least two languages, planned in the spring of the junior

year and submitted in the spring of the senior year, no later than April 30.

Before the end of the junior year, the student will submit to the committee an outline for the thesis and propose faculty advisers from appropriate departments. In some cases, the committee may ask that the thesis be written in whole or in part in the language of a literature studied other than English.

3. *An oral comprehensive examination*, 1 to 1.5 hours in length, at the end of the senior year, based on the thesis and courses and seminars that the major comprises.

Major or Minor in the Honors Program

Major
Four 2-credit preparations in at least two literatures in the original language, one of which is a thesis. One of the preparations may be used as an independent minor (in Russian or German studies, for instance) if the minor's departmental requirements have been met. Minors requiring unrelated preparations such as biology or psychology are not allowed. All four honors preparations are necessary components of the comparative literature honors major.

Minor

A 2-credit thesis of 60 to 70 pages, integrating preparations that have been done in two literatures in the original language.

Prerequisite for Admission Into the Honors Program

Successful completion of an advanced course in literature in each of the literatures of the student's program of study. A minimum grade of a B is required.

Mode of Examination

For each preparation, a 3-hour written examination prepared by the external examiner and a 30-minute oral based on the contents of the written examination.

Procedures for All Majors

All majors will meet with members of the Comparative Literature Committee before the end of the junior year to review and assess the student's program. At this time, both course and honors majors will submit thesis proposals and propose faculty advisers.

The courses and seminars that compose the comparative literature major's formal field of study will naturally differ with each major. To give some sense of the range of possibilities available, a series of sample programs is offered.

Sample: Comparative Literature Course Major

Focus: The Black Atlantic *Courses*

ENGL 009S. First-Year Seminar: Black Liberty, Black Literature

ENGL 054. Core Course: Faulkner, Morrison, and the Representation of Race

ENGL 061. Core Course: Fictions of Black America

ENGL 062. Black Autobiography

FREN 012. Introduction aux études littéraires et culturelles françaises et francophones

FREN 045. Le monde francophone

FREN 057. Prose Francophone: Littérature et société

FREN 071. French Cultural and Critical Theory

FREN 110. Histoires d'îles

2-credit thesis.

Sample: Comparative Literature Honors Major

Focus: Modernism *Courses*

ENGL 045. Core Course: Modern British Poetry

ENGL 053. Core Course: Modern American Poetry

GMST 020. Introduction to German Studies: Topics in German Literature and Culture

GMST 091. Special Topics in German Studies

Seminars

ENGL 115. Modern Comparative Literature

ENGL 116. American Literature

GMST 109. Rise of the Modern German Novel
2-credit thesis.

Sample: Comparative Literature Honors Minor

Background Courses

GMST 020. Introduction to German Studies: Topics in German Literature and Culture

GMST 091. Special Topics in German Studies (plus attachment in German)

SPAN 022. Introducción a la literatura española
SPAN 108. Jorge Louis Borges

2-credit thesis: Kant's influence on Hölderlin and Borges

CHARLES F. KELEMEN, Professor
LISA MEEDEN, Professor
TIA NEWHALL, Associate Professor³
ANDREW DANNER, Assistant Professor
RICHARD WICENTOWSKI, Associate Professor and Chair
CHARLIE GARROD, Visiting Assistant Professor
JEFFREY KNERR, System Administrator
BRIDGET M. ROTHERA, Administrative Assistant
BETSY HORNER, Academic Support Coordinator

³ Absent on leave, 2010–2011.

Computer science is the study of algorithms and their implementation. This includes the study of computer systems; methods to specify algorithms (for people and computer systems); and the formulation of theories and models to aid in the understanding and analysis of the properties of algorithms, computing systems, and their interrelationship.

The computer science program is designed to provide students with a flexible set of computing choices that can be tailored to satisfy various interests and depths of study. All courses emphasize the fundamental concepts of computer science, treating today's languages and systems as current examples of the underlying concepts. The computer science laboratory provides up-to-date software and hardware facilities.

Recommendations

CPSC 021: Introduction to Computer Science will present fundamental ideas in computer science while building skill in software development. No previous experience with computers is necessary. This course is appropriate for all students who want to write programs. It is the usual first course for computer science majors and minors. Students with Advanced Placement credit or extensive programming experience may be able to place out of this course.

CPSC 033: Computer Organization assumes that the student has completed CPSC 021 or its equivalent. It is the best entry point for students intending to be computer science majors or minors who already have extensive computing experience.

CPSC 035: Data Structures and Algorithms assumes that the student has completed CPSC 021 or its equivalent. It is an appropriate entry point for students with extensive computing experience who want to improve their programming skills.

Students who think they may qualify for CPSC 033 or CPSC 035 and have not taken CPSC 021 should see the instructor or

department chair. Students or advisers who want more advice on placement in computer science courses should feel free to contact any computer science faculty member by phone or in person.

The Computer Science Department offers course majors and minors and honors majors and minors. Students interested in any of these options are encouraged to meet with the chair of the Computer Science Department as early as possible in their college career. Students who are interested in a computer science major or minor are encouraged to take CPSC 021, CPSC 033 and CPSC 035 sometime in their first four semesters at Swarthmore. The minor in computer science is designed for students who desire a coherent introduction to the core topics in the field but cannot afford the number of courses required of a major. Students completing the minor will possess intellectual skills that are useful in many disciplines.

Requirements

Major

The following are the requirements for a major in computer science:

1. Nine courses in computer science:
 - a. CPSC 021, CPSC 035, and CPSC 097. (If exempted from CPSC 021, one of the following courses: CPSC 041, CPSC 045, or CPSC 075 must be taken in place of CPSC 021.)
 - b. One of CPSC 033 or CPSC 052.
 - c. One of CPSC 037 or CPSC 075.
 - d. One of CPSC 041 or CPSC 046.
 - e. Three of the following (must be different than the choices in parts, b, c and d): CPSC 040, CPSC 041, CPSC 044, CPSC 045, CPSC 046, CPSC 052, CPSC 063, CPSC 065, CPSC 067, CPSC 072, CPSC 075, CPSC 081, CPSC 082, CPSC 085, CPSC 087, CPSC 091, CPSC 093.
2. Two mathematics courses at the level of Linear Algebra or above (Discrete Math and Linear Algebra are recommended).

Successful completion of at least two computer science courses including CPSC 035 is ordinarily required to be admitted as a computer science major.

Minor

The minor in computer science provides students with a well-rounded background in computer science sufficient to develop significant, creative applications and to keep up with the rapid changes in the field.

The following are the requirements for a minor in computer science:

1. Six courses in computer science.
 - a. CPSC 021 and CPSC 035. (If exempted from CPSC 021, one of the following courses: CPSC 041, CPSC 045 or CPSC 075 must be taken in place of CPSC 021.)
 - b. One of CPSC 033 or CPSC 052.
 - c. One of CPSC 037 or CPSC 075.
 - d. One of CPSC 041 or CPSC 046.
 - e. One of the following (must be different than the choices in part b, c, and d): CPSC 040, CPSC 041, CPSC 044, CPSC 045, CPSC 046, CPSC 052, CPSC 063, CPSC 065, CPSC 067, CPSC 072, CPSC 075, CPSC 081, CPSC 082, CPSC 085, CPSC 087, CPSC 091, CPSC 093.
2. One mathematics course at the level of Linear Algebra or above (Discrete Math recommended).

Successful completion of at least two computer science courses including CPSC 035 is ordinarily required to be admitted as a computer science minor.

Honors Program

Honors majors and minors in computer science are available.

Honors Major

An honors major in computer science will consist of two 2-credit preparations, one 2-credit research report or thesis, and a minor preparation.

The following will be submitted to external examiners for evaluation:

1. Two 2-credit preparations to be selected from the combinations of courses listed under Approved Preparations. Each of these 2-credit preparations will be examined by a 3-hour written examination and an oral examination.

The two 2-credit preparations must include four distinct courses. In certain circumstances, the Computer Science Department may be willing to consider other groupings of courses, seminars, or courses with attachments. If the required

courses and preparations would not satisfy a course major, additional computer science courses must be taken to meet course major requirements. In all cases, the Computer Science Department must approve the student's plan of study.

2. One research report or thesis to be read by an external examiner and examined in an oral examination.

At a minimum, this will involve a review of scholarly papers from the primary literature of computer science and the writing of a scholarly, scientific paper. The paper will report on a research experience involving the student and faculty (here or elsewhere). It is expected that most of the research or scholarly groundwork will be completed before the fall semester of the senior year, either by 1 credit of work in the spring semester of the junior year or full-time summer work. Students will register for at least 1 credit of thesis work to complete the work and write the paper in the fall of the senior year. It is recommended that the paper be completed by the end of the fall semester.

To be eligible for an honors major in computer science, students must complete the following:

1. Have a B+ average in all computer science courses completed by the end of junior year. These must include CPSC 021 and CPSC 035, and at least two of CPSC 033, CPSC 037, CPSC 052, CPSC 075, CPSC 041 or CPSC 046.

2. Have demonstrated proficiency in mathematical argument and reasoning by the end of the junior year. Ordinarily, this proficiency will be assumed if the student has done one of the following:

- a. Passed Discrete Mathematics and Linear Algebra with a grade of B+ or better
- b. Passed Linear Algebra Honors with a grade of B or better
- c. Completed Introduction to Real Analysis or Introduction to Modern Algebra with a grade of B- or better

3. Complete by the end of the senior year a set of courses that would qualify for an ordinary computer science major as well as CPSC 180 (Thesis).

Honors Minor

To be eligible for an honors minor in computer science, a student must satisfy course requirements for a regular minor in computer science and in addition:

1. Have a B+ average in all computer science courses completed by the end of the junior year.

2. Take one 2-credit preparation to be selected from the combinations of courses listed under Approved Preparations. An examiner will set both a 3-hour written examination and an oral examination for the preparation.

Approved Preparations

The following are the approved preparations for the Honors Program. These may not all be available to all students because of the faculty’s schedules.

Preparation	Course Combinations
Algorithms and Theory	CPSC 041. Algorithms CPSC 046. Theory of Computation
Intelligent Systems	CPSC 081. Adaptive Robotics CPSC 063. Artificial Intelligence
Compiler Design and Theory	CPSC 046. Theory of Computation CPSC 075. Compiler Design and Construction
Parallel and Distributed Systems	CPSC 045. Operating Systems CPSC 087. Parallel and Distributed Computing
Systems	CPSC 052. Computer Architecture CPSC 045. Operating Systems
Natural Language Models	CPSC 063. Artificial Intelligence CPSC 065. Natural Language Processing
Robotics	CPSC 081. Adaptive Robotics CPSC 082. Mobile Robotics
Language Processing	CPSC 065. Natural Language Processing CPSC 067. Information Retrieval
Programming Languages	CPSC 037. Structure and Interpretation of Computer Programs CPSC 075. Compiler Design and Construction

Study Abroad

Students planning to major or minor in computer science may opt to study abroad for one semester or a whole year. Because some advanced courses in computer science are offered in only alternate years, some selections will be unavailable to some students. The chair of the Computer Science Department should approve all courses of study abroad. The department will credit appropriate courses based on sufficient evidence presented by the student upon returning to Swarthmore.

on the student’s interests and should be made in consultation with the chair of the Computer Science Department. Other majors are also reasonable for students with special interests. For example, a major in linguistics or psychology might be appropriate for a student interested in artificial intelligence or cognitive science. In such cases, students should consult with the chair of the department as early as possible to ensure that they take the necessary mathematics and computing courses for graduate work in computer science.

Graduate Study

Students interested in graduate study in computer science will be well prepared with a computer science major. Some graduate programs will also accept students who have majored in mathematics or engineering and completed a sufficient number and selection of computer science courses. The choice of the appropriate major and computing courses will depend

Courses

CPSC 021. Introduction to Computer Science

This course will present fundamental ideas in computer science while building skill in software development. Algorithms will be implemented as programs in a high-level programming language. Object-oriented programming and data structures will be

introduced to construct correct, understandable, and efficient algorithms. A deeper coverage of these topics will be presented in CPSC 033 and CPSC 035. CPSC 021 is appropriate for all students who want to be able to write programs. It is the usual first course for computer science majors and minors. Students with Advanced Placement credit or extensive programming experience may be able to place out of this course. Students who think that they may fall into this latter category should consult with any computer science faculty member. Lab work required, programming intensive. No prerequisites.

Natural sciences and engineering practicum.
1 credit.
Each semester. Staff.

CPSC 033. Computer Organization

This course takes a bottom-up approach to answering the question of how a computer works. Topics include theoretical models of computation, bits, bytes and data representations, operations on data, digital logic structures, computer memory, assembly and machine code, hardware components, the stack, the operating system, compilers, and the C programming language. We examine the hardware and software components required to go from a program expressed in a high-level programming language like Java or C to the computer actually running the program.

Prerequisites: CPSC 021 or equivalent.
Lab work required.
Natural sciences and engineering practicum.
1 credit.
Fall 2010. Kelemen.

CPSC 035. Data Structures and Algorithms

This course completes the broad introduction to computer science begun in CPSC 021. It provides a general background for further study in the field. Topics to be covered include object-oriented programming in Java, advanced data structures (priority queues, trees, hash tables, graphs, etc.) and algorithms, and software design and verification. Students will be expected to complete several programming projects illustrating the concepts presented.

Prerequisite: CPSC 021 or permission of the instructor. Discrete Mathematics is recommended.

Lab work required.

Natural sciences and engineering practicum.
1 credit.

Each semester. Staff.

CPSC 037. Structure and Interpretation of Computer Programs

This course is a serious introduction to the study of computer programs and, through programs, some central ideas in computer science. By studying programs that make repeated and deep use of abstraction, students will learn how to generate precise specifications from vaguely formulated and perhaps partially understood descriptions. Topics to be covered include programming idioms and paradigms, recursion, information retrieval, binding and scope, interpreters, and compilers.

Prerequisite: CPSC 035.

Lab work required.
1 credit.
Spring 2012.

CPSC 038. Fundamentals of Digital Systems

(See ENGR 015)

Prerequisite: At least 1 credit in engineering or computer science or permission of the instructor.

Lab work required. Offered in the fall semester every year.

Natural sciences and engineering practicum.
1 credit.
Fall 2010. Zucker.

CPSC 040. Computer Graphics

(Cross-listed as ENGR 026)

Computer graphics deals with the manipulation and creation of digital imagery. We will cover drawing algorithms for two-dimensional (2-D) graphics primitives, 2-D and three-dimensional (3-D) matrix transformations, projective geometry, 2-D and 3-D model representations, clipping, hidden surface removal, rendering, hierarchical modeling, shading and lighting models, shadow generation, special effects, fractals and chaotic systems, and animation techniques. Labs will focus on the implementation of a 3-D hierarchical modeling system that incorporates realistic lighting models and fast hidden surface removal.

Prerequisites: CPSC 035, or the permission of the instructor. Mathematics background at the level of Calculus and Linear Algebra Honors is strongly recommended.

Lab work required.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Danner.

CPSC 041. Algorithms

The study of algorithms is useful in many diverse areas. As algorithms are studied, considerable attention is devoted to analyzing formally their time and space requirements and proving their correctness. Topics to be covered include abstract data types, trees (including balanced trees), graphs, searching, sorting, NP complete optimization problems, and the impact of several models of parallel computation on the design of algorithms and data structures.

Prerequisites: CPSC 035. Discrete Mathematics is strongly recommended.

1 credit.

Fall 2010. Kelemen.

CPSC 044. Database Systems

This course provides an introduction to relational database management systems. Topics covered include data models (ER and relational model); data storage and access methods (files, indices); query languages (SQL, relational algebra, relational calculus, QBE); query evaluation; query optimization; transaction management; concurrency control; crash recovery; and some advanced topics (distributed databases, object-relational databases). A project that involves implementing and testing components of a relational database management system is a large component of the course.

Prerequisite: CPSC 035 required. One of CPSC 033 or CPSC 052 is recommended.

Lab work required.

1 credit.

Next offered when staffing permits.

CPSC 045. Operating Systems

(Cross-listed as ENGR 022)

This course is an introduction to the theory, design, and implementation of operating systems. An operating system is the software layer between user programs and the computer hardware. It provides abstractions of the underlying hardware that are easier to program, and it manages the machine's resources. The following topics will be covered: processes (including synchronization, communication, and scheduling); memory (main memory allocation strategies, virtual memory, and

page replacement policies); file systems (including naming and implementation issues); I/O (including devices, drivers, disks, and disk scheduling); and security. Prerequisite: CPSC 035 required. One of CPSC 033 or CPSC 052 is recommended.

Lab work required.

Natural sciences and engineering practicum.

1 credit.

Fall 2011. Newhall.

CPSC 046. Theory of Computation

(Cross-listed as MATH 046)

This study of various models of computation leads to a characterization of the kinds of problems that can and cannot be solved by a computer. Solvable problems will be classified with respect to their degree of difficulty. Topics to be covered include formal languages and finite state devices; Turing machines; and other models of computation, computability, and complexity.

Prerequisite: CPSC 035. Discrete Mathematics is strongly recommended.

Lab work required.

1 credit.

Spring 2012.

CPSC 052. Principles of Computer Architecture

(See ENGR 025)

Prerequisites: One of ENGR 015, CPSC 33, CPSC 035.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Moreshet.

CPSC 063. Artificial Intelligence

Artificial intelligence (AI) can be defined as the branch of computer science that is concerned with the automation of intelligent behavior. Intelligent behavior encompasses a wide range of abilities; as a result, AI has become a very broad field that includes game playing, automated reasoning, expert systems, natural language processing, modeling human performance (cognitive science), planning, and robotics. This course will focus on a subset of these topics and specifically on machine learning, which is concerned with the problem of how to create programs that automatically improve with experience. Machine learning approaches studied will include neural networks, decision trees, genetic algorithms, and reinforcement techniques.

Prerequisites: CPSC 035.

Lab work required.

Natural sciences and engineering practicum.
1 credit.

Fall 2011. Meeden.

CPSC 065. Natural Language Processing

(Cross-listed as LING 020)

This course is an introduction to the fundamental concepts in natural language processing, the study of human language from a computational perspective. The focus will be on creating statistical algorithms used in the analysis and production of language. Topics to be covered include parsing, morphological analysis, text classification, speech recognition, and machine translation. No prior linguistics experience is necessary.

Prerequisite: CPSC 035.

Lab work required.

1 credit.

Fall 2010. Wicentowski.

CPSC 067. Information Retrieval

This course will explore methods for searching and retrieving information from digital text sources. We will design and evaluate algorithms for automating document retrieval, document clustering, mail filtering, relevance feedback, data mining on the Web, Web robots, search engines, information extraction, question answering, and document summarization.

Prerequisite: CPSC 035.

Lab work required.

1 credit.

Spring 2011. Wicentowski.

CPSC 072. Computer Vision

(See ENGR 027)

Prerequisites: ENGR 015 or CPSC 035.

MATH 027 or 28(S) is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Next offered when staffing permits.

CPSC 075. Principles of Compiler Design and Construction

(Cross-listed as ENGR 023)

This course introduces the design and construction of language translators for imperative, procedure-oriented programming languages. Topics covered include formal grammars, lexical analysis and finite automata, syntax analysis and pushdown automata, LL and LR parsing, semantic analysis and table handling, error

detection and recovery, code generation and optimization, and compiler writing tools.

Prerequisite: CPSC 035 required. One of CPSC 033 or CPSC 052 is recommended.

Lab work required.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Meeden.

CPSC 081. Adaptive Robotics

This course addresses the problem of controlling robots that will operate in dynamic, unpredictable environments. Students will work in groups to program robots to perform a variety of tasks such as navigation to a goal, obstacle avoidance, and vision-based tracking in a laboratory session. In lecture/discussion sessions, students will examine the major paradigms of robot control through readings with an emphasis on adaptive approaches.

Prerequisite: CPSC 035 or permission of the instructor.

Lab work required.

Natural sciences and engineering practicum.

1 credit.

Next offered when staffing permits.

CPSC 082. Mobile Robotics

(See ENGR 028)

Prerequisites: ENGR 015 or CPSC 035.

MATH 027 or 28(S) is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Next offered when staffing permits.

CPSC 087. Parallel and Distributed Computing

This course covers a broad range of topics related to parallel and distributed computing, including parallel and distributed architectures and systems, parallel and distributed programming paradigms, parallel algorithms, and scientific and other applications of parallel and distributed computing. In lecture/discussion sections, students examine both classic results as well as recent research in the field. The lab portion of the course includes programming projects using different programming paradigms, and students will have the opportunity to examine one course topic in depth through an open-ended project of their own choosing. Course topics may include: multi-core, SMP, MPP, client-server, clusters, clouds, grids, peer-to-peer systems, GPU computing, scheduling, scalability, resource discovery and

allocation, fault tolerance, security, parallel I/O, sockets, threads, message passing, MPI, RPC, distributed shared memory, data parallel languages, MapReduce, parallel debugging, and parallel and distributed applications

Prerequisites: CPSC 035 required. One of CPSC 033 or CPSC 052 is recommended.

Lab work required.

1 credit.

Spring 2012. Newhall.

CPSC 091. Special Topics in Computer Science

Subject matter for CPSC 091 is generally dependent on group need or individual interest. The course is normally restricted to upper-level students and offered only when staff interests and availability make it practicable to do so.

Lab work required.

1 credit.

Staff.

CPSC 093. Directed Reading and/or Research Project

A qualified student may undertake a program of extra reading and/or a project in an area of computer science with the permission of a staff member who is willing to supervise.

CPSC 097. Senior Conference

This course provides honors and course majors an opportunity to delve more deeply into a particular topic in computer science, synthesizing material from previous courses. Topics have included computer perception (2009), computational geometry and geographic information systems (2006, 2007), computer security (2005), natural language processing (2004); advanced algorithms (2003); networking (2001 and 2002); distributed computing (2000); evolutionary computation (1998 and 1999); complexity, encryption, and compression (1996); and parallel processing (1995). CPSC 097 is the usual method used to satisfy the comprehensive requirement for a computer science major and the senior honors study requirement for a computer science honors major.

Writing course.

Lab work required.

1 credit.

Fall 2010. Garrod.

CPSC 180. Thesis

CPSC 199. Senior Honors Study

JOHN P. CASKEY, Professor
 STEPHEN S. GOLUB, Professor¹
 ROBINSON G. HOLLISTER JR., Professor
 PHILIP N. JEFFERSON, Professor
 MARK KUPERBERG, Professor
 ELLEN B. MAGENHEIM, Professor and Chair
 STEPHEN A. O'CONNELL, Professor
 LARRY E. WESTPHAL, Professor
 AMANDA BAYER, Associate Professor
 THOMAS S. DEE, Associate Professor³
 ERIN TODD BRONCHETTI, Assistant Professor³
 DAVID HUFFMAN, Assistant Professor³
 JOSEPH HARGADON, Visiting Professor (part time)
 NANCY CARROLL, Administrative Assistant

¹ Absent on leave, fall 2010.

³ Absent on leave, 2010–2011.

Economics is the study of how scarce resources are allocated and the implications of such allocations. Because scarcity is a fundamental fact of social life, an understanding of economics is relevant for private and public decision making. Most courses in the department address the dual questions of how resources are allocated in real economics and how they *should* be allocated. “Should” is a complex word and encompasses considerations of economic efficiency and distributional equity. Economics does not provide definitive answers to these questions, but it does give the student the tools needed to formulate and evaluate such answers.

Requirements and Recommendations

ECON 001 or its equivalent is a prerequisite for all other work in the department. In addition, all majors in economics must satisfy a theory requirement by taking ECON 011 (Intermediate Microeconomics) and ECON 021 (Intermediate Macroeconomics). They must also satisfy a statistics requirement. This is typically done by taking ECON 031 (Introduction to Econometrics), but the statistics requirement can alternatively be satisfied by taking ECON 035 (Econometrics) or STAT 111 (Mathematical Statistics II) or by combining STAT 061 with either STAT 011 or STAT 031.

A knowledge of elementary calculus is extremely useful for reading the economics literature critically. The department strongly recommends that students take MATH 015 and either MATH 023 (appropriate as a terminal course in calculus) or MATH 025 (preferred if the student is considering further work in mathematics). Students intending to focus on the more technical aspects of economics will find linear algebra (MATH 027, 028, or 028S), multivariable calculus (MATH 033, 034, or 035), and differential equations (MATH 043 or

044) particularly valuable. Students who plan to attend graduate school in economics should seriously consider taking additional mathematics courses, including real analysis (Math 063).

To graduate as majors, students must have at least 8 credits in economics; have taken the three core courses, ECON 011, ECON 021, and ECON 031 (or its equivalent); and have passed the comprehensive examination given to seniors early in the spring semester (course students) or the honors examinations given at the end of the spring semester (honors students). To be prepared for the comprehensive examination, course students are very strongly advised to complete the core courses before the second semester of their senior year.

Students who are contemplating a major in economics should consult *Economics at Swarthmore: Department Handbook* (available in the department office and on the department's website) for additional information regarding the details of the program.

Economics majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies Department chair, the Economics Department chair, or the Educational Studies Department website at www.swarthmore.edu/educationalstudies.xml. The Economics Department does not offer a minor in economics except in the Honors Program.

Courses

ECON 001. Introduction to Economics

Covers the fundamentals of microeconomics and macroeconomics: supply and demand,

market structures, income distribution, fiscal and monetary policy in relation to unemployment and inflation, economic growth, and international economic relations. Focuses on the functioning of markets as well as on the rationale for and the design of public policy. Prerequisite for all further work in economics.

1 credit.

Each semester. Staff.

ECON 002. First-Year Seminar: Greed

In 1776, Adam Smith wrote in *The Wealth of Nations*, "It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest.... The individual intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always worse for society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it." This seminar investigates the degree to which self-interest should be the organizing principle of economic and social organization.

This course counts as 1 of the 8 economics credits needed to fulfill an economics major, but it does not take the place of ECON 001. It, therefore, cannot be used to fulfill the ECON 001 prerequisite for further work in the Economics Department.

Writing course.

1 credit.

Not offered 2010–2011.

ECON 005. Savage Inaccuracies: The Facts and Economics of Education in America

(Cross-listed as EDUC 069)

This course investigates the relationship between issues of resource allocation and educational attainment. It examines the facts about student achievement, educational expenditure in the United States, and the relationship between them. It studies such questions as: Does reducing class size improve student achievement? Does paying teachers more improve teacher quality and student outcomes? The course also investigates the relationship between educational attainment and wages in the labor market. Finally, it analyzes the effects of various market-oriented education reforms such as vouchers and charter schools.

Eligible for PPOL credit.

Prerequisites: Any statistics course (or the consent of the instructor). EDUC 014 is strongly recommended.

1 credit.

Not offered 2010–2011.

ECON 011. Intermediate Microeconomics

Provides a thorough grounding in intermediate-level microeconomics. The standard topics are covered: behavior of consumers and firms, structure and performance of markets, income distribution, general equilibrium, and welfare analysis. Students do extensive problem solving to facilitate the learning of theory and see practical applications.

1 credit.

Fall 2010. Magenheimer.

ECON 012. Game Theory and Strategic Behavior

How should you bargain for a used car or mediate a contentious dispute? This course is an introduction to the study of strategic behavior and the field of game theory. We analyze situations of interactive decision making in which the participants attempt to predict and to influence the actions of others. We use examples from economics, business, biology, politics, sports, and everyday life.

Eligible for PEAC credit.

1 credit.

Spring 2011. Bayer.

ECON 021. Intermediate Macroeconomics

The goal of this course is to give the student a thorough understanding of the actual behavior of the macroeconomy and the likely effects of government stabilization policy. Models are developed of the determination of output, interest rates, prices, inflation, and other aggregate variables such as fiscal and trade surpluses and deficits. Students analyze conflicting views of business cycles, stabilization policy, and inflation/unemployment trade-offs.

Prerequisite: Freshmen need the consent of the professor.

1 credit.

Spring 2011. Kuperberg.

ECON 022. Financial Economics

This course analyzes the ways that firms finance their operations. It discusses the organization and regulation of financial markets and institutions. It examines theories explaining asset prices and returns, and it discusses the function and pricing of options and futures contracts.

Prerequisite: ECON 031, STAT 031, or STAT 061.

1 credit.

Spring 2011. Caskey.

ECON 031. Introduction to Econometrics

This course provides an introduction to the theory and practice of applied quantitative analysis in economics. Following a brief discussion of probability, statistics, and hypothesis testing, this course emphasizes using regression analysis to understand economic relationships and to test their statistical significance. Computer exercises provide practical experience in using these quantitative methods.

Recommended: STAT 011 (or a score of 4 or 5 in AP Statistics).

1 credit.

Each semester. Hollister.

ECON 032. Operations Research

(See ENGR 057)

1 credit.

Fall 2010. McGarity.

ECON 033. Financial Accounting

This course is designed to provide students with an intermediate level study of corporate accounting theory and practice as it falls within the framework of United States generally accepted accounting principles (GAAP). A major focus of the course is how accounting provides information to various user groups so that they can make more informed decisions. In particular, students will learn the steps in the accounting cycle leading up to the preparation and analysis of corporate financial statements. Students are also exposed to some of the fundamental differences between federal tax rules and external financial reporting requirements and are made aware of the organizations that influence and contribute to the body of knowledge in financial accounting. Finally, ethical issues that may be confronted by the accountant are also discussed throughout the course. (This course cannot be used to satisfy the College's distribution requirements.)

1 credit.

Spring 2011. Hargadon.

ECON 035. Econometrics

Quantitative methods used in estimating economic models and testing economic theories are studied. Students learn to use statistical packages to apply these methods to problems in business, economics, and public policy.

Prerequisite: ECON 031 or STAT 061.

1 credit.

Fall 2010. Jefferson.

ECON 041. Public Economics

This course focuses on government expenditure, tax, and debt policy. A major part of the course is devoted to an analysis of current policy issues in their institutional and theoretical contexts. The course will be of most

interest to students having a concern for economic policy and its interaction with politics.

Eligible for PPOL credit.

Recommended: ECON 011.

1 credit.

Fall 2010. Kuperberg.

ECON 042. Law and Economics

The purpose of this course is to explore the premises behind the use of utilitarian constructs in the analysis of public policy issues. In particular, the appropriateness of the growing use of economic methodology will be examined through an intensive study of issues in property, tort, contract, and criminal law.

Eligible for PPOL credit.

Recommended: ECON 011.

1 credit.

Fall 2010. Kuperberg.

ECON 044. Urban Economics

The topics covered in this course include the economic decline of central cities, transportation policies, local taxation, theories of urban growth patterns, local economic development initiatives, and the economics of land use and housing.

Prerequisite: ECON 031, STAT 031, or STAT 061.

1 credit.

Fall 2010. Caskey.

ECON 051. The International Economy

This course surveys the theory of trade (microeconomics) and of the balance of payments and exchange rates (macroeconomics). The theories are used to analyze topics such as trade patterns, trade barriers, flows of labor and capital, exchange-rate fluctuations, the international monetary system, and macroeconomic interdependence.

Eligible for PPOL credit.

Prerequisites: ECON 011 and ECON 021.

1 credit.

Spring 2011. Golub.

ECON 054. Global Capitalism Since 1920

This course will study global capitalism over the last century, focusing on the interplay between events, economic theories and policies. The issues to be examined include: financial market booms and busts; business cycles; inequality; the social welfare state; technological change and economic growth; and international trade and financial arrangements. The time period covers: the Roaring Twenties; the Great Depression, the post war Golden Age (1945–1973); the stagflation of the 1970s; the Thatcher-Reagan-

Greenspan-Bush era of market liberalization (1980–2007); and the financial crisis and Great Recession of 2007–2010. Economic theories include: the classical laissez-faire view; Schumpeter's theory of "creative destruction"; Keynes and the "neo-classical synthesis" advocating a mixed economy; Minsky's theory of financial instability; Friedman, the efficient-markets hypothesis, and the "new classical" critiques of government interventions; and emerging ideas in response to the present crisis. The course will chronicle and compare economic policy and performance of the United States, Europe, Japan, and the developing world (Asia, Latin America, Africa).

1 credit.

Spring 2011. Golub.

ECON 063. Public Policies in Practice: Establishing What Works and for Whom

Participants in this course will examine research on specific policy interventions designed to change outcomes for individuals, corporations, and communities. Particular focus will be on attempts to establish whether such policy interventions can cause changes in outcomes for individuals, corporations, or communities. In recent decades, random assignment/experimental designs have increasingly been applied to estimate the impact of changes in policies on employment, welfare, housing, education, policing, public health, and community development. Social policy experiments and alternative methods to examine cause and effect will be covered, with emphasis on actual examples from the previously mentioned fields. Specific issues in design, implementation of such studies, the analysis of results, and translation to the policy context will be reviewed. Students will meet with selected analysts who carry out these types of studies. Students will do some analysis of data generated from quantitative studies of what works and for whom.

1 credit.

Spring 2011. Hollister.

ECON 067. Experimental Economics

This course will cover some of the main research topics in economics that have been studied with laboratory and field experiments, such as behavior in competitive markets, provision of public goods, biases in individual decision-making, neural underpinnings of economic choice, and preferences regarding risk, time, and fairness. Students will be introduced to techniques for conducting economic experiments, and will design their own experiment as part of course assignments. Prerequisites: ECON 031, or STAT 011, or a score of 4 or 5 in AP Statistics.

Recommended: ECON 011.

1 credit.

Not offered 2010–2011.

ECON 073. Race, Ethnicity, and Gender in Economics

This course focuses on the role of difference in economic systems. In this course, we learn how to apply the theoretical and empirical tools of economics to analyze the economic status of women and of various racial and ethnic groups in the United States, and we explore the various sources of, and solutions to, persistent economic inequality. We also examine the roles of race, ethnicity, and gender in the development of economic theory and policy.

Eligible for BLST, GSST, or PPOL credit.

Recommended: ECON 011 and ECON 031.

1 credit.

Fall 2010. Bayer.

ECON 075. Health Economics

This course applies the tools of microeconomic analysis to the health care industry. We will analyze the determinants of demand for and supply of health care, including the relationship between demographic variables, health status, and health care consumption. The structure and behavior of the major components of the supply side will be studied, including physicians, hospitals, and insurance companies. The variety of ways in which the government intervenes in the health care sector—regulation, antitrust, social insurance, and direct provision—will be considered. Finally, we will study some more specialized topics, including the intersection of bioethics and economics, mental health economics, and international health system comparisons. Students will write a series of short papers, examining medical, economic, and policy considerations related to a health problem or issue.

Writing course.

1 credit.

Not offered 2010–2011.

ECON 076. Environmental Economics

Introduction to basic concepts and methods used in evaluating environmental benefits and costs and in assessing mechanisms for allocating environmental resources among present and future uses, with due attention to seemingly noneconomic concerns. Specific topics include pollution and environmental degradation; use of exhaustible and renewable resources; management of air, water, and energy resources; sustainable economic growth; and international resource management.

Eligible for ENVS or PPOL credit.

1 credit.

Not offered 2010–2011.

ECON 081. Economic Development

A survey covering the principal theories of economic development and the dominant issues of public policy. Topics include the determinants of economic growth and income distribution, the role of the agricultural sector, the acquisition of technological capability, the design of poverty-targeting programs, the choice of exchange rate regime, and the impacts of international trade and capital flows (including foreign aid).

Eligible for ASIA, BLST, PEAC, or PPOL credit.

1 credit.

Fall 2010. O'Connell.

ECON 082. Political Economy of Africa

A survey of the post-independence development experience of Sub-Saharan Africa. We study policy choices in their political and institutional context, using case-study evidence and the analytical tools of positive political economy. Topics include development from a natural resource base, conflict and nation building, risk management by firms and households, poverty-reduction policies, globalization and trade, and the effectiveness of foreign aid.

Eligible for BLST, PEAC, or PPOL credit.

1 credit.

Spring 2010. O'Connell.

ECON 099. Directed Reading

With consent of a supervising instructor, individual, or group study in fields of interest not covered by regular course offerings.

Fall or spring semester. Staff.

Seminars

ECON 101. Advanced Microeconomics

Subjects covered include consumer and producer theory, optimization and duality, general equilibrium, risk and uncertainty, asymmetric information, and game theory.

Prerequisites: ECON 011 and multivariable calculus (MATH 033, 034, or 035).

2 credits.

Spring 2011. Bayer.

ECON 102. Advanced Macroeconomics

Subjects covered include microfoundations of macroeconomics, growth theory, rational expectations, and New Classical and New Keynesian macroeconomics. Extensive problem solving, with an emphasis on the qualitative analysis of dynamic systems.

Prerequisites: ECON 011, ECON 021, and multivariable calculus (MATH 033, 034 or 035, or MATH 023 with permission of the instructor).

Recommended: MATH 043 or 044.

2 credits.

Not offered 2010–2011.

ECON 122. Financial Economics

This seminar analyzes the ways that firms finance their operations. It discusses the organization and regulation of financial markets and institutions. It examines theories explaining asset prices and returns, and it discusses the function and pricing of options and futures contracts.

Prerequisites: ECON 011, ECON 031 or ECON 035, and MATH 023 or higher calculus.

2 credits.

Spring 2011. Caskey.

ECON 135. Advanced Econometrics

Quantitative methods used in estimating economic models and testing economic theories are studied. Students learn to use statistical packages to apply these methods to problems in business, economics, and public policy. Students will also evaluate studies applying econometric methods to major economic issues. An individual empirical research project is required.

Prerequisites: ECON 035 and linear algebra (MATH 027, 028 or 028S).

1 credit.

Spring 2011. Jefferson.

ECON 141. Public Economics

This seminar focuses on the analysis of government expenditure, tax, and debt policy. A major part of the seminar is devoted to an analysis of current policy issues in their institutional and theoretical contexts. The seminar will be of most interest to students having a concern for economic policy and its interaction with politics.

Eligible for PPOL credit.

Prerequisite: ECON 011.

Recommended: ECON 021 and ECON 031 (or its equivalent).

2 credits.

Not offered 2010–2011.

ECON 145. The Labor Economics of Inequality in America

This seminar applies the tools of labor economics to study the determinants and consequences of economic inequality in the United States. Topics to be discussed include causes of and trends in U.S. earnings inequality, the economics of the family and household labor supply decisions, executive pay, low-wage labor markets, immigration, and discrimination. The course will also consider the role of progressive taxation and anti-poverty

policies including welfare reform, public safety nets, and labor market training programs.

Prerequisites: ECON 011 and ECON 031.

2 credits.

Not offered 2010–2011.

ECON 151. International Economics

Both microeconomics and macroeconomics are applied to an in-depth analysis of the world economy. Topics include trade patterns, trade barriers, international flows of labor and capital, exchange-rate fluctuations, the international monetary system, financial crises, macroeconomic interdependence, the roles of organizations such as the World Trade Organization and International Monetary Fund, and case studies of selected industrialized, developing, and transition countries.

Eligible for PPOL credit.

Prerequisites: ECON 011 and ECON 021.

2 credits.

Not offered 2010–2011.

ECON 165. Behavioral Economics

Economic theory is based on assumptions regarding the form of individuals' preferences, ability to optimize, weighting of probabilities in risky choice, and belief formation. This course is an introduction to behavioral economics, a field focused on making these behavioral assumptions more realistic. Strategies for improving realism include drawing on the relevant literature in psychology, conducting new experiments, or using existing field data. The course will cover, at an advanced level, topics in economics where research in behavioral economics has led to revision or questioning of aspects of standard economic theory, and to a better description of actual economic behavior. For example, we will discuss the role of self-control problems in savings behavior, and the relevance of preferences for fairness for explaining the functioning of labor markets.

Prerequisites: ECON 011, ECON 031, and MATH 015 (or a score of 5 in AP Calculus)

Recommended: Multivariable calculus (MATH 033, 034, or 035).

2 credits.

Not offered 2010–2011.

ECON 171. Labor and Social Economics

Students discuss such topics as the organization of work within firms, labor market operations, unions and labor relations, unemployment and macroconditions, economic analysis education, health care, housing, and discrimination, determinants of income inequality, and government policies with respect to health, education, and welfare.

Eligible for BLST or PPOL credit.

Recommended: ECON 011.

2 credits.

Fall 2010. Hollister.

ECON 181. Economic Development

The economics of long-run development in Africa, Asia, and Latin America. We cover the leading theories of growth, structural change, income distribution, and poverty, with particular attention to development strategies and experience since World War II. Topics include land tenure and agricultural development, rural-urban migration, industrialization, human resource development, poverty targeting, trade and technology policy, aid and capital flows, macroeconomic management, and the role of the state. Students write several short papers examining the literature and a longer paper analyzing a particular country's experience.

Eligible for ASIA, BLST, or PPOL credit.

Prerequisites: ECON 011 and ECON 021.

Recommended: ECON 031 (or its equivalent).

2 credits.

Fall 2010. O'Connell.

ECON 198. Thesis

With consent of a supervising instructor, honors majors may undertake a senior thesis for double credit.

Each semester. Staff.

K. ANN RENNINGER, Professor and Chair
LISA SMULYAN, Professor
DIANE DOWNER ANDERSON, Associate Professor
FRANK D. GROSSMAN, Assistant Professor
CHERYL JONES-WALKER, Assistant Professor
Elaine Metherrall Brenneman, Visiting Assistant Professor (part time)
MARGARET INMAN LINN, Visiting Assistant Professor (part time)
ELAINE ALLARD, Visiting Instructor
KAE KALWAIC, Administrative Assistant

The Educational Studies Department has three purposes: to introduce students to issues in education from a variety of disciplinary perspectives; to provide a range of field experiences for students who wish to explore their aptitude and interest in teaching, counseling, or research in an educational setting; and to prepare students for public school teacher certification, in accordance with the requirements of Pennsylvania Chapters 354 and 49—certification that is reciprocal with 48 states.

The department's most important goal is to help students learn to think critically and creatively about the process of education and the place of education in society. To this end, both its introductory and upper-level courses draw on psychology, sociology, anthropology, political science, economics, and history. With the exception of EDUC 016: Practice Teaching and EDUC 017: Curriculum and Methods Seminar, all education courses include many students who will pursue fields such as clinical psychology, educational research, law, medicine, public policy, social work, and so forth, as well as those who will teach. Because students major in a variety of disciplines, courses in educational studies offer both an opportunity to apply the particular skills of a chosen field to a new domain and interaction with other students whose disciplinary approaches may differ significantly. There is a limit of 4 field-based education credits (currently EDUC 016 and EDUC 091A) that can be counted toward graduation. EDUC 014: Introduction to Education is generally considered a prerequisite for further work in the department.

Special Majors

There is no major in educational studies, but special majors with history, linguistics, mathematics, political science, psychology, sociology and anthropology, and English literature are regularly approved, and special majors with other fields such as art, computer science, engineering, modern languages, music, and biology have also been designed. Special majors involving education usually include 10 to 12 credits, at least 5 of which must be in educational studies. A thesis or a

comprehensive examination integrating work in the two fields is required. Both departments collaborate in advising students pursuing special majors.

Honors Program

Students may pursue the Honors Program in educational studies either as a part of a special major or as a minor. *Special major Honors Programs* consist of 2.5 preparations in educational studies and 1.5 preparations in the other discipline (or vice versa), including an integrative, 2-credit thesis that receives 1 credit from both departments. *Educational studies minors* in the Honors Program take a 2-credit seminar, a course and an attachment, or write a 2-credit thesis to prepare for the external examination. All honors special majors and minors write an intellectual autobiography that is submitted to the honors examiner as part of their senior honors study.

Course Minors

Educational studies supports two kinds of minors: (1) a teaching and field-based minor and (2) an educational studies minor.

Teaching and field-based minor. Students complete at least 5 educational studies credits that focus on educational practice and the integration of theory and practice in school placements. This minor will normally be undertaken in conjunction with teacher certification. The credits included in this minor are EDUC 021: Educational Psychology, EDUC 017: Curriculum and Methods Seminar (2 credits), EDUC 016: Practice Teaching (2 credits), and one of the following: EDUC 042: Educating the Young Learner, EDUC 023: Adolescence, or EDUC 121: Psychology and Practice.

Educational studies minor. Students take at least 5 credits in discipline-based educational studies courses. For this minor, students identify a focus and describe how two or more of the courses or seminars they propose for the minor are related to this. Possible foci include, but are not limited to, educational policy, educational psychology, environmental education, gender and education, literacy, school and society, special education, and urban

education. EDUC 016 and EDUC 017 will not count toward an educational studies minor.

Study Abroad

Students may apply for education credit for work done abroad (either in a formal course or in a field placement in an educational setting), provided that they have taken EDUC 014: Introduction to Education at Swarthmore College. The Swarthmore course may be taken before study abroad or subsequent to it. Credit will be granted once Introduction to Education has been completed. In addition to granting credit for education courses and fieldwork in a range of study abroad programs, the Educational Studies Department provides students with the opportunity to complete a one-semester internship at the Cloud Forest School in Monteverde, Costa Rica, through the College's Off-Campus Study Program. More information about this program is available on the department website.

Teacher Certification

Swarthmore offers a competency-based teacher preparation program for students who seek secondary certification from the Commonwealth of Pennsylvania, certification that is accepted in 48 states. Competency is judged by an interdisciplinary committee of the faculty whose members include educational studies faculty and faculty from the majors in which students are certified. The Teacher Education Committee has established criteria for certification in biology, chemistry, citizenship education, English, French, German, mathematics, physics, Spanish, social science, and social studies that meet the state's "General Standards" and "Specific Program Guidelines for State Approval of Professional Education Programs." Individual student programs are designed in conjunction with departmental representatives and members of the educational studies faculty. All students seeking certification must meet Swarthmore College's distribution requirements in the humanities, natural sciences, and social sciences and the requirements for a major or special major. Students are formally admitted to the Teacher Certification Program in the spring semester of their sophomore year. All students seeking teacher certification must meet grade-point averages for entry and exit from the program as specified in PA 354 and must complete 6 credit hours of college-level math and English or meet the requirements for waivers before being admitted to the program. They must also pass the specific PRAXIS examinations required by the state of Pennsylvania for their certification area, either before or after they complete the teacher education course requirements at the College. A full description of teacher education

requirements (in education and in specific content fields/majors) is available on the Educational Studies Department website.

Ninth-semester option. Students who have completed all the requirements for certification in their discipline and in educational studies, except for Practice Teaching (EDUC 016) and Curriculum and Methods Seminar (EDUC 017), may apply to return following graduation to complete the Teacher Certification Program during a ninth semester. During this semester, they take EDUC 016 (2 credits) and EDUC 017 (2 credits), and they pay for a total of one course of tuition and student fees. They are not eligible for campus housing. Further information on the ninth-semester option is available in the educational studies office.

Requirements for Secondary Teacher Certification

Students who plan to seek secondary certification typically take EDUC 014: Introduction to Education by the end of their sophomore year and enroll for EDUC 016: Practice Teaching (a double-credit course) and EDUC 017: Curriculum and Methods Seminar (a double-credit seminar) in their senior year or during a ninth semester. In addition, they must complete courses specific to the disciplinary content of certification (see the Educational Studies Department website) and the following educational studies courses:

EDUC 021. Educational Psychology

EDUC 023. Adolescence

EDUC 023A. Adolescents and Special Education (see note)

EDUC 026. Special Education Issues and Practice (see note)

EDUC 053. Language Minority Education (see note)

Note: Beginning with the class of 2013, students are required to take EDUC 023A: Adolescents and Special Education, EDUC 026: Special Education Issues and Practice, and EDUC 053: Language Minority Education. Students graduating with the class of 2012 are encouraged to take EDUC 023 A, 026, and 053; if they have not taken these courses, they should take at least one additional course in educational studies.

Students will be admitted to the certification program after submitting their sophomore paper and taking EDUC 014: Introduction to Education. To student teach, students must be recommended by their major department, by their cooperating teacher in Introduction to Education, and by members of the educational studies faculty who have taught the student. Placement of students for practice teaching is contingent on successful interviews with the

chair of the Educational Studies Department and appropriate secondary school personnel.

Elementary Certification Option

Swarthmore College does not offer certification in elementary education. However, if students complete the Swarthmore courses listed subsequently and enroll for two summer courses at Eastern University (Communication Arts for Children and Teaching of Reading), they can receive elementary certification through Eastern University. The required Swarthmore courses for elementary certification are EDUC 014: Introduction to Education; EDUC 021: Educational Psychology; PSYC 039: Developmental Psychology; EDUC 042: Teaching Diverse Young Learners; EDUC 026 Special Education; EDUC 053 Language Minority Education; EDUC 016: Practice Teaching; EDUC 017: Curriculum and Methods Seminar.

Title II Teacher Education Report

As required by Title II of the Higher Education Act, Swarthmore College has submitted data to the Pennsylvania Department of Education regarding the cohorts of students who have completed the Teacher Certification Program since 1999. Swarthmore College's secondary certification program completers have had a 100 percent pass rate on all of the required Reading, Writing, and Math PRAXIS tests in every year since reporting has begun. There has also been a 100 percent pass rate on all subject specialty tests, but these could not be officially reported because fewer than 10 people take the tests in any of the subject areas. All of the Swarthmore College elementary certification candidates who participated in the joint program with Eastern College also passed all of the required PRAXIS tests. All of the Swarthmore College graduates who have been certified and desired employment as a teacher held teaching positions in the academic year following certification. Many choose to teach in the Philadelphia metropolitan area, although in a typical year, many Swarthmore teacher education graduates also accept positions throughout the country.

Courses

EDUC 001C. The Writing Process: Pedagogy and Practice

(See ENGL 001C)

Fall 2010. Gladstein.

EDUC 014. Introduction to Education

This course provides a survey of issues in education within an interdisciplinary framework. In addition to considering the theories of individuals such as Dewey, Skinner,

and Bruner, the course explores some major economic, historical, psychological, and sociological questions in American education and discusses alternative policies and programs. Topics are examined through readings, software, writing, discussion, and hands-on activity. Fieldwork is required. This course fulfills the prerequisite for further course work in educational studies and provides an opportunity for students to explore their interests in educational policy, student learning, and teaching.

Writing course.

1 credit.

Each semester. Staff.

EDUC 014F. First-Year Seminar: Introduction to Education

This seminar will draw on materials from the disciplines of psychology, sociology, philosophy, history, and political science to address questions about American education. Topics are examined through readings, software, writing, discussion, and hands-on activity. Fieldwork is required. This course fulfills the prerequisite for further coursework in educational studies and provides an opportunity for students to explore their interests in educational policy, student learning, and teaching.

Writing course.

1 credit.

Fall 2010. Staff.

EDUC 016. Practice Teaching

This course involves supervised full-time teaching in either secondary or elementary schools. Students pursuing certification must take EDUC 017 concurrently. (Single-credit practice teaching may be arranged for individuals not seeking certification.)

2 credits.

Spring 2011. Smulyan.

EDUC 017. Curriculum and Methods Seminar

This seminar is taken concurrently with EDUC 016. Readings and discussion focus on the applications of educational research and theory to classroom practice. Course content covers: lesson planning; classroom management; inquiry-oriented teaching strategies; questioning and discussion methods; literacy; the integration of technology and media; classroom-based and standardized assessments; instruction of special needs populations; topics in multicultural, nonracist, and nonsexist education; and legislation regarding the rights of students and teachers. As part of the seminar,

students take a series of special methods workshops in their content area.

2 credits.

Spring 2011. Smulyan.

EDUC 021. Educational Psychology

(Cross-listed as PSYC 021)

This course focuses on issues in learning and development that have particular relevance to understanding student thinking. Research and theoretical work on student learning and development provide the core readings for the course. In addition, students participate in a laboratory section that involves consideration of learning and motivation in an alternative public school classroom and provides an introduction to research methods.

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Fall 2010. Renninger.

EDUC 023. Adolescence

(Cross-listed as PSYC 023)

In this course, students examine adolescent development from psychological, sociological, and life-span perspectives, reading both traditional theory and challenges to that theory that consider issues of race, class, gender, ethnicity, and sexual orientation. During the first part of the term, students explore various aspects of individual development (e.g., cognitive, affective, physiological, etc.). The second part of the semester focuses on the adolescent's experience in a range of social contexts (e.g., family, peer group, school, etc.).

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Spring 2010. Brenneman.

EDUC 023A. Adolescents and Special Education

In this half credit attachment to EDUC23, Adolescence, students will focus on meeting the needs of diverse adolescent learners. In particular, students will examine the unique psycho-social interactions between adolescents receiving special education services, their parents and the educators who work with them. Students will also explore strategies for addressing specific cognitive and academic needs of these adolescents in literacy, content area learning, and transitions out of school. Fieldwork is optional. Required for students pursuing secondary teacher certification.

Prerequisite: EDUC 026/PSYCH 026 or permission of the instructor.

EDUC 23 can be taken prior to or concurrently with EDUC 023A. Available as credit/no credit only.

0.5 credit

Spring 2010. Brenneman.

EDUC 025. Counseling: Principles and Practice

(Cross-listed as PSYC 022)

In this course, students critically examine counseling theories and techniques used within the context of school and community-based counseling agencies. Students will develop and practice counseling skills through case studies, role plays, and other modeling exercises.

1 credit.

Not offered 2010–2011.

EDUC 026. Special Education: Issues and Practice

(Cross-listed as PSYC 026)

This course is designed to provide students with a critical overview of special education, including its history, the classification and description of exceptionalities, and its legal regulation. Major issues related to identification, assessment, educational and therapeutic interventions, psychosocial aspects, and inclusion are examined. Course includes a field placement.

Prerequisite: EDUC 014.

1 credit.

Spring 2011. Linn.

EDUC 041. Educational Policy

This course explores issues in the design, implementation, and evaluation of educational policy at the federal, state, and local levels in light of the ongoing historical and cultural debates over educational policy. It will examine a range of current policy topics, including school finance, issues of adequacy and equity, the standards movement, systemic reform, testing and accountability, varieties of school choice, early childhood education, immigrant and bilingual education, and special education from the perspectives of several social science disciplines and political perspectives. Fieldwork in a policy-related educational organization is required.

Prerequisite: EDUC 014.

1 credit.

Spring 2011. Grossman.

EDUC 042. Teaching Diverse Young Learners

This course explores the ways children learn in classrooms and construct meaning in their personal, community, and academic lives. The course is framed by theories of learning as

transmissionist, constructivist, and participatory. Students will draw on ethnographies, research, their own learning histories, classroom observations, and positioning as novice learners to create optimal learning environments for diverse learners including but not limited to English-language learners, socioeconomically disadvantaged populations, culturally non-mainstream students, students with learning differences and disabilities, and students with socioemotional classifications. Fieldwork is required. Required for elementary certification.

Prerequisite: EDUC 014.

Writing course.

1 credit.

Fall 2010. Linn.

EDUC 045. Literacies and Social Identities

This course explores the intersections of literacy practices and identities of gender, race, class, religion, ethnicity, and sexual orientation within communities of practice. It includes but is not limited to school settings. Students will work with diverse theory and analytical tools that draw on educational, anthropological, historical, sociological, linguistic, fictional, visual, popular readings and “scenes of literacy” from everyday practice. Fieldwork includes a Learning for Life partnership, tutoring, or community service in a literacy program.

Prerequisite: EDUC 014 or permission of the instructor.

Writing course.

1 credits.

Not offered 2010–2011.

EDUC 053. Language Minority Education (Cross-listed as LING 053)

This course examines the multifaceted issues facing English learners in U.S. schools. Course topics include theories of second language acquisition and bilingualism, the history of bilingual education in the United States, educational language policies and the impact of the English-only movement, and practical approaches to teaching linguistic minority students. Course readings draw from relevant literature in sociolinguistics, language policy, language acquisition, educational anthropology, and language pedagogy. Through fieldwork and small group projects, students have the opportunity to explore issues particular to a language minority population of their choice.

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Fall 2010. Allard.

EDUC 054. Oral and Written Language (See LING 054)

Prerequisite: LING 001, 040, 045, or 050.

1 credit.

Not offered 2010–2011.

EDUC 061. Gender and Education

This course uses historical, psychological, and social frameworks to explore the role of gender in the education process. It examines how gender influences the experiences of teaching and learning and how schools both contribute to and challenge social constructions of gender.

Prerequisite: EDUC 014 or permission of the instructor.

Writing course.

1 credit.

Not offered 2010–2011.

EDUC 064. Comparative Education

This course examines key issues and themes in education as they play out in schools and nations around the world. We will explore the roles of local, national, and international actors and organizations in the construction of educational goals and practice, using case studies and country studies to look for the interplay between local context and globalized movements in education. Topics will include immigration and schooling, equity, literacy, curriculum goals and constructs, teachers and teaching, and education in areas of conflict.

Prerequisite: EDUC 014.

1 credit.

Not offered 2010–2011.

EDUC 065. Environmental Education

This course will explore the developments in environmental education, earth education, and watershed programs from practical, curricular, and philosophical perspectives. We will assess the possibility of making environmental education a central part of the curriculum. Students will survey current programs, curricula, and research and consider the role of formal education in generating environmental awareness in light of global ecological crises. Fieldwork is required.

Prerequisite: EDUC 014.

1 credit.

Not offered 2010–2011.

EDUC 068. Urban Education (Cross-listed as SOAN 020B)

This course examines issues of practice and policy, including financing, integration, compensatory education, curricular innovation, parent involvement, bilingual education, high-stakes testing, comprehensive school reform, governance, and multiculturalism. The special challenges faced by urban schools in meeting

the needs of individuals and groups in a pluralistic society will be examined using the approaches of education, psychology, sociology, anthropology, political science, and economics. Current issues will also be viewed in historical perspective.

Prerequisite: EDUC 014.

1 credit.

Fall 2010. Grossman.

EDUC 069. Savage Inaccuracies: The Facts and Economics of Education in America

(See ECON 005)

EDUC 014 is required to receive Educational Studies Department credit for this course.

1 credit.

Not offered 2010–2011.

EDUC 070. Outreach Practicum

This course is offered in conjunction with the Lang Center for Civic and Social Responsibility. It is designed to support students involved in educational and community-based outreach in urban settings. Students' volunteer experiences will provide text and case material for course work. Historical grounding in the construction of cities in general, and Chester, PA, in particular, will be provided. Criteria for effective practices will be identified for the range of volunteer roles in community service projects.

Prerequisite: EDUC 014 recommended.

0.5 or 1 credit.

Not offered 2010–2011.

EDUC 071. Introduction to Performing Arts Education: Music

(See DANC 091 and MUSI 091)

EDUC 014 is required to receive Educational Studies Department credit for this course.

1 credit.

Not offered 2010–2011.

EDUC 072. Foreign Language Teaching and Pedagogy

(See Modern Languages and Literatures)

0.5 credit.

Each semester.

EDUC 091A. Special Topics

With permission of the instructor, qualified students may choose to pursue a topic of special interest in education through a field project involving classroom or school practice.

Available as a credit/no credit course only.

0.5 or 1 credit.

Each semester. Staff.

EDUC 091B. Special Topics

With permission of the instructor, students may choose to pursue a topic of special interest by designing an independent reading or project that usually requires a comprehensive literature review, laboratory work, and/or field-based research.

0.5 or 1 credit.

Each semester. Staff.

EDUC 091C. Special Topics (Music Education)

(See MUSI 091C)

Available as a credit/no credit course only.

0.5 credit.

Each semester. Whitman.

EDUC 096–097. Thesis

1 or 2 credits, normally in conjunction with a special major.

Each semester. Staff.

EDUC 098. Psychology and Educational Studies Thesis

1 or 2 credits, normally in conjunction with a special major.

Each semester. Renninger.

Seminars

Honors seminars are open to all students.

Priority is given to honors majors and minors.

EDUC 121. Psychology and Practice

This seminar focuses on general developmental principles revealed in and applicable to contexts of practice as well as practical applications of research and theory in developmental psychology. Seminar foci include: (1) use of the literatures in developmental, educational, and social psychology and learning and cognitive science to identify key indicators for assessing changed understanding and motivation; (2) preparation of literature reviews on a topic of each student's choice; and (3) collaborative work on an evaluation research project addressing a "live" issue or problem identified by a local teacher, school, or community organization.

Prerequisites: EDUC 014 and 021.

Writing course.

2 credits (or 1 credit with permission of the instructor).

Not offered 2010–2011.

EDUC 131. Social and Cultural Perspectives on Education

In this seminar, students examine schools as institutions that both reflect and challenge existing social and cultural patterns of thought, behavior, and knowledge production. Seminar

participants study and use qualitative methods of research and examine topics including the aims of schooling, parent/school/community interaction, schooling and identity development, and classroom and school restructuring.

Prerequisites: EDUC 014 and an additional course in the 060s.

Writing course.

2 credits.

Fall 2010. Smulyan.

EDUC 151. Literacy Research

This seminar explores theories and methods in the design and implementation of qualitative studies of literacy, evaluation of literacy programs and pedagogy, and study of literacy policies. Students review relevant literature and participate in a field-based collaborative research project or program evaluation.

Prerequisites: EDUC 014 and an additional course in the 040–060s. Either EDUC 042 or 045 is highly recommended.

Writing course.

2 credits.

Spring 2011. Anderson.

EDUC 162. Sociology of Education

(Cross-listed as SOAN 162)

This course explores the countless connections between schooling and society. The course will look at educational policy and practice, applying prominent sociological perspectives to a broad array of educational and social problems. The course will examine schools as socializing institutions, the ways in which schooling influences social stratification, social mobility, and adult socioeconomic success.

Topics will include unequal access to education, what makes schools effective, dropping out and persisting in school at various levels, ability grouping and tracking, and school restructuring. Fieldwork is required.

Theory course.

Prerequisite: EDUC 014 or permission of the instructor.

2 credits.

Not offered 2010–2011.

EDUC 167. Identities and Education: Intersections and Interactions

This course explores intersections between identities of race, class, gender, sexual orientation and public education in the United States. Readings will draw on the fields of anthropology, legal studies, and cultural studies.

Two central frameworks, Cultural Production and Critical Race Theory will guide consideration of how social structures inform the realities of schooling and how racial, class-based, gendered and sexual identities are formed with in the context of schools.

Prerequisites: EDUC 014 and EDUC 068.

2 credits.

Not offered 2010–2011.

EDUC 180. Honors Thesis

A 2-credit thesis is required for students completing special honors majors including education. The thesis may be counted for 2 credits in education or for 1 credit in educational studies and 1 credit in the other discipline in the student's Honors Program.

2 credits.

Each semester. Staff.

ERIK CHEEVER, Professor²
ERICH CARR EVERBACH, Professor
NELSON A. MACKEN, Professor
ARTHUR E. McGARITY, Professor
LYNNE ANN MOLTER, Professor and Chair
FARUQ M.A. SIDDIQUI, Professor
TALI MORESHET, Assistant Professor¹
MATTHEW A. ZUCKER, Assistant Professor
HOLLY CASTLEMAN, Administrative Assistant
EDMOND JAUDI, Electronics, Instrumentation, and Computer Specialist
GRANT SMITH, Mechanician

¹ Absent on leave, fall 2010.

² Absent on leave, spring 2011.

The professional practice of engineering requires creativity and confidence in applying scientific knowledge and mathematical methods to solve technical problems of ever-growing complexity. The pervasiveness of advanced technology within our economic and social infrastructures demands that engineers more fully recognize and take into account the potential economic and social consequences that may occur when significant and analytically well-defined technical issues are resolved. A responsibly educated engineer must not only be in confident command of current analytic and design techniques but also have a thorough understanding of social and economic influences and an abiding appreciation for cultural and humanistic traditions. Our program supports these needs by offering each engineering student the opportunity to acquire a broad yet individualized technical and liberal education.

Requirements and Recommendations

Mission

As stated in the introduction of this catalog, Swarthmore seeks to help its students realize their full intellectual and personal potential, combined with a deep sense of ethical and social concern.

Within this context the Engineering Department seeks to graduate students with a broad, rigorous education, emphasizing strong analysis and synthesis skills. Our graduates will be well rounded and understand the broader impacts of engineering. They will have the skills to adapt to new technical challenges, communicate effectively, and collaborate well with others.

The Engineering Department and its students provide to the College community a unique perspective that integrates technical and nontechnical factors in the design of solutions to multifaceted problems.

Objectives

Graduates with the bachelor of science degree in engineering are prepared to:

- Be flexible and resourceful, learn and apply new knowledge, and adapt successfully to novel circumstances and challenges.
- Communicate and work effectively with people with a broad variety of backgrounds at both a technical and nontechnical level.
- Apply engineering principles and methodology to the design and analysis of systems and to the solution of a wide variety of problems.
- Consider scientific, technologic, ethical, societal, economic, political and/or environmental issues in a local or global context.

Our departmental major program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700.

The structure of the department's curriculum permits engineering majors to devote as much as three-eighths of their course work to the humanities and social sciences. Within their 4-year course of study, over two thirds of our majors pursue either a minor or a double major, often leading to two degrees: the bachelor of science in engineering and a bachelor of arts in a second academic discipline.

The department's physical facilities include laboratories for general instruction and individual student projects in electronics, electromagnetism, optics, systems dynamics and control, communications, solid and structural mechanics, fluid mechanics, thermal energy conversion, acoustics, nonlinear dynamics, and environmental water and air pollution control. The laboratories contain a wide variety of modern measurement equipment configured for computer-assisted data acquisition and process control. The department's facilities also include a workstation laboratory with industry-standard

engineering design, analysis, and graphics software. Electronics, metal, and woodworking shops that support our courses and laboratories are also available for student use.

Courses Readily Available to Students Not Majoring or Minorin in Engineering

High-Performance Composites (001), Exploring Acoustics (002), Problems in Technology (003), and Art and Science of Structures (007), and How Do Computers Work? (008) are designed for students contemplating only an introduction to engineering. Mechanics (006) is primarily for prospective majors, but other interested students, particularly those preparing for careers in architecture or biomechanics, are encouraged to enroll. Introduction to Environmental Protection (004A), Operations Research (057), Solar Energy Systems (035), Water Quality and Pollution Control (063), Swarthmore and the Biosphere (004B), Environmental Systems (066), and Environmental Policy and Politics (004C) appeal to many students majoring in other departments, particularly those pursuing an environmental studies minor. Students interested in computers, including computer science majors or minors, may wish to consider Fundamentals of Digital Systems (015), Principles of Computer Architecture (025), Computer Graphics (026), Computer Vision (027), and Mobile Robotics (028). Students majoring in the physical sciences or mathematics may enroll routinely in advanced engineering courses. Department faculty members also support minors in computer science and environmental studies and a special major with the Linguistics Program.

Note that Engineering Methodology, High-Performance Composites, Exploring Acoustics, Problems in Technology, Art and Science of Structures, Introduction to Environmental Protection, Swarthmore and the Biosphere, and Environmental Policy and Politics are not admissible as technical electives within an engineering major or minor but may be taken as free electives subject to the 20-course rule.

Course Major

Engineering majors must complete requirements from two categories: (1) 12 engineering credits and (2) 8 credits in math and science, normally 4 in math and 4 in science. No courses taken at Swarthmore and intended to satisfy these departmental requirements, except those taken fall semester in the first year, may be taken credit/no credit. The requirements are detailed below, with math and science discussed separately.

Math requirement. To fulfill the math requirement for the engineering major, students must receive from the Mathematics and Statistics Department either placement or credit

for: Elementary Single Variable Calculus (MATH 015); Further Topics in Single Variable Calculus or Advanced Topics in Single Variable Calculus (MATH 025 [025S] or 026); Several-Variable Calculus (MATH 033, 034, or 035); and Differential Equations (MATH 043 or 044). We recommend that all students take Linear Algebra (MATH 027 or 028), particularly those with placement or credit for one or more math courses. Students are normally required to complete 4 credits in mathematics. The exception to this requirement is a student with fewer than 4 credits who has received credit for Linear Algebra (MATH 027 or 028), Several-Variable Calculus (MATH 033, 034, or 035) and Differential Equations (MATH 043 or 044). Such a student may take a fifth science course in lieu of the fourth math credit.

Science requirement. To fulfill the science requirement for the engineering major, students must receive credit for four science courses, and each one must be a natural sciences and engineering practicum. These courses should complement the student's overall program of study and must include (a) 1 credit in biochemistry, biology, or chemistry; and (b) placement or credit for 1 year of physics (PHYS 003/PHYS 004, PHYS 007/PHYS 008, or the equivalent). To count toward the engineering major, the unspecified science credit(s) can come from astronomy, biology, (bio) chemistry, computer science, or physics, and must be acceptable for credit toward a minimal major in the offering department. A student may include PHYS 005, ASTR 005 or CPSC 021 as part of the science requirement only if that course is taken in the first year.

Engineering requirement. Students majoring in engineering are required to take seven engineering core courses; Mechanics (ENGR 006), Electric Circuit Analysis (ENGR 011), Linear Physical Systems Analysis (ENGR 012), Experimentation for Engineering Design (ENGR 014), Fundamentals of Digital Systems (ENGR 015), Thermofluid Mechanics (ENGR 041) and Engineering Design (ENGR 090). Mechanics is usually taken in the spring of the first year. Electric Circuit Analysis is usually taken in the fall of the sophomore year. Linear Physical Systems Analysis and Experimentation for Engineering Design are usually taken in the spring of the sophomore year. Fundamentals of Digital Systems can be taken in the fall of the sophomore, junior or senior year. Thermofluid Mechanics can be taken in the fall of the junior or senior year. Engineering Design (ENGR 090) is the culminating experience for engineering majors and must be taken by all majors in spring of senior year. Submission and oral presentation of the final project report in Engineering Design constitutes the

comprehensive examination for engineering majors.

Elective Program for course majors. Each student devises a program of advanced work in the department in consultation with his or her adviser. These programs normally include five electives. The choice of electives is submitted for departmental approval as part of the formal application for a major in engineering during the spring semester of the sophomore year.

A student's elective program may or may not conform to some traditional or conventional area of engineering specialization (e.g., computer, electrical, mechanical, or civil). The department therefore requires each plan of advanced work to have a coherent, well-justified program that meets the student's stated educational objectives.

At most one Swarthmore course taught by a faculty member outside the Engineering Department can count as one of the 12 engineering credits required for the major.

Normally a maximum of 2.5 transfer credits that are preapproved by the Engineering Department will be accepted as partial fulfillment of the 12 engineering credits required for the major. Exceptions to this rule include students who transfer to Swarthmore and others with special circumstances; the amount of credit accepted in their cases will be determined on a case-by-case basis by the department chair.

Students should be aware that most lecture courses at other institutions carry only 0.75 Swarthmore credits, unless they include a full lab sequence. Students who want to use study abroad or domestic exchange work in partial fulfillment of the requirements for the minor should consult their academic advisers and the chair of the Engineering Department as early as possible to ensure that all requirements are met.

The courses available for traditional elective programs include the following:

1. *Electrical engineering group.* Electronic Circuit Applications, Physical Electronics, Electromagnetism, Communication Systems, Digital Signal Processing, VLSI Design, and Control Theory and Design. Students having an interest in digital systems might replace one or more of these courses with Principles of Computer Architecture or Computer Graphics.
2. *Computer engineering group.* Principles of Computer Architecture, VLSI Design, Computer Graphics, Computer Vision, Mobile Robotics, Operating Systems, and Principles of Compiler Design and Construction. Students with an interest in computer hardware may include Electronic Circuit Applications, Physical Electronics, Digital Signal Processing, or Control Theory and Design.

3. *Mechanical engineering group.* Mechanics of Solids, Engineering Materials, Fluid Mechanics, Heat Transfer, Thermal Energy Conversion, Solar Energy Systems, or Control Theory and Design.

4. *Civil and environmental engineering group.* Basic preparation includes Mechanics of Solids, Structural Theory and Design I, Soil and Rock Mechanics, and Water Quality and Pollution Control. Additional courses include Operations Research and Environmental Systems for those interested in the environment or urban planning, or Structural Theory and Design II for those interested in architecture or construction. Other recommended courses include Solar Energy Systems, and Fluid Mechanics.

Course Minor

Academic advising. Students interested in pursuing a minor must find a faculty member within the Engineering Department to advise them. If possible, this faculty member should have interests that overlap the area of the minor. Students who encounter difficulties in identifying an adviser should seek the assistance of the chair of the Engineering Department. Students who plan to minor in engineering should regularly consult their engineering advisers. The sophomore papers of engineering minors should indicate the plan to minor and the courses chosen to fulfill the minor.

Requirements. A minimum of 5 credits in engineering is required, of which at least 2 but not more than 3 must be core courses (ENGR 006, 011, 012, 014, 015, or 041, but not ENGR 090). The remainder will be selected from elective course offerings within the department. Only those electives that count toward an engineering major can be counted toward a minor.

At most one Swarthmore course taught by a faculty member outside the Engineering Department can count as one of the 5 engineering credits required for the minor.

- Supporting work in mathematics, physics, chemistry, and computer science is necessary only when designated as a prerequisite to an individual engineering course.
- No directed readings may be used as one of the 5 credits for the minor.
- A maximum of 1 transfer credit that is preapproved by the Engineering Department will be accepted as partial fulfillment of the minor requirements. Transfer credits will not count for one of the two courses used to fulfill the core course requirement of the minor. Students should be aware that most lecture courses at other institutions carry only 0.75 Swarthmore credits, unless they include a full lab sequence. Students who want to use study abroad or domestic exchange work in

partial fulfillment of the requirements for the minor should consult their academic advisers and the chair of the Engineering Department as early as possible to ensure that all requirements are met.

- No culminating experience will be required. Only students pursuing the major in engineering may enroll in ENGR 090.

Areas of study. Although packaged selections of courses will be suggested as options for those interested in an engineering minor, students may tailor their programs to meet individual needs and interests in consultation with their advisers.

Honors Program

Students with a B+ average among courses in the Division of Natural Sciences and Engineering may apply for an honors major in engineering. This B+ average must be maintained through the end of the junior year to remain in the Honors Program. A listing of preparations supported by existing engineering courses is appended. Credits from approved attachments or special topics courses may substitute for not more than 1 credit within any preparation.

Honors Major

Honors majors must complete the same requirements as course majors in engineering. In addition:

- The honors major in engineering is a four-examination program that includes three preparations in engineering (the major) and one minor preparation. Each area comprises 2 credits of work. The preparations may include ENGR 090 and/or one other core course.
- The minor preparation must comprise at least 2 credits of work approved by any department or program outside engineering.
- Each major candidate must accumulate 12 credits in engineering, including ENGR 090, and the same number of science and math credits as required of course majors.
- If one of the major preparations includes ENGR 090, it must be paired with an appropriately related upper-level engineering elective or a 1-credit honors thesis to be completed in the fall semester of senior year. Honors thesis credit may not substitute for any of the 12 engineering credits required for the bachelor of science. Candidates who choose an honors thesis will complete at least 13 credits in engineering and 33 from across the College. The two additional major preparations must each comprise two related, upper-level engineering electives. A précis of not more than 12 pages (including tables and figures) of each candidate's ENGR 090 project must be submitted by the end of the

10th week of the spring semester for mailing to the relevant honors examiner. The final ENGR 090 report will not be mailed to any examiner but may be brought to the oral examinations.

- Senior honors study by engineering majors is not required.

Honors Minor

- Senior honors study is required for all engineering honors minors, except those who are also engineering course majors. For those not majoring in engineering, the senior honors study is the culminating experience. Course majors will not take senior honors study because ENGR 090 serves as the culminating experience.
- Every engineering honors minor preparation must include two related upper-level engineering electives for which all prerequisites must be satisfied. If the student is not also an engineering course major, then senior honors study is also required. Credits from official attachments or special topics courses in engineering may substitute for not more than one of the two upper-level courses within an engineering minor preparation.
- Prerequisites to upper-level engineering electives may be waived by the department, depending on the student's documentation of equivalent work in another department at the time of application.
- Formats of examination will follow those appropriate for the engineering major.

Prospective engineering majors and minors receive more specific information about Course and Honors Programs from the department each December. Additional information is also available on the Engineering Department website.

Poland Study Abroad Program

A program of study is available, normally in the spring of the junior year, at the Technical University of Krakow, Poland, for students interested in an engineering study abroad experience in a non-English-speaking country. Students take courses taught in English consisting of two engineering electives and a survey course Environmental Science and Policy in Central and Eastern Europe plus an intensive orientation course on Polish language and culture provided by the Jagiellonian University. Coordinator: McGarity.

Courses

ENGR 002. Exploring Acoustics

This course exposes students to basic scientific and engineering principles through an exploration of the acoustics of musical instruments, the human voice, structures, and the environment. Hands-on analysis is

emphasized, with a minimum use of mathematics. This course is for students not majoring in engineering and includes a laboratory.

Writing course.

1 credit.

Not offered 2010–2011.

ENGR 003. Problems in Technology

For students not majoring in science or engineering, this course will concentrate on the automobile and its impact on society. Class time will cover the principles of operation of vehicles and student lead discussions on related technical, political, social, and economic issues. Possible laboratory topics include evaluating alternative power systems (e.g., solar, hydrogen, and electric); investigating alternative fuels; and understanding existing automotive components. Enrollment is limited.

Writing course.

Natural sciences and engineering practicum.

1 credit.

Not offered 2010–2011.

004: Environmental Courses for Nonmajors

Courses numbered ENGR 004A–004Z serve all students interested in environmental science, technology, and policy. Indicated courses may be used to satisfy the writing course and natural sciences and engineering practicum requirements. Some may also meet requirements for minors in environmental studies or public policy and special majors in environmental science or environmental policy and technology. Similar courses are available through the College's study abroad programs in Poland and Ghana, West Africa. These courses may not be used to satisfy requirements for the major or minor in engineering.

ENGR 004A. Introduction to Environmental Protection

This course covers fundamentals of analysis for environmental problems in the areas of water pollution, air pollution, solid and hazardous wastes, water and energy supply, and resource depletion, with an emphasis on technological solutions. Topics include scientific concepts necessary to understand local and global pollution problems, pollution control and renewable energy technologies, public policy developments related to regulation of pollutants, and methods of computer-based systems analysis for developing economically effective environmental protection policies. This course counts toward distribution credit in the Division of Natural Sciences and Engineering and satisfies the environmental science/technology component of the

environmental studies minor. Normally offered in the spring semester.

1 credit.

Not offered 2010–2011.

ENGR 004B. Swarthmore and the Biosphere

An interdisciplinary seminar-style investigation of the role of Swarthmore College and its community within the biosphere, including an intensive field-based analysis of one major aspect of Swarthmore's interaction with its environment such as food procurement, waste disposal, or energy use. Student project groups explore the selected topic from various perspectives, and the class proposes and attempts to implement solutions. Faculty from various departments provide background lectures, lead discussions of approaches outlined in the literature, and coordinate project groups. This course is cross-listed in the instructors' departments and does not count toward distribution requirements.

1 credit.

Not offered 2010–2011.

ENGR 004E. Introduction to Sustainable Systems Analysis

This course covers definitions of sustainability and sustainable development. Topics include quantitative indicators for evaluating sustainable policy, projects, technology, products, and education; interactions between ecology, society, and economy; alternatives to economic valuation, including energy and energy analysis; dematerialization and recycling; life-cycle analysis; sustainable industrial production; waste minimization; clean technologies; sustainable habitation and communities; and sustainable international, national, and local policies. Includes a laboratory, computer-based simulation exercises, field trips, and international Internet discussion groups. This course counts toward distribution credit in the Division of Natural Sciences and Engineering and satisfies the environmental science/technology component of the environmental studies minor.

Natural sciences and engineering practicum.

1 credit.

Offered when demand and staffing permit.

ENGR 005. Engineering Methodology

A course for those interested in engineering, presenting techniques and tools that engineers use to define, analyze, solve, and report on technical problems, and an introduction to department facilities. Designed for students who are potential majors as well as those interested only in an introduction to engineering. Although ENGR 005 is not required of prospective engineering majors, it is strongly recommended. This course is not to be

used to fulfill the requirements for the engineering major or minor. Offered in the fall semester.

0.5 credit.

Fall 2010. Everbach.

ENGR 006. Mechanics

This course covers fundamental areas of statics and dynamics. Elementary concepts of deformable bodies are explored, including stress-strain relations, flexure, torsion, and internal pressure. Laboratory work includes a MATLAB workshop, experiments on deformable bodies, and a truss-bridge team design competition. Offered in the spring semester.

Prerequisite: PHYS 003 or the equivalent.

1 credit.

Spring 2011. Siddiqui, Everbach.

ENGR 007. Art and Science of Structures

This introduction to the basic principles of structural analysis and design includes an emphasis on the historical development of modern structural engineering. It is suitable for students planning to study architecture or architectural history, or who have an interest in structures. This course includes a laboratory and is designed for students not majoring in engineering.

1 credit.

Spring 2011. Siddiqui.

ENGR 008. How Do Computers Work?

This course combines technical basics of digital systems and computer organization with a less technical overview of a range of topics related to computers. Class time will include a combination of lectures, student presentations and discussions, and hands-on design. Some of the topics covered include clusters and networks such as the Internet, file sharing programs such as iTunes and YouTube, and the history and future of computers. For students not majoring in engineering, no prerequisites.

1 credit.

Spring 2011. Moreshet.

ENGR 011. Electrical Circuit Analysis

The analysis of electrical circuits is introduced, including resistors, capacitors, inductors, op-amps, and diodes. The student will learn to develop equations describing electrical networks. Techniques are taught to solve differential equations resulting from linear circuits. Solutions will be formulated both in the time domain and in the frequency domain. There is a brief introduction to digital circuits and a laboratory. Offered in the fall semester.

Prerequisites: MATH 025/026 or its equivalent, or permission of the instructor. PHYS 004 is recommended.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Molter, staff.

ENGR 012. Linear Physical Systems Analysis

Engineering phenomena that may be represented by linear, lumped-parameter models are studied. This course builds on the mathematical techniques learned in ENGR 011 and applies them to a broad range of linear systems, including those in the mechanical, thermal, fluid, and electromechanical domains. Techniques used include Laplace Transforms, Fourier analysis, and Eigenvalue/Eigenvector methods. Both transfer function and state-space representations of systems are studied. The course includes a brief introduction to discrete time systems and includes a laboratory. Offered in the spring semester.

Prerequisite: ENGR 011 or the equivalent or permission of the instructor.

Natural sciences and engineering practicum.
1 credit.

Spring 2011. Molter, Everbach.

ENGR 014. Experimentation for Engineering Design

Students are introduced to measurement systems, instruments, probability, statistical analysis, measurement errors, and their use in experimental design, planning, execution, data reduction, and analysis. Techniques of hypothesis testing, confidence intervals, and single and multivariable linear and nonlinear regression are covered. This course includes a laboratory and is offered in the spring semester.

Prerequisite: ENGR 011.

Natural sciences and engineering practicum.
Writing course.

1 credit.

Spring 2011. Macken, McGarity.

ENGR 015. Fundamentals of Digital Systems

(Cross-listed as CPSC 038)

The course will introduce students to digital system theory and design techniques, including Boolean algebra, binary arithmetic, digital representation of data, gates, and truth tables. Digital systems include both combinational and sequential logic—consisting of flip-flops, finite state machines, memory, and timing issues. Students will gain experience with several levels of digital systems, from simple logic circuits to a hardware description language and interface programming in C. This course includes a laboratory.

Prerequisites: At least 1 credit in engineering or computer science or permission of the instructor.

Natural sciences and engineering practicum.
1 credit.

Fall 2010. Zucker.

ENGR 022. Operating Systems

(See CPSC 045)

Lab work required.

Prerequisite: ENGR 015, CPSC 035, experience in C or C++ (usually satisfied by completing CPSC 025 or 033). CPSC 025 or CPSC 033 recommended.

1 credit.

Not offered 2010–2011.

ENGR 023. Principles of Compiler Design and Construction

(See CPSC 075)

Lab work required.

Prerequisite: ENGR 015, CPSC 035, experience in C or C++ (usually satisfied by completing CPSC 025 or 033). CPSC 025 or CPSC 033 recommended.

1 credit.

Not offered 2010–2011.

ENGR 024. VLSI Design

This course is an introduction to the design, analysis, and modeling of digital integrated circuits, with an emphasis on hands-on chip design using CAD tools. The course will focus on CMOS technology and will cover both full custom and synthesis VLSI design. A laboratory is included.

Prerequisite: ENGR 015 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Moreshet.

ENGR 025. Principles of Computer Architecture

(Cross-listed as CPSC 052)

This course covers the physical and logical design of a computer. Topics include current microprocessors, CPU design, RISC and CISC, pipelining, superscalar processing, caching, virtual memory, assembly and machine language, and multiprocessors. Labs cover performance analysis via simulation and microprocessor design using CAD tools.

Prerequisites: One of ENGR 015, CPSC 035, CPSC 033.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Moreshet.

ENGR 026. Computer Graphics

(See CPSC 040)

Prerequisite: ENGR 015 or CPSC 035. MATH 027 or 28(S) is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Danner.

ENGR 027. Computer Vision

(Cross-listed as CPSC 072)

Computer vision studies how computers can analyze and perceive the world using input from imaging devices. Topics include line and region extraction, stereo vision, motion analysis, color and reflection models, and object representation and recognition. The course will focus on object recognition and detection, introducing the tools of computer vision in support of building an automatic object recognition and classification system. Labs will involve implementing both off-line and real-time object recognition and classification systems. Offered in the fall semester, twice every 4 years.

Prerequisites: ENGR 015 or CPSC 035. MATH 027 or 28(S) is strongly recommended.

1 credit.

Spring 2011. Zucker.

ENGR 028. Mobile Robotics

(Cross-listed as CPSC 082)

This course addresses the problems of controlling and motivating robots to act intelligently in dynamic, unpredictable environments. Major topics will include mechanical design, robot perception, kinematics and inverse kinematics, navigation and control, optimization and learning, and robot simulation techniques. To demonstrate these concepts, we will be looking at mobile robots, robot arms and positioning devices, and virtual agents. Labs will focus on programming robots to execute tasks and to explore and interact with their environment.

Prerequisites: ENGR 015 or CPSC 035. MATH 027 or 28(S) is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Not offered 2010–2011.

ENGR 035. Solar Energy Systems

Fundamental physical concepts and system design techniques of solar energy systems are covered. Topics include solar geometry, components of solar radiation, analysis of thermal and photovoltaic solar collectors, energy storage, computer simulation of system performance, computer-aided design optimization, and economic feasibility assessment. This course includes a laboratory. Offered in the fall semester of alternate years.

Prerequisites: PHYS 004, MATH 015, or the equivalent or the permission of the instructor.
Natural sciences and engineering practicum.
1 credit.

Not offered 2010–2011.

ENGR 041. Thermofluid Mechanics

This course introduces macroscopic thermodynamics: first and second laws, properties of pure substances, and applications using system and control volume formulation. Also introduced is fluid mechanics: development of conservation theorems, hydrostatics, and the dynamics of one-dimensional fluid motion with and without friction. A laboratory is included. Offered in the fall semester.

Prerequisites: ENGR 006 and ENGR 011 or the equivalent.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Macken, Everbach.

ENGR 057. Operations Research

(Cross-listed as ECON 032)

This course introduces students to mathematical modeling and optimization to solve complex, multivariable problems such as those relating to efficient business and government operations, environmental pollution control, urban planning, and water, energy, and food resources. Introduction to the AMPL computer modeling language is included. A case study project is required for students taking the course as a Natural sciences and engineering practicum (ENGR 057). The project is optional for students taking the course as ECON 032.

Prerequisite: familiarity with matrix methods, especially solution of simultaneous linear equations, i.e., elementary linear algebra; but a full course in linear algebra is not required.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. McGarity.

ENGR 058. Control Theory and Design

This introduction to the control of engineering systems includes analysis and design of linear control systems using root locus, frequency response, and state space techniques. It also provides an introduction to digital control techniques, including analysis of A/D and D/A converters, digital controllers, and numerical control algorithms. A laboratory is included. Offered in the spring semester.

Prerequisite: ENGR 012 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Staff.

ENGR 059. Mechanics of Solids

Internal stresses and changes of form that occur when forces act on solid bodies or when internal temperature varies are covered as well as state of stress and strain, strength theories, stability, deflections, photoelasticity, and elastic and plastic theories. A laboratory is included. Offered in the fall semester.

Prerequisite: ENGR 006 or the equivalent.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Siddiqui.

ENGR 060. Structural Theory and Design I

This course covers fundamental principles of structural mechanics, statically determinate analysis of frames and trusses, approximate analysis of indeterminate structures, virtual work principles, and elements of design of steel and concrete structural members. A laboratory is included. Offered in the fall semester of alternate years.

Grade of B or better in ENGR 006, ENGR 059 as a corequisite, or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Not offered 2010–2011.

ENGR 061. Geotechnical Engineering: Theory and Design

Soil and rock mechanics are explored, including soil and rock formation, soil mineralogy, soil types, compaction, soil hydraulics, consolidation, stresses in soil masses, slope stability, and bearing capacity as well as their application to engineering design problems. A laboratory is included. Offered in the fall semester of alternate years.

Grade of B or better in ENGR 006, ENGR 059 as a corequisite, or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Siddiqui.

ENGR 062. Structural Theory and Design II

This advanced structural analysis course covers classical and matrix methods of analysis, digital computer applications, and the design of steel and concrete structures. A laboratory is included. Normally offered in the spring semester in alternate years.

Prerequisite: ENGR 060.

Natural sciences and engineering practicum.

1 credit.

Not offered 2010–2011.

ENGR 063. Water Quality and Pollution Control

Students will study elements of water quality management and treatment of wastewaters through laboratory and field measurements of water quality indicators, analysis of wastewater treatment processes, sewage treatment plant design, computer modeling of the effects of waste discharge, stormwater, and nonpoint pollution on natural waters, and environmental impact assessment. Offered in the fall semester of alternate years.

Prerequisites: CHEM 010, MATH 025 or 026, or the equivalent or consent of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. McGarity.

ENGR 066. Environmental Systems

Students will explore mathematical modeling and systems analysis of problems in the fields of water resources, water quality, air pollution, urban planning, and public health. Techniques of optimization including linear and integer programming are used as frameworks for modeling such problems. Dynamic systems simulation methods and a laboratory are included. Offered in the spring semester of alternate years.

Recommended: ENGR 057 or the equivalent, or the consent of instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. McGarity.

ENGR 071. Digital Signal Processing

Students will be introduced to difference equations and discrete-time transform theory, the Z-transform and Fourier representation of sequences, and fast Fourier transform algorithms. Discrete-time transfer functions and filter design techniques are also introduced. This course introduces the architecture and programming of digital signal processors. A laboratory is included.

Prerequisite: ENGR 012 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Not offered 2010–2011.

ENGR 072. Electronic Circuit Applications

This course is of interest to a broad range of students in the sciences. The student will learn the fundamentals of electronic circuit design starting with a brief survey of semiconductor devices including diodes and bipolar and field effect transistors. The course continues with op-amp applications, including instrumentation and filter design. The use of digital logic is also

explored. Throughout the course, practical considerations of circuit design and construction are covered. This course includes a laboratory. Offered in the fall semester.

Prerequisite: ENGR 012 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Cheever.

ENGR 073. Physical Electronics

Topics include the physical properties of semiconductor materials and semiconductor devices; the physics of electron/hole dynamics; band and transport theory; and electrical, mechanical, and optical properties of semiconductor crystals. Devices examined include diodes, transistors, FETs, LEDs, lasers, and pin photo-detectors. Modeling and fabrication processes are covered. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 011 or PHYS 008 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Not offered 2010–2011.

ENGR 075, 076. Electromagnetic Theory I and II

The static and dynamic treatment of engineering applications of Maxwell's equations will be explored. Topics include macroscopic field treatment of interactions with dielectric, conducting, and magnetic materials; analysis of forces and energy storage as the basis of circuit theory; electromagnetic waves in free space and guidance within media; plane waves and modal propagation; and polarization, reflection, refraction, diffraction, and interference.

ENGR 076 will include advanced topics in optics and microwaves, such as laser operation, resonators, Gaussian beams, interferometry, anisotropy, nonlinear optics, modulation and detection. Laboratories for both courses will be oriented toward optical applications using lasers, fiber and integrated optical devices, modulators, nonlinear materials, and solid-state detectors.

ENGR 075.

Prerequisite: ENGR 012, PHYS 008, or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Molter.

ENGR 076.

Prerequisite: ENGR 075 or a physics equivalent.

Natural sciences and engineering practicum.
1 credit.
Not offered 2010–2011.

ENGR 078. Communication Systems

Theory and design principles of analog and digital communication systems are explored. Topics include frequency domain analysis of signals; signal transmission and filtering; random signals and noise; AM, PM, and FM signals; sampling and pulse modulation; digital signal transmission; PCM; coding; and information theory. Applications to practical systems such as television and data communications are covered. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 012 or permission of the instructor.

Natural sciences and engineering practicum.
1 credit.
Spring 2011. Molter.

ENGR 081. Thermal Energy Conversion

This course covers the development and application of the principles of thermal energy analysis to energy conversion systems, including cycles and solar energy systems. The concepts of availability, ideal and real mixtures, and chemical and nuclear reactions are explored. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 041.

Natural sciences and engineering practicum.
1 credit.
Not offered 2010–2011.

ENGR 083. Fluid Mechanics

Fluid mechanics is treated as a special case of continuum mechanics in the analysis of fluid flow systems. Conservation of mass, momentum, and energy are covered along with applications to the study of inviscid and viscous, incompressible, and compressible fluids. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 041.

Natural sciences and engineering practicum.
1 credit.
Spring 2011. Macken.

ENGR 084. Heat Transfer

Students are introduced to the physical phenomena involved in heat transfer. Analytical techniques are presented together with empirical results to develop tools for solving problems in heat transfer by conduction, forced and free convection, and radiation. Numerical techniques are discussed for the solution of conduction problems. A laboratory is included. Offered in the fall semester of alternate years.

Prerequisite: ENGR 041.

Natural sciences and engineering practicum.
1 credit.
Fall 2010. Macken.

ENGR 090. Engineering Design

Students work on a design project that is the culminating exercise for all senior engineering majors. Students investigate a problem of their choice in an area of interest to them under the guidance of a faculty member. A comprehensive written report and an oral presentation are required. Offered in the spring semester. This class is available only to engineering majors.

Writing course.

1 credit.
Spring 2010. Staff.

ENGR 091. Special Topics

Subject matter dependent on a group need or individual interest. Normally restricted to seniors.

1 credit.
Offered when demand and staffing permit.

ENGR 093. Directed Reading or Project

Qualified students may do special work with theoretical, experimental, or design emphasis in an area not covered by regular courses with the permission of the department and a willing faculty supervisor.

1 credit.
Offered with only department approval and faculty supervision.

ENGR 096. Honors Thesis

In addition to ENGR 090, an honors major may undertake an honors thesis in the fall semester of the senior year with approval of the department and a faculty adviser. A prospectus of the thesis problem must be submitted and approved not later than the end of junior year.

1 credit.
Offered with only department approval and faculty supervision.

ENGR 199. Senior Honors Study

Senior honors study is available only for engineering minors and must include at least 0.5 credit as an attachment to one of the courses in the engineering preparation. This course may be taken only in the spring of the senior year.

0.5 or 1 credit.
Offered when demand and staffing permit.

Preparation for Honors Examinations

The department will arrange honors examinations in the following areas to be prepared for by the combinations of courses

indicated. Other preparations are possible by mutual agreement.

Communications and Electromagnetic Fields

Communication Systems
Electromagnetic Theory

Communications and Signal Processing

Communication Systems
Digital Signal Processing

Computer Architecture

Fundamentals of Digital Systems
Principles of Computer Architecture

Electromagnetic Theory

Electromagnetic Theory I
Electromagnetic Theory II

Electronics

Electronic Circuit Applications
Physical Electronics

Environmental Systems

Operations Research
Environmental Systems

Heat Transfer and Fluid Mechanics

Heat Transfer
Fluid Mechanics

Integrated Electronics

Electronic Circuit Applications
VLSI Design

Materials Engineering

Mechanics of Solids
Engineering Materials

Mobile Robotics and Machine Vision

Computer Vision
Mobile Robotics

Signals and Systems

Control Theory and Design
Digital Signal Processing

Solar Thermal Systems

Solar Energy Systems
Thermal Energy Conversion or Heat Transfer

Structural Analysis and Design

Structural Theory and Design I and II

Structures and Soil

Structural Theory and Design I
Geotechnical Engineering: Theory and Design

Thermal Energy Conversion and Heat Transfer

Thermal Energy Conversion
Heat Transfer

Visual Information Systems

Computer Graphics
Computer Vision

Water Quality and Fluid Mechanics

Water Quality and Pollution Control
Fluid Mechanics

Water Quality and Supply Systems

Water Quality and Pollution Control
Environmental Systems

NATHALIE ANDERSON, Professor³
ELIZABETH BOLTON, Professor
NORA JOHNSON, Professor
PETER J. SCHMIDT, Professor and Chair
PHILIP M. WEINSTEIN, Professor
PATRICIA WHITE, Professor of Film and Media Studies
CRAIG WILLIAMSON, Professor
JILL GLADSTEIN, Associate Professor and Director of Writing Associates Program
KENDALL JOHNSON, Associate Professor³
BAKIRATHI MANI, Associate Professor
RACHEL BUURMA, Assistant Professor
ANTHONY FOY, Assistant Professor
ERIC SONG, Assistant Professor
BARBARA RIEBLING, Visiting Associate Professor (part time)
ANGELA ROUNSAVILLE, Visiting Instructor
DAISY FRIED, Visiting Instructor (part time)⁵
GREGORY FROST, Visiting Instructor (part time)
DALE MEZZACAPPA, Visiting Instructor (part time)⁵
CAROLYN ANDERSON, Administrative Coordinator
JOANNE HOWARD, Administrative Assistant (part time)

³ Absent on leave, 2010–2011.

⁵ Fall 2010.

This department offers courses in English literature, American literature, Native American literature, African and Caribbean literatures, Asian and Asian American literatures, gay and lesbian literatures, drama, film, some foreign literatures in translation, creative writing, critical theory, and journalism. The departmental curriculum includes the intensive study of works of major writers, major periods of literary history, and the development of literary types; it also provides experience in several critical approaches to literature and dramatic art and explores certain theoretical considerations implicit in literary study, such as the problematics of canon formation and the impact of gender on the creation and reception of literary works.

Requirements and Recommendations

First-Year Seminars and Core Courses

The Department of English Literature offers two kinds of first-year seminars. There are first-year seminars in composition and first-year seminars in literature. ENGL 001F is a first-year seminar in composition (academic writing.) These count as Humanities W courses but do not count towards a major or minor in English literature. All first-year seminars (both in composition and in literature) are limited to 12 students. First-year seminars in English literature are numbered ENGL 008A–Z and ENGL 009A–Z. These literature seminars are designed to emphasize in-depth study of literary texts from a variety of perspectives, with careful attention to writing and maximum

opportunity for class discussion. All first-year seminars in English count as humanities W courses. Students may take only one first-year seminar in literature from the English Department, but they are welcome to take a first-year seminar in composition and a first-year seminar in English literature.

We also offer core courses (CC), which are especially recommended for first- and second-year students, though they are open to all. CCs pay special attention to one or more of the following: close reading, historical context, secondary (i.e., theoretical or critical) readings, or genre. They are distinguished by their pedagogical emphasis rather than by course topic per se. They are also distinguished from our other upper-division offerings by the fact that there are no prerequisites for these courses other than a W course from any department on campus. Students are welcome to take more than one CC.

Requirements for Admission to the English Major

A first-year seminar in literature from English, followed by any other upper-level course except 070A–070K, or a W course in any department, followed by two other English courses except 070A–070K.

Prerequisites for Admission to an Upper-Division Course (Nonmajors or Prospective Majors)

Students with Advanced Placement (AP) scores of 4 to 5 in English literature and/or English language receive credit toward graduation. Only the credit for English literature may count toward the major or minor requirements. AP

credit does not satisfy the prerequisite for upper-level courses. Scores of 6 or 7 on the International Baccalaureate are treated in the same way.

Students considering a major in English are strongly urged to take a first-year seminar in literature and one or two additional English courses during the sophomore year. Students need at least two literature courses from English to apply for the major. A Core Course or another mid-level English literature course is especially recommended. English 070A070K courses will not suffice as the second course when applying for a major. Majors and prospective majors should consult a member of the English Department for information about courses in other departments complementary to their work in English; work in foreign languages is especially recommended. Students who plan to do graduate work, to follow a course of professional training, or to seek teacher certification in English should see a member of the department for early help in planning their programs, as should students who plan to include work in English literature in a special or cross-disciplinary major or in a program with a concentration. We offer English certification through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies Department or English Department chairs or visit the Educational Studies Department website.

Students who wish to study abroad should consult with the department chair far enough in advance of such study to effect proper planning of a major or minor. In determining which courses of study abroad will meet department criteria for requirements or to receive credit toward a major or minor, the department will rely both on its experience in evaluating the work of students returning from these programs and on careful examination of course descriptions, syllabi, and schedules. Students may sometimes undertake preparations for examination in the Honors Program while studying abroad but should consult carefully in advance with the appropriate department faculty. For further details concerning department policies for study abroad, consult the department statement filed with the Off-Campus Study Office.

Course Major

The major in course consists of a minimum of 9 units of credit in the department, including English 099 and at least 3 units in literature written before 1830 (such courses are marked with a *) and 3 in literature written after 1830. First-year seminars and creative writing and journalism classes do not count as pre- or post-1830 classes. Majors are encouraged but not required to take one or more core courses.

Courses marked with a *** may be counted as pre-1830 or post-1830 but not both.

Course Minor

The minor in course consists of a minimum of 5 units of literature credit in the department, including at least 1 unit in literature written before 1830 (such courses are marked with a *) and one in literature written after 1830. Minors are encouraged but not required to take core courses. First-year seminars and creative writing and journalism classes do not count as pre- or post-1830 classes.

Honors Major

Majors in English who seek a degree with honors will, in the spring of their sophomore year, propose for external examination a program consisting of four fields: three in English and one in a minor. The three preparations in the major (constituting 6 units of credit) will be constituted as follows: All three preparations will normally be done through seminars (if approved by the department, one preparation may be a thesis or creative writing project); the program must include at least one Group I and one Group II seminar. Students may also take courses in Romanticism as a two-course honors preparation. Honors majors, as part of their overall work in the department, must meet the general major requirement of 3 units of credit in literature written before 1830 and 3 units of credit in literature written after 1830. First-year seminars and creative writing and journalism classes do not count as pre- or post-1830 classes. 9 units of credit are required for the English major. Honors majors are encouraged but not required to take core courses. The Honors Program requirements are described in detail in the departmental handout.

Students who wish either to write a thesis or pursue a creative writing project under faculty supervision as part of the Honors Program must submit proposals to the department; the number of these ventures the department can sponsor each year is limited. Students who propose creative writing projects will normally be expected to have completed at least one writing workshop as part of, or as a prelude to, the project; the field presented for examination will thus normally consist of a 1-credit workshop plus a 1-credit Directed Creative Writing Project. For further information, including deadlines for Directed Creative Writing proposals, see rubric under ENGL 070K.

Honors Minor

Minors must do a single, 2-credit preparation in the department, normally by means of a seminar (or under special circumstances, a creative writing project). Minors are required to do a total of at least 5 units of work in English

(including their honors preparation), with at least one pre– and one post–1830 credit. First-year seminars and creative writing and journalism classes do not count as pre– or post–1830 classes. Honors minors are encouraged but not required to take core courses.

Students interested in pursuing honors within a faculty-approved interdisciplinary major, program, or concentration that draws on advanced English courses or seminars should see the chair for early help in planning their programs.

Double Major

Students may, with the department's permission, pursue a double major either as part of the Course or Honors Program. Double majors must fulfill all the major requirements in both departments. For a double major in honors, one of the majors is used as the honors major, and the other is often used as the honors minor. See the chair for further details.

Special Major

Designed by the student. If English is the central department, you must fulfill most of the regular requirements and have a minimum of 5 English Department credits as part of the special major. At least one of the 5 credits must be a pre–1830 course and one a post–1830 course. Students must consult with the various departments or programs involved in the special major and have all approve the plan of study. Only one integrative comprehensive exercise is required. Students may now also do a special honors major with four related preparations in different departments.

Creative Writing Emphasis

Students who want to major in English with an emphasis in creative writing—whether course or honors majors—must complete 3 units of creative writing in addition to the usual departmental requirements of pre– and post–1830 units. The creative-writing credits will normally consist of either three workshops (ENGL 070A–E or G) or two workshops and ENGL 070K: Directed Creative-Writing Projects. Students may count toward the program no more than one workshop offered by departments other than English Literature. Admission into the program will depend on the quality of the student's written work and the availability of faculty to supervise the work. Students who are interested in the program are urged to talk both with the department chair and with one of the department faculty who regularly teach the workshops. Creative writing and journalism classes do not count as pre– or post–1830 classes. The Emphasis is not available to non-majors. English 070A, B, C, K, and M are graded credit/no credit.

Curriculum

The English Department courses are grouped together by historical period, genre, or course level as follows:

- 001–003 A, B, C, etc.: Academic writing courses and seminars that do not count toward the major
- 008 and 009 A, B, C, etc.: First-Year Seminars (counted as W courses)
- 010–096: Advanced courses including core courses
- 010, 011: Survey Courses in British Literature
- 014–019: Medieval
- 020–029: Renaissance and 17th Century
- 030–039: Restoration, 18th Century, and Romantic
- 040–049: Victorian to Modern
- 050–069: American (including African American, Asian American, and Native American)
- 070 A, B, C, etc.: Creative Writing and Journalism Workshops
- 071A, B, C, etc.: Genre Studies
- 072–079: Comparative Literature/Literature in Translation
- 080–096: Critical Theory, Film, and Media Studies
- 097–099: Independent Study and Culminating Exercises
- Over 100: Honors Seminars, Theses, etc. (open to juniors and seniors with approval of the department chair only)

001–003: Academic Writing Courses

These courses are writing-intensive courses that count toward graduation credit but not toward the English major. They may not be substituted for a prerequisite course in English.

ENGL 001A. Insights Into Academic Writing

This course is open to all students and offers them an opportunity to develop their skills as college writers. Through frequent practice, class discussion, and in-class activities, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. A variety of writing assignments, given throughout the course, will offer students an opportunity to work with different genres of writing and for different

audiences. Readings have been selected to serve as an impetus for critical reading, writing, and thinking. Students will also participate in conferences with the instructor to discuss writing related to the course as well as other academic assignments.

Meets distribution requirements but does not count toward the major.

Writing course.

1 credit.

Spring 2011. Rounsaville.

ENGL 001C. Writing Pedagogy

(Cross-listed as EDUC 001C)

This seminar serves as the gateway into the Writing Associates Fellowship Program. Students are introduced to the theory and pedagogy of composition studies and the concept of reflective practice. The seminar asks students to connect theory with practical experience when assessing how best to engage with different student writers and different forms of academic prose. Students will interact with the complexity of their new positions as peer mentors while learning how to be a professional within this role. Topics covered include: the ethics of peer mentoring, active listening, development of written arguments, learning styles, and conferencing. This course is open only to those selected as WAs. It is a credit/no credit course.

Meets distribution requirements but does not count toward the major.

Writing course.

1 credit.

Fall 2010. Gladstein.

ENGL 001D. Writing Tutorial

Students enrolled in English 001A or 001F in consultation with the professor of these courses may enroll in the tutorial. Students will set up an individual program to work with the professor and/or a Writing Associate on writing for the course or other courses. Students take the tutorial in conjunction with English 001A or English 001F, or they may take it a subsequent semester.

0.5 credit.

Spring 2011. Rounsaville.

ENGL 001F. First-Year Seminar: Transitions to College Writing

This class, limited to 12, introduces students to the different genres of writing required at the College. Through assignments and class readings students learn what they might need to transition from writing in high school to writing at Swarthmore. The content for this course overlaps with ENGL 001A; therefore, students may take either ENGL 001A or ENGL 001F.

Meets distribution requirements but does not count toward the major. Students may take ENGL 001F and an English Literature first-year seminar (ENGL 008 A-Z and 009A-Z).

Writing course.

1 credit.

Fall 2010. Rounsaville.

ENGL 002A. Argument and Rhetoric Across the Disciplines

This course examines the questions of rhetorical analysis in different academic genres. Through the reading of academic journal articles, popular press pieces, and texts on rhetoric and argument, students will both deconstruct and construct academic arguments as they are presented in different disciplines. The course will explore such topics as ethos, pathos, and logos; intended audience and how to use evidence to persuade that audience; what constitutes evidence and how evidence is utilized; the use of numbers to support or respond to an argument.

Meets distribution requirements but does not count toward the major.

Writing course.

1 credit.

Fall 2010. Gladstein.

ENGL 003A. Independent Study and Directed Reading in Writing Studies

Students who plan an independent study or a directed reading must consult with the appropriate instructor and submit a prospectus for such work before the beginning of the semester during which the study is actually done. The course is available only if a professor is free to supervise the project.

0.5 or 1 credit.

Staff.

008 and 009: First-Year Seminars In English Literature

These courses are limited to 12 first-year students only. No student may take more than one. All count as Writing courses.

ENGL 009B. First-Year Seminar: Old Worlds, New Worlds

This course investigates the long written history of European travel to (and conquests of) "new" worlds, Eastern and Western. Texts include the fantastical but influential *Travels of Sir John Mandeville*, More's fictional *Utopia*, Columbus's accounts of his explorations, Shakespeare's *The Tempest*, and Milton's *Paradise Lost*. Geopolitical and literary histories intersect: forms of writing govern the imagination of exploration, and vice versa. The course concludes with Robinson Crusoe and Equiano's abolitionist autobiography.

Writing course.

1 credit.

Fall 2011. Song.

ENGL 009D. First-Year Seminar: Nation and Migration

Drawing on novels, short stories, film, and poetry produced by immigrant writers from South Asia, Africa, and the Caribbean, this course explores the ways in which identity and community is shaped in the modern world. How does the migrant/diasporic writer rewrite the English language to reflect questions of race and power, nationhood and citizenship, and histories of the past and present? Authors include Salman Rushdie, Nadine Gordimer, Hanif Kureishi, and Michael Ondaatje.

Writing course.

1 credit.

Spring 2011. Mani.

ENGL 009E. First-Year Seminar: Narcissus and the History of Reflection

We've all used the term "narcissist," perhaps to accuse ourselves as much as others. Narcissism seems at once reprehensible and an unavoidable part of personhood. This course investigates how, for centuries, the story of Narcissus has been reworked to understand creative reflection and how we see ourselves in relation to others. At stake are questions of desire, gender, racial identities, and language. Authors include Ovid, Milton, Wilde, Freud, and Fanon; also visual art and film.

Writing course.

1 credit.

Fall 2010 and spring 2011. Song.

ENGL 009G. First-Year Seminar: Comedy

This course covers a range of comic dramas and comic performances. It will introduce key theories about comedy as a genre and comic performance as a cultural practice. We will also work intensively on expository writing and revision. Likely texts include films, plays by Plautus, Shakespeare, Behn, Wilde, and Churchill; and materials on minstrelsy, genre theory, gender, and performance studies.

Writing course.

1 credit.

Spring 2011. N. Johnson.

ENGL 009K. First-Year Seminar: The Philadelphia Story

This seminar considers representations of Philadelphia in literature and film. The reading will span three centuries, from William Penn's First Proprietors, to the bicentennial celebration in the aftermath of the Vietnam War. As we discuss novels, poems, movies, and legal

documents, we will reach to understand the broader national history of revolution and reconstitution that mark the city in our day.

Authors may include Benjamin Franklin, Edgar Allan Poe, Fanny Kemble, William Still, Harriet Jacobs, Theodore Dreiser, David Goodis, Daniel Hoffman, and John Edgar Wideman.

Writing course.

1 credit.

Not offered 2010–2011.

ENGL 009M. First-Year Seminar: Jane Austen, Cultural Critic

Mingling stylistic precision with an uncanny eye for social foibles, Austen's novels offer a useful entry point into the study of literature and the ways literature reflects and refracts social conditions. We'll read Austen's six major novels along with the 18th-century fiction, politics, and philosophy to which she was responding; we'll also consider recent critical views on Austen and the ways films of the 1990s through the present engaged Austen's style and social critique. At the same time, students will engage the genre of the academic essay by writing and revising several kinds of literary essays: several close readings; analysis of a novel's use of source material or a film's use of an Austen novel; and a research paper addressing one or more of the novels in a broader historical or stylistic context.

Writing course.

1 credit.

Fall 2010. Bolton.

ENGL 009Q. First-Year Seminar: Subverting Verses

Once history, biography, fiction, philosophy, and even science could be written in verse without seeming peculiar or affected, but today the line between poetry and prose is sharply drawn. Or is it? This course will examine unconventional forms and uses of poetry—from Seneca's *Oedipus* to Rita Dove's *Darker Face of the Earth*, from Geoffrey Chaucer's *Tales* to Vikram Seth's *Golden Gate*, from Bob Perelman's verse essays to Carolyn Forché's prose poems—to explore our assumptions about the nature of genre.

Writing course.

1 credit.

Fall 2011. Anderson.

ENGL 009S. First-Year Seminar: Black Liberty, Black Literature

How have African American writers told stories of freedom, and how have they tried to tell them freely? How has the question of freedom shaped the development of, and debates over, an African American literary tradition?

Drawing upon fiction, poetry, personal narratives, and critical essays, we will examine freedom as an ongoing problem of form, content, and context in black literature from antebellum slavery to the present.

Eligible for BLST credit.

Writing course.

1 credit.

Fall 2010 and spring 2011. Foy.

ENGL 009T. First-Year Seminar: The Poetics of Power

This course explores ideas about the problems power raises in texts ranging from ancient Greece to the modern era and from the context of those who are traditionally empowered and those who learn power “from the bottom up.”

Through voices of those who feel power’s effects and inequities most acutely, we will consider such questions as: What is power? Where does it originate? How does it differ from “authority,” “right,” and “sovereignty”? What are its effects on race, gender, and class? On love and sex? As we tackle such questions, we will be seeking both perennial and carefully historicized answers to the problems power raises, looking for “universals” while differentiating between our contemporary experiences and lives far removed from our own in circumstance, distance, and time. Among others, writers include Sophocles, Shakespeare, Frederick Douglass, and Virginia Woolf.

Writing course.

1 credit.

Spring 2011. Riebling.

ENGL 009W. First-Year Seminar: Colonial/Postcolonial Encounters

This course will explore what occurs—on the ground, in the mind, in the heart—during encounters between Western colonizers and those they colonize. Drawing on texts that represent colonial experience and its later, postcolonial fallout, the course will attend equally to European empire and American domination. Our authors give voice to a wide range of perspectives: white European (Conrad, Forster), black African (Achebe, Emecheta), white American (Faulkner), black American (Morrison), and Native American (Erdrich). We will also read theoretical texts that shed light on the dynamics and reverberations of these encounters.

Writing course.

1 credit.

Fall 2010. Weinstein.

010–096: Advanced Courses

These courses are open to freshmen and sophomores who have successfully completed the necessary prerequisites and to juniors and seniors without prerequisite.

Core Courses

Prerequisite for core courses: A Writing course from any department on campus. For fuller descriptions, see the following:

ENGL 010. Core Course: Survey I: Beowulf to Milton*

ENGL 019. Core Course: Chaucer and Shakespeare*

ENGL 035. Core Course: The Rise of the Novel***

ENGL 044. Core Course: The 20th-Century Novel

ENGL 052A. Core Course: U.S. Fiction, 1900–1950

ENGL 052B. Core Course: U.S. Fiction, 1945 to the Present

ENGL 053. Core Course: Modern American Poetry

ENGL 054. Core Course: Faulkner, Morrison, and the Representation of Race

ENGL 061. Core Course: Fictions of Black America

ENGL 066. Core Course: American Literature Survey I*

ENGL 071D. Core Course: The Short Story in the United States

ENGL 080. Core Course: Critical and Cultural Theory

010–011: Survey Courses in British Literature

ENGL 010. Core Course: Survey I: Beowulf to Milton*

A historical and critical survey of poetry, prose, and drama from *Beowulf* to Milton. This will include British literature from the following periods: Anglo-Saxon, Middle English, Renaissance, and 17th century.

1 credit.

Fall 2010. Williamson.

014–019: Medieval

ENGL 014. Old English/History of the Language*

(Cross-listed as LING 014)

A study of the origins and development of English—sound, syntax, and meaning—with an initial emphasis on learning Old English. Topics may include writing and speech, a history of morphology, the changing phonology from Old to Middle English, Shakespeare’s puns and wordplay, a history of sounds and

spellings, modern coinages, and creoles. We range from *Beowulf* to Cummings, from Chaucer to Chomsky.

This course may be taken without the usual prerequisite course in English; however, it may not serve in the place of a prerequisite for other advanced courses.

Counts as humanities distribution credit under this listing.

1 credit.

Spring 2011. Williamson.

ENGL 019. Core Course: Chaucer and Shakespeare*

A comparative study that focuses on treatments of plot and character, genre, and critical and cultural context. How are issues of class treated in the Knight-Miller and the Theseus-Bottom dialectics? How do the authors portray ethnicity in *The Merchant of Venice* and *The Prioress's Tale*? How do heroines like Kate, Alice, and Viola struggle against or reinvent ideas of gender? What is the sense of (self-)consciousness rising in *The Merchant's Tale* and *Hamlet*? How do Chaucer's and Shakespeare's Cressidas "converse" across time?

1 credit.

Fall 2011. Williamson.

020–029: Renaissance and 17th Century

ENGL 020. Shakespeare*

This course is a general survey of Shakespeare's work that focuses especially on the interrelation of social and political issues within their historical contexts. Beginning with texts that display primarily "domestic" concerns, we will explore early modern gender roles, problems with love and marriage, and conflicts between parents and children. Next, we will read texts that display primarily "dynastic" concerns such as conflicts over succession, tyranny, rebellion, and regicide. Finally, we will attempt to collapse the distinction between domestic and dynastic by analyzing plays where these social and political issues are deeply enmeshed. Among the works we will study are: selected sonnets, *Romeo and Juliet*, *A Midsummer Night's Dream*, *Othello*, *Julius Caesar*, *Richard II*, *Hamlet*, and *Macbeth*.

1 credit.

Fall 2010. Riebling.

ENGL 022. Core Course: Literature of the English Renaissance *

Although nearly every age in English history could lay claim to being a period of significant transformation, the 16th and 17th centuries in England were especially tumultuous. By examining literary and select non-literary texts in their historical contexts, we will focus on

several key areas of conflict and change during this period: Religion; Politics and Social Mobility; and Issues Surrounding Gender, Sex, and Sexuality. Among others, our topics will include the persecution of heresy and the English Reformation; royal absolutism, resistance theories, and nascent republicanism; the enclosure crisis, class mobility, and the inflation of honors; female rule, sexual practices, and marital conduct. We will study such authors as Askew, Bacon, Donne, Elizabeth I, Herbert, Marlowe, Marvell, Milton, More, Spenser, Shakespeare, Tyndale, Waller, Winstanley, Webster, and Wyatt.

1 credit.

Spring 2011. Riebling.

ENGL 023. Renaissance Sexualities*

The study of sexuality allows us to pose some of the richest historical questions we can ask about subjectivity, the natural, the public, and the private. This course will explore such questions in relation to Renaissance sexuality, examining several sexual categories—the homoerotic, chastity and friendship, marriage, adultery, and incest—in a range of literary and secondary texts.

1 credit.

Spring 2011. N. Johnson.

ENGL 027. Tudor-Stuart Drama*

A survey of plays and masques written by Christopher Marlowe, Ben Jonson, Thomas Middleton, Thomas Dekker, John Webster, Elizabeth Cary, John Ford, and others. The course will consider historical, sociopolitical, and literary contexts; just as important, we will look at how the plays have been and continue to be performed.

1 credit.

Spring 2012. N. Johnson.

ENGL 027B. Performing Justice on the Renaissance Stage*

Courtroom spectacles—tragic injustices or the satisfying punishment of villains—have become familiar sources of entertainment. This course will examine how Shakespeare, Jonson, and their contemporaries turn repeatedly to the law for dramatic energy. Their plays compel a number of questions: what does it mean to take pleasure in injustice? What is the relationship between human and divine justice? These questions often demand historical answers, and our class will examine how dramatic works think through specific developments in legal thinking and practice.

1 credit.

Fall 2010. Song.

ENGL 028. Milton*

Study of Milton's poetry and prose with particular emphasis on *Paradise Lost*.

1 credit.

Fall 2010. Song.

030—039: Restoration, 18th Century, and Romantic

ENGL 035. Core Course: The Rise of the Novel***

In this course we will examine the development of the novel, from its origins in a multiplicity of diverse literary genres to its Victorian incarnation as a "realist" and middle-class form through the appropriation of the novel as high art by Modernist writers and its subsequent return to multi-genre roots later in the 20th century. We will trace changes in the novel's formal features as they relate to its treatment of themes such as publicity and privacy, the role of gender and sexuality in social life, the significance of monetary exchange, and the proper relation between the author and his or her text. First surveying the main critical narratives of the novel's "rise" or development, we will move on to see how the material form of the novel might offer us a counter-narrative to more conventional interpretations of the genre's origins.

1 credit.

Fall 2010. Buurma.

ENGL 038. Regency Skepticism, 1812–1832*

Skepticism and critique, rather than prophecy and transformation, are the common threads linking the "second-generation Romantics": writers like Jane Austen, Byron, the Shelleys, Keats, among others. Indeed, Regency writers, pursuing formal and psychological integrity within a period of complex social changes, transform a certain wry cynicism into both an art form and a tool of inquiry. We'll start by considering the varieties of theatricality (and its counterpart, sincerity) operating in works like Austen's *Mansfield Park*, Byron's *Manfred*, Hazlitt's reviews, and popular plays like *Lover's Vows*. Next, we'll explore the different visions of power at work in such diverse texts as Austen's *Emma*, Percy Shelley's "Mont Blanc" and *Prometheus Unbound*, Mary Shelley's *Frankenstein*, and Hemans' *Records of Women*. Finally, we'll track Byron's shifting, skeptical narrator through *Don Juan*'s burlesque adventures and end—still questioning but more affirmatively—with Shelley's "Ode to the West Wind" and Keats's great odes.

1 credit.

Spring 2012. Bolton.

ENGL 039. Staging the Nation: The Drama of Romanticism*

In the Romantic period, theater critics repeatedly described the stage as a state in political tumult, while politicians invoked theater as a model for politics both good and bad. We'll consider both sides of the theatrical analogy, reading the Parliamentary debates that informed popular drama of the period and considering the way political show trials drew on the norms of contemporary theatrical display. We'll also consider responses to theater that helped define the more canonical Romantic poets. Authors include: Inchbald, Cowley, Colman, Baillie, Byron, Shelley, Moncrieff.

1 credit.

Fall 2011. Bolton.

040–049: Victorian to Modern

ENGL 046. Tolkien and Pullman and Their Literary Roots***

A study of the fantastic trilogies—Tolkien's *Lord of the Rings* and Pullman's *His Dark Materials*—in the context of their early English sources. For Tolkien, this will include *Beowulf*, Old English riddles and elegies, and Middle English *Pearl*, *Sir Orfeo*, and *Sir Gawain and the Green Knight* (all in Tolkien's translations). For Pullman, this will include Biblical stories of the Creation and Fall, Milton's *Paradise Lost*, and selected Blake poems. Some film versions will be included.

1 credit.

Spring 2012. Williamson.

ENGL 048. Contemporary Women's Poetry

"Merely the private lives of one-half of humanity." Thus Carolyn Kizer defines the 20th-century revolution through which women poets give voice to the previously unspeakable and explore the political implications of the supposedly personal. This course considers a variety of poetic styles and stances employed by women writing in English today—feminist or womanist, intellectual or experiential, lesbian or straight, and mindful of ethnic heritage or embracing the new through artistic experimentation.

1 credit.

Spring 2012. Anderson.

050–069: American (Including African American, Asian American, and Native American)

ENGL 050. Literatures of Native American and Euro-American Cultural Encounter*

Through historical analysis of literary form (autobiography, novels, poetry, storytelling, images, film, as well as the law), we will

examine the competing definitions of writing, selfhood, and nation with which “Indians” and “pioneers” tried to shape their world. We will read both white writers who depicted “Indians” and Native authors who resisted and/or reinforced claims of Manifest Destiny. Authors may include John Smith, William Bradford, James Fenimore Cooper, Black Hawk, Simon Ortiz, Luci Tapahonso, Leslie Marmon Silko, and Sherman Alexie.

1 credit.

Not offered 2010–2011.

ENGL 052B. Core Course: U.S. Fiction, 1945 to the Present

Major authors and emerging figures, with an emphasis on the novel, key works from each decade of the postwar era, and relations between the U.S. and global events as represented in fiction. The reading load will be heavy, averaging a novel a week.

1 credit.

Spring 2011. Schmidt.

ENGL 053. Core Course: Modern American Poetry

A study of selected U.S. poets beginning with Whitman and Dickinson but with the primary focus on major and minor poets of the 20th century.

1 credit.

Fall 2010. Schmidt.

ENGL 054. Core Course: Faulkner, Morrison, and the Representation of Race

This course has two abiding aims. One is to explore in depth—and back to back—the fiction of (arguably) the two major 20th-century novelists concerned with race in America. The other is to work toward evaluative criteria that might be genuinely attentive to both the intricacies of race and the achievements of form. A particular challenge will be the following: how to focus on race (and secondarily gender) yet keep the two writers’ distinctive voices from disappearing into “white/male” and “black/female.” Faulkner readings will include some short stories as well as *The Sound and the Fury*, *Light in August*, and *Absalom, Absalom!*. Morrison readings will include *Playing in the Dark* as well as *Sula*, *Song of Solomon*, *Beloved*, and *A Mercy*.

1 credit.

Fall 2010. Weinstein.

ENGL 058. The American Sublime*

How does one stand to behold the sublime? This course explores the intersection of visual art and literature in the late 18th- and early

19th-century United States. We will consider authors who appeal to sight; landscapes; and aesthetic ideals of the beautiful, sublime, and picturesque. We will examine how writers blended science and art to illustrate the world and its democratic potential. Authors/texts may include Anne Bradstreet, I. Kant, Thomas Jefferson, Washington Irving, George Catlin, Emerson, E.A. Poe, Melville’s *Moby-Dick*, Hawthorne, Louis Agassiz, Whitman, Jacob Riis, and Kubrick’s *2001: Space Odyssey*.

1 credit.

Not offered 2010–2011.

ENGL 061. Core Course: Fictions of Black America

A survey of significant novels and short fiction produced by black writers in the past century. We will examine the textual practices, cultural discourses, and historical developments that have informed the evolution of a black literary tradition, paying close attention to the dynamic interaction between artist, culture, and community.

Eligible for BLST credit.

1 credit.

Spring 2011. Foy.

ENGL 062. Black Autobiography

The personal narrative has been central African American culture, and this course introduces students to this rich tradition, emphasizing the significance of the autobiography as an act of representation, not simply a document of experience. What strategies do black narrators employ to represent themselves, and why? How do their textual strategies and contextual concerns change over time? In a society structured in dominance, how do black autobiographers engage the politics of race, class, gender, and nation?

Eligible for BLST credit.

1 credit.

Fall 2010. Foy.

ENGL 065. Asian American Literature

How does Asian American literature function as the site of key debates about ethnic and national identity? This course explores Asian American cultural production over the past 50 years, beginning with *Flower Drum Song* (1961), the first Hollywood film starring an all-Asian American cast, and ending with the Pulitzer Prize-winning author Jhumpa Lahiri’s short stories. We will also read a number of major Asian American novelists and literary scholars in order to explore topics such as Asian

American racial formation, gendered narratives of immigration, and the changing face (and space) of Asian America.

1 credit.

Spring 2012. Mani.

ENGL 066. Core Course: American Literature Survey I*

This is a survey of American literature from 1492 to before the Civil War. Through our reading of literary texts (journals, sermons, poems, novels, eulogies, and federal documents), we will consider the social conflicts that underlie the establishment of the United States as a political and cultural identity. We will identify the authors' various promises of American exceptionalism, and calibrate those promises in relation to the legacies of slavery and Manifest Destiny. Syllabus will include writing by Columbus, Harriot, Bradford, Bradstreet, Wigglesworth, Rowlandson, Edwards, DeCrevecouer, Jefferson, Franklin, Freneau, Foster, Cooper, Emerson, Child, Thoreau, Stowe, Douglass, Hawthorne, Melville, and Whitman.

1 credit.

Not offered 2010–2011.

ENGL 067. Literatures of the American Civil War

Through fiction, poetry, nonfiction, and film, we will consider the causes and legacy of the American Civil War (1861–1865). How did the war affect the lives in which people understood the nation, life and death, and the literary form through which they portrayed their sorrows and the promise of reconciliation? Authors/texts may include founding documents, David Walker, Emerson, Thoreau, Frederick Douglass, Harriet Jacobs, Fanny Kemble, Frank Webb, Harriet Beecher Stowe, Thomas Wentworth Higginson, Walt Whitman, Emily Dickinson, Henry James, Stephen Crane, James Weldon Johnson, *Birth of a Nation*, *Gone With the Wind*, and Toni Morrison.

1 credit.

Not offered 2010–2011.

ENGL 068. Black Culture in a "Post-Soul" Era

With such terms as "new black aesthetic," "post-soul," and even "post-black," commentators in recent years have sought to characterize contemporary African American culture. This course takes up the challenge of this current moment by exploring the work of black writers who have emerged since the 1960s, examining complementary developments in popular music and visual

culture and considering some of the social and political circumstances of the period.

1 credit.

Spring 2011. Foy.

070: Creative Writing and Journalism Workshops

Regular creative writing workshops are limited to 12 and require the submission of writing samples in order for students to apply for them. Workshops marked with a # combine a balance of substantial literary analysis of models along with creative writing exercises geared to the models; these workshops are limited to 15 and, do not require the submission of manuscripts. Students may normally take only one workshop at a time. ENGL 070A and 070B may normally be taken only once. Creative writing and journalism classes do not count as pre- or post-1830 classes.

ENGL 070A. Poetry Workshop

A class, limited to 12, in which students write, read, translate, and talk about poetry. We will emphasize the discovery and development of each individual's distinctive poetic voice, imagistic motifs, and thematic concerns, within the context of contemporary poetics. Students should submit three to five pages of poetry for admission, due during the week after fall break. The workshop will meet once a week for 4 hours. Readings by well-known writers (outside of regular class hours) will provide additional perspectives. Admission and credit are granted at the discretion of the instructor.

Graded credit/no credit.

No prerequisite.

1 credit.

Spring semester each year.

Spring 2011. Williamson.

Spring 2012. Anderson.

ENGL 070B. Fiction Writers' Workshop

We'll approach the challenge of constructing compelling narratives through a series of formal exercises and experiments. Students will read and comment on each other's writing as they work to hone their own style and clarify their central thematic concerns. Attendance at readings by well-known writers (outside of regular class hours) will provide additional perspectives. Twelve students are admitted to the class on the basis of a writing sample, due during the week after fall break.

Graded credit/no credit.

No prerequisite.

1 credit.

Spring semester each year.

Spring 2011. Bolton.

ENGL 070C. Advanced Poetry Workshop

Intensive volumes of poetry often represent their authors' conscious statements, made through selection, organization, and graphic presentation. This course—in which students design and complete volumes of their own work—is normally intended as an advanced workshop for students who have taken the Poetry Workshop (ENGL 070A), or—with the instructor's permission—students who have taken ENGL 070D, 070E, or 070G. Limited to 12. Readings by well-known writers (outside of regular class hours) will provide additional perspectives. Admission and credit are granted at the discretion of the instructor.

Graded credit/no credit.

1 credit.

Fall 2010. Fried.

ENGL 070E. Lyric Encounters#

Matthew Arnold called it “a criticism of life” and Dylan Thomas “a naked vision.” Emily Dickinson defined it as a blow: “If I feel physically as if the top of my head were taken off, I know that it is poetry.” Students will examine varieties of the lyric and then shape their own criticisms, visions, cerebral explosions in response.

1 credit.

Fall 2011. Anderson.

ENGL 070F. Journalism Workshop

This course is an introduction to the basics of news gathering, news writing, and news values. Students will come away from it with a clear sense of how news is covered: how to collect facts, find sources, conduct interviews, cover beats, make choices about daily coverage and conceive and execute longer projects. Guest speakers, including top area journalists, will discuss their careers and advise students on stories. Readings will include the best examples of contemporary journalism. *It counts as a general humanities credit but not as a Writing course, nor as a credit toward a major or minor in English literature.*

1 credit.

Fall 2010. Mezzacappa.

ENGL 070G. Writing Nature: Digital Storytelling#

This course uses the Crum woods as a laboratory setting for the production of multimedia poems and brief memoirs. Digital stories combine spoken words with images, sound, and sometimes video to create powerful short movies. We'll spend time grappling with some of the stories inherent in the Crum woods ecosystem as well as the multifaceted story of our relationship to the woods. In addition to producing one or two brief memoirs, we'll work with a series of poetic forms, including some

combination of prose poems, question poems, the Persian ghazal, sonnets and linked haiku. The class will conclude with a public screening of work produced.

1 credit.

Fall 2010. Bolton.

ENGL 070K. Directed Creative-Writing Projects

Students—whether course or honors majors—who plan a directed writing project in fiction or poetry must consult with the department chair and with a member of the department's writing faculty who might supervise the project and must submit a prospectus to the department by way of application for such work before the beginning of the semester during which the project is actually done. The number of these ventures the department can sponsor each year is limited. Deadlines for the written applications for the Directed Creative Writing Projects are the Mondays immediately following the fall and spring breaks. Normally limited to juniors and seniors who have taken an earlier workshop in the department.

For creative writing projects in the Honors Program, the 2-credit field will normally be defined as a 1-credit workshop (ENGL 070A, 070B, or 070C) paired with a 1-credit Directed Creative-Writing Project (ENGL 070K). The approximate range of pages to be sent forward to the examiners will be 20 to 30 pages of poetry or 30 to 50 pages of fiction. There will be no written examination for the creative writing project; the student's portfolio will be sent directly to the examiner, who will then give the student an oral examination during honors week. For purposes of the transcript, the creative writing project will be assigned a grade corresponding to the degree of honors awarded it by the external examiner. Students are advised that such independent writing projects must normally be substantially completed by the end of the fall semester of the senior year as the spring semester is usually the time when the senior honors study essay must be written.

Graded credit/no credit.

1 credit.

Staff.

ENGL 070M. Advanced Fiction Workshop

Students in the Advanced Fiction Workshop will not only continue to focus on honing the basic elements of their fiction, including character development, dialogue, plot and prose style, but will focus much of their efforts on revision and the process of “finishing” a story. Other central themes of the course, which includes workshop and discussion, will be finding a form for the story you want to write, and developing a distinctive voice. Instead of

using a survey approach to different writers, both contemporary and canonical, we will immerse ourselves in conventional and more experimental short story collections, novellas and a novel or two. Students will also read and respond to published work of their own choosing. Readings by well-known writers (outside of regular class hours) will provide additional perspectives.

Prerequisites: ENGL 070B, D, G or by permission of the instructor.

Graded credit/no credit.

1 credit.

Fall 2011. Staff.

ENGL 071: Genre Studies

ENGL 071C. The Short Story

As we read widely in the 19th- and 20th-century short story, we'll focus on technical developments as well as certain recurring preoccupations of the genre: fragmentation and reconstruction, the staging of an encounter between the ordinary and the extraordinary, and the refutation of time and mortality.

1 credit.

Spring 2012. Bolton.

ENGL 071G. Sacred and Profane Desires in the Renaissance Lyric*

Lyric poetry articulates, in condensed form, the intensity of inner lives. In Renaissance lyric, much of this intensity stems from a complicated interplay between religious and erotic impulses. Far from being simple opposites, sacred and profane desires mirror or blend into each other in ways that engage theological, philosophical, and (perhaps most surprisingly) political controversies. This course will examine these dynamics in the writings of Spenser, Donne, Herbert, Philips, and Behn, among others.

1 credit.

Spring 2012. Song.

072–079: Comparative Literature/Literature in Translation

ENGL 073. Modernism: Theory and Fiction

Drawing on a range of theorists and novelists, this course will explore some of the most compelling energies and problems that drive Western modernism (from the 1840s through the 1940s). Focus will be on modernism's concern with shock rather than resolution, with the uncanny rather than the familiar. More broadly, the course will attend to modernism as a body of thought and expression committed less to knowledge than to "unknowing." Theoretical readings begin with Kierkegaard's *Fear and Trembling*, to be followed by Nietzsche's *Genealogy of Morals* and some of

Freud's major essays. Fiction readings begin with Dostoevsky's *Notes From Underground* as a prelude to more sustained inquiry into Kafka (stories, *The Trial*), Proust (selections from *In Search of Time Lost*), and Woolf (*Mrs. Dalloway*). The course will conclude by attending to Benjamin's essays and Beckett's *Molloy* and Krapp's *Last Tape*.

1 credit.

Spring 2012. Weinstein.

ENGL 074. Modern Epic: Tolstoy, Joyce, and García-Márquez

This course will examine three "encyclopedic" texts (*War and Peace*, *Ulysses*, *One Hundred Years of Solitude*) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and destiny. Through sustained attention to formal and ideological tenets of these specific texts, we will also seek to identify some of the salient procedures of realist, modernist, and postcolonial narrative.

1 credit.

Spring 2011. Weinstein.

ENGL 076. Core Course: The World, the Text, and the Critic

In his collection of essays, *The World, The Text, and the Critic* (1983), the literary critic Edward Said argues, "The point is that texts have ways of existing that even in their most rarefied form are always enmeshed in circumstance, time, place, and society—in short, they are in the world, and hence worldly." This core course explores the "worldliness" of literary texts that are shaped by colonial and postcolonial histories. We will explore the relationship between reader and writer; between the writer and the text; and between ourselves as critics and the worldviews we bring to bear on so-called "non-western" literatures. The class will survey a range of late 20th-century novels and essays in English, and will introduce students to a variety of critical approaches in contemporary global literatures. Authors include Zadie Smith, *White Teeth*; Arundhati Roy, *The God of Small Things*; and V.S. Naipaul, *The Enigma of Arrival*.

1 credit.

Fall 2011. Mani.

ENGL 077. South Asians in Asian America

Throughout the 20th century, South Asian Americans have been mistakenly labeled as "Hindoos" or "Asian Indians" in the U.S. census, and as "model minorities" or "terrorists" in U.S. popular culture. This class focuses on a century of migration from the Indian subcontinent to the U.S., beginning with the influx of Punjabi laborers to the U.S. west coast in the 1920s and ending in the aftermath

of hate crimes committed against Muslim Americans after 9/11. What ties together South Asians across differences of religion and class, national origin and language, gender and sexuality? Do South Asians also identify as Asian American? Focusing on contemporary fiction, film, visual and performance art by first- and second-generation South Asians, we will explore the new racial and cultural landscape created by this immigrant group. Throughout the semester, we will examine how diasporic communities produce and embody notions of transnational citizenship.

1 credit.

Spring 2011. Mani.

080–096: Critical Theory, Film, and Media Studies

Please see the film and media studies section for additional course listings.

ENGL 080. Core Course: Critical and Cultural Theory

An introduction to texts and contexts in contemporary critical theory and cultural studies. We will read narrative, psychoanalytic, Marxist, poststructuralist, feminist, queer, and postcolonial theory, raising questions of subjectivity, difference, ideology, representation, methodology, and cultural politics.

1 credit.

Fall 2010. White.

ENGL 082. Transnational Feminist Theory

(Cross-listed as GSST 020)

This class introduces perspectives from domestic United States and global contexts in order to ask: How do the contributions of women of color in the United States and of feminist movements in the “Third World” radically reshape the form and content of feminist and queer politics? Through critical inquiry into major texts in transnational feminist and queer studies, the course dynamically reconceptualizes the relationship between women and nation; between gender, sexuality and globalization; and between feminist/queer theory and practice.

1 credit.

Fall 2010. Mani.

ENGL 090. Queer Media

(Cross-listed as FMST 046)

How are sexual identities mediated by popular culture? How do lesbian and gay film and video makers “queer” sexual norms and standard media forms? Challenging classic Hollywood’s heterosexual presumption and mass media appropriations of lesbian and gay culture, we

will examine lesbian and gay aesthetic strategies and modes of address in contexts such as the American and European avant-gardes, AIDS activism, and diasporan film and video movements.

1 credit.

Fall 2011. White.

ENGL 091. Feminist Film and Media Studies

(Cross-listed as FMST 045)

This course focuses on critical approaches to films and videos made by women in a range of historical periods, national production contexts, and styles: mainstream and independent, narrative, documentary, video art, and experimental. Readings will address questions of authorship and aesthetics, spectatorship and reception, image and gaze, race, sexual, and national identity, and current media politics.

1 credit.

Spring 2011. White.

097–099: Independent Study and Culminating Exercises

ENGL 097. Independent Study and Directed Reading

Students who plan an independent study or a directed reading must consult with the appropriate instructor and submit a prospectus to the department by way of application for such work before the beginning of the semester during which the study is actually done. Deadlines for the receipt of written applications are the second Monday in November and the first Monday in April. Normally limited to juniors and seniors and available only if a professor is free to supervise the project.

0.5 or 1 credit.

Staff.

ENGL 098, 098A. Senior Thesis

Course majors in the department may pursue a thesis of their own choosing under the supervision of a member of the department. The thesis may be for 1 (40–50 pages) or 2 (80–100 pages) credits. A brief prospectus for the project must be submitted for approval by the department in April of the junior year. Before submitting this prospectus, course majors should consult with the department chair and with the department member who might supervise the project. This work must be separate from that of the senior culminating essay, required of every course major for graduation. Available only if a professor is free to supervise the project.

1 or 2 credits.

Staff.

ENGL 099. Senior Course Majors Colloquium***

This colloquium, open only to senior English literature course majors and required for them to take, offers a structured and supportive environment for students writing their senior essays. The course will feature a mix of literature, criticism, theory, and methodology, plus guest visits by other members of the English Literature Department and possibly others, with the opportunity for students to discuss central issues in the field of literary and cultural history in preparation for their research and writing. We will use as critical touchstones short essays by Campbell, Freud, Kristeva, and Bhabha as we explore the topics of alienation, otherness, the uncanny, projection, and the foreigner within. Several short papers and other assignments may be featured in the early part of the course. Nearing the end of the semester, students will research and write a longer essay (10-20 pages) on a topic of their own choice approved by the department, with the chance to present drafts of their work in progress to the colloquium for revision advice. Students are expected to complete their senior essays by the end of the term in which English 099 is offered. *Note:* This colloquium may count as either a pre- or a post-1830 credit, depending on the final essay topic. ENGL 099 will be offered for seniors every fall.

1 credit.

Fall 2010. Williamson.

ENGL 099W. Senior Course Majors Colloquium***

Only senior English majors who need one more W (writing) credit should enroll in this section of the course. The work will be the same as ENGL 099, but the writing requirements will include more revision work.

Prior approval from the professor is needed before enrolling in ENGL 099W.

1 credit.

Fall 2010. Williamson.

Seminars

Honors seminars are open to juniors and seniors only and require approval of the department chair. Priority is given to honors majors and minors.

ENGL 101. Shakespeare*

Study of Shakespeare as a dramatist. The emphasis is on the major plays, with a more rapid reading of much of the remainder of the canon. Students are advised to read widely among the plays before entering the seminar

(pre-1830). Students who have taken ENGL 020 may take this seminar for 2 credits.

2 credits.

Fall 2010. N. Johnson.

ENGL 102. Chaucer and Medieval Literature*

A survey of English literature, primarily poetry, from the 8th through the 15th centuries with an emphasis on Chaucer. Texts will include *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, *Troilus and Criseyde*, *Pearl*, *Piers Plowman*, selected medieval plays, Arthurian materials, and Margery Kempe's autobiography. Chaucer will be read in Middle English; other works will be read in translation or modernized versions (pre-1830). Some modern retellings such as John Gardner's *Grendel* will be included.

2 credits.

Fall 2011. Williamson.

ENGL 110. Romanticism*

We'll read the women poets of the period (Smith, Robinson, Baillie, Wordsworth, Hemans, and L.E.L.) alongside their more famous male contemporaries (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) in order to explore issues of concern to both: formal innovation, colonial expansion, (counter) revolutionary politics (pre-1830).

Eligible for GSST credit.

2 credits.

Spring 2010. Bolton.

ENGL 111. Victorian Literature and Culture

This research-intensive seminar focuses on the Victorian novel as both a genre and a material object in its print cultural context, setting this approach within the broader world of Victorian literature and culture in order to examine the ways in which the novel was both product and producer of its historical moment. Readings will include novels by authors like George Eliot, Anthony Trollope, Elizabeth Gaskell, Wilkie Collins, George Meredith, Thomas Hardy, Bram Stoker, and Margaret Oliphant as well as readings in novel theory and cultural and literary criticism.

2 credits.

Spring 2011. Buurma.

ENGL 113. "American Studies"***

This seminar considers methods of analyzing and interpreting "American literature" that reach to engage the social and historical

contexts in which the nation was formed. We will read authors (Mary Rowlandson, Benjamin Franklin, James Fenimore Cooper, Ralph Waldo Emerson, Frederick Douglass, Harriet Beecher Stowe, and Nathaniel Hawthorne) who have been central to the development of national American identity. We will also consider the different ways contemporary literary critics have interpreted these texts to define and understand the American experience (pre–or post–1830).

2 credits.

Spring 2011. Staff.

ENGL 115. Modern Comparative Literature

The semester will focus on Modernism: theory and fiction. Drawing on a range of authors writing between the 1840s and the 1940s, this seminar will attend to the conceptual underpinnings of European modernism and will seek to come to terms with several of its most salient texts. Primary readings will be drawn from among the following writers: Kierkegaard, Marx, Dostoevsky, Nietzsche, Freud, Rilke, Kafka, Proust, Joyce, Woolf, Benjamin, and Beckett. Secondary readings will include essays by Adorno, Lukacs, Bakhtin, Canetti, De Certeau, and others. Students should have read Joyce's *Portrait of the Artist as a Young Man* prior to taking this seminar (post–1830). Students who have taken ENGL 073 should confer with the professor before enrolling in ENGL 115; they will receive 1 credit for this seminar.

2 credits.

Spring 2011. Weinstein.

ENGL 116. American Literature

Advanced work in U.S. literary history, with special focus on contemporary fiction. Prior work in U.S. literature and/or history is recommended (post–1830).

2 credits.

Fall 2010. Schmidt.

ENGL 117. Theories and Literatures of Globalization

This seminar examines the literary and cultural dimensions of globalization. Defining globalization as a social, economic and political phenomenon, the seminar foregrounds the productive intersection between literature and contemporary cultural theory. Pairing novels and short stories by major national and diasporic writers (including Salman Rushdie, J.M. Coetzee, and Orhan Pamuk) with ethnographic and historical texts (by theorists such as Homi Bhabha, Arjun Appadurai, Gayatri Spivak), we will examine the relationship between colonialism and postcolonialism; modernity and globalization;

racial formation and the nation-state. By developing a critical engagement with theories of identity and difference, we will explore the ways in which global literatures engender, often in complex and difficult ways, new politics of nationalism, race, and sexuality (post–1830).

2 credits.

Fall 2010. Mani.

ENGL 118. Modern Poetry

A study of the poetry and critical prose of Yeats, Eliot, Stevens, and H.D., in an effort to define their differences within the practice of “modernism” and to assess their significance for contemporary poetic practice (post–1830).

2 credits.

Fall 2011. Anderson.

ENGL 119. Black Cultural Studies

For readers, writers, and critics of black literature, what difference has race made, and how has it intersected with other modes of identity, such as class and gender? How have writers represented, and theorists theorized, the tensions between sound and vision, between roots and routes, between culture and capital? Focusing on black fiction, poetry, and autobiography published since World War II, we will examine approaches to this literature that are historical, political, and theoretical, drawing upon key thinkers in Black Cultural Studies.

Eligible for BLST credit.

2 credits.

Spring 2012. Foy.

ENGL 122. Film Studies

(Cross-listed as FMST 100)

What will be the nature and role of film, a medium born with the 20th century, in the 21st? The academic discipline of film studies, established in the wake of theoretical and political challenges to culture and knowledge in the 1960s, has since evolved to address historical and philosophical questions, feminism and postmodernism, electronic and digital media, and the globalization of film culture. Placing weekly screenings in cultural and historical context, this seminar engages key thinkers and texts of classical and contemporary film studies. Students should have taken at least one film, critical theory, or cultural studies course (post–1830).

2 credits.

Spring 2011. White.

ENGL 180. Thesis

A major in the Honors Program may, with department permission, elect to write a thesis as a substitute for one seminar. The student must select a topic and submit a plan for department approval no later than the end of the junior year.

Normally, the student writes the thesis of 80 to 100 pages, under the direction of a member of the department, during the fall of the senior year.

2 credits.

Staff.

ENGL 183. Independent Study

Students may prepare for an honors examination in a field or major figure comparable in literary significance to those offered in the regular seminars. Independent study projects must be approved by the department and supervised by a department member. Deadlines for the receipt of written applications are the second Monday in November and the first Monday in April.

2 credits.

Staff.

Coordinator: CAROL NACKENOFF (Political Science)
Anita Pace, Administrative Assistant

Committee: Elizabeth Bolton (English Literature)
Timothy Burke (History)
Peter Collings (Physics and Astronomy)
Erich Carr Everbach (Engineering)
Alison Holliday (Chemistry)³
Eric Jensen (Physics and Astronomy)
José-Luis Machado (Biology)
Arthur McGarity (Engineering)
Rachel Merz (Biology)
Hans Oberdick (Philosophy)
Colin Purrington (Biology)
Richard Valelly (Political Science)
Mark Wallace (Religion)

³ Absent on leave, 2010–2011.

Profound anthropogenic changes are occurring in the land, water, and air around us, and education needs to respond to these changes. Swarthmore's heritage of social concern compels us to educate students so that they are well informed about vital, current issues and capable of full political participation. The College has a responsibility to provide means for the study of environmental problems and to encourage students to develop their own perspectives on these problems. The Interdisciplinary Environmental Studies Program is one way the College meets these responsibilities.

Environmental studies is truly interdisciplinary and offers numerous opportunities for rigorous interdisciplinary work because environmental issues have scientific, engineering, social, political, economic, literary, and philosophical dimensions that must be addressed. Therefore, our program is structured as an *interdisciplinary minor*. This program helps guide students to the many academic fields that afford a perspective on environmental problems and enables them to explore questions most compelling to them from the vantage point of various disciplines in the natural and social sciences, engineering, and the humanities.

Requirements and Recommendations

An interdisciplinary course minor in environmental studies is available to all students, consisting of an integrated program of five courses plus a capstone seminar, taken in addition to a regular major. Students may also apply for the honors minor, which has similar requirements plus an external examination on an approved topic that links together two of the courses and a senior honors study paper that explores the connections between the two courses.

Students minoring in environmental studies must take five courses selected from the lists that follow, including at least one course in environmental science/technology, at least one course in environmental social science/humanities, and at least one more from either of these two groups for a minimum of three courses from the list designated environmental courses in specific disciplines. Up to two of the five required courses may be chosen from the list designated adjunct and interdisciplinary courses. At least three of the five selected courses must be outside the major and, if it exists, a second minor, so that when the capstone seminar is added, the College policy requiring at least four courses outside the major or any other minor will be satisfied. Students should regularly check the program's website for additions and changes to course lists. Students must submit their plan of study to the coordinator, usually when they apply for a major, and should inform the coordinator about any changes in their programs. Students may petition the Faculty Committee on Environmental Studies to have courses taken at other institutions fulfill some of these requirements. One of the courses may be independent work or a field study (in the United States or abroad) supervised by a member of the committee (ENVS 090). In addition to the five courses, each concentrator will participate in the capstone seminar in environmental studies (ENVS 091) during the spring semester of the senior year. The capstone seminar will involve advanced interdisciplinary work on one or more issues or problems in environmental studies. Leadership of the capstone seminar rotates among the members of the Faculty Committee on Environmental Studies.

Any student may request credit in environmental studies for interdisciplinary environmental courses taken at other

institutions (domestic and foreign). Application forms for credit evaluations are available on the program's website. Swarthmore College sponsors environmental study abroad programs in Cape Town, South Africa (see www.swarthmore.edu/x20601.xml) and Eastern Europe (see www.swarthmore.edu/x20600.xml).

Environmental Courses in Specific Disciplines

Environmental studies minors must take at least three of the designated environmental courses in specific disciplines.

Courses in Environmental Science/Technology

Students must take at least one of these courses.

The environmental science/technology category includes courses that emphasize techniques and methodologies of the sciences and engineering and whose subject is central to environmental studies. Therefore, all concentrators will be familiar with a body of scientific knowledge and scientific approaches to environmental problems.

BIOL 036. Ecology
BIOL 039. Marine Biology
BIOL115E. Plant Molecular Genetics—Biotechnology
BIOL 137. Biodiversity and Ecosystem Function
CHEM 001. Chemistry in the Human Environment
CHEM 103. Topics in Environmental Chemistry
ENGR 004A. Introduction to Environmental Protection
ENGR 063. Water Quality and Pollution Control
ENGR 066. Environmental Systems
GEOL 103. Environmental Geology (Bryn Mawr College)
PHYS 024. The Earth's Climate and Global Warming

Courses in Environmental Social Sciences/Humanities

Students must take at least one of these courses.

The environmental social sciences/humanities category includes courses that are central to environmental studies and focus on values, their social contexts, and their implementation in policies. Thus, all concentrators will have studied the social context in which environmental problems are created and can be solved.

ECON 076. Environmental Economics
EDUC 065. Environmental Education
ENGL 070G. Writing Nature

HIST 089. Environmental History of Africa
POLS 043. Environmental Policy and Politics
RELG 022. Religion and Ecology
SOAN 023C. Anthropological Perspectives on Conservation

Adjunct and Interdisciplinary Courses

Students may take at most two of these courses.

The following are courses that are relevant to environmental studies that can be included in the five courses required for the minor but are not central enough to justify their inclusion in the preceding groups:

BIOL 016. Microbiology
BIOL 017. Microbial Pathogenesis and Immune Response
BIOL 020. Animal Physiology
BIOL 025. Plant Biology
BIOL 026. Invertebrate Biology
BIOL 034. Evolution
BIOL 116. Microbial Processes and Biotechnology
BIOL 130. Behavioral Ecology
CHEM 043. Analytical Chemistry
ENGR 003. Problems in Technology
ENGR 004B. Swarthmore and the Biosphere
ENGR 035. Solar Energy Systems
ENGR 057. Operations Research
ENVS 002. Human Nature, Technology, and the Environment (described later)
ENVS 090. Directed Reading in Environmental Studies (permission of the instructor is required)
ENVS 092. Research Project
LING 120. Anthropological Linguistics: Endangered Languages
LITR 022G. Food Revolutions: History, Politics, Culture
MATH 056. Modeling
PHYS 002E. First-Year Seminar: Energy
PHYS 020. Principles of The Earth Sciences
POLS 048. The Politics of Population
SOAN 006C. Forest of Symbols (First-Year Seminar)

ENVS 002. Human Nature, Technology, and the Environment

This course examines the relationships among the environment, human cultures, and the technologies they produce. The continually accelerating pace of technological change has had effects on both the local and global environment. Although technology may be responsible for environmental degradation, it may also serve as an important societal mechanism that can help us evolve toward a

sustainable society. This course investigates how humans evolved, what tools they employed, and what the consequences of new technologies were for human kind and the surrounding environment. Special attention is given to how the problems of the 21st century relate to circumstances of the past.

1 credit. Not offered 2010–2011.

ENVS 091. Capstone Seminar

1 credit.

Spring 2011. Everbach.

program generally via
www.swarthmore.edu/envs_south_africa.xml.

Study Abroad Programs

Eastern European Environmental Studies Study Abroad Programs

Swarthmore College operates two environmental programs in Eastern Europe through agreements with host institutions in Poland (Krakow University of Technology) and the Czech Republic (Masaryk University in Brno.) Students spend one semester in residence at one of these universities. The Poland program primarily involves environmental science and engineering whereas the Czech program primarily involves environmental social sciences and humanities. Courses are available in both programs that satisfy the requirements of the environmental studies minor as well as requirements for certain majors. Coursework in the language and culture of the host country is a required component of both programs. For more information, see the website www.swarthmore.edu/envs_poland.xml. The host institutions also support relevant websites Poland: www.wastewater.pl/swarthmore/, Czech: www.muni.cz/231600.

The Czech program offers an optional internship with one of two Czech Environmental NGOs: Hnutí Duha (www.hnutiduha.cz/english/), the Czech branch of the international organization “Friends of the Earth,” and Ekologický Institut VERONICA (www.veronica.cz/index_eng.php?id=12). We expect to initiate this program in the spring of 2011 and anticipate that academic credit will be granted for the internship. The program coordinator at Swarthmore is Arthur McGarity.

Capetown South Africa Consortium: Globalization and the Natural Environment

A junior year environmental study abroad program is also available, developed by the Macalester-Swarthmore-Pomona consortium in collaboration with the University of Cape Town, South Africa. Students from the three consortium schools, as well as those schools under consortium agreements with the three schools, may apply for the January–June semester. More information is available on the

Coordinators:	PATRICIA WHITE, Professor DENISE IRIS, Visiting Assistant Professor LOUIS MASSIAH, Lang Professor of Social Change BOB REHAK, Assistant Professor ³ SUNKA SIMON, Associate Professor ¹ Carolyn Anderson, Administrative Coordinator
Committee:	Timothy Burke (History) William Gardner (Modern Languages and Literatures, Japanese) Haili Kong (Modern Languages and Literatures, Chinese) Tomoko Sakomura (Art History) Carina Yervasi (Modern Languages and Literatures, French)

¹ Absent on leave, fall 2010.

³ Absent on leave, 2010–2011.

Moving images have been one of the most distinctive innovations and experiences of the past century. In today's media-dependent culture, developing a critical understanding and a historical knowledge of media forms is vital. Film and media studies provides an interdisciplinary understanding of the history, theory, language, and social and cultural aspects of film, television, and new media; introduces research and analytical methods; and encourages cross-cultural comparison of media forms, histories, audiences, and institutions. The Program in Film and Media Studies offers core courses in critical studies and production and cross-lists courses with English Literature and Modern Languages and Literatures, and it draws on offerings from other departments. Students may add a minor in film and media studies to any major, and students in the Honors Program may designate a minor in film and media studies. Students interested in majoring should review the guidelines for proposing a special major and consult with the coordinator. All students interested in incorporating film and media studies into their programs must submit a proposal as part of their sophomore paper or apply by submitting a modified plan of study in the junior year or early in the senior year. This proposal should be developed in consultation with advisers from the Film and Media Studies Committee and is subject to approval.

Requirements and Recommendations

Minor

All students must take a minimum of 5 credits, which may be selected from the courses and seminars listed or from those taken abroad or at Bryn Mawr, Haverford, or the University of Pennsylvania, when the work is approved by the committee. All students are required to take FMST 001: Introduction to Film and Media Studies, preferably at the beginning of their work in the program, and either FMST 092:

Film Theory and Culture, FMST 100: Film Studies, or a designated equivalent. Additional courses in history, national/regional cinemas, media studies, video production, and other topics in film and media studies should be selected with a broad program in mind. To be admitted to the minor, students must have satisfactorily completed one film and media studies course.

Honors Minor

Students in the Honors Program may minor in film and media studies by meeting the requirements for the minor and by preparing for and taking one external exam. The preparation normally consists of FMST 100 when offered, or FMST 092 plus a 1-credit honors attachment 092A. The minor may incorporate a 1- or 2-credit thesis or project or other course combination or seminar work with the approval of the film and media studies committee. At least 2 credits of the work in the honors minor must be in a department or field outside the student's honors major. Senior honors study (SHS) consists of a revised essay submitted for a course or seminar in the preparation. No SHS is required for a thesis.

Special Major

Pending approval of a college major in Film and Media Studies, interested students should apply for a special course or honors major using the special major application form available from the Registrar's Office. Proposals must be approved by the Film and Media Studies Committee and by any department from which the applicant intends to draw 2 or more credits for the program. Students must take a minimum of 10 credits. FMST 001; an approved course in world cinema or a national/regional cinema; and FMST 092, FMST 100, or a designated equivalent incorporating a senior culminating exercise are required. Students are encouraged to take FMST 002 or another film/video/media production course (such courses offered at other institutions may be considered). Remaining

courses and seminars offered by the program or other departments should be selected from the following lists and approved by the Film and Media Studies Committee. Senior majors who wish to write a thesis or undertake a creative project should consult with the film and media studies coordinator in their junior year.

Courses

FMST 001. Introduction to Film and Media Studies

Provides groundwork for further study in the discipline and is recommended before taking additional FMST courses. Introduces students to concepts, theories, and histories of film and other moving-image media, treating cinema as a dominant representational system that shapes other media forms. Topics include the formal analysis of image and sound, aesthetics, historiography, genres, authorship, issues of gender, race, ethnicity, and nation, economics, technology, and reception and audience studies. Emphasis is on developing writing, analytical, and research skills. Required weekly evening screenings of works from diverse periods, countries, and traditions.

1 credit.

Fall semester. White.

FMST 002. Digital Film Fundamentals

This course introduces students to the expressive possibilities and rigors of the film medium while offering a sound technical foundation in digital production and post-production. We will explore documentary, experimental, and narrative modes and also consider the opportunities and limitations, both practical and aesthetic, of producing work for different platforms, from multiplex to mobile phone. Emphasis will be on using the formal and conceptual palette introduced in the course to develop one's own artistic vision. Coursework includes short assignments, discussions, screenings, and a final project. Limited to 12 students.

Prerequisite: FMST 001.

1 credit.

Spring semester. Iris.

FMST 005. First-Year Seminar in Special Effects and Film Spectacle

A first-year seminar focusing on the history, industry, and theory of special and visual effects, this course introduces students to the basics of studying and writing about film and other media through an exploration of "movie magic." Related topics include the relationship of film style and technology; formal and narrative principles of "showstoppers" such as musical numbers, fight scenes, and car chases; and questions of realism and illusion in the

cinematic apparatus. Required weekly screenings.

1 credit.

Spring 2012. Rehak.

FMST 011. Advanced Production Workshop: Narrative Fiction Film

As movie lovers in a media saturated world, we are all highly film literate, yet it is surprisingly difficult to make a narrative film that keeps the audience engaged. So what does a director's skill consist of? How do you stage the action, use the camera as narrator, and manipulate cinematic time and space so that viewers can follow the story and get emotionally involved? This course is an immersive experience in the art of narrative film, combined with advanced technical instruction in cinematography, sound, and editing. Coursework includes directing exercises, in-class critiques, viewing film clips, and the production of a digital short film. Limited to 12 students.

Prerequisites: FMST 001 and FMST 002 or equivalent production background, with instructor's approval.

1 credit.

Fall 2010. Iris.

FMST 012. Special Production Workshop: Web Series

The serialized short format brought about by the emergence of the Internet offers rich opportunities for experiments with film form, from alternative narrative structures to cross-genre pollinations. Working in groups, students develop web series and produce several episodes which will be uploaded to the college's website. Topics might include character development in a serialized environment, multiple protagonists, diaristic practices, circular/flashback/flashforward narrative, and strategies borrowed from documentary. Special emphasis on advanced post-production techniques for Internet delivery. Limited to 12 students.

Prerequisites: FMST 001 and FMST 002 or demonstrated production experience.

1 credit.

Spring 2011. Iris.

FMST 015. Screenwriting

This course introduces students to the fundamentals of screenwriting while enabling them to explore their unique sensibility as writers. We consider how screenplays differ from other dramatic forms and understand what makes good cinematic storytelling. By looking at short and feature-length scripts and films, we examine issues of structure, character development, effective use of dramatic tension and dialogue, tone, and theme. Through in-class exercises and discussions, students flesh out

their ideas and grapple with their writing in a supportive workshop atmosphere. Coursework includes screenings, short assignments, and the completion of several drafts of a short screenplay. Limited to 12 students. By application only. No previous writing experience required.

1 credit.

Fall 2010. Iris.

FMST 021. American Narrative Cinema

Considers film as narrative form, audiovisual medium, industrial product, and social practice, emphasizing the emergence and dominance of classical Hollywood as a national cinema, with some attention to independent narrative traditions such as “race movies.” Genres such as the western, the melodrama, and film noir express aspirations and anxieties about race, gender, class and ethnicity in the United States. Auteurist, formalist, Marxist, feminist, and psychoanalytic methods will be explored.

1 credit.

Not offered 2010–2012.

FMST 031. The Documentary of Utility: Documentary Filmmaking Approaches in Africa and the African Diaspora

(Cross-listed as BLST 031)

When culture develops in direct relation to political movements—which is often the case for documentary film in Africa, the African diaspora, and the developing world—the idea of “utility” can be as important a criterion as “form” and “content.” This course will provide an historical examination of the “documentary of utility.” We will analyze a range of works from Africa, North America, the Caribbean, South Asia and Europe by exploring aesthetics and structure, as well as by trying to understand the larger context in which these works emerged.

1 credit.

Fall 2010. Massiah.

FMST 032. Documentary Filmmaking Practicum

(Cross-listed as BLST 032)

Instructor’s permission required.

1 credit.

Spring 2011. Massiah.

FMST 041. Fan Culture

This course explores the history, philosophy, and impact of fandom in film, television, and new media. Drawing on methodologies including reception ethnography, feminism, performance, cultural studies, and convergence theory, we will consider topics such as cults of celebrity; the creation of fan fiction and videos; gendered and queer identities in fan culture; adaptive responses of media texts and

industries; and online networking. Screenings include serial and episodic television, camp and “trash” cinema, and fan-generated content.

Counts toward the Gender and Sexuality Studies Program if all papers and projects are focused on GSST topics.

1 credit.

Spring 2012. Rehak.

FMST 042. Animation and Cinema

This course examines the forms, technologies, and history of animation in American narrative cinema and television. Screenings include short- and feature-length animated films, narrative and experimental animation from the U.S. and other countries, and animation in television and digital media. Emphasis is on framing animation in relation to an array of cultural and economic forces and theoretical perspectives, including performance, gender, the body, media evolution, taste, symbolism and realism, and the avant-garde. Required weekly evening screenings.

1 credit.

Not offered 2010–2012.

FMST 043. Conspiracy

Investigate conspiracy and the paranoid imagination both within film and television narratives and as a mode of skepticism and mistrust toward media themselves. Focusing on a period from the Cold War to the present day, the course constructs an archeology of screen and print media to explore the shifting meanings of conspiracy in response to technological, political, and social change. Topics include the structural affinities among conspiracy, narration, and seriality; recurring tropes such as biological contagion, corporate and patriarchal menace, and supernatural forces; and the role of digital media in both spreading and debunking conspiracies. Required weekly screenings.

1 credit.

Spring 2012. Rehak.

FMST 045. Feminist Film and Media Studies

(Cross-listed as ENGL 091)

This course focuses on critical approaches to films and videos made by women in a range of historical periods, national production contexts, and styles: mainstream and independent, narrative, documentary, video art, and experimental. Readings will address questions of authorship and aesthetics, spectatorship and reception, image and gaze, race, sexual, and national identity, and current media politics.

1 credit.

Spring 2011. White.

FMST 046. Queer Media

(Cross-listed as ENGL 090)

The history of avant-garde and experimental media has been intertwined with that of gender non-conformity and sexual dissidence, and even the most mainstream media forms have been queered by subcultural reception. This course reads queer theory in conjunction with the work of LGBTQ artists and audiences.

1 credit.

Fall 2011. White.

FMST 050. What on Earth Is World Cinema?

Is there such a thing as world cinema? What is the relationship between “world cinema” and national cinemas? What is “national” about national cinemas? This course introduces students to theoretical debates about the categorization and global circulation of films, film style, authorship, and audiences through case studies drawn from Iranian, Indian, East Asian, Latin American, European, and U.S. independent cinemas presented at required weekly evening screenings.

1 credit.

Fall 2011. White.

FMST 052. Postwar France: French New Wave

(Cross-listed as LITR 073F)

We will focus on French novels and films as they reflect, reinforce, and critique French society from the early 1950s through the end of the 1960s. We will study these texts in relation to modernization, decolonization, and the growing discontent of youth culture in the 1960s. Close readings will allow us to draw conclusions about the relationship of new cultural and social movements—postwar consumer culture, radical political movements, and the women’s movement—to France and French society. (Writers and directors include Lefebvre, Godard, Truffaut, Melville, Etcherelli, Rochefort, Varda, Akerman).

1 credit.

Spring 2011. Yervasi.

FMST 054. German Cinema

(Cross-listed as GMST 054)

This course is an introduction to German cinema from its inception in the 1890s until the present. It includes an examination of early exhibition forms, expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, DEFA films from East Germany, New German Cinema from the 1970s, and post 1989 heritage films. We will analyze a cross-match of popular and avant-garde films while discussing mass culture, education, propaganda,

and entertainment as identity- and nation-building practices.

1 credit.

Spring 2011. Simon.

FMST 055. Contemporary Chinese Cinema

(Cross-listed as CHIN 055)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization.

1 credit.

Fall 2010. Kong.

FMST 057. Japanese Film and Animation

(Cross-listed as JPNS 024)

This course offers a historical and thematic introduction to Japanese cinema, one of the world’s great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki.

1 credit.

Spring 2012. Visiting faculty.

FMST 059. Re-Envisioning Diasporas

This new co-taught course will address the historical, cultural, representational, and theoretical specificities of Diasporas through examining how French and Francophone, Spanish and Latin American, and German visual and literary productions deal with questions of race and ethnicity, gender and sexuality, nationality and globalization from a perpetual state of “elsewhere.” How does this experience mark the conceptualization, aesthetics, and politics of the artistic process and textuality? What role do language, body memories, and visualization/projection play in the works we will discuss? How do virtual and real-life diasporic communities interact with their imagination and reception? Students are encouraged to do work in their first and secondary languages.

Seminar-style class taught in English. No prerequisites.

1 credit.

Spring 2012. Martinez, Simon, and Yervasi.

FMST 086. Theory and History of Videogames

Explores video and computer games through historical, cultural, and formal perspectives, mapping the medium's emergence and evolution from its roots in hacker culture of the 1960s and 1970s to the commercial boom and bust of the arcades, the rise of home console and personal computer systems, and the role of the internet in creating multiplayer environments. Other topics include game genres, avatars, player subcultures, and transmedia entertainment. Readings and lectures emphasize multiple methodologies including anthropology, psychology, ludology, narratology, ideology, gender, and performance. Although not a programming course, some opportunities for design and play may be involved.

1 credit.

Fall 2011. Rehak.

FMST 092. Film and Media Studies Capstone

Explores major paradigms and debates in the field as well as research methodology, preparing students for a final research project. Required for majors and minors.

1 credit.

Spring 2012. White.

FMST 097. Independent Study

Students must apply for pre-registration approval in writing.

0.5 to 1 credit.

FMST 098. Thesis

For students completing a special major, either a written thesis or a production project. Requires committee approval.

Writing course.

1 credit.

FMST 099. Senior Creative Project

Requires committee approval.

1 credit.

FMST 100. Film Studies

(Cross-listed as ENGL 122)

What is the nature and role of film, a medium born with the 20th century, in the 21st? The academic discipline of film studies, established in the wake of theoretical and political challenges to culture and knowledge in the 1960s, has since evolved to address historical and philosophical questions, electronic and digital media, and the globalization of film culture. Placing weekly screenings in cultural context, this seminar engages key thinkers and texts of classical and contemporary film theory and current debates and research methodologies. English majors must have taken

at least one film, critical theory, or cultural studies course.

2 credits.

Spring 2011. White.

FMST 180. Honors Thesis

For students completing a special major in honors. Requires committee approval.

Writing course.

2 credits.

Other Courses and Seminars Approved for Credit

For descriptions of the following courses offered in other departments, please consult the appropriate section of the course catalog:

CLAS 040. Visions of Rome (Lefkowitz)

CHIN 108. Remaking of Cinematic China (Kong)

HIST 086. The Image of Africa (Burke)

SOAN 002E. Anthropology of Mass Media (Nadkarni)

SOAN 121. Visual Ethnography and Documentary Film (Himpele)

Coordinator: LUCIANO MARTINEZ (Modern Languages and Literatures, Spanish)
Anna Everetts (Administrative Assistant)

Committee: Diane Downer Anderson (Educational Studies)
Jean-Vincent Blanchard (Modern Languages and Literatures, French)
Amy L.R. Bug (Physics)
Sibelan Forrester (Modern Languages and Literatures, Russian)
Farha N. Ghannam (Sociology and Anthropology)³
Gwynn Kessler (Religion)
Tamsin Lorraine (Philosophy)
Bakirathi Mani (English Literature)
Sunka Simon (German Studies, Film and Media Studies)¹
Anna Ward (Gender and Sexuality Studies)
Patricia White (Film and Media Studies)

¹ Absent on leave, fall 2010.

³ Absent on leave, 2010–2011.

The Gender and Sexuality Studies Program foregrounds the study of social relations of power in a variety of cultural, historical and national contexts. The objective of the Gender and Sexuality Studies Program is to bring feminist and queer theory in conversation with new research methodologies in the humanities, social sciences, and natural sciences. The program emphasizes the interrelationship not only between gender and sexuality but also between race and class as well as local and global politics.

Students in any major, whether pursuing the Course Program, or the Honors Program, may elect a minor in gender and sexuality studies by fulfilling the requirements below. Students may also design a special major in gender and sexuality studies in consultation with the coordinator. Students who intend to pursue gender and sexuality studies should submit their proposed programs to the coordinator when they submit their sophomore papers. All proposals to minor and major in gender and sexuality studies must be approved by the Committee.

The Jean Brosius Walton '35 Fund and the Wendy S. Cheek Memorial Fund generously contribute toward activities sponsored by the Gender and Sexuality Studies Committee.

Requirements and Recommendations

Course Minor

To achieve a course minor in gender and sexuality studies, students must take a minimum of 5 credits in the program. The courses (or seminars) must be selected from at least two different divisions. Only one course counted for gender and sexuality studies may overlap with the student's major. With the approval of the coordinator, students may elect to write a 1-credit thesis or pursue an

independent study as a substitute for regular coursework. Students may also, with the approval of the coordinator, include in their program relevant courses offered by Bryn Mawr and Haverford colleges and the University of Pennsylvania as well as those offered by study abroad programs. If the institution in which the course was offered has a Women's Studies or Gender and Sexuality Studies Program, the proposed course must be part of that program to be accepted as a gender and sexuality studies course at Swarthmore.

As of the Class of 2011, all GSST minors and special majors are required to complete GSST 001: Introduction to Gender and Sexuality Studies, GSST 020: Theory and Methodology (preferably in sophomore or junior year); and GSST 091: Senior Seminar in GSST (in the spring of senior year).

Honors Minor

Students in the Honors Program may minor in gender and sexuality studies by completing 6 gender and sexuality studies credits and completing the written and oral external examinations at the end of their senior year. The examination preparation for the honors minor consists of GSST 091: Seminar in Gender and Sexuality Studies.

Special Major

Students preferring more intensive work in gender and sexuality studies are welcome to design a special major by consulting with the program's coordinator, usually during the sophomore year. Special majors consist of at least 10 credits and normally no more than 12 credits.

Guidelines for Courses Taken Outside of Swarthmore

Students may elect, with the approval of the GSST Coordinator, to include in their program courses in the Feminist and Gender Studies

Program at Bryn Mawr and Haverford, and in the Women's Studies Program at the University of Pennsylvania. To receive academic credit for courses on women and gender taken at other colleges and universities in the U.S., students must first apply for credit through the appropriate Swarthmore department, and then apply to the Gender and Sexuality Studies Program to have the course included in their program. If the institution that offers the course has a Women's Studies, Gender and Sexuality Studies Program, or similar program the course in question must be part of that program in order to be approved as a gender and sexuality studies course at Swarthmore.

Study Abroad

The Gender and Sexuality Studies Program grants academic credit for course work relevant to the academic program taken while studying abroad. To receive credit, a course must be preapproved. When the student returns to campus, the Gender and Sexuality Studies Coordinator will evaluate the work (syllabus, exams, papers, and class notes) and assign the appropriate amount of credit. Students may apply no more than one credit of work done abroad to meet their gender and sexuality studies requirements.

Courses

The program offers the following courses and seminars:

GSST 001. Introduction to Gender and Sexuality Studies

This interdisciplinary core course is an introduction to key concepts, questions, and analytical tools developed by scholars of feminist and queer studies in diverse fields. Students will work in thematically organized reading groups responsible for developing and maintaining a Blackboard information/discussion forum and one in-class presentation.

Required for all GSST minors and special majors.

1 credit.

Spring 2011. Ward.

GSST 015. Current Topics in Gender and Sexuality Studies: Theories and Representations of Orgasms

This course will examine theories and representations of orgasm through an interdisciplinary perspective, analyzing fields across the natural sciences, the social sciences, and the humanities. How is orgasm described, explained, measured, visualized, and performed? How has the representation of orgasm shifted historically and why? What do

understandings of orgasm illuminate in terms of how we conceptualize gender, sexuality, and embodiment?

Topics will include medical and technological interventions into the orgasmic body, images of orgasm in popular films and novels, legal notions of obscenity and its ability to arouse, and the politics of orgasm, including feminist and queer interventions.

1 credit.

Fall 2010. Ward.

GSST 020. Theory and Methodology: Transnational Feminist Theory

(Cross-listed as ENGL 082)

This course introduces perspectives in feminist theory from domestic U.S. and global contexts in order to ask: how do the contributions of women of color in the United States and of feminist movements in the "Third World" radically reshape the form and content of feminist politics? Through critical inquiry into major texts in transnational feminist studies, this class dynamically reconceptualizes the relationship between women and nation; between gender, sexuality and globalization; and between feminist theory and practice.

Required for all GSST minors and special majors.

1 credit.

Fall 2010. Mani.

GSST 091. Seminar in Gender and Sexuality Studies

This capstone seminar examines how epistemologies of gender and sexuality are created across disciplines. By exploring a variety of social and cultural texts, we will examine the shifting terrain of feminist and queer movements. This seminar emphasizes independent research in order to foreground how gender and sexuality studies in the 21st century is redefined through its engagement with local and global relations of power.

GSST 091 is required of, and normally limited to, students with minors or special majors in the Gender and Sexuality Studies Program. GSST 091 must be taken by GSST minors and special majors in the senior year and cannot be used to fulfill distribution requirements.

2 credits.

Spring 2011. Martinez.

GSST 092. Thesis

1 credit.

Each semester. Staff.

GSST 093. Directed Readings

1 credit.

Each semester. Staff.

GSST 192A and GSST 192B. Thesis

For students completing a special major in honors (1 credit must be taken in each semester of the senior year).

2 credits. Staff.

The following departmental courses have been approved for credit towards the Gender and Sexuality Studies Program:

Art History

ARTH 076. The Body in Contemporary Art

Biology

BIOL 006. History and Critique of Biology

BIOL 093. Directed Reading in Feminist Critiques of Biology

Dance

DANC 025A. Dance and Diaspora

DANC 028. Politics and Aesthetics of Classical Indian Dance

DANC 035. Women Choreographers and Composers

DANC 036. Dancing Identities

DANC 079. Dancing Desire in Bollywood

Economics

ECON 073. Race, Ethnicity, and Gender in Economics

Education

EDUC 045. Literacies and Social Identities*

EDUC 061. Gender and Education

English Literature

ENGL 009M. Jane Austen, Cultural Critic

ENGL 009P. Women and Popular Culture: Fiction, Film, and Television

ENGL 023. Renaissance Sexualities

ENGL 024. Witchcraft and Magic

ENGL 033. The Romantic Sublime

ENGL 036. The Age of Austen

ENGL 040B. The 19th-Century Novel

ENGL 048. Contemporary Women's Poetry

ENGL 071J. Cherchez la femme: The "Mystery" of Woman in the Mystery Genre

ENGL 071K. Lesbian Novels Since World War II

ENGL 077. South Asians in Asian America

ENGL 082. Transnational Feminist Theory

ENGL 091. Feminist Film and Media Studies

ENGL 110. Romanticism

ENGL 112. Women and Literature

Film and Media Studies

FMST 041. Fan Culture*

FMST 046. Queer Media

FMST 081. German Cinema

FMST 091. Feminist Film and Media Studies

French

FREN 037. Littératures Francophones

FREN 051. Odd Couplings: Writings and Readings Across Gender Lines

FREN 056. Ecritures au féminin

FREN 115. Paroles de Femmes

German Studies

GMST 056. Populärliteratur

GMST 108. Wien und Berlin

History

HIST 001C. Sex and Gender in Western Traditions

HIST 001K. Engendering Culture

HIST 001V. Witches, Witchcraft, and Witch Hunts

HIST 016. Sex, Sin, and Kin in Early Europe

HIST 029. Sexuality and Society in Modern Europe

HIST 052. The History of Manhood in America, 1750–1920

HIST 053. Black Women in the Civil Rights Movement

HIST 054. Women, Society, and Politics

HIST 055. Social Movements in the 20th Century

HIST 079. Women, Family, and the State in China

HIST 131. Gender and Sexuality in America

Linguistics

LING 005. Linguistic Underpinnings of Racism and Bias

Literatures

LITR 015R. East European Prose in Translation

LITR 072SA. The Testimonial Literature of Latin American Women

LITR 076SA. Latino and Latin American Sexualities

LITR 077S. The Gender of Latin American Modernity

LITR 078SA. Seditious Bodies: Latina and Latin American Transgender Subjectivities

Philosophy

PHIL 045. Futures of Feminism

PHIL 145. Feminist Theory Seminar

Physics

PHYS 029. Seminar on Gender and (Physical) Science

Political Science

POLS 013. Feminist Political Theory

POLS 031. Difference, Dominance, and the Struggle for Equality

POLS 032. Gender, Politics, and Policy in America

Religion

RELG 007B. Women and Religion

RELG 009B. Women's Life in Islam:
Perceptions of Her Body, Sexuality,
Spirituality, and Autonomy

RELG 025B. Black Women and Religion in the
United States

RELG 053. Gender, Sexuality, and the Body in
Islam

RELG 103. Women in Dark Times:
Philosophical and Theological Radicals

RELG 128. Gender and Genesis: A Seminar

Russian

RUSS 015. East European Prose in Translation

RUSS 079. Russian Women Writers

RUSS 111. Tsvetaeva and Mayakovsky

RUSS 112. The Acmeists

Sociology and Anthropology

SOAN 002D. Culture and Gender

SOAN 007C. Sociology Through African
American Women's Writing

SOAN 010J. War, Sport, and the Construction
of Masculine Identity

SOAN 049B. Comparative Perspectives on the
Body

Spanish

SPAN 066. Escritoras españolas: Una voz
propia

SPAN 070. Género y sexualidad en
Latinoamérica

*All papers and projects must focus on gender
and sexuality studies.

STEPHEN P. BENSCH, Professor²
TIMOTHY J. BURKE, Professor
BRUCE DORSEY, Professor and Chair
ROBERT S. DUPLESSIS, Professor
PIETER M. JUDSON, Professor³
LILLIAN M. LI, Professor
MARJORIE MURPHY, Professor
ROBERT E. WEINBERG, Professor²
DIEGO ARMUS, Associate Professor
ALLISON DORSEY, Associate Professor
SHANE MINKIN, Assistant Professor
JEN MOORE, Administrative Assistant

² Absent on leave, spring 2011.

³ Absent on leave, 2010–2011.

Swarthmore's History Department gives students the intellectual and analytical skills to think critically about the past and the contemporary world. It is part of a journey of self-discovery, and crucial to the kind of liberal arts education offered at Swarthmore, because it asks students to question critically the assumptions, values, and principles that guide them in their daily lives. History encourages us to have respect for other cultures and peoples.

The study of history is not limited to learning events, dates, and names. History is a method of analysis that focuses on the contexts in which people have lived, worked, and died. Historians seek to go beyond their descriptive abilities and to wrestle with the essential questions of "how" and "why" change occurs over time. They interpret the past and are in constant dialogue with what other historians have written about it. For example, although there may be agreement that Adolf Hitler became chancellor of Germany in 1933, historians have debated and will continue to debate the origins of Nazism, the rise of Hitler to power, and the causes of World War II and the Holocaust. Historical scholarship enables us to not only know what occurred in the past but also to understand the thoughts and actions of people living in other times and places, allowing us to uncover the continuities and disruptions of patterns that characterized life before our time.

Each faculty member in the History Department has a regional focus as well as expertise in a particular kind of historical inquiry. Some study social, cultural, and political movements; others examine the impact of religion or explore the rise of capitalism. They all share a commitment to a global and comparative approach to the study of history and a common pedagogical concern for promoting a critical understanding of the past.

Students are encouraged to hone their skills as historians by using the rich collections of the Swarthmore College Peace Collection and Friends Historical Library, both located in

McCabe Library. The Peace Collection is unparalleled as a depository of antiwar and disarmament materials, housing the papers of many leading social activists. The Friends Library possesses one of the richest collections of manuscripts and printed source material on Quaker history. The holdings of other institutions in the greater Philadelphia area, such as the Historical Society of Pennsylvania, the Hagley Museum and Library (Wilmington, Del.), the Library Company of Philadelphia, and the American Philosophical Society, are also accessible to the student-researcher.

Students are eligible to apply for grants that will enable them to spend a summer conducting research on a historical topic of their choosing. In the past, students have used these grants to immerse themselves in materials found in libraries and archives around the United States, Europe, and Latin America, collecting materials that formed the basis of their senior research papers. Topics of recent senior theses include the record industry and Southern music; an African American community in rural Pennsylvania; integration of schools in Charlotte, N.C.; 19th-century baseball and racial equality; and consumer culture in Argentina.

With strong analytical, writing, and research skills, history majors are prepared for a wide range of occupations and professions. Swarthmore College history majors can be found pursuing a broad range of career paths, ranging from government service to the world of medicine, from elementary and high schools to trade unions and public interest foundations, from journalism and publishing to consulting, and from the private to the public sector. Many find that studying history is excellent preparation for law school and business. And others have gone onto graduate school in history and now teach at universities and colleges in the United States and overseas. Students who intend to continue the study of history after graduation should bear in mind

that a reading knowledge of one or two foreign languages is generally assumed for admission to graduate school.

Course Offerings and Prerequisites

Swarthmore's history curriculum introduces students to historical methods and the fundamentals of historical thinking, research, and writing. Faculty members expose students to the contested nature of the discipline, cultivating the skills historians employ to understand and interpret the past. Students learn to assess critically the evidence of the past through first-hand exposure to primary sources. They also develop the ability to evaluate the respective arguments of historians. In all courses and seminars, the department strives to involve students in the process of historical discovery and interpretation, emphasizing that all historians are engaged in the constant sifting of old and new evidence.

Courses and seminars offered by the History Department are integral to most interdisciplinary programs, such as the Black Studies Program, the Gender and Sexuality Studies Program, the Interpretation Theory Program, the Islamic Studies Program, the Latin American Studies Program, the Peace and Conflict Studies Program, and the Public Policy Program, as well as to the majors in the Asian Studies Program and the Medieval Studies Program. Students interested in these programs should consult the appropriate statements of requirements and course offerings. In addition, we encourage students who wish to obtain teaching certification to major in history. (See the section on teacher certification for more information.)

The History Department offers a focus on cities and history, which includes a colloquium open to students and faculty. We invite students to think about focusing their courses on the theme of the history of cities. During the academic year 2010–2011, the following courses are part of this focus: HIST 018: Cities of the Middle East; HIST 047: The Politics of Education: Class & Race in Urban America, 1954–1996; and HIST 135: Labor and Urban History.

First-Year Seminars

First-year seminars (HIST 001A–001Z; 1 credit) explore specific historical issues or periods in depth in a seminar setting; they are open to first-year students only and are limited to 12 students. Students who are not admitted to first-year seminars in the fall will receive priority for seminars in the spring.

Survey Courses

Survey courses provide broad chronological coverage of a particular field of history. Survey

courses (002–010; 1 credit) are open to all students without prerequisites and are designed to offer a general education in the field as well as provide preparation for a range of upper-level courses. Although these entry-level courses vary somewhat in approach, they normally focus on major issues of interpretation, the analysis of primary sources, and historical methodology.

Upper-Division Courses

Upper-division courses (HIST 011–099; 1 credit) are specifically thematic and topical in nature and do not attempt to provide the broad coverage that surveys do. They are generally open to students who have fulfilled one of the following: (1) successfully completed one of the courses numbered 001–010; (2) received an Advanced Placement score of 4 or 5 (or a 6 or 7 IB score) in any area of history; (3) successfully completed one of the following Classics courses: 031, 032, 042, 044, 056, or 066; or (4) received the permission of the instructor. Exceptions are courses designated "not open to first-year students" or where specific prerequisites are stated.

Double-Credit Seminars

Admission to these seminars is selective and based on an evaluation of the student's potential to do independent work and to contribute to seminar discussions. A minimum grade of B+ in at least two history courses taken at Swarthmore and a record of active and informed participation in class discussions are required of all students entering seminars. In addition, recommendations from department faculty members who have taught the student are solicited.

Sophomores hoping to take history seminars in their junior and senior years should give special thought to the seminars that they list in their sophomore papers. Seminar enrollments are normally limited to 10. If you are placed in a seminar at the end of your sophomore year, you will be one of 10 students guaranteed a space and you are, in effect, taking the space of another student who might also like to be in the seminar. Consequently, you should not list any seminar in your sophomore paper without being quite certain that you intend to take it if you are admitted.

Requirements

The Department of History offers a Course Major and Minor, Honors Major and Minor, and several Special Majors.

Major and Minor

Admission to the department as a major or minor normally requires a B average in at least two history courses taken at Swarthmore and a satisfactory standard of work in all courses. In

addition, admission to double-credit seminars and the Honors Program as either a major or minor requires a B+ average in at least two Swarthmore history courses, a record of active and informed participation in class discussions, and recommendations from History Department faculty members. Courses in Greek and Roman history offered by the Classics Department count toward this prerequisite. Students who intend to continue the study of history after graduation should bear in mind that a reading knowledge of one or two foreign languages is generally assumed for admission to graduate school.

All majors in history must take at least 9 credits in history that fulfill the following requirements:

1. They complete at least 6 of their 9 credits at Swarthmore.
2. They take at least one course or seminar at Swarthmore from each of the following categories: (a) before 1750 (including CLAS 031, 032, 042, 044, 056, and 066) and (b) outside Europe and the United States, specifically Africa, Asia, Latin America, and the Near East. This distribution requirement encourages students to explore various fields of history and engage in comparative historical analysis. Students must use different courses or seminars to fulfill this requirement. *A list of these distribution courses is on file in the department office.*

Course Major

In addition to the two points above, course majors must complete the Senior Research Seminar (HIST 091) in which students write a research paper based on primary sources. This course is only offered during the fall semester. *The department encourages students to suggest possible research topics in their sophomore papers and to select topics by the end of their junior year.*

Course Minor

Complete five (5) history credits at Swarthmore College (AP, transfer credit, and courses taken abroad do not count). Two (2) of the five (5) credits must be from courses above the introductory level, and one (1) credit may be in a history course offered by the Classics Department.

Thesis

A student who wishes to write a thesis should state her or his intention by submitting a proposal no later than the beginning of the senior year. The department must approve the topic before the student can enroll in HIST 092 (Thesis). The thesis should be a work of about 10,000 to 15,000 words (50–75 pages), and a brief oral examination will be conducted upon completion of the thesis. Students wishing to

write an honors thesis (HIST 180) should submit a proposal to the department for approval by May 1 of their junior year.

Major and Minor in the Honors Program (External Examination Program)

Seminars are the normal mode of preparation for students majoring in history in the Honors Program. Majors in the Honors Program will complete at least nine (9) total credits. Six (6) of these credits will be three (3) double-credit seminars; Honors Majors must also have a pre-1750 course and a non-USA/Europe course. Honors Majors will revise one (1) paper per seminar for their portfolio submitted to external examiners. Revised papers will not be graded but will be included in the portfolio to provide examiners a context for the evaluation of the written examination taken in the spring of the senior year. Students may substitute Honors Thesis (HIST 180) for one (1) of their seminars. The thesis and revised seminar papers are due by April 29.

Minors in the Honors Program will complete one (1) double-credit seminar in addition to three (3) credits taken at Swarthmore (AP, transfer credit, and courses taken abroad do not count; one (1) approved history course in the Classics Department may count) and include one (1) revised paper from that seminar in their portfolio. This revised seminar paper is due by April 29.

Seminars are a collective, collaborative, and cooperative venture among students and faculty members designed to promote self-directed learning. Active participation in seminars is, therefore, required of all students. Evaluation of performance in the seminar will be based on the quality of seminar papers and comments during seminar discussions, in addition to the written examination. Because the seminar depends on the active participation of all its members, the department expects students to live up to the standards of honors. These standards include attendance at every seminar session, submission of seminar papers according to the deadline set by the instructor, reading of seminar papers before coming to the seminar, completion of all reading assignments before the seminar, respect of the needs of other students who share the reserve readings, and eagerness to engage in a scholarly discussion of the issues raised by the readings and seminar papers.

Students in seminars take a 3-hour written examination at the end of each seminar and receive a grade from the seminar instructor for their overall performance in the seminar, including the written examination. Seminar instructors will not normally assign grades during the course of the seminar, but they will meet periodically with students on an individual

basis during the course of the semester to discuss their progress.

The department reminds students that the responsibility for earning honors rests squarely on the students' shoulders and will review on a regular basis their performance in the program. Failure to live up to the standards outlined previously may disqualify students from continuing in the Honors Program. Students earn double-credit for seminars and should be prepared to work at least twice as hard as they do for single-credit courses.

The revised seminar papers are written in two stages. During the first stage, students confer with their seminar instructor about what paper to prepare for honors and what revisions to plan for these papers. Seminar instructors will offer advice on how to improve the papers with additional readings, structural changes, and further development of arguments. The second stage occurs when the student revises the papers independently. Faculty members are not expected to read the revised papers at any stage of the revision process. Each revised paper must be from 2,500 to 4,000 words and include a brief bibliography. Students will submit them to the department office by April 29. **Students who fail to submit their revised papers by the deadline will not complete the Honors Program.**

The department encourages students to form their own study groups to prepare for the external examinations. Although faculty members may, at their convenience, attend an occasional study session, students are generally expected to form and lead the study groups, in keeping with the department's belief that honors is a collaborative, self-learning exercise that relies on the commitment of students.

Special Major in History and Educational Studies

Students designing a special major in history and educational studies must take six courses in history, including one course in a field other than the United States or Europe. One of those history credits may be an AP or IB credit, or another Tri-College history course. One of those history courses must be HIST 091 (fulfilling the senior comprehensive requirement), or, with permission of both departments, students can complete a two-semester, two-credit thesis. Students will work with both an educational studies faculty member and the HIST 091 instructor to complete their one-credit senior research paper.

Study Abroad

The History Department encourages students to pursue the study of history abroad and grants credit for such study as appropriate. We believe that history majors should master a foreign

language as well as immerse themselves in a foreign culture and society. To receive Swarthmore credit for history courses taken during study abroad, a student must have departmental preapproval and have taken at least one history course at Swarthmore (normally before going abroad). Students who want to receive credit for a second course taken abroad must take a second history course at Swarthmore. Students must receive a grade of C or higher to receive history credit at Swarthmore.

The History Department does not grant credit for any history courses taken at other U.S. colleges and universities except courses at Bryn Mawr, Haverford, and the University of Pennsylvania while a registered Swarthmore student.

Advanced Placement/ International Baccalaureate

The History Department will grant one (1) credit to students who have achieved a score of four (4) or five (5) in the U.S., European, or World History Advanced Placement examinations (or a score of six (6) or seven (7) in the International Baccalaureate examinations) once they have completed any history course number HIST 001 to HIST 010 and earned a grade of C or higher. Students who want credit for a second Advanced Placement/International Baccalaureate examination (in a different area of history) must take a second history course at Swarthmore (any course number, including CLAS 031, 032, 042, 044, 056, or 066) and earn a grade of C or higher. The History Department will grant up to two (2) credits for Advanced Placement/ International Baccalaureate work.

A score of four (4) or five (5) for Advanced Placement (or a score of six (6) or seven (7) for International Baccalaureate) allows students to take some upper-division courses in the History Department.

Advanced Placement/International Baccalaureate credit may be counted toward the number of courses required for graduation and may be used to help fulfill the College's distribution requirements.

Language Attachment

Certain designated courses offer the option of a foreign language attachment, normally for 0.5 credit. Arrangements for this option should be made with the instructor at the time of registration.

Teacher Certification

History majors can complete the requirements for teacher certification through a program

approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies Department or see the Educational Studies Department website at www.swarthmore.edu/educationalstudies.xml.

Courses

HIST 001A. First-Year Seminar: The Barbarian North

The seminar will explore how Germanic and Celtic societies emerged and solidified their identities as they came into contact with Roman institutions and Latin Christendom.

Eligible for MDST credit.

Writing course.

1 credit.

Fall 2010. Bensch.

HIST 001E. First-Year Seminar: The Self-Image of Latin America: Past, Present, and Future

Latin America as it was discussed and perceived by Latin American intellectuals and political actors vis-à-vis agendas for social, national, and regional change.

Eligible for LASC credit.

1 credit.

Not offered 2010–2011.

HIST 001F. First-Year Seminar: “Foreigners” in the Middle East

This class asks questions about belonging, exploring the “Others” of the Middle East. We will focus on the relationships between national, ethnic, religious, gender and/or socio-economic affiliations in creating and concretizing foreignness and minorities in the Arab Middle East and today’s Turkey during the late Ottoman and colonial eras. We will look at what categorized a community or person as “foreign,” when and how these categories changed, and how “foreign” communities and individuals influenced the changing political, economic and cultural landscapes of the Middle East.

Eligible for ISLM credit.

Writing course.

1 credit.

Fall 2010. Minkin.

HIST 001J. First-Year Seminar: A New History of the Cold War Era

The opening of the former Soviet Union archives created a firestorm of historical debate concerning the politics of the Cold War. This seminar focuses on that debate and the scholarship introduced into the hotly contested

issues of McCarthyism; isolationism and containment; the Korean War; Truman’s issuance of the Loyalty Oath; Eisenhower’s leadership; the Central Intelligence Agency’s role in Guatemala, Iran, Cuba, and Nicaragua; Détente; and Reagan.

Writing course.

1 credit.

Not offered 2010–2011.

HIST 001K. First-Year Seminar: Engendering Culture

A seminar focused on the way in which American culture is infused with gender; how culture is constructed and reconstructed to replicate gender roles; the iconography of the industrial worker, gender in WPA art in public spaces, New York night life, John Wayne movies and the masculine West; and suffrage in consumer culture, militarism and pacificism, jobs, and gender.

Eligible for GSST or INTP credit.

Writing course.

1 credit.

Spring 2011. Murphy.

HIST 001M. First-Year Seminar: History of Food in North America

This seminar introduces first year students to the history of competing food cultures, agricultural production, trade, marketing, and animal husbandry, which produced the diet of the United States in the centuries before the American Civil War.

1 credit.

Fall 2010. A. Dorsey.

HIST 001Q. First-Year Seminar: Angels of Death: Russia Under Lenin and Stalin

This seminar focuses on the history of Russia from the Revolution of 1917 through the death of Stalin.

Writing course.

1 credit.

Not offered 2010–2011.

HIST 001R. First-Year Seminar: Remembering History

Explores the relationship between the creation of personal and collective memory and the production of history.

Writing course.

1 credit.

Not offered 2010–2011.

HIST 001S. First-Year Seminar: The American West

An introduction to the history of the American West, this course is designed to challenge the

myths and legends associated with the role of the West in the history of the United States.

1 credit.

Not offered 2010–2011.

HIST 001T. First-Year Seminar: Cross and Crescent: Muslim-Christian Relations in Historical Perspective

The course will selectively explore the interaction of Muslim and Christian communities from the emergence of Islam to contemporary Bosnia.

Eligible for ISLM or MDST credit.

Writing course.

1 credit.

Not offered 2010–2011.

HIST 001U. First-Year Seminar: The Making of an Atlantic World

Between the 15th and 19th centuries, the Atlantic basin was the site of mass migration and colonization, intense intercultural exchange, enslavement and emancipation, rebellion, revolution, and independence. Within and across imperial, geographic, and socio-cultural frontiers, diverse populations restructured long-accepted ideas, identities, and practices. Using contemporary writings and images, as well as recent scholarship, this course examines the hybrid cultures, innovative societies, and globalizing economic networks that emerged in this multiethnic new world.

1 credit.

Fall 2010. DuPlessis.

HIST 001V. First-Year Seminar: Witches, Witchcraft, and Witch-Hunts

Examination of beliefs, doctrines, and practices from late antiquity through the 18th century.

Eligible for GSST credit.

Writing course.

1 credit.

Not offered 2010–2011.

HIST 001X. First-Year Seminar: Crime and Punishment in America

From bucket shops to the Sopranos, this course will focus on America's fascination with crime. This course will delve into the economic, social, and cultural history of the criminal underworld.

1 credit.

Not offered 2010–2011.

HIST 001Y. First-Year Seminar: The History of the Future

In this seminar, we will trace the history of the

idea of "the future," concentrating on 19th- and 20th-century experience.

1 credit.

Spring 2011. Burke.

HIST 002A. Medieval Europe

The course will explore the emergence of Europe from the slow decline of the Roman world and the intrusion of new Germanic and Celtic peoples (third to the 15th centuries).

Eligible for MDST credit.

1 credit.

Not offered 2010–2011.

HIST 002B. Early Modern Europe

Using primary sources, art, recent scholarship, and film, this course explores the origins of the modern world in Europe and its colonies between the 15th and 18th centuries.

1 credit.

Spring 2011. DuPlessis.

HIST 003A. Modern Europe, 1789 to 1918: The Age of Revolution and Counterrevolution

A survey that covers the impact of the French revolution on European politics, society, and culture during the 19th and early 20th centuries.

1 credit.

Fall 2010. Weinberg.

HIST 003B. Modern Europe, 1890 to the Present: The Age of Democracy and Dictatorship

Major developments in Europe since 1890.

1 credit.

Not offered 2010–2011.

HIST 004. Latin American History

A survey on Latin American history from pre-Columbian times to the present. It draws on literature, cinema, newspapers, cartoons, music, official documents, and historical essays in order to examine the colonial incorporation of the region into the Atlantic economy; the emergence of independent and peripheral nation-states and their diverse and also convergent historical paths; gender, class, ethnic and religious issues; domestic and international migrations; revolutionary and reformist agendas of change, and popular and elite culture.

Eligible for LASC credit.

1 credit.

Spring 2011. Armus.

HIST 005A. The United States to 1877

A thematic survey of American culture and society from the colonial era through the American Civil War and Reconstruction.

Recommended for teacher certification.

1 credit.

Not offered 2010–2011.

HIST 005B. The United States from 1877 to the Present

American society, culture, and politics from Reconstruction to the recent past.

Recommended for teacher certification.

1 credit.

Fall 2010. Murphy.

HIST 006A. The Formation of the Islamic Near East

This introduction to the history of the Near East from the seventh to the 15th centuries will examine the life of Muhammad; the political dimensions of Islam; and the diversification of Islamic culture through the law, mysticism, philosophy, and the religious sciences.

Eligible for ISLM or MDST credit.

1 credit.

Not offered 2010–2011.

HIST 006B. The Modern Middle East

This course surveys the history of the Middle East with a focus on political and economic trends. Topics covered include the late Ottoman Empire, European colonialism, the rise of nationalism and nation-states, Zionism and the Arab-Israeli conflict, oil, political Islam and the role of the U.S. in the region.

Eligible for ISLM credit.

1 credit.

Spring 2011. Minkin.

HIST 007A. African American History, 1619 to 1865

This survey of the social, political, and economic history of African Americans from the 1600s to the Civil War focuses on slavery and resistance, the development of racism, the slave family (with special emphasis on women), and the cultural contributions of people of African descent.

Eligible for BLST credit.

1 credit.

Fall 2010. A. Dorsey.

HIST 007B. African American History, 1865 to Present

Students study the history of African Americans from Reconstruction through the present. Emancipation, industrialization, cultural identity, and political activism are studied through monographs, autobiography, and literature.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

HIST 008A. West Africa in the Era of the Slave Trade, 1500 to 1850

This survey course focuses on the origins and impact of the slave trade on West African societies and on processes of state formation and social change within the region during this era.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

HIST 008B. Mfecane, Mines, and Mandela: Southern Africa from 1650 to the Present

This course surveys southern African history from the establishment of Dutch rule at the Cape of Good Hope to the present day, focusing on the 19th and 20th centuries.

Eligible for BLST credit.

1 credit.

Spring 2011. Burke.

HIST 008C. From Leopold to Kabila: Central Africa's Bad 20th Century

A survey of central African history from the coming of Belgian colonial rule to recent conflicts in the Congo and Rwanda.

1 credit.

Not offered 2010–2011.

HIST 009A. Chinese Civilization

The history of Chinese civilization and culture from prehistoric times until the early 19th century, emphasizing religious and philosophical traditions, the development of the Chinese state and empire, dynastic rule, Confucian literati and bureaucracy, social and economic change, rebellion, and disorder. Readings include literature, philosophy, anthropology, and other historical materials.

Eligible for ASIA credit.

1 credit.

Fall 2010. Li.

HIST 009B. Modern China

The course examines the tumultuous changes in China from the early 19th century until the present. Topics include the Opium War, the treaty ports and imperialism, the Taiping and Boxer uprisings, the reform movement, the communist revolution, and the post-Mao era. Emperors, scholar-officials, rebels, peasants, Maoists, and intellectuals are the figures in this tale.

Eligible for ASIA credit.

1 credit.

Spring 2011. Li.

HIST 012. Chivalric Society: Knights, Ladies, and Peasants

The emergence of a new knightly culture in the 11th and 12th centuries will be explored through the Peace of God, crusades, courtly love, lordship, and seigneurialism.

Eligible for MDST credit.

1 credit.

Not offered 2010–2011.

HIST 014. Friars, Heretics, and Female Mystics

An exploration of radical movements of Christian perfection, evangelical poverty, heresy, and female mystics that emerged in Europe from the 11th to the 15th century.

Eligible for MDST credit.

1 credit.

Not offered 2010–2011.

HIST 015. Medieval Towns

The course will explore the emergence of Western towns from the “post-nuclear” world of the early Middle Ages to the 15th century. Were medieval towns the seedbeds of capitalism?

Eligible for MDST credit.

1 credit.

Not offered 2010–2011.

HIST 016. Sex, Sin, and Kin in Early Europe

This course will explore the transformation of attitudes regarding sexuality, kinship, structures, marriage, and inheritance from Late Antiquity to the early modern period. The course will explore two issues. Because Christianity maintained an ambivalent attitude towards the perpetuation of the world, how did it become so involved with sexuality and marriage? To what extent did it transform or modify the different traditions inherited from the Romans and early Germanic and Celtic peoples?

Eligible for GSST or MDST credit.

1 credit.

Fall 2010. Bensch.

HIST 017. Cultural History of the Modern Middle East

This class explores the connections between historical narrative and cultural production in modern Middle Eastern history.

Eligible for ISLM credit. http://www.swarthmore.edu/cc_islamicstudies.xml

1 credit.

Not offered 2010–2011.

HIST 018. Cities of the Middle East

This class asks questions about the evolution of Middle Eastern cities from the 18th century to the present. We will investigate these cities from a variety of angles, including studies of public and private space, geography, built environment, the emergence of the “modern” city, trade and social service networks, indigenous and foreign migrations and more.

Eligible for ISLM credit.

1 credit.

Fall 2010. Minkin.

HIST 019. The Italian Renaissance

The development of new cultures, societies, and politics in the city-states of Italy between the 14th and 16th centuries.

1 credit.

Not offered 2010–2011.

HIST 024. Transitions to Capitalism

The complex, protracted, uneven, and contested emergence of a new economic and social order in early modern Europe.

1 credit.

Not offered 2010–2011.

HIST 025. Colonialism and Nationalism in the Modern Middle East

This class will explore the nascent nationalisms of the Middle East in the late 19th and 20th centuries under colonial and postcolonial rule. It uses an historiographical approach to ask questions about the different experiences of the various Middle Eastern states through lenses such as gender relations, socio-economic divisions, racial understandings and more. The class will focus on a series of case studies, such as Egypt under British rule, Syria under the French mandate, Palestine under the British mandate, and/or the Hashemite kingdoms of Jordan and Iraq.

Eligible for ISLM or PEAC credit.

1 credit.

Spring 2011. Minkin.

HIST 026. History of Modern Egypt.

This class will explore the history of Egypt from the 18th to 21st centuries. We will both use and disrupt a chronological history of this most populous Arab state, asking ourselves how we can understand what constitutes a “modern” Egypt. Throughout the semester we will learn not only about the internal domestic realm of the state, but also about pan-Arab trends, Arab-Israeli conflict and the United States’ role within the modern Middle East.

Eligible for ISLM credit.

1 credit.

Spring 2011. Minkin.

HIST 028. Nations and Nationalism in Eastern Europe, 1848 to 1998

The historical and often violent construction of national communities and self-proclaimed nation-states out of multi-ethnic communities in Eastern Europe since the 19th century.

Optional language attachment: German.

Eligible for PEAC credit.

1 credit.

Not offered 2010–2011.

HIST 029. Sexuality and Society in Modern Europe

The historical constructions of sex and sexual identities in Western societies since 1700.

Eligible for GSST or INTP credit.

Writing course.

1 credit.

Not offered 2010–2011.

HIST 031. Revolutionary Iconoclasm: Tearing Down the Old, Building the New

Students undertake a comparative study of efforts by revolutionaries since 1789 to transform their societies and cultures.

1 credit.

Not offered 2010–2011.

HIST 032. A History of Jewish Nationalisms: History, Religion, and Politics

This course focuses on the political expression of Jewish identity since the emergence of Zionism in the late 19th century.

1 credit.

Not offered 2010–2011.

HIST 034. Anti-Semitism Through the Ages

This course explores the religious, social, economic, political, and intellectual roots of history of anti-Semitism from late antiquity to the present.

1 credit.

Not offered 2010–2011.

HIST 035. From Emancipation to Extermination: European Jewry's Encounter With Modernity

This course focuses on the fate of European Jewry from the beginning of emancipation in the late 18th century to the Holocaust.

Eligible for PEAC credit and toward the social science or humanities distribution requirements.

1 credit.

Not offered 2010–2011.

HIST 036. Modern Germany

German politics, society, and culture in the 19th and 20th centuries.

Optional language attachment: German.

1 credit.

Not offered 2010–2011.

HIST 037. History and Memory: Perspectives on the Holocaust

This course explores the roots of Nazism, the implementation of the Final Solution, and the legacy of the Holocaust through an interdisciplinary approach relying on primary sources, historical scholarship, memoirs, music, painting, and film.

Eligible for PEAC credit.

1 credit.

Not offered 2010–2011.

HIST 038. Russia in the 20th Century

This course focuses on the Bolshevik seizure of power, the consolidation of communist rule, the rise of Stalin, de-Stalinization, and the collapse of the Soviet Union.

1 credit.

Not offered 2010–2011.

HIST 040. Native American History

This course explores the long history of the indigenous peoples of the western hemisphere from the pre-Columbian period to the 19th century. Changes and continuities in Native American political organization, social structure, and cultural expression will be analyzed using primary sources, images, film, and recent scholarship. Emphasizing Amerindian agency, topics to be considered include socio-cultural diversity and congruence in the pre-colonial era, varieties of initial contacts with Europeans, evolving commercial, religious, and political relations, adaptation and opposition to colonial expansion, strategies for communal survival and renewal.

1 credit.

Spring 2011. DuPlessis.

HIST 041. The American Colonies

A history of European colonies in North America from 1600 to 1760.

1 credit.

Not offered 2010–2011.

HIST 042. The American Revolution

Revolutionary developments in British North America between 1760 and 1800.

1 credit.

Not offered 2010–2011.

HIST 044. American Popular Culture

The history of entertainment and cultural expression in the United States from early America to the contemporary era.

1 credit.

Not offered 2010–2011.

HIST 045. The United States Since 1945

Not just the Vietnam War, but also includes topics such as the Cold War and McCarthyism; domestic politics from Truman to Clinton; suburbanization, technological change and mass society; the New Left and the counterculture; Civil Rights and Black Power; women's liberation; Watergate and the Imperial Presidency; the revival of the Right; Gulf War; Iraq.

1 credit.

Not offered 2010–2011.

HIST 046. The American Civil War

The social, cultural, and political history of the event often called the "second American Revolution." This course examines the sectional conflict that prompted the Civil War, the secession crisis, the war years, and Reconstruction. The central themes of American history emerge – freedom, equality, self-determination, racial justice and injustice, and economic and class conflict. This course will also explore the various meanings and expressions of the Civil War in American memory and popular culture up to the present.

1 credit.

Spring 2011. B. Dorsey.

HIST 047. The Politics of Education: Class and Race in Urban America, 1954–1996

This is a research workshop aimed at exploring the history of educational reform in urban America. Elements of the course include: Teachers Unions, African-American perspectives on educational reform, the economics and politics of urban life, Black mayors and school reform, Race riots and neighborhood dynamics, class relations in school reform, and the debates over public and private education. This course is largely based on original research, historical documents, and archival material.

1 credit.

Spring 2011. Murphy.

HIST 048. Murder in a Mill Town: A Window on Social Change During the Early Republic

Explores topics in the social and cultural history of the United States between the American Revolution and the Civil War by examining primary source documents concerning the trial of a Methodist minister for murdering a female

factory worker in Fall River, Mass., in 1833.

Topics include gender, sexuality, industrialization, religious revivalism, mental illness, and popular politics.

Writing course.

1 credit.

Spring 2011. B. Dorsey.

HIST 049. Race and Foreign Affairs

In this history of U.S. foreign affairs, attention is paid to the origins of racialism and the impact of expansionism on various ethnic and racial groups.

Eligible for PEAC or PPOL credit.

1 credit.

Not offered 2010–2011.

HIST 050. The Making of the American Working Class

Work, community, race, and gender are examined in the context of class relations in the United States from early America to the present.

Eligible for PPOL credit.

1 credit.

Not offered 2010–2011.

HIST 052. History of Manhood in America

Constructions of masculine identity in America between the 18th and 20th centuries.

Eligible for GSST credit.

1 credit.

Not offered 2010–2011.

HIST 053. Black Women in the Civil Rights Movement

This study of black women in the modern civil rights movement (1945–1975) explores black women's experiences in the struggle for equal rights in mid-20th century.

Eligible for BLST or GSST credit.

1 credit.

Not offered 2010–2011.

HIST 054. Women, Society, and Politics

This course analyzes the history of American women from the colonial period to the present.

Eligible for GSST or PPOL credit.

1 credit.

Not offered 2010–2011.

HIST 055. Social Movements in the 20th Century

Students will examine large-scale grassroots movements for social change in the United States since the 1890s.

Eligible for GSST or PEAC credit.

1 credit.

Fall 2010. Murphy.

HIST 056. The Modern American West 1850 to the Present

This mid-level course explores the modern American West in units which will address the history of: Native Americans from the 1887 Dawes Act to 1973 Wounded Knee rebellion, the agricultural and environmental transformation of the west, the expansion of federal power and expenditure of federal resources in the west and lastly, the role of corporations in guiding the economy and the politics of the west. The course will also highlight the diversity of traditions in the West, including the experiences and contributions of Asian Americans, Mexican Americans, African Americans and immigrant populations.

Prerequisite: An introductory history course.

1 credit.

Fall 2010. A. Dorsey.

HIST 059. The Black Freedom Struggle: From Civil Rights to Hip-Hop

This course is devoted to the study of the black efforts to achieve political, social and economic equality within the United States through protest. Students will investigate the links between protest efforts in the era of World War II, the nonviolent and radical phases of the modern civil rights movement and the development of a new culture of protest in the last quarter of the 20th century. In addition to studying historical texts, students will analyze various forms of protest media such as black radio productions, cartoons, paintings and plays of 1960s Black Arts Movement, and the poems, song lyrics, and graphic art of early hip-hop.

This course is not open to first year students.

Eligible for BLST credit.

1 credit.

Spring 2011. A. Dorsey.

HIST 062. History of Reading

This course examines the historical evolution of reading, literature, and books from their origins to the present day, but focuses on the post-Gutenberg era, after 1450.

1 credit.

Not offered 2010–2011.

HIST 063. Voices of the Past: Between Oral History and Memory

An examination of the possibilities and limitations of oral history in the reconstruction of the past. After an in-depth discussion of key works in the field and an initial exposure to specific methodologies, each student will develop his/her oral history research project.

1 credit.

Fall 2010. Armus.

HIST 064. Migrants and Migrations: Europeans and Asians in Latin America and Latinos in the United States

The course will explore the interaction between global forces and local and individual circumstances in the migration experience. It will focus on those who emigrated from Europe, Asia, and the Middle East to Latin America, and Latin Americans who moved to the United States and are becoming Latinos.

Eligible for LASC credit.

1 credit.

Not offered 2010–2011.

HIST 065. Past and Present in the Andean World

This course examines changes and continuities in the Andean world from pre-Columbian times to the present.

Eligible for LASC credit.

1 credit.

Not offered 2010–2011.

HIST 066. Disease, Culture, and Society in the Modern World: Comparative Perspectives

Examine the ways scholars discuss certain diseases in specific places and periods. Topics include public health strategies in colonial and neocolonial contexts; disease metaphors in media, cinema, and literature; ideas about hygiene, segregation and contagion; outbreaks and the politics of blame; the medicalization of society; and alternative healing cultures.

Eligible for INTP, LASC, or PPOL credit.

1 credit.

Fall 2010. Armus.

HIST 067. Peripheral Modernities: Latin American Cities in the 20th Century

An exploration of the socio-cultural, economic, and political processes that have shaped the modern experience in Buenos Aires (Argentina) and Lima (Peru), two peripheral cities with as many similarities as differences.

Eligible for LASC credit.

1 credit.

Not offered 2010–2011.

HIST 070. History of the Caribbean

Using contemporary documents and images, film, and recent scholarship, this course explores common features and distinctive attributes of West Indian cultures and societies from the pre-Columbian era to the 20th century. Among the topics to be examined are indigenous cultures, European colonization, the emergence of the plantation system, slavery and abolition, revolution and independence, decolonization and post-colonial societies, dictatorship and democratization, radical

challenges to United States regional hegemony, and changing representations of the Caribbean and histories.

1 credit.

Spring 2011. DuPlessis.

HIST 075. Modern Japan

A study of the transformation of Japan from a feudal society to a modern nation-state from the early 19th to the late 20th centuries.

Eligible for ASIA credit.

1 credit.

Not offered 2010–2011.

HIST 077. Orientalism East and West

From Arabian Nights to Lawrence of Arabia, from Marco Polo to Madame Butterfly, from Silk Road explorers to Pearl Buck, Westerners have held views of Asians that have ranged from fantastic to demonic. The course will consider how and why “Orientalists” have constructed the “Orient.”

Prerequisite: Any history course taken at Swarthmore or permission of the instructor.

Not open to first-year students.

Eligible for ASIA credit.

1 credit.

Spring 2011. Li.

HIST 078. Beijing and Shanghai: Tale of Two Cities

The history of China’s two major cities since the 19th century: Beijing, the imperial and present-day capital, and Shanghai, China’s most modern city. The second half of the course is devoted to writing a research paper using English-language primary and secondary sources.

This course is open to all students above the first year who have met the history prerequisite or have permission of the instructor. History majors anticipating HIST 091 or 092 and Asian studies majors developing thesis topics may find this to be a useful preparation, but the course is suitable for all students in history, urban history, and Asian studies.

Eligible for ASIA credit.

1 credit.

Not offered 2010–2011.

HIST 079. Women, Family, and the State in China

This course considers the history of women and families in Chinese society from the late imperial period to the present. Topics include the Confucian family system, marriage and social status, footbinding, peasant and elite differences, women’s rights and marriage law, birth control and the one-child policy.

Eligible for ASIA or GSST credit.

Open to all interested students. No prerequisites.

1 credit.

Fall 2010. Li.

HIST 080. The Whole Enchilada: Debates in World History

Students will discuss various ongoing scholarly debates in the field of world history, as well as the evolution of world history as a genre of historical writing.

1 credit.

Not offered 2010–2011.

HIST 081. The History of Food in the Modern Era

This mid-level course explores the transformation of the American diet from the end of the Civil War to the present day. Students will study industrial developments including advances in technology relating to food preservation, the growth of corporations, increased governmental involvement in agricultural production and booming immigration that contributed to the abundance of American food choices.

1 credit.

Not offered 2010–2011.

HIST 083. What Ifs and Might-Have-Beens: Counterfactual Histories

“What if” histories, attempts to study and describe possible histories which did not happen, such as “What if the South had won the American Civil War?”, are a popular genre of writing about the past. The course will focus on debates about and within the writing of counterfactual histories. Students will be expected to research and write a substantial counterfactual study of their own over the course of the semester.

1 credit.

Spring 2011. Burke.

HIST 086. The Image of Africa

This course focuses on the representation of Africa in mass media, official documents, and other materials from 1500 to the present day. Students will consider both how European colonizers depicted and imagined Africa and Africans and how African-Americans have imagined and encountered Africa.

Eligible for BLST, FMST, or INTP credit.

1 credit.

Fall 2010. Burke.

HIST 087. Development and Modern Africa: Historical Perspectives

This course examines the idea and practice of “development” in the last century of African life through its intellectual, institutional, and economic history.

Prerequisite: A prior course in the social sciences.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

HIST 089. The Environmental History of Africa

This course examines African history from an ecological and environmental perspective.

Eligible for ENVS credit.

1 credit.

Not offered 2010–2011.

HIST 091. Senior Research Seminar

Students write a 25-page paper based on primary sources.

Required of all course majors.

Writing course.

1 credit.

Fall 2010. Weinberg.

HIST 092. Thesis

A single-credit thesis, available to all majors in their senior year, on a topic approved by the department. Students may not register for HIST 092 credit/no credit.

1 credit.

Fall 2010 and spring 2011. Staff.

HIST 093. Directed Reading

Individual or group study in fields of special interest to the student not dealt with in the regular course offerings requires the consent of the department chair and of the instructor.

HIST 093 may be taken for 0.5 credit as HIST 093A.

Seminars

HIST 111. Christians, Muslims, and Jews in the Medieval Mediterranean

The course will examine the interchange and friction among Byzantium, Islam, and Latin Christendom cultures as the sea passed from Islamic to Christian control from the 7th to the 14th centuries.

Eligible for MDST credit.

2 credits.

Not offered 2010–2011.

HIST 116. The Italian Renaissance

Topics in the history of Italian Renaissance states, societies, and cultures between the 14th and 16th centuries.

2 credits.

Not offered 2010–2011.

HIST 117. State and Society in Early Modern Europe

Comparative analysis of state formation, economic development, and social change from the 16th to the 18th centuries.

2 credits.

Not offered 2010–2011.

HIST 122. Revolutionary Europe, 1750 to 1871

Selected topics in the social, economic, and political history of Europe from the French Revolution to the Paris Commune will be considered.

2 credits.

Not offered 2010–2011.

HIST 125. Fascist Europe

This seminar studies European fascism in the context of societies torn by world war, class conflict, and economic depression. It focuses on fascist movements, regimes, and cultural politics in Italy and Germany, France, and Romania.

2 credits.

Not offered 2010–2011.

HIST 128. Russia in the 19th and 20th Centuries

This course focuses on the social, economic, political, and intellectual forces leading to the collapse of the autocracy and the rise of Stalin. Particular attention is devoted to the dilemmas of change and reform, and the problematic relationship between state and society.

Writing course.

2 credits.

Fall 2010. Weinberg.

HIST 130. Early America in the Atlantic World

The “new world” of European and Indian encounter in the Americas, along with the African slave trade, British North American colonies, and the American Revolution.

2 credits.

Fall 2010. B. Dorsey.

HIST 131. Gender and Sexuality in America

A social and cultural history of gender and sexuality in the United States from the early republic to the present.

Eligible for GSST credit.

2 credits.

Not offered 2010–2011.

HIST 134. U.S. Political and Diplomatic History II: The Rise of Globalism

Nation building, national identity, and political ideologies and movements; covers the period

from the American Revolution through the rise of globalism.

Eligible for PEAC credit.

2 credits.

Not offered 2010–2011.

HIST 135. Labor and Urban History

A seminar that focuses on history from the bottom up, on working-class people as they build America and struggle to obtain political, social, and economic justice. Topics include urbanization and suburbanization, republicanism and democracy, racism and the wages of Whiteness, gender and work, class and community, popular culture, the politics of consumption, industrialism and the managerial revolution, and jobs and gender.

2 credits.

Spring 2011. Murphy.

HIST 137. Slavery, 1550 to 1865

This seminar focuses on slavery in the United States between 1550 and the end of the Civil War, emphasizing the link between black enslavement and the development of democracy, law, and economics. Topics addressed include the Atlantic slave trade, the development of the Southern colonies, black cultural traditions, and slave community.

Eligible for BLST credit.

2 credits.

Spring 2011. A. Dorsey.

HIST 138. Black Urban Communities, 1800 to 2000

This seminar is focused on the study of the black community in the United States from the end of the American Revolution to the end of the 20th century. This course investigates the link between racial identification and community formation, the strengths and weaknesses of the concept of community solidarity, and the role class and gender play in challenging group cohesiveness.

Eligible for BLST credit.

2 credits.

Not offered 2010–2011.

HIST 140. The Colonial Encounter in Africa

Students focus on the social, economic, and cultural dimensions of the colonial era in modern Africa.

Eligible for BLST credit.

2 credits.

Fall 2010. Burke.

HIST 144. State and Society in China, 1750 to 2000

This seminar examines the Chinese state and society in three periods: the mid-Qing (1750–

1850), late Qing and Republic (1850–1950), and the People's Republic of China (1950–2000). Topics include: the last emperors, the bureaucracy and examination system, law, women and family, local elites, cities and merchants, popular religion and rebellions, political reform and revolution.

Eligible for ASIA credit.

2 credits.

Spring 2011. Li.

HIST 148. Issues and Debates in Modern Latin America

Explores major problems and challenges Latin American nations have been confronting since the last third of the 19th century onward. Topics include the neocolonial condition of the region; nation- and state-building processes; urbanization; industrialization; popular and elite cultures; Latin American modernities; and race, class, and gender conflicts.

Eligible for LASC credit.

2 credits.

Spring 2011. Armus.

HIST 180. Honors Thesis

2 credits.

Fall 2010 and spring 2011. Staff.

Coordinator: TAMSIN LORRAINE (Philosophy)
Anna Everetts (Administrative Assistant)

Committee: Jean-Vincent Blanchard (Modern Languages and Literatures, French)
Timothy Burke (History)
Rachel Buurma (English Literature)
Michael Cothren (Art History)
Richard Eldridge (Philosophy)
Sibelan Forrester (Modern Languages and Literatures, Russian)
Cynthia Halpern (Political Science)³
Braulio Muñoz (Sociology and Anthropology)
Patricia Reilly (Art History)
Robin Wagner-Pacifici (Sociology and Anthropology)
Mark Wallace (Religion)
Patricia White (English Literature)
Philip Weinstein (English Literature)

³ Absent on leave, 2010–2011.

The interdisciplinary minor in interpretation theory provides students and faculty with a forum for exploring the nature and politics of representation. Work done in the program reaches widely across the disciplines and reflects a long-standing drive to understand the world through the constructs of its interpretive propositions. Students use their programs to develop a flexible, deeply historical grasp of what is thought of today as critical and cultural theory. They also sharpen their skills in critical reading and intellectual analysis.

Students in any major may add either a minor in course or an honors minor for external examination in interpretation theory to their program by fulfilling the requirements stated subsequently. Students begin by proposing their program to the coordinator.

Students who minor take a total of six courses that build on a combination of classic and current hermeneutic methods. Each year, graduating seniors enroll in the Capstone Seminar that provides a structured investigation into an inherently interdisciplinary problem. Faculty team-teach the course as a way of drawing out multi-disciplinary concerns in both theory and practice.

Requirements and Recommendations

Minor Requirements

Students complete 6 credits toward the minor. Three rules guide course selection:

1. Students must complete a 1-credit capstone seminar, team-taught by two faculty members from different departments. Students complete the capstone in the spring of senior year.
2. The remaining courses are elective but must draw on at least 3 different departments. At

least 4 of the 6 interpretation theory credits must be outside the major.

3. A minimum B average is required for all minors in their junior and senior years.

Honors Minor

All students participating in the Honors Program are invited to define a minor in interpretation theory. Students must complete one preparation for external examination. This 2-credit preparation can be the seminar and a reading attachment or a thesis, a combination of two courses in different departments, a 2-credit thesis, or a combination of a thesis and a course. Any thesis must be multidisciplinary. The proposed preparation must be approved by the Interpretation Theory Committee. Honors minors must meet all other requirements of the interdisciplinary minor in course.

Courses

Currently offered courses relevant to the program include the following:

INTP 090. Directed Reading

1 credit.

Each semester. Staff.

INTP 091. Capstone Seminar: The Classical in Art and Literature

Layers of representation, interpretation, and theoretical frameworks filter our view of Greco-Roman antiquity, and continually reconfigure the meaning of the “classical.” This seminar will examine the histories, texts, and works of art through which the classical tradition continues to anchor, undermine, legitimize, modernize, or mythologize art and literature. We will consider the ways that the history and theory of art, translations, opera, dance, feminism, psychoanalysis, anthropology, philosophy, and literature have employed and

reshaped Greco-Roman texts, subject matter, and aesthetic structures. Topics and authors will include: Greek mythology in contemporary art and fiction, the figure of Oedipus (Sophocles, Freud, Girard, Stravinsky, Pasolini), classicism in the history of art and architecture (Michelangelo, Palladio, Jacques-Louis David, Thomas Jefferson, Picasso), constructions of the classical as western vs. eastern, postmodernism and the classics (Irigaray, Foucault, Derrida), and classical myth in opera (Gluck, Strauss).

1 credit.

Spring 2011. Ledbetter, Reilly.

INTP 092. Thesis

2 credits.

Each semester. Staff.

Art History

ARTH 166. Avant-Gardes in History, Theory, and Practice (Mileaf)

ARTH 168. Dada and Surrealism (Mileaf)

Biology

BIOL 006. History and Critique of Biology (Gilbert)

Classics

CLAS 036. Classical Mythology (Beck, Munson)

English

ENGL 073. Modernism: Theory and Fiction (Weinstein)

ENGL 080. Critical and Cultural Theory (White)

ENGL 081. Theory of the Novel (Buurma)

ENGL 082. Transnational Feminist Theory (Mani)

ENGL 091. Feminist Film and Media Studies (White)

ENGL 115. Modern Comparative Literature (Weinstein) (counts toward INTP in the spring only)

ENGL 120. Critical and Cultural Theory (White)

Film and Media Studies

FMST 046. Queer Media (White)

FMST 087. American Narrative Cinema (White)

FMST 091. Feminist Film and Media Studies (White)

FMST 092. Film Theory and Culture (White)

French

FREN 044. Tyrants and Revolutionaries (Blanchard)

FREN 051. Odd Couplings: Writing and Reading Across Gender Lines (Moskos)

FREN 056. *Ecritures au féminin* (Rice-Maximin)

FREN 079. Scandal in the Ink: Queer Traditions in French Literature (Moskos)

FREN 116. *La critique littéraire* (Blanchard)

History

HIST 001K. Engendering Culture (Murphy)

HIST 029. Sexuality and Society in Modern Europe (Judson)

HIST 066. Disease, Culture, and Society in the Modern World (Armus)

HIST 086. The Image of Africa (Burke)

HIST 088. Social History of Consumption (Burke)

Literatures

LITR 071F. French Cultural and Critical Theory (Blanchard)

LITR 076S. Latino and Latin American Sexualities (Martinez)

Philosophy

PHIL 016. Philosophy of Religion (Berger)

PHIL 017. Aesthetics (Eldridge)

PHIL 019. Philosophy of Literature (Eldridge)

PHIL 026. Language and Meaning (Eldridge)

PHIL 039. Existentialism (Lorraine)

PHIL 045. Futures of Feminism (Lorraine)

PHIL 048. German Romanticism (Eldridge)

PHIL 049. Marx, Nietzsche, and Freud (Lorraine)

PHIL 079. Poststructuralism (Lorraine)

PHIL 106. Aesthetics and Theory of Criticism (Eldridge)

PHIL 114. 19th-Century Philosophy (Eldridge)

PHIL 139. Phenomenology, Existentialism, and Poststructuralism (Lorraine)

PHIL 145. Feminist Theory Seminar (Lorraine)

Physics

PHYS 029. Seminar on Gender and (Physical) Science (Bug)

Political Science

POLS 011. Ancient Political Theory (Halpern)

POLS 012. Modern Political Theory (Berger)

POLS 013. Political Psychology and Moral Engagement (Berger)

POLS 039. Marx, Nietzsche, Freud (Lorraine)

POLS 100. Ancient Political Theory (Halpern)

POLS 101. Modern Political Theory (Halpern)

Religion

RELG 004. New Testament and Early Christianity (Wallace)

RELG 005. Introduction to Christianity (Wallace)

RELG 015B. Philosophy of Religion (Wallace)

RELG 112. Post-modern Religious Thought
(Wallace)

Russian

RUSS 047. Russian Fairy Tales (Forrester)

RUSS 070. Translation Workshop (Forrester)

RUSS 079. Russian Women Writers (Forrester)

Sociology and Anthropology

SOAN 006B. Symbols and Society (Wagner-Pacifi)

SOAN 026B. Discourse Analysis (Wagner-Pacifi)

SOAN 026C. Power, Authority, and Conflict
(Wagner-Pacifi)

SOAN 033C. Political Cultures of Africa
(Hultin)

SOAN 044B. Colloquium: Art and Society
(Muñoz)

SOAN 044D. Colloquium: Critical Social
Theory (Muñoz)

SOAN 044E. Colloquium: Modern Social
Theory (Muñoz)

SOAN 046B. Social Inequality (Wagner-Pacifi)

SOAN 049B. Comparative Perspectives on the
Body (Ghannam)

SOAN 056B. Standoffs, Breakdowns, and
Surrenders (Wagner-Pacifi)

SOAN 101. Critical Modern Social Theory
(Muñoz)

SOAN 111. Human Rights and Social Theory
(Hultin)

SOAN 114. Political Sociology (Wagner-Pacifi)

Spanish

SPAN 051. Textos híbridos: crónicas
periodísticas y novelas de no-ficción
(Martinez)

SPAN 068. Seducciones literarias/traiciones
fílmicas (Martinez)

Note: This list is revised annually; any courses attached to the program at the time taken will be counted. For the most up-to-date, semester-by-semester list of courses, please consult the program website at www.swarthmore.edu/intp.xml.

Other courses may be considered on petition to the Interpretation Theory Committee. These may include relevant courses offered at Bryn Mawr and Haverford colleges and the University of Pennsylvania.

Coordinator: TARIQ AL-JAMIL (Religion)
Anita Pace (Administrative Assistant)

Committee: Stephen Bensch (History)²
Farha Ghannam (Sociology and Anthropology)³
Steven Hopkins (Religion)
Shane Minkin (History)

²Absent on leave, spring 2011.

³Absent on leave, 2010–2011.

Swarthmore's interdisciplinary Islamic Studies Program focuses on the diverse range of lived experiences and textual traditions of Muslims as they are articulated in various countries and regions throughout the world. It draws on a variety of fields, including religion, sociology and anthropology, history, and Arabic language and literature to shed light on the multiple expressions of Islam as a religious tradition, the role of Islamic civilization as a force in global history, and the importance of Islamic discourses in the contemporary world. The Islamic Studies Program serves a crucial function in the liberal arts curriculum by providing a framework for students to develop a meaningful understanding of the multiple ways in which Islam has shaped human experience both past and present.

Requirements and Recommendations

Course Minor

Students interested in Islamic studies are invited to consult with members of the Islamic Studies Committee before developing a proposal for a minor. The proposal should outline and establish how a minor in Islamic studies relates to the student's overall program of undergraduate study and should provide a list of the courses to be taken. The minor is open to students of all divisions.

Students will be admitted to the minor after having completed at least two Islamic studies courses at Swarthmore in different departments with grades of B or better.

All students must take a minimum of 5 Islamic Studies Program credits to complete the following requirements:

1. These 5 courses must cross at least 3 different academic departments.
2. Only 1 of the total 5 credits required by the Islamic studies minor may overlap with the student's major.
3. Students must successfully complete Arabic 004 (and its prerequisites) or the equivalent. This requirement is waived for native speakers of Arabic and for students who demonstrate sufficient competence by passing an

equivalency exam. Alternate fulfillment of the language requirement may also be approved by the Islamic Studies Committee if a student demonstrates competence in another language that is relevant to the study of a Muslim society and is directly related to the student's academic program. Only Arabic courses beginning at the level of Arabic 004B or its equivalent will count toward the total 5 credits in Islamic studies required for the minor.

4. Students must complete a 1-credit thesis that will count toward the minimum of 5 credits required for the interdisciplinary minor. The thesis must be supervised by a member of the Islamic Studies Program faculty. Students normally enroll for the thesis (ISLM 096) in the fall semester of the senior year.

To supplement classes offered at Swarthmore, students are encouraged to explore and take classes at other nearby colleges, especially Bryn Mawr, Haverford, and the University of Pennsylvania.

Honors Minor

To complete an Honors minor in Islamic studies, a student must have completed all the course requirements for the interdisciplinary minor. Students are encouraged to take a 2-credit honors seminar in an Islamic studies topic in either their junior or senior year. Honors students are required to complete a 2-credit thesis under program supervision that will count toward the minimum of 5 credits required for the interdisciplinary minor. The Honors examination will address the 2-credit thesis.

Special Major

Students are invited to consider a Special Major in Islamic studies in consultation with members of the Islamic Studies Committee. The proposal should include the above requirements and should provide a list of the courses to be taken.

Courses

ISLM 096. Thesis

1 credit.

Staff.

ISLM 180. Honors Thesis

2 credits.

Staff.

Courses currently offered in Islamic studies (see catalog sections for individual departments to determine specific offerings in 2010–2011):

Art History

ARTH 043. Islam and the West: Architectural Cross-currents from the Middle Ages to the 21st century

Dance

DANC 046. Dance Technique: Kathak

History

HIST 001F. “Foreigners” in the Middle East (First-Year Seminar)

HIST 001T. Cross and Crescent: Muslim-Christian Relations in Historical Perspective (First-Year Seminar)

HIST 006A. Formation of the Islamic Near East

HIST 006B. The Modern Middle East

HIST 017. Cultural History of the Modern Middle East

HIST 018. Cities of the Middle East

HIST 025. Colonialism and Nationalism in the Arab Middle East

HIST 026. History of Modern Egypt

Modern Languages and Literatures, Arabic

ARAB 004. Intermediate Modern Standard Arabic II

ARAB 011. Advanced Arabic I

ARAB 012. Advanced Arabic II

ARAB 013A. Foreign Language Teaching and Pedagogy

ARAB 027. Writing Women in Modern Arabic Fiction

ARAB 045. Contemporary Thought in the Arabic World

Modern Languages and Literatures, French

FREN 045B. Le monde francophone: France and the Maghreb: Postcolonial Writing in a Transnational Context

Religion

RELG 001B. First-Year Seminar: Salient Issues in Islam

RELG 008B. The Qur'an and Its Interpreters

RELG 009B. Women's Life in Islam: Perceptions of Her Body, Sexuality, Spirituality, and Autonomy

RELG 011B. The Religion of Islam: The Islamic Humanities

RELG 013. The History, Religion, and Culture of India II: Muslim, Hindu, Sikh, and Dalit in North Africa

RELG 053. Gender, Sexuality, and the Body in Islamic Discourses

RELG 054. Power and Authority in Modern Islam

RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism, and Islam

RELG 119. Islamic Law and Society

Sociology and Anthropology

SOAN 009C. Cultures of the Middle East

SOAN 123. Culture, Power, Islam

Coordinator: DIEGO ARMUS (History)
Anna Everetts (Administrative Assistant)

Committee: Aurora Camacho de Schmidt (Modern Languages and Literatures, Spanish)
Jose Luis Machado (Biology)
Luciano Martínez (Modern Languages and Literatures, Spanish)
Braulio Muñoz (Sociology and Anthropology)
Kenneth Sharpe (Political Science)

Swarthmore's Latin American Studies Program explores the rich diversity—as well as the similarities—among and within Latin American countries and cultures. Participants in the program engage with a variety of disciplines to consider what defines “Latin America.” Spoken language, literature, pre-colonial, colonial and modern history, native and immigrant experiences, politics, socioeconomic conditions, religion, social structures, architecture, and political borders are all considered in this far-ranging and inclusive course of study.

Requirements and Recommendations

Interdisciplinary Minor

Students in any major may add a minor in Latin American studies or, with the support of faculty mentors students may design a special major in the field. Courses from anthropology, art history, history, modern languages and literatures, political science, religion, and sociology contribute to this lively interdisciplinary program. Diverse topics such as contemporary social movements; children's literature; the past and present of cities; international migrations; politics, gender and sexualities; and disease and public health are considered in coursework relevant to the program. Other courses focus attention on the historical and contemporary immigration experiences of Latin Americans in the U.S. as well as the making of Latino communities. Students may also take Spanish-language courses that include interpretations of the narrative visions of writers such as Jorge Luis Borges and Carlos Fuentes.

All students must complete the following requirements:

Language. The Latin American Studies Program requires the successful completion of SPAN 004 or its equivalent. This requirement is waived for native speakers of Spanish or Portuguese and for students who demonstrate sufficient competence in either one of these languages. Latin American studies credit is not offered for language courses.

Courses. Students must take a minimum of 5 credits in Latin American studies, which may include approved courses and seminars (counting as one credit for Latin American

studies). These five credits must span the two divisions (Humanities and Social Sciences). To give students a basic introduction to Latin America, all students are expected to take either HIST 004: Introduction to Latin American History or SPAN 010: En busca de Latinoamérica. Only one introductory course (HIST 004 or SPAN 010) may count toward fulfillment of the 5-course requirement. Of the total 5 credits required by the Latin American studies minor, only 1 course may overlap with a student's major or other minor.

Study abroad. Students are required to spend a minimum of one semester abroad in a program approved by both the Latin American Studies Program and the Off-Campus Study Office. The experience of living and studying abroad in any Spanish or Portuguese-speaking country is strongly encouraged by Latin American studies faculty. By extending learning beyond the traditional classroom, students have distinctive opportunities for enriching intellectual experiences and unique opportunities for personal growth. Swarthmore College hosts a study abroad program in Buenos Aires, Argentina. Students are also welcome to choose from a selection of approved programs available in other locations throughout Latin America.

Study abroad must be pursued in Spanish or Portuguese. This requirement may be waived for students who have lived and studied in Latin America for a number of years, but they must apply for this waiver at the time of being considered for the minor. In order to receive Latin American studies credit for courses taken abroad, they must have a Latin American focus. Students can transfer 2 courses taken abroad with the approval of the Latin American studies coordinator. Course pre-approval is strongly recommended. Language courses are not eligible for credit.

Only in exceptional cases, with the support of a faculty member and approval of the Latin American Studies Committee, will a semester's internship or a community-service project in Latin America fulfill the requirement for study abroad.

Honors Minor

To complete an honors minor in Latin American studies, students must have

completed all requirements for the interdisciplinary minor. From within these offerings, they may select for outside examination a seminar taken to fulfill the interdisciplinary minor's requirements. However, the chosen seminar may not be an offering within their major department. Note: Seminars only count as one credit.

Special Major

Students preferring more intensive work in Latin American studies are welcome to design a special major by consulting with the program's coordinator during the sophomore year. Special majors consist of at least 10 credits and normally no more than 12 credits.

Courses

The following courses may be counted toward a minor or special major in Latin American studies:

Art History

ARTH 024. Architectures of Mexico

History

HIST 001E. First-Year Seminar: The Self-Image of Latin America: Past, Present, and Future

HIST 004. Latin American History

HIST 051. Race and Poverty in the United States

HIST 063. Voices of the Past: Oral History and Memory

HIST 064. Migrants and Migrations: Europeans in Latin America and Latinos in the U.S.

HIST 065. Past and Present in the Andean World

HIST 066. Disease, Culture, and Society in the Modern World: Comparative Perspectives

HIST 067. Peripheral Modernities: Latin American Cities in the 20th Century

HIST 148. Issues and Debates in Modern Latin America

Linguistics

LING 021. Language, Race, and Identities in the USA

Literatures

LITR 015S. Children in Latin American Literature (first-year seminar)

LITR 057S. The Persistent Power of Central American Literature

LITR 070S. The Persistent Power of Central American Literature

LITR 071S. Latin American Society Through Its Novel

LITR 072S. The Testimonial Literature of Latin American Women

LITR 076S. Latino and Latin American Sexualities

LITR 077S. The Gender of Latin American Modernity

LITR 078S. Seditious Bodies: Latina and Latin American Transgender Subjectivities

LITR 079S. The New Latin American Cinema

Music

MUSI 031. Musics of Central and South American and the Caribbean

Political Science

POLS 057. Latin American Politics

POLS 109. Comparative Politics: Latin America

Religion

RELG 109. Afro-Atlantic Religions

Sociology and Anthropology

SOAN 002C. Introduction to Latinos in the United States

SOAN 021K. Language, Race, and Identities in the USA

SOAN 022D. Latin American Urbanization

SOAN 022G. Social Movements in Latin America

SOAN 024B. Latin American Society and Culture

SOAN 024C. Latin American Society Through Its Novel

SOAN 124. The Americas: Cultural Politics and Social Movements

Spanish

SPAN 010. En busca de Latinoamérica (writing course)

SPAN 023. Introducción a la literatura latinoamericana (writing course)

SPAN 050. Objetos del deseo en el Caribe hispano

SPAN 055. El cine mexicano y la identidad nacional

SPAN 070. Género y sexualidad en Latinoamérica

SPAN 072. Seducciones literarias—traiciones filmicas

SPAN 073. El cuento latinoamericano

SPAN 075. El relato policial latinoamericano

SPAN 076. La novela latinoamericana

SPAN 077. Desaparecidos: literatura, cine y dictadura

SPAN 081. Movimientos sociales y literatura en México

SPAN 082. A Century of Song: Contemporary Latin American Poetry

SPAN 083. El tirano latinoamericano en la literatura

SPAN 084. Los niños en la literatura latinoamericana

SPAN 085. La Edad del Tiempo: La obra de Carlos Fuentes

SPAN 106. Visiones narrativas de Carlos Fuentes

SPAN 108. Jorge Luis Borges

SPAN 109. Elena Poniatowska la hija de México

SPAN 110. Política y poética: los mundos de Pablo Neruda, Octavio Paz y Ernesto Cardenal

THEODORE B. FERNALD, Professor

DONNA JO NAPOLI, Professor²

K. DAVID HARRISON, Associate Professor and Chair

JASON KANDYBOWICZ, Assistant Professor (Tri-College)

NATHAN SANDERS, Visiting Assistant Professor

AARON J. DINKIN, Visiting Assistant Professor (part time) & Phonetics Lab Coordinator

SHELLEY DEPAUL, Instructor

DOREEN KELLEY, Instructor

DOROTHY KUNZIG, Administrative Assistant

² Absent on leave, spring 2011.

The discipline of linguistics is the study of language. On the most general level, it deals with the internal structure of language, the history of the development of language, the information language can give us about the human mind, and the roles language plays in influencing the entire spectrum of human activity.

The relevance of linguistics to the fields of anthropology, cognitive science, language study, philosophy, psychology, and sociology has been recognized for a long time.

It is an increasingly valuable tool in literary analysis and is fundamental to an understanding of communication skills. Because the very nature of modern linguistic inquiry is to build arguments for particular analyses, the study of linguistics gives the student finely honed argumentation skills, which stand in good stead in careers in law, business, and any other profession where such skills are crucial.

Linguistics is, at once, a discipline in itself and the proper forum for interdisciplinary work of many types. Language is both the principal medium that human beings use to communicate with each other and the bond that links people together and binds them to their culture. The study of language is the study of the very fabric of our humanity.

Two majors are offered in the Course Program administered through the Linguistics Department. These are linguistics (LING) and the special major in linguistics and languages (LL).

Two honors majors are administered through the Linguistics Department: LING and the special honors major LL.

All LING and LL majors (honors or course) must take one course or seminar from each of the following three lists:

1. Sounds: LING 045
2. Forms: LING 050
3. Meanings: LING 026, 040, and 116

All LING and LL majors (honors or course) must take the structure of a non-Indo-European language (such as LING 061, 062, 064 or 065).

All LING and LL majors (honors or course) must write a thesis in the fall of the senior year. For course students, this course is LING 100. For honors students, this course is LING 195. Students are encouraged to study abroad, and all departmentally approved courses taken in linguistics abroad can be used to fulfill requirements for the major or minor.

We also call your attention to additional offerings in the tricollage system, such as Computational Linguistics (BMC), Psycholinguistics (HC), and Structure of Chinese (HC). Such courses are often approved for requirements for the major or minor.

Requirements

Linguistics (Honors and Course)

This major consists of 8 credits in linguistics, where the student may or may not choose to count LING 001 as part of the major.

Linguistics and Languages (Honors and Course)

The student may combine the study of linguistics with the serious study of two foreign languages. The languages can be modern or ancient. For this major, precisely 6 credits in linguistics and 3 credits in each of the two languages, for a total of 12 credits, are required.

For a modern language taught by the Department of Modern Languages and Literatures, there must be one composition and diction course (typically numbered 004 or above) and two other courses (typically numbered 011 or above) or a seminar.

For a classical language taught by the Classics Department, there must be one intermediate-level course (numbered 011–014) and one seminar.

Some work in each foreign language included in the major must be done in the student's junior or senior year. Work on the thesis can satisfy this requirement.

If one or both of the foreign languages is modern, the student must study abroad for at least one semester in an area appropriate for one of the foreign languages.

Students at Bryn Mawr College or Haverford College

Any student from the tricollege community is welcome to major in linguistics. Haverford and Bryn Mawr students need only talk with their home campus dean and the chair of linguistics at Swarthmore College to arrange a major plan.

Students from Haverford and Bryn Mawr can also do honors in linguistics. The honors portfolio and its preparation are identical to those for Swarthmore honors students, except that the examiners will be internal rather than external.

Linguistics Honors Major Portfolio

The thesis and two research papers will constitute the portfolio for honors.

The thesis may be on any topic in linguistics and need not be related to coursework. It will be written in fall of the senior year in LING 195. Work may be collaborative with at most one other student at the discretion of the faculty. The examination will consist of a 1-hour discussion with the external reader.

The research papers will be on topics selected from a list prepared by the external readers and will be on core areas of linguistics and directly related to coursework the student has taken. The areas will be selected from any combination or blend of the following: phonetics, phonology, morphology, syntax, semantics, and historical linguistics.

The student will prepare for these research papers by taking at least 4 credits of coursework (2 credits in each of the research paper areas). The students will work independently on these papers, without collaboration and faculty guidance in the spring of the senior year in LING 199 (SHS) for 1 credit. The examination will consist of a 30-minute discussion with the reader for each paper.

The Linguistics Program puts no restrictions on the minors that can be combined with this major.

Linguistics and Languages Special Honors Major Portfolio

The portfolio for this special major will consist of a 2-credit thesis and three research papers that follow the same guidelines as those noted under the honors major in linguistics, with the proviso that one of the relevant language departments will administer one of those research papers. The examination will consist of a single 90- to 120-minute panel discussion with all four external readers.

Minors (Honors or Course)

Four minors are administered through the Linguistics Department, each of which can be done in the course or the Honors programs. The

requirements are normally satisfied with the following:

1. Theory: LING 040, 045, and 050 plus any 2 other credits in linguistics.
2. Phonology/Morphology: LING 043, 045, and 025 or 044 or 052 plus any 2 other credits in linguistics.
3. Syntax/Semantics: LING 040, 043, and 050 plus any 2 other credits in linguistics.
4. Individualized: The student may choose five courses in linguistics and provide justification as to why they form a coherent minor.

Honors Minor Portfolio

Students doing a double major who do a course major in linguistics may count linguistics for the minor in the Honors Program. In that case, the portfolio for honors will consist of a 2-credit thesis written in fall of the senior year in LING 195.

For all other students, a single research paper will constitute the portfolio for honors. This research paper will have the same topics and guidelines for preparation and examination as the research papers described earlier for the majors. In addition, honors minors doing a research project must take LING 199 (SHS) in the spring of the senior year for 0.5 credit, which is beyond the 5 credits required for all minors.

The Linguistics Program puts no restrictions on the majors that can be combined with this minor.

Courses

LING 001. Introduction to Language and Linguistics

Introduction to the study and analysis of human language, including sound systems, lexical systems, the formation of phrases and sentences, and meaning, both in modern and ancient languages and with respect to how languages change over time. Other topics that may be covered include first-language acquisition, sign languages, poetic metrics, the relation between language and the brain, and sociological effects on language.

Writing course.

1 credit.

Fall 2010. Kandybowicz. Spring 2011. Fernald.

LING 004. First-Year Seminar: American Indian Languages

At least 300 languages were spoken in North America before the first contact occurred with Europeans. Most of the surviving languages are on the verge of extinction. Students will learn about language patterns and characteristics of language families, including grammatical classification systems, animacy effects on

sentence structure, verbs that incorporate other words, and evidentials. Topics include how languages in contact affect each other, issues of sociolinguistic identity, language endangerment and revitalization efforts, and matters of secrecy and cultural theft.

1 credit.

Fall 2010. Fernald.

LING 006. First-Year Seminar: Language and Deafness

This course will look at many issues connected to language and people with hearing loss in the United States, with some comparisons to other countries. We will consider linguistic matters in the structure of American Sign Language (ASL) as well as societal matters affecting users of ASL, including literacy and civil rights. A one-hour language drill outside of class is required. All students are welcome to do a community service credit in LING 095.

1 credit.

Not offered 2010–2011.

LING 007. Hebrew for Text Study I

(See RELG 057)

This course counts for distribution in humanities under the religion rubric and in social sciences under the linguistics rubric.

1 credit.

Fall 2010. Plotkin.

LING 008A. Russian Phonetics

(See RUSS 008A)

0.5 credit.

Spring 2011. Moskala-Gallagher.

LING 010. Hebrew for Text Study II

(See RELG 059)

1 credit.

Spring 2011. Plotkin.

LING 014. Old English/History of the Language

(See ENGL 014)

This course counts for distribution in humanities under the English rubric and in social sciences under the linguistics rubric.

1 credit.

Spring 2011. Williamson.

LING 015. Introduction to the Lenape Language

Students will gain a working knowledge of the structure of the Lenape Language. The course covers conversation, grammar, and usage, as well as discussion of the conceptual elements inherent in this Algonquian language. Topics

will include some elements of Lenape culture, songs in the language, and discussion of the current status of Lenape as an endangered language.

1 credit.

Fall 2010. DePaul

LING 016. History of the Russian Language

(See RUSS 016)

This course counts for distribution in humanities under the Russian rubric and in social sciences under the linguistics rubric.

1 credit.

Not offered 2010–2011.

LING 019. Lenape Language Study

Students will work on advanced elements of the Lenape Language, such as analyzing and rewriting text samples according to current spelling conventions, providing phonetic renditions of vocabulary and text, writing and speaking original works, and developing projects and resources in the language. Students will also have the opportunity to volunteer for fieldwork teaching the language in the Lenape community. Topics for discussion will include elements of Lenape culture, herbology, and the current status of the Lenape people today.

Prerequisite: Introduction to the Lenape Language.

1 credit.

Spring 2011. DePaul.

LING 020. Computational Linguistics: Natural Language Processing

(See CPSC 065)

Prerequisites: CPSC 035 (or the equivalent).

1 credit.

Fall 2010. Wicentowski.

LING 024. Discourse Analysis

(See SOAN 026B)

1 credit.

Spring 2011. Wagner-Pacifici.

LING 025. Language, Culture, and Society

(Cross-listed as SOAN 040B)

This course is an introduction to sociolinguistics and the study of language variation and change, with a focus on variation in North American English. Topics to be examined include the following: How do social factors such as age, gender, ethnicity, and socioeconomic class influence the way people use language? How do individual speakers use language differently in different situations? How do regional dialects differ from each other, and why? How does language change spread within a community and between communities?

In learning the answers to these questions, students will carry out sociolinguistic field projects to collect and analyze data from real-life speech.

1 credit.

Fall 2010. Dinkin.

LING 026. Language and Meaning

(See PHIL 026)

This course counts for distribution in humanities under the philosophy rubric and in social sciences under the linguistics rubric.

1 credit.

Not offered 2010–2011.

LING 033. Introduction to Classical Chinese

(See CHIN 033)

This course counts for distribution in humanities or social sciences under either rubric.

1 credit.

Fall 2010. Berkowitz.

LING 034. Psychology of Language

(See PSYC 034)

1 credit.

Not offered 2010–2011.

LING 040. Semantics

(Cross-listed as PHIL 040)

In this course, we look at a variety of ways in which linguists, philosophers, and psychologists have approached meaning in language. We address truth-functional semantics, lexical semantics, speech act theory, pragmatics, and discourse structure. What this adds up to is an examination of the meaning of words, phrases, and sentences in isolation and in context.

This course counts for distribution in humanities under the philosophy rubric and in social sciences under the linguistics rubric.

Writing course.

1 credit.

Fall 2010. Lee-Schoenfeld.

Spring 2011. Fernald.

LING 043. Morphology and the Lexicon

This course looks at word formation and the meaningful ways in which different words in the lexicon are related to one another in the world's languages.

Prerequisite: LING 001, 030, or 045.

1 credit.

Spring 2011. Lee-Schoenfeld.

LING 045. Phonetics and Phonology

Phonetics explores the full range of sounds produced by humans for use in language and the gestural, acoustic, and auditory properties

that characterize those sounds. Phonology investigates the abstract cognitive system humans use for representing, organizing, and combining the sounds of language as well as processes by which sounds can change into other sounds. This course covers a wide spectrum of data from languages around the world and focuses on developing analyses to account for the data. Argumentation skills are also developed to help determine the underlying cognitive mechanisms that are needed to support proposed analyses.

1 credit.

Fall 2010. Lee-Schoenfeld.

LING 047. Japanese Language in Society

(see JPNS 045)

1 credit.

Fall 2010. Burdelski.

LING 050. Syntax

We study the principles that govern how words make phrases and sentences in natural language. Much time is spent on learning argumentation skills. The linguistic skills gained in this course are applicable to the study of any modern or ancient natural language. The argumentation skills gained in this course are applicable to law and business as well as academic fields.

Writing course.

1 credit.

Fall 2010. Napoli.

Spring 2010. Lee-Schoenfeld.

LING 052. Historical and Comparative Linguistics

This course is an introduction to the study of linguistic history in the following sense: (i) The languages we are speaking are constantly changing. Over longer periods of time, these small changes build up to significant changes. (ii) As groups of speakers whose ancestors once spoke the same language become separated, their languages diverge. This leads to a split into separate daughter languages, which often end up being mutually incomprehensible. The question is, how is it possible to figure out and reconstruct the changes and splits that occurred in the distant past in languages that are no longer spoken and were perhaps never recorded? The method applied by historical linguists to solve this problem, the main focus of this course, is called the 'comparative method.' We will draw on material from a wide range of languages, focusing mainly on sound change and morphological analogy.

Prerequisite: LING 001, 030, or 045 or permission of the instructor.

1 credit.

Fall 2010. Lee-Schoenfeld.

LING 053. Language Minority Education in the U.S.: Issues and Approaches

(See EDUC 053)

1 credit.

Fall 2010. Allard.

LING 054. Oral and Written Language (Cross-listed as EDUC 054) (Studio course)

This course examines children's dialogue and its rendering in children's literature. Each student will pick an age group to study. There will be regular fiction-writing assignments as well as primary research assignments. This course is for linguists and writers of children's fiction and anyone else who is strongly interested in child development or reading skills. It is a course in which we learn through doing.

All students are welcome to do a community-service credit in LING 096.

Prerequisite: LING 001, 043, or 045 and LING 040 or 050. Can be met concurrently.

Writing course.

1 credit.

Not offered 2010–2011.

LING 055. Writing Systems and Decipherment

We will discuss the typology and history of the writing systems of the world. The modern decipherment of ancient writing systems such as Linear B and Egyptian hieroglyphic writing will be covered, as will some of the approaches and challenges in the modern electronic encoding of diverse writing systems.

Prerequisite: LING 001 or permission of the instructor.

1 credit.

Not offered 2010–2011.

LING 061. Structure of Navajo

Navajo is an Athabaskan language spoken more commonly than any other Native American language in the United States. This course is an examination of the major phonological, morphological, syntactic, and semantic structures of Navajo. The morphology of this language is legendary. This course also considers the history of the language and its cultural context.

Prerequisites: LING 050 and 045 or 052 or permission of the instructor.

1 credit.

Not offered 2010–2011.

LING 062. Structure of American Sign Language

In this course, we look at the linguistic structures of ASL: phonetics, phonology, morphology, syntax, semantics, and history. We also discuss issues of culture, literacy, and politics pertinent to people with hearing loss.

All students are required to participate in a rudimentary introduction to ASL for an additional 0.5 credit. Sign up for LING 062A.

Prerequisites: LING 050 and 045 or 052 or permission of the instructor.

All students are welcome to do a community-service project in LING 095.

Writing course.

1 credit (plus 0.5 credit under LING 062A).

Fall 2010. Napoli.

LING 064. Structure of Tuvan

Tuvan belongs to the Turkic branch of the Altaic language family and is spoken in Siberia and Mongolia by nomadic herders. It has classically agglutinating morphology and curious phenomena such as vowel harmony, converbs, and switch reference. It has rich sound symbolism, a tradition of oral (unwritten) epic tales, riddles, and world-famous song genres ("throat singing"). We will investigate the sounds, structures, oral traditions, and ethnography of Tuvan, using both printed and digital media.

Prerequisites: LING 050 and 045 or 052 or permission of the instructor.

1 credit.

Not offered 2010–2011.

LING 065. Structure of Twi

Twi is a Kwa language of the Niger-Congo language family spoken in Ghana. It is the principle language of the Akan ethnic group and the most widely spoken non-colonial language in the country. Twi is a tone language with a rich system of vowel harmony and an abundance of labialization. Syntactically, Twi has rich and distinctive verb phrase structures, among them, serial verb and predicate cleft constructions. We will investigate the sounds and grammar of Twi, utilizing published literature, field recordings and consultations with native speaker consultants.

Prerequisites: LING 050 and 045 or 052 or permission of the instructor.

1 credit.

Spring 2011. Kandybowicz.

LING 070R. Translation Workshop

(See LITR 070R and RUSS 070)

This course counts for distribution in humanities under the literature rubric and in social sciences under the linguistics rubric.

1 credit.

Fall 2010. Forrester.

LING 075. Field Methods

This course affords a close encounter with a language, direct from the mouths of native speakers. Students develop inference techniques for eliciting, understanding, analyzing, and presenting complex linguistic data. They also gain practical experience using state-of-the-art digital video, annotation, and archiving for scientific purposes. A different (typically non-Indo-European) language will be investigated each time the course is taught.

Prerequisite: LING 001.

1 credit.

Not offered 2010–2011.

LING 094. Research Project

With permission, students may elect to pursue a research program.

1 credit.

Fall or spring. Staff.

LING 095. Community-Service Credit: Literacy and Hard-of-Hearing or Deaf People

This course offers credit for community service work. Students may work with children on literacy skills in a mainstream environment or a bilingual-bicultural program, locally or in the greater Philadelphia area. Students will be required to keep a daily or weekly journal of experiences and to write a term paper (the essence of which would be determined by the student and the linguistics faculty mentor).

Prerequisites: LING 045; LING 006 or 062; permission of the directors of both the Linguistics and Educational Studies programs; and the agreement of a faculty member in linguistics to serve as a mentor through the project.

Fall or spring. Staff.

LING 096. Community-Service Credit: Literacy

This course offers credit for community service work. The prerequisites are LING/EDUC 054, the permission of the directors of both the Linguistics and Education programs, and the agreement of a faculty member in linguistics to mentor students through the project. Students will be required to keep a daily or weekly journal of experiences and to write a term paper

(the essence of which would be determined by the student and the linguistics faculty mentor).

1 credit.

Fall or spring. Staff.

LING 097. Field Research

This course offers credit for field research on a language. Prerequisites are the permission of the chair of linguistics and the agreement of a faculty member in linguistics to serve as a mentor through the project.

1 credit.

Fall or spring. Staff.

LING 100. Research Seminar

All course majors in linguistics and linguistics/language must write their senior thesis in this seminar. Only seniors are admitted.

2 credits.

Fall 2010. Fernald, Harrison, Kandybowicz.

LING 195. Senior Honors Thesis

All honors majors in linguistics and honors minors who are also course majors must write their thesis in this seminar.

2 credits.

Fall 2011. Fernald, Harrison, Kandybowicz.

LING 199. Senior Honors Study

Honors majors may write their two research papers for 1 credit in this course. Honors minors may take this course for 0.5 credit.

Fall 2010 or spring 2011. Harrison.

Seminars

LING 105. Seminar in Phonology: Contact and Change

This seminar studies language contact and its results; the relation between internal and external linguistic change; dialects and koine formation; and pidgins and creoles.

Prerequisite: LING 001, 045, or 050, or permission of the instructor.

1 or 2 credits.

Not offered 2010–2011.

LING 106. Seminar in Morphology

This seminar will consider recent developments in the theory of morphology. Topics vary.

Prerequisite: LING 043.

1 or 2 credits.

Not offered 2010–2011.

LING 107. Seminar in Syntax

Prerequisite: LING 040 or 050.

1 or 2 credits.

Not offered 2010–2011.

LING 108. Seminar in Semantics

This seminar will consider recent developments in the theory of semantics. Topics vary.

Prerequisite: LING 040.

1 or 2 credits.

Not offered 2010–2011.

LING 116. Language and Meaning

(See PHIL 116)

This seminar counts for distribution in HU under the philosophy rubric and in SS under the LING rubric.

2 credits.

Fall 2010. Baumann.

LING 119. Evolution, Culture, and Creativity

(See SOAN 119)

2 credits.

Not offered 2010–2011.

LING 120. Anthropological Linguistics: Endangered Languages

(Cross-listed as SOAN 080B)

In this seminar, we address some traditional issues of concern to both linguistics and anthropology, framed in the context of the ongoing, precipitous decline in human linguistic diversity. With the disappearance of languages, cultural knowledge (including entire technologies such as ethnopharmacology) is often lost, leading to a decrease in humans' ability to manage the natural environment. Language endangerment thus proves relevant to questions of the language/ecology interface, ethnoecology, and cultural survival. The seminar also addresses the ethics of fieldwork and dissemination of traditional knowledge in the Internet age.

Prerequisite: One course in linguistics or anthropology or permission of the instructor.

1 credit.

Spring 2011. Harrison.

LING 134. Psycholinguistics Seminar

(See PSYC 134)

1 credit.

Spring 2011. Grodner.

DEBORAH J. BERGSTRAND, Professor (part time)
CHARLES M. GRINSTEAD, Professor
STEPHEN B. MAURER, Professor and Chair
HELENE SHAPIRO, Professor (part time)
DON H. SHIMAMOTO, Professor
JANET C. TALVACCHIA, Professor
GARIKAI CAMPBELL, Associate Professor⁴
PHILIP J. EVERSON, Associate Professor
CHERYL P. GROOD, Associate Professor
THOMAS J. HUNTER, Associate Professor¹
AIMEE S.A. JOHNSON, Associate Professor²
STEVE C. WANG, Associate Professor
WALTER R. STROMQUIST, Visiting Associate Professor (part time)
LINDA CHEN, Assistant Professor
LYNNE STEUERLE SCHOFIELD, Assistant Professor
SARAH A. HEWS, Visiting Assistant Professor
DAVID M. MCCLENDON, Visiting Assistant Professor
KEVIN J. ROSS, Visiting Assistant Professor
KAITLYN E. O'NEIL, Academic Support Coordinator
STEPHANIE J. SPECHT, Administrative Assistant

¹ Absent on leave, fall 2010.

² Absent on leave, spring 2011.

⁴ Absent on administrative leave, 2010–2011.

Mathematics and Statistics are among the great achievements of human intellect and at the same time powerful tools. As Galileo said, the book of the universe “is written in the language of mathematics.” The goal of the department is to enable students to appreciate these achievements and use their power. To that end, students in the department receive a firm foundation in pure mathematics and the opportunity to apply it—to statistics, physical science, biological science, computer science, social science, operations research, education, and finance—the list grows. All courses in the department also have as a general goal the continuing development of various mathematical skills, among them:

- Reasoning skills: logical argument and abstraction
- Formulation skills: developing mathematical models
- Communication skills: expressing mathematical ideas and information clearly and precisely on paper, orally, and electronically
- Computation skills: mental, hand, and machine computations, as appropriate

Graduates of the department follow many career paths, leading them after graduation to graduate school, in mathematics, statistics, or other fields, or to professional schools or the workplace.

Requirements and Recommendations

First-Year Courses

Most first-year students entering Swarthmore have had calculus while in high school and place out of at least one semester of Swarthmore’s calculus courses, whether they continue with calculus or decide, as is often best, to try other sorts of mathematics. See the discussion of placement in the following section. However, some entering students have not had the opportunity to take calculus or need to begin again. Therefore, Swarthmore offers a beginning calculus course (MATH 015) and several courses that do not require calculus or other sophisticated mathematics experiences. These courses are STAT 001 (Statistical Thinking, both semesters), MATH 003 (Introduction to Mathematical Thinking, spring semester), and STAT 011 (Statistical Methods, both semesters). MATH 003 is a writing course. MATH 029 (Discrete Mathematics, both semesters) also does not require any calculus but is a more sophisticated course; thus, some calculus is a useful background for it in an indirect way. Once one has had or placed out of two semesters of calculus, many other courses are available, especially in linear algebra and several-variable calculus.

Placement Procedure

To gain entrance to mathematics or statistics courses at any time during one’s Swarthmore years, *students are expected to take at least one of the following exams*: the Advanced Placement (AP) or International Baccalaureate

(IB) exams, Swarthmore's Calculus Placement Exam, or Swarthmore's Math/Stat Readiness Exam. Students who do take AP or IB exams may be required to take the departmental exams as well, or parts thereof. Versions of the Calculus Placement Exam and the Readiness Exam are sent to entering first-year students over the summer, along with detailed information about the rules for placement and credit.

Advanced Placement and Credit Policy

Placement and credit mean different things.

Placement allows students to skip material they have learned well already by starting at Swarthmore in more advanced courses. *Credit* confers placement as well but also is recorded on the student's Swarthmore transcript and counts toward the 32 credits needed for graduation.

The Swarthmore Calculus Placement Exam is used for placement only, not credit. Credit is awarded on the basis of the AP and the IB exams, as follows:

- 1 credit (for STAT 011) for a score of 4 or 5 on the Statistics AP Test of the College Board.
- 1 credit (for MATH 015) for a score of 4 on the AB or BC Calculus AP Test of the College Board (or for an AB subscore of 4 on the BC Test) or for a score of 5 on the Higher Level Mathematics Test of the IB.
- 1.5 credits (for MATH 015 and the first half of MATH 025) for a score of 5 on the AB Calculus AP Test (or for an AB subscore of 5 on the BC Test) or a score of 6 or 7 on the higher-level IB. Students who receive this credit and want to continue calculus take MATH 026.
- 2 credits (for MATH 015 and 025) for a main score of 5 on the BC Calculus AP Test.

Alternatively, any entering student who places out of MATH 015 or 025 may receive credit for those courses by passing the final exams in these courses with a grade of straight C or better. These exams must normally be taken during the student's first semester at Swarthmore, at the time when the final exam is given for the course. Students who wish to take these exams must arrange to do so with the departmental placement coordinator and should do so during their first semester at Swarthmore. Students who are eligible on entrance for credit for a course, but who take the course anyway, will lose the entrance credit.

First-year students seeking advanced placement and/or credit for calculus taken at another college or university must normally validate their work by taking the appropriate external or Swarthmore placement examination, as described earlier. The department does not

grant credit directly for college courses taken while a student is in high school. For work beyond calculus completed before entering Swarthmore, students should consult the departmental placement coordinator to determine the Swarthmore courses into which they may be placed and additional materials they may need to present for this placement. The department will not normally award credit for work above the first-year calculus level completed before entering Swarthmore.

Introductory Statistics

Students who do not know calculus can take STAT 001 or 011. STAT 001 shows how statistics is used to gain an understanding of the world around us and to prepare students to critically interpret and evaluate statistical claims. STAT 011 is a practical course for students who expect to analyze data in their own work. Any students who think they might ever need to do statistical analyses (not just critically interpret statistical claims in the media) should take STAT 011, not STAT 001. STAT 011 leads to STAT 031 on data analysis and visualization. Students with a strong background in mathematics can begin with the theoretical course STAT 061 and continue with the 1-credit seminar STAT 111.

Requirements for a Major in Mathematics

Students apply for a major in the middle of the second semester of the sophomore year. By the end of the sophomore year, an applicant should have received credit for, or placement out of, at least four of the following five course groups: Elementary Single-Variable Calculus (MATH 015); Further Single-Variable Calculus (MATH 025, or 026); Linear Algebra (MATH 027, 028, or 028S); Discrete Mathematics (MATH 029); and Several-Variable Calculus (MATH 033, 034, or 035). All majors must complete Linear Algebra and Several-Variable Calculus by the end of the first semester of the junior year.

In addition, a candidate should have a grade-point average in mathematics and statistics courses of at least C+. This should include at least one grade at the B level. In some cases, applicants may be deferred, pending successful work in courses to be designated by the department.

By graduation, a mathematics major must have at least 10 credits in mathematics and statistics courses. At least 5 of the credits counted in the 10 must be for courses numbered over 40. (Courses numbered under 10 do not count toward the major in any event.) Furthermore, every major is required to obtain credit for, or place out of, each of the following course groups: MATH 015; MATH 025, or 026; MATH 027, 028, or 028S; MATH 033, 034, or 035; MATH 063; and MATH 067. The two

upper-level core courses, MATH 063 (Introduction to Real Analysis) and MATH 067 (Introduction to Modern Algebra), will be offered at least every fall semester. At least one of these two should be taken no later than the fall semester of the junior year. Majors are expected to complete both Math 63 and 67 before the spring semester of the senior year; permission to delay taking either course until the senior spring must be requested in writing as early as possible but in any event no later than the beginning of the fall semester of the senior year. Finally, course majors must satisfy the departmental comprehensive requirement by passing MATH 097, Senior Conference.

Normally, at least 3 of the 5 credits for courses numbered over 040 must be taken at Swarthmore, including MATH 097 and at least one of the core courses MATH 063 and 067.

Mathematics majors are urged to study in some depth a discipline that makes use of mathematics and to acquire some facility with computers and software. Students bound for graduate work in mathematics should obtain a reading knowledge of French, German, or Russian.

Special Emphases

The preceding requirements allow room to choose an optional special emphasis within the mathematics major. For instance:

A student may major in mathematics with an *emphasis on statistics* by taking the following courses at the advanced level: (1) the core analysis course (MATH 063); (2) Mathematical Statistics I (STAT 061); (3) Probability (MATH 105) or Mathematical Statistics II (STAT 111); (4) Data Analysis and Visualization (STAT 031); and (5) another mathematics course numbered over 40. Students are encouraged but not required to take the core algebra course (MATH 067) if they choose this emphasis. When a student does an emphasis in statistics, STAT 031 counts as if it were numbered over 40.

Students interested in *mathematics and computer science* should consider a mathematics major with a minor in computer science or an Honors Program with a mathematics major and a computer science minor. Details on these options are in the catalog under computer science.

Students thinking of graduate work in *social or management science*, or a master's in business administration, should consider the following options. Basic courses: single-variable calculus (two semesters), one or more practical statistics courses (STAT 061 and 031), linear algebra, discrete math, several-variable calculus, and introductory computer science; advanced courses: (1) Modeling (MATH 056); (2) at least one of Probability (MATH 105), Mathematical

Statistics I (STAT 061), and possibly Mathematical Statistics II (STAT 111); (3) at least one of Combinatorics (MATH 069) or Operations Research (ENGR 057); (4) the two required core courses (MATH 063 and MATH 067); and (5) Differential Equations (MATH 043 or 044). Because this program is heavy (one who hopes to use mathematics in another field must have a good grasp both of the relevant mathematics and of the intended applications), one of the core course requirements may be waived with permission of the department.

Students thinking of graduate work in *operations research* should consider the following options. Basic courses: same as previous paragraph. Advanced courses: (1) the two required core courses (MATH 063 and MATH 067); (2) Combinatorics (MATH 069) and Topics in Discrete Mathematics (MATH 059 or 079); (3) Mathematical Statistics (STAT 061); and (4) at least one of Number Theory (MATH 058), Modeling (MATH 056), or Probability (MATH 105).

Teacher Certification

Swarthmore offers teacher certification in mathematics through a program approved by the state of Pennsylvania and administered by the College's Educational Studies Department. In addition to meeting the general certification requirements, students seeking certification in mathematics have two choices. Either they complete a mathematics major and must include among their electives:

- One semester of computer science (CPSC 021)
- One semester of discrete mathematics (MATH 029, 059, 069, or 079)
- One semester of geometry (MATH 055 or 075)
- One semester of statistics or probability (STAT 011, 031, 061, 111 or MATH 105)

or they do a special major in mathematics and education. Such a major must include the general certification requirements, 7 credits in mathematics, including MATH 063 or 067, one other course numbered over 044, and a mathematical education thesis. See the Educational Studies Department for more details. Either way, students seeking certification are strongly advised to take further mathematics or statistics courses emphasizing modeling and applications and/or to take at least one course in the natural or social sciences in which mathematics or statistics is significantly used. They are also highly encouraged to work as a tutor in the math clinic or to do individual tutoring for a semester. To receive certification, a student must receive a grade of C or better in all mathematics courses.

The special major in mathematics and education is available even if one does not seek teacher certification.

Mathematics Course Minor

By graduation, a mathematics course minor must have 6 credits in mathematics or statistics. Furthermore, every mathematics course minor is required to obtain credit for, or place out of, each of the following subjects: single-variable calculus (two semesters), linear algebra, and several-variable calculus. In addition, every mathematics course minor must obtain at least 2 credits in mathematics or statistics courses whose numbers are greater than 044. (Note the difference from the requirement for majors, which requires 5 credits for courses over 040.) At least 1 of these 2 credits must be for MATH 063 or 067. Also, at least 1 of these 2 credits must be taken at Swarthmore. A student may not minor in both mathematics and statistics.

Statistics Course Minor

By graduation, a statistics course minor must have 6 credits in mathematics or statistics. Furthermore, every statistics course minor is required to obtain credit for, or place out of, each of the following subjects: single-variable calculus (two semesters), linear algebra, and several-variable calculus. In addition, every statistics course minor must obtain credit for, or place out of, STAT 031 and STAT 061. At least one of STAT 031 and STAT 061 must be taken at Swarthmore. A student may not minor in both mathematics and statistics.

Honors Program

Requirements for acceptance as a mathematics major in the Honors Program are more stringent than those for the course major and include a grade-point average in mathematics and statistics courses of B+ or better. Potential honors majors may want to consider including in the sophomore year a course that emphasizes theory and provides an opportunity for writing proofs. Department faculty members can give advice on appropriate courses.

The program for an honors major in mathematics consists of preparations for external examination in three fields of 2 credits each. For each field chosen, the courses or seminars are specified by the department. For the honors major, one preparation shall be in algebra (MATH 067 and 102) and one in analysis (MATH 063 and either 101 or 103). Each student may select the third preparation from discrete mathematics, geometry, probability, statistics, and topology.

Students who wish to complete an honors minor in mathematics must have credit for, or place out of, single-variable calculus (two semesters), linear algebra, and several-variable calculus.

For the honors portion of their program, minors must complete one preparation chosen from those in the previous paragraph.

Courses

Note 1: For courses numbered under 100, the ones digit indicates the subject matter, and the other digit indicates the level. In most cases, a ones digit of 1 means statistics, 2 to 6 means continuous mathematics, and 7 to 9 means noncontinuous mathematics (algebra, number theory, and discrete math). Courses below 10 do not count for the major, from 10 to 39 are first- and second-year courses, from 40 to 59 are intermediate, in the 60s are core upper-level courses; from 70 to 89 are courses that have one or more core courses as prerequisites, and in the 90s are independent reading courses.

Note 2: There are several sets of courses below where a student may not take more than one of them for credit. For instance, see the descriptions of MATH 033, 034 and 035. In such cases, if a student does take more than one of them, each group is treated for the purpose of college regulations as if they have the same course number. See the Repeated Course Rule in section 8.2.4.

STAT 001. Statistical Thinking

Statistics provides methods for collecting and analyzing data and generalizing from their results. Statistics is used in a wide variety of fields, and this course provides an understanding of the role of statistics in these fields and in everyday life. It is intended for students who want an appreciation of statistics, including the ability to interpret and evaluate statistical claims critically but who do not imagine they will ever need to carry out statistical analyses themselves. (Those who may need to carry out statistical analyses should take STAT 011.) This course cannot be counted toward a major in mathematics, is not a prerequisite for any other course, and cannot be taken for credit after or simultaneously with any other statistics course, including AP Statistics and ECON 031.

Prerequisite: Four years of traditional high school mathematics (precalculus).

1 credit.

Each semester.

Fall 2010. Everson. Spring 2011. Everson.

MATH 003. Introduction to Mathematical Thinking

Students will explore the world of mathematical ideas by sampling logic, number theory, geometry, infinity, topology, probability, and fractals, while we emphasize the thinking and problem-solving skills these ideas stimulate. Class meetings will involve presentation of new material; group work on problems and puzzles;

and lively, maybe even passionate discussions about mathematics. This course is intended for students with little background in mathematics or those who may have struggled with math in the past. It is not open to students who already have received credit on their Swarthmore transcripts for mathematics, Advanced Placement credit included, or who concurrently are taking another mathematics course, or who have placed out of any Swarthmore mathematics course. (See "Placement Procedure" earlier.) Students planning to go on to calculus should consult with the instructor. This course does not count toward a major in mathematics.

Writing course.

1 credit.

Spring 2011. Staff.

MATH 007. Elementary Topics in Mathematics in Applied Contexts

This course is offered occasionally and is interdisciplinary in nature. It provides an introduction to some area of mathematics in the context of its use in another discipline. In Fall 2010 this will be a course in biomathematics. It will cover mathematical techniques used to understand such topics as sustainable fisheries, invasive species, and viral infections. A wide range of mathematics will be covered at an elementary level with students learning why the mathematical techniques are used, how to interpret the results, and how math can be used to explore complex biological problems. Mathematical knowledge at the calculus level and beyond will add to the experience but is not required. This class counts towards the biology major and towards the natural science distribution requirements but not towards the mathematics major.

1 credit.

Fall 2010. Hews.

STAT 011. Statistical Methods

STAT 011 prepares students to carry out basic statistical analyses with the aid of computer software. Topics include basic summary statistics and graphics, design of surveys and experiments, one and two-sample t-tests and tests of proportions, chi-square tests, and an introduction to linear regression and analysis of variance. The course is intended for students who want a practical introduction to statistical methods and who intend to do, or think they may eventually do, statistical analysis, especially in the biological and social sciences. Students who receive credit on entrance for the Statistics AP Exam should not take this course; they have placed out of it and will lose their AP credit if they take it. Note that STAT 011

overlaps considerably with ECON 031; both courses cover similar topics, although ECON 031 focuses more on economic applications while STAT 011 draws examples from a variety of disciplines.

Prerequisite: Four years of traditional high school mathematics (precalculus).

1 credit.

Each semester.

Fall 2010. Everson, Schofield.

Spring 2011. Wang.

MATH 015. Elementary Single-Variable Calculus

A first-semester calculus course with emphasis on an intuitive understanding of the concepts, methods, and applications. Graphical and symbolic methods will be used. The course will mostly cover differential calculus, with an introduction to integral calculus at the end. Applications to biological science and social science will receive special attention.

Prerequisite: Four years of traditional high school mathematics (precalculus) and placement into this course through Swarthmore's Math/Stat Readiness Examination or Calculus Placement Examination (see "Placement Procedure" section earlier).

1 credit.

Fall 2010. Grood.

MATH 025. Further Topics in Single-Variable Calculus

The continuation of MATH 015, this course covers the fundamental theorem, integration, geometric series, Taylor polynomials and series, and an introduction to differential equations.

Prerequisites: MATH 015 or placement by examination (see "Advanced Placement and Credit Policy" section).

1 credit.

Each semester.

Fall 2010. McClendon. Spring 2011. Staff.

MATH 026. Advanced Topics in Single-Variable Calculus

For students who place out of the first half of MATH 025. This course goes into more depth on sequences, series, and differential equations than does MATH 025 and includes power series and convergence tests. This course, or MATH 025, is required of all students majoring in mathematics, physics, chemistry, or engineering. Students may not take MATH 026 for credit after MATH 025 without special permission.

Prerequisite: Placement by examination (see “Advanced Placement and Credit Policy” section).

1 credit.

Fall 2010. Grinstead, McClendon.

MATH 027. Linear Algebra

This course covers systems of linear equations, matrices, vector spaces, linear transformations, determinants, and eigenvalues. Applications to other disciplines are presented. Students may take only one of MATH 027, MATH 028, and MATH 028S for credit.

Prerequisite: A grade of C or better in some math course numbered 025 or higher or placement by examination (see “Advanced Placement and Credit Policy” section).

1 credit.

Each semester.

Fall 2010. Bergstrand, Shapiro.

Spring 2011. Staff.

MATH 028. Linear Algebra Honors Course

More theoretical, abstract, and rigorous than MATH 027. The subject matter will be equally as valuable in applied situations, but applications will be emphasized less. MATH 028 is intended for students with exceptionally strong mathematical skills, especially if they are thinking of a mathematics major. Students may take only one of MATH 027, MATH 028, and MATH 028S for credit.

Prerequisite: A grade of B or better in some math course numbered 025 or higher, or placement by examination, including both placement out of calculus and placement into this course via Part IV of Swarthmore’s Calculus Placement Exam (see “Placement Procedure” section).

1 credit.

Fall 2010. Shimamoto. Spring 2011. Staff

MATH 028S. First-Year Seminar: Linear Algebra Honors Seminar

MATH 028S covers the same material as the lecture-based MATH 028 but uses a seminar format (maximum 12 students) with additional meetings. Hands-on student participation takes the place of most lectures. Students may take only one of MATH 027, MATH 028, and MATH 028S for credit.

Prerequisite: Placement by examination, including both placement out of calculus and placement into this course via Part IV of Swarthmore’s Calculus Placement Exam (see “Placement Procedure” section).

1 credit.

Fall 2010. Maurer.

MATH 029. Discrete Mathematics

An introduction to noncontinuous mathematics. The key theme is how induction, iteration, and recursion can help one discover, compute, and prove solutions to various problems—often problems of interest in computer science, social science, or management. Topics will include algorithms, graph theory, counting, difference equations, and finite probability with special emphasis on how to write mathematics. While it does not use any calculus, MATH 029 is a more sophisticated course; thus, some calculus is a useful background in an indirect way.

Prerequisite: Strong knowledge of at least precalculus, as evidenced by taking another mathematics course numbered 15 or above, or through our placement examinations (see “Placement Procedure” section). Familiarity with some computer language is helpful but not necessary.

Writing course.

1 credit.

Fall 2010. Stromquist.

MATH 029B. Discrete Mathematics and Biology

Like MATH 029 described above, this spring course will treat the key mathematical topics (induction, counting, graphs) that make Discrete Mathematics a prerequisite for our higher level discrete courses (MATH 059, 069, 079). However, in MATH 029B essentially all the applications will be to biology. Prerequisite: Strong knowledge of at least precalculus, as evidenced by taking another mathematics course numbered 15 or above, or through our placement examinations (see “Placement Procedure” section). Familiarity with some computer language is helpful but not necessary.

Writing course.

1 credit.

Spring 2011. Hews.

STAT 031. Data Analysis and Visualization

This course will study methods for exploring and modeling relationships in data. We introduce modern techniques for visualizing trends and formulating hypotheses. We will also discuss methods for modeling structure and patterns in data, particularly using multiple regression and related methods. The format of the course emphasizes writing assignments and interactive problem solving using real datasets.

Prerequisites: Credit for AP Statistics, STAT 011, STAT 061, or ECON 031; or STAT 001 and permission of the instructor.

Writing course.

1 credit.

Fall 2010. Wang.

Spring 2011 (if offered). Schofield.

MATH 033. Basic Several-Variable Calculus

This course considers differentiation and integration of functions of several variables with special emphasis on two and three dimensions. Topics include partial differentiation, extreme value problems, Lagrange multipliers, multiple integrals, line and surface integrals, Green's, Stokes', and Gauss' theorems. The department strongly recommends that students take MATH 034 instead, which provides a richer understanding of this material by requiring linear algebra (MATH 027 or 028) as a prerequisite. Students may take only one of MATH 033, MATH 034, and MATH 035 for credit.

Prerequisite: MATH 025, or 026 or placement by examination (see "Advanced Placement and Credit Policy" section). Students who have taken linear algebra at Swarthmore or elsewhere may not take MATH 033 without the instructor's permission.

1 credit.

Each semester.

Fall 2010. Johnson. Spring 2011. Staff.

MATH 034. Several-Variable Calculus

Same topics as MATH 033 except in more depth using the concepts of linear algebra. The department strongly recommends that students take linear algebra first so that they are eligible for this course. Students may take only one of MATH 033, MATH 034, and MATH 035 for credit.

Prerequisite: MATH 025, or 026; and MATH 027, 028, or 028S.

1 credit.

Each semester.

Fall 2010. Shimamoto. Spring 2011. Staff.

MATH 035. Several-Variable Calculus Honors Course

This version of MATH 034 will be more theoretical, abstract, and rigorous than its standard counterpart. The subject matter will be equally as valuable in applied situations, but applications will be emphasized less. It is intended for students with exceptionally strong mathematical skills and primarily for those who have completed MATH 028 or 028S successfully. Students may take only one of MATH 033, MATH 034, and MATH 035 for credit.

Prerequisite: A grade of C or better in MATH 028 or 028S, or permission of the instructor, or in the fall for entering students who have placed

out of linear algebra, permission of the departmental placement coordinator.

1 credit.

Fall 2010. Talvacchia. Spring 2010. Staff.

STAT 041. Topics in Statistics: Data Analysis Projects in Public and Social Policy

In spring 2011 this will be a Community-Based Learning project course in data analysis.

Students will work in teams on a semester-long data analysis problem. Projects will be drawn from data from local organizations in order to attempt to answer questions of direct importance to them. A key objective of the course is to expose students to the variety of challenges faced by the data analyst. Topics may include multiple regression, analysis of variance, analysis of covariance, and other related methods. Students will research the scientific background of their problem and consult with the local organizations from which their data came. If there is sufficient interest in Spring 2011, two sections will be offered; if not, one section will be offered and one section of STAT 031.

Prerequisite: STAT 011, or permission of the instructor.

1 credit.

Spring 2011. Schofield.

MATH 043. Basic Differential Equations

This course emphasizes the standard techniques used to solve differential equations. It will cover the basic theory of the field with an eye toward practical applications. Standard topics include first-order equations, linear differential equations, series solutions, first-order systems of equations, Laplace transforms, approximation methods, and some partial differential equations. Compare with MATH 044. Students may not take both MATH 043 and 044 for credit. The department prefers majors to take MATH 044.

Prerequisites: Several-variable calculus or permission of the instructor.

1 credit.

Spring 2011. Staff.

MATH 044. Differential Equations

An introduction to differential equations that has a more theoretical flavor than MATH 043 and is intended for students who enjoy delving into the mathematics behind the techniques. Problems are considered from analytical, qualitative, and numerical viewpoints, with an emphasis on the formulation of differential equations and the interpretations of their solutions. This course does not place as strong an emphasis on solution techniques as MATH 043 and thus may not be as useful to the more applied student. Students may not take both

MATH 043 and 044 for credit. The department prefers majors to take MATH 044.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

1 credit.

Spring 2011. Staff.

MATH 046. Theory of Computation

(See CPSC 046)

1 credit.

Spring 2012.

MATH 053. Topics in Analysis

Course content varies from year to year depending on student and faculty interest. Recent topics have included financial mathematics, dynamical systems, and Fourier analysis. Prerequisites: Linear algebra and several-variable calculus.

1 credit.

Spring 2011. Staff.

MATH 054. Partial Differential Equations

The first part of the course consists of an introduction to linear partial differential equations of elliptic, parabolic, and hyperbolic type via the Laplace equation, the heat equation, and the wave equation. The second part of the course is an introduction to the calculus of variations. Additional topics depend on the interests of the students and instructor.

Prerequisites: Linear algebra, several-variable calculus, and either MATH 043, MATH 044, PHYS 050, or permission of the instructor.

1 credit.

Alternate years.

Not offered 2010–2011.

MATH 055. Topics in Geometry

Course content varies from year to year. In recent years, the emphasis has been on introductory differential geometry. See also MATH 075.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

1 credit.

Alternate years.

Fall 2010. Talvacchia.

MATH 056. Modeling

An introduction to the methods and attitudes of mathematical modeling. Because modeling in physical science and engineering is already taught in courses in those disciplines, applications in this course will be primarily to social and biological sciences. Various standard methods used in modeling will be introduced: differential equations, Markov chains, game theory, graph theory, and computer simulation.

The emphasis, however, will be on how to apply these subjects to specific modeling problems, not on their systematic theory. The format of the course will include projects as well as lectures and problem sets.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

1 credit.

Alternate years.

Not offered 2010–2011.

MATH 057. Topics in Algebra

Course content varies each year, depending on student and faculty interest. Recent offerings have included coding theory, groups and representations, finite reflection groups, and matrix theory. See also MATH 077.

Prerequisites: Linear algebra.

1 credit.

Alternate years.

Not offered 2010–2011.

MATH 058. Number Theory

The theory of primes, divisibility concepts, and multiplicative number theory will be developed.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

1 credit.

Alternate years.

Fall 2010. Shapiro.

MATH 059. Topics in Discrete Mathematics

Topics vary each year. Past topics have included combinatorial matrix theory, graph theory, combinatorial algorithms, number theoretic algorithms, and representation theory using combinatorial structures and techniques. See also MATH 079.

Prerequisites: MATH 029 and at least one higher-numbered mathematics course.

1 credit.

Alternate years.

Not offered 2010–2011.

STAT 061. Probability and Mathematical Statistics I

This course introduces the mathematical theory of probability, including density functions and distribution functions, joint and marginal distributions, conditional probability, and expected value and variance. It then develops the theory of statistics, including parameter estimation and hypothesis testing. The emphasis is on proving results in mathematical statistics rather than on applying statistical methods.

Students needing to learn applied statistics and data analysis should consider STAT 011 or 031 in addition to or instead of this course.

Prerequisites: MATH 033 or 034 or permission of the instructor.

1 credit.

Fall 2010. Ross.

MATH 063. Introduction to Real Analysis

This course concentrates on the careful study of the principles underlying the calculus of real valued functions of real variables. Topics include continuity, compactness, connectedness, uniform convergence, differentiation, and integration. Required additional meetings.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

Writing course.

1 credit.

Fall 2010. Grinstead.

MATH 067. Introduction to Modern Algebra

This course is an introduction to abstract algebra and will survey basic algebraic systems—groups, rings, and fields. Although these concepts will be illustrated by concrete examples, the emphasis will be on abstract theorems, proofs, and rigorous mathematical reasoning. Required additional meetings.

Prerequisite: Linear algebra or permission of the instructor.

Writing course.

1 credit.

Fall 2010. Grood, Shimamoto.

Spring 2011. Staff.

MATH 069. Combinatorics

This course continues the study of noncontinuous mathematics begun in MATH 029. The topics covered include three broad areas: counting theory, graph theory, and design theory. The first area includes a study of generating functions and Polya counting. The second area is concerned with relations between certain graphical invariants. Topics such as extremal graph theory and Ramsey theory may be introduced. The third area introduces combinatorial structures such as matroids, codes, and Latin squares.

Prerequisites: MATH 029 and at least one other course in mathematics.

1 credit.

Alternate years.

Fall 2010. Chen.

MATH 073. Advanced Topics in Analysis

An advanced version of MATH 053, sometimes offered instead, and requiring the core course in analysis. In Spring 2011, this is likely to be a course in Functional Analysis, given by a professor from Bryn Mawr College.

Prerequisites: Linear algebra and MATH 063.

1 credit.

Spring 2011. Staff.

MATH 075. Advanced Topics in Geometry

An advanced version of MATH 055, sometimes given instead, and typically requiring MATH 063, 067, or both.

Prerequisites: See the instructor.

1 credit.

Not offered 2010–2011.

MATH 077. Advanced Topics in Algebra

An advanced version of MATH 057, sometimes given instead, and requiring the core course in algebra.

Prerequisites: Linear algebra and MATH 067.

1 credit.

Not offered 2010–2011.

MATH 079. Advanced Topics in Discrete Mathematics

An advanced version of MATH 059, sometimes offered instead of MATH 059.

Prerequisites: MATH 029 and 069.

1 credit.

Not offered 2010–2011.

MATH 093/STAT 093. Directed Reading

MATH 096/STAT 096. Thesis

MATH 097. Senior Conference

This course is required of all senior mathematics majors in the Course Program and must be taken at Swarthmore. It provides an opportunity to delve more deeply into a particular topic agreed on by the student and the instructor. This focus is accomplished through a written paper and either an oral presentation or participation in a poster session.

0.5 credit.

Fall 2010. Chen.

Seminars

MATH 101. Real Analysis II

This seminar is a continuation of Introduction to Real Analysis (MATH 063). Topics may include the inverse and implicit function theorems, differential forms, calculus on manifolds, and Lebesgue integration.

Prerequisite: MATH 063.

1 credit.

Spring. Staff.

MATH 102. Modern Algebra II

This seminar is a continuation of Introduction to Modern Algebra (MATH 067). Topics covered usually include field theory, Galois theory (including the insolubility of the quintic), the structure theorem for modules over principal ideal domains, and a theoretical development of linear algebra. Other topics may be studied depending on the interests of students and instructor.

Prerequisite: MATH 067.

1 credit.

Fall 2010. Bergstrand. Spring 2010. Staff.

MATH 103. Complex Analysis

A brief study of the geometry of complex numbers is followed by a detailed treatment of the Cauchy theory of analytic functions of a complex variable: integration and Cauchy's theorem, power series, residue calculus, conformal mapping, and harmonic functions. Various applications are given, and other topics—such as elliptic functions, analytic continuation, and the theory of Weierstrass—may be discussed.

Prerequisite: MATH 063.

1 credit.

Alternate years.

Not offered 2010–2011.

MATH 104. Topology

An introduction to point-set, combinatorial, and algebraic topology: topological spaces, classification of surfaces, the fundamental group, covering spaces, simplicial complexes, and homology (including related algebra).

Prerequisites: MATH 063 and 067.

2 credits.

Alternate years.

Not offered 2010–2011.

MATH 105. Probability

Advanced topics in probability theory. Topics may include branching processes, card shuffling, the Central Limit Theorem, generating functions, the Laws of Large Numbers, Markov chains, optimal stopping theory, percolation, the Poisson process, renewal theory, and random walks.

Prerequisite: STAT 061.

1 credit.

Alternate years.

Spring 2011. Ross.

MATH 106. Advanced Topics in Geometry

The course content varies from year to year among differential geometry, differential topology, and algebraic geometry. In 2011, the topic expected to be advanced differential geometry.

Prerequisites: MATH 055 and 063 or permission of the instructor.

1 credit.

Alternate years.

Spring 2011. Talvacchia.

STAT 111. Mathematical Statistics II

This seminar is a continuation of STAT 061. It deals mainly with statistical models for the relationships between variables. The general linear model, which includes regression, variance, and covariance analysis, is examined in detail. Topics may also include nonparametric statistics, sampling theory, and Bayesian statistical inference.

Prerequisite: Linear algebra and a grade of C+ or better in STAT 061.

1 credit.

Spring 2011. Everson.

Coordinator: CRAIG WILLIAMSON (English Literature)

Committee: Tariq al-Jamil (Religion)
Stephen P. Bensch (History)²
Michael W. Cothren (Art History)¹
Steven Hopkins (Religion)¹
Michael Marissen (Music)
Rosaria V. Munson (Classics)²
Ellen M. Ross (Religion)
William Turpin (Classics)

¹ Absent on leave, fall 2010.

² Absent on leave, spring 2011.

Swarthmore's Medieval Studies Program offers students the opportunity to study in an interdisciplinary and cross-cultural fashion a variety of often interrelated medieval civilizations—European, Mediterranean, Middle Eastern, Islamic, South and West Asian—from the 4th to the 15th centuries. The program draws upon a variety of critical and cross-disciplinary approaches to explore medieval cultures, their distinctive qualities and historical connections, their material and spiritual productions, their artistic creations, and their relation to earlier and later cultures. The medieval period is best understood through an interdisciplinary approach which includes art, classics, literature, history, music, and religion. Students may major or minor in medieval studies in either the course or Honors Program.

Requirements and Recommendations

Students who major or minor in medieval studies must satisfy distribution requirements by taking medieval courses (see below) from the following areas:

Art history
History
Music
Literature (classics or English literature)
Religion or philosophy

Course Major

1. Distribution requirements: at least one medieval course in four of the five areas (must include history).
2. Senior comprehensive examinations. Each major in course is required to complete the senior comprehensive written and oral examinations (normally taken at the end of the second semester of senior year). These examinations are planned as a culminating exercise to facilitate the review and integration of the medieval courses the student has taken.
3. Students must complete at least 8 credits in medieval studies to graduate with a medieval

studies major. (In addition to courses, these credits may include directed readings in medieval subjects and/or a thesis written during the first semester of the senior year.)

Course Minor

1. Distribution requirements: at least one medieval course in three of the five areas (must include history).
2. A minor in medieval studies will consist of 5 credits in medieval studies. Students may take only 1 of the 5 credits in the department of their major.

Honors Major

1. Distribution requirements: at least one medieval course in four of the five areas (must include history).
2. The four preparations for the Honors Program should reflect the interdisciplinary nature of this major and must include work in three of the five distribution areas. The preparations may be constituted by some combination of the following: seminars, preapproved two-course combinations, courses with attachments, or a thesis. A medieval studies honors major need not declare a minor in another field. However, a student may apply one of his or her preparations toward an honors minor. In such a case, the student must fulfill all the requirements set by the relevant department or program for the honors minor.
3. Senior honors study for majors in medieval studies will follow the policies of the individual departmental preparations used in the program. Majors will have a 90- to 120-minute oral panel with all four examiners present.

Honors Minor

1. Distribution requirements: at least one medieval course in three of the five areas (must include history).
2. The one preparation for the Honors Program should reflect the interdisciplinary nature of this minor and may be satisfied by one of the following: one seminar, a preapproved two-course combination, or one course with an

attachment. The minor preparation must be in a department distinct from the student's major.

3. Senior honors study for minors in medieval studies will follow the policies of the individual departmental preparations used in the program. Minors will have the regular individual oral for the single preparation.

Courses

The following medieval studies courses are currently offered at Swarthmore (see catalog sections for individual departments to determine specific offerings in 2010–2011). Majors and minors are also allowed to include medieval courses from Bryn Mawr, Haverford, and the University of Pennsylvania in their curriculum.

ARTH 014. Medieval Survey

ARTH 045. Gothic Art and Architecture

ARTH 047. Special Topics in Medieval Art

CLAS 060. Dante and the Classical Tradition

LATN 014. Medieval Latin

ENGL 010. Survey I: *Beowulf* to Milton

ENGL 014 (LING 014). Old English/History of the Language

ENGL 016. Chaucer

ENGL 019. Chaucer and Shakespeare

ENGL 046. Tolkien and Pullman and Their Literary Roots

HIST 001A. The Barbarian North

HIST 001T. Cross and Crescent: Muslim-Christian Relations in Historical Perspective

HIST 002A. Medieval Europe

HIST 006A. The Formation of the Islamic Near East

HIST 012. Chivalric Society: Knights, Ladies, and Peasants

HIST 014. Friars, Heretics, and Female Mystics: Religious Turmoil in the Middle Ages

HIST 015. Medieval Towns

HIST 016. Sex, Sin, and Kin in Early Europe

MUSI 020. Medieval and Renaissance Music

MUSI 045. Performance (early music ensemble)

RELG 011B. The Religion of Islam: The Islamic Humanities

RELG 014B. Christian Life and Thought in the Middle Ages

RELG 015B (PHIL 016). The Philosophy of Religion

RELG 020B. Prophets and Visionaries: Christian Mysticism Through the Ages

RELG 030B. The Power of Images: Icons and Iconoclasts

RELG 031B. Religion and Literature: From the Song of Songs to the Hindu Saints

RELG 053. Gender, Sexuality and the Body in Islam

MDST 096. Thesis

MDST 180. Senior Honors Thesis

Seminars

ARTH 147. Visual Narrative in Medieval Art

ENGL 102. Chaucer and Medieval Literature

HIST 111. Medieval Mediterranean

RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism, and Islam

RELG 108. Poets, Saints, and Storytellers: The Poetry and Poetics of Devotion in South Asian Religions

RELG 114. Love and Religion

RELG 119. Islamic Law and Society

RELG 127. Heresy and Secrecy

SIBELAN FORRESTER, Professor and Chair
ELEONORE BAGINSKI, Administrative Coordinator
CASSY BURNETT, Administrative Assistant

Arabic

AMAN ATTIEH, Assistant Professor
BRAHIM EL GUABLI, Lecturer
FARNAZ PERRY, Visiting Lecturer

Chinese

ALAN BERKOWITZ, Professor
HAILI KONG, Professor
LALA ZUO, Assistant Professor
WOL A. KANG, Lecturer
KIRSTEN E. SPEIDEL, Lecturer

French

GEORGE MOSKOS, Professor^{9, 10}
JEAN-VINCENT BLANCHARD, Associate Professor
MICHELINE RICE-MAXIMIN, Associate Professor^{1, 12}
CARINA YERVASI, Associate Professor¹¹
ALEXANDRA GUEYDAN, Assistant Professor
CAROLE NETTER, Lecturer

German Studies

HANSJAKOB WERLEN, Professor
SUNKA SIMON, Associate Professor¹
KRISTIN VANDER LUGT, Visiting Assistant Professor
ELKE PLAXTON, Lecturer

Japanese

WILLIAM O. GARDNER, Associate Professor
MATTHEW BURDELSKI, Visiting Assistant Professor and Mellon Postdoctoral Fellow
YOSHIKO JO, Lecturer
ATSUKO SUDA, Lecturer

Russian

SIBELAN FORRESTER, Professor and Chair
BRIAN JOHNSON, Assistant Professor
MARINA ROJAVIN, Visiting Assistant Professor
BEATA ANNA MOSKALA-GALLAHER, Visiting Lecturer

Spanish

AURORA CAMACHO DE SCHMIDT, Associate Professor
MARÍA LUISA GUARDIOLA, Associate Professor¹
LUCIANO MARTÍNEZ, Assistant Professor
ELENA LAHR-VIVAZ, Visiting Assistant Professor
ZACHARY T. ERWIN, Visiting Instructor
JULIA CHINDEMI VILA, Visiting Lecturer
PATRICIA VARGAS, Lecturer

Language Resource Center

MICHAEL JONES, Language Resource Center Director
JOHN WORD, Language Resource Center Technologist

¹ Absent on leave, fall 2010.

² Absent on leave, spring 2011.

³ Absent on leave, 2010–2011.

⁹ Campus coordinator, Swarthmore Program in Grenoble, fall 2010.

¹⁰ Campus coordinator, Swarthmore Program in Grenoble, spring 2011.

¹¹ Program director, Swarthmore Program in Grenoble, fall 2010.

¹² Program director, Swarthmore Program in Grenoble, spring 2011.

Academic Program

Our courses balance traditional objects of study with emerging interdisciplinary projects on topics such as urban modernity, gender and sexuality, and media representations and manipulations of cultural values. Our curriculum engages the classics of world literature while also adapting to reflect the latest redefinitions and debates occurring within the Humanities. The linguistic knowledge students acquire in our courses enables them to speak and write confidently about texts and contexts, to go abroad and encounter the world and its residents in very different, more informed and meaningful ways.

Along with demonstrated competence in the language, a foreign literature major will normally complete a minimum of 8 credits in courses in advanced language, literature, or culture, and a culminating exercise such as a thesis, an oral or written comprehensive examination, or Honors examinations. Depending on the program, one or more courses for the major may be taken in English. The department encourages interdisciplinary approaches and pertinent special majors. Students interested in more than one literature are encouraged to consider a major in comparative literature. Students with strong interest in learning languages and their mechanics should also take note of the related major in Linguistics and Languages. The department collaborates with educational studies to help students who wish to get teaching certification.

The Language Requirement

To receive the degree of Bachelor of Arts or Bachelor of Science, candidates must fulfill a foreign language requirement. The foreign language requirement can be fulfilled by:

- (a) Successfully studying 3 years or the “block” equivalent of a single foreign language in grades 9 through 12 (work done before grade 9 cannot be counted, regardless of the course level);
- (b) Achieving a score of 600 or better on a standard achievement test of a foreign language;
- (c) Passing either the final term of a college-level, yearlong, introductory foreign language course or a semester-long intermediate foreign language course; or
- (d) Learning English as a foreign language while remaining demonstrably proficient in another.

If you have fulfilled your language requirement, the Department encourages you to use your time at Swarthmore to become truly proficient in that language, or to discover a new one.

If your placement recommendation is above the language sequence, you should consider taking introductory and/or advanced courses, many of which fulfill the College’s Writing requirement.

Are you planning to begin a new language at Swarthmore? In order to have useful proficiency in that language, be sure to enroll in the beginning classes during your first year. If you discovered a new language only after your freshmen year, talk with us about how you could catch up during the summer or while studying abroad.

Placement Tests

• **Arabic and Japanese** placement tests are taken on the first day of classes.

• **Chinese:** the test is offered on the Wednesday of orientation. When incoming students arrive in the fall, they will need to check the Orientation schedule for the precise times and places these tests will be given.

• **French, German, and Spanish** placement tests are offered online.

- *Freshmen students* must login to “mySwarthmore” from Swarthmore’s student web page and click on the Placement test tab for access and detailed instructions. It is important that students complete the language survey that appears at the beginning of the test. Upon completion of the test, students can register in the designated course during the registration period, unless an oral interview is required.

- *Upper-classmen* interested in taking placement test should contact Michael Jones in the Language Resource Center for information and instructions (mjones1, 610.328.8036).

- Students who have French/German/Spanish AP/IB are also required to take the online placement test.

- For French only, first-year students with a 531 or higher on their online French placement test are required to take the written literature/culture essay placement test on Wednesday of orientation week to be correctly placed in a French class.

- *Note:* the French/German/Spanish Online Placement Test is not a substitute for an official standard achievement test of a foreign language (such as the College Board exam or the International Baccalaureate). Therefore, it does not serve as proof of achievement for the purpose of fulfilling the language requirement. This test is *only* intended to assist instructors in placing students in the appropriate Swarthmore course.

- For additional information on placement visit each program’s website.

• **Russian** students are asked to consult with the Russian Section Head if they need placement.

Advanced Placement and International Baccalaureate Credit

The department will grant 1 credit for incoming students who achieved a score of 4 or 5 on Advanced Placement Chinese, French, German, Japanese, Russian or Spanish examinations once they have successfully completed a 1-credit course in that language at the College.

The department will grant 1 credit for incoming students who have achieved a score of 6 or 7 in a foreign language on the International Baccalaureate once they have successfully completed a 1-credit course in that language at the College.

Students who took an AP or IB exam should consult the Department Administrative Coordinator, Eleonore Baginski (ebagins1).

Note: Students with French/German/Spanish AP-IB scores are nonetheless required to take the online placement test.

Explanatory Note On First- And Second-Year Language Courses

Courses numbered 001–002, 003, and, in some languages also 004, carry 1.5 credits per semester. Four semesters in this sequence are equivalent to two or sometimes more years of work at the college level.

These courses encourage development of communicative proficiency through an interactive task-based approach, and provide students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. These courses meet alternately as sections for grammar presentation and small groups for oral practice and may also require work in regular scheduled tutorials or in the Language Resource Center.

Students who start in the 001–002 sequence must complete 002 to receive credit for 001. However, students placing directly in 002 can receive 1.5 semester credits for that course. Please note that students must register for both parts of the course in the 001–004 sequence.

Teaching Certificate

We offer teacher certification in modern languages (French, German, and Spanish) through a program approved by the state of Pennsylvania. For further information about the relevant requirements, please contact the Educational Studies Department director, the Modern Languages Department chair, or see the Educational Studies Department website: www.swarthmore.edu/educationalstudies.xml.

Explanatory Note Of Foreign Language Teaching And Pedagogy Courses

The Foreign Language Teaching and Pedagogy program is a service-teaching program designed to bring early foreign language learning to school age children and to give Swarthmore students practice teaching in their target language. Swarthmore students teach their foreign languages to local elementary school students in an after-school program that meets two times per week. Swarthmore students prepare goal-oriented lesson plans and study foreign language acquisition in a pedagogy session that meets concurrently with the service (teaching) component of the program. The goal of the program is help young children expand their comprehension of the world around them and bring them to a closer understanding and acceptance of cultures other than their own. At the end of the 6-week session the children should have developed an awareness of targeted cultural perspectives and practices, and be able to engage in interpersonal communication by exchanging simple spoken information in the target language and utilizing cultural references where appropriate. Courses are listed under the teaching target language. See ARAB 013A, CHIN 013A, FREN 024, GMST 024, JPNS 014A, RUSS 012A, and SPAN 024, which are cross-listed with EDUC 072. Each course carries 0.5 credits per semester.

Study Abroad

Students on financial aid may apply that aid to designated programs of study abroad.

Study abroad is particularly encouraged for students of **Arabic**; academic credit (full or partial) is generally approved for participation in programs of varying duration in different Arab countries that are recommended by the Arabic section. These include but are not limited to universities and programs in Egypt, Jordan, Lebanon, Morocco, Oman, Syria, Tunisia, and Yemen.

Study abroad is particularly encouraged for students of **Chinese**; academic credit (full or partial) is generally approved for participation in several programs of varying duration in the People's Republic of China and in Taiwan, recommended by the Chinese section. In the People's Republic these include, but are not limited to, the Inter-University Board (IUB) Program at Tsing-hua University, the Associated Colleges in China (ACC) Program, the CET Program in Harbin and the Middlebury program in Kunming. In Taiwan, these include the International Chinese Language Program (ICLP), the Mandarin Training Center in Taipei and the Chinese Language Center, National Cheng Kung University in Taiwan.

All **French/Francophone studies** majors and minors are required to complete a study abroad

program in a French-speaking country. Linguistically qualified students of French are encouraged to apply to the Swarthmore Program in Grenoble at the University of Grenoble, for one or two semesters in the sophomore or junior year. This program is particularly suited for majors in the humanities and the social sciences.

Students of **German studies** are strongly encouraged to spend at least a semester in a German-speaking country. There are several excellent opportunities to participate in an approved program, such as the Columbia Consortium Program in Berlin, the Macalester College German Study Program in Berlin/Vienna, or the Dickinson college program in Bremen. Students should consider going abroad in the spring semester. This will enable them to participate fully in the semester schedule of German and Austrian Universities.

Students of **Japanese** are strongly encouraged to participate in study abroad programs.

Swarthmore College participates in a regular exchange program with Tokyo University (the AIKOM program), and the Japanese Section has prepared a carefully selected list of other recommended programs in Kyoto, Nagoya, and elsewhere. Students interested in study abroad should consult with the head of the Japanese Section for more information.

Students in **Russian** are strongly encouraged to spend at least one semester in the A.C.T.R., C.I.E.E., or Middlebury programs or at the Smolny Institute through Bard College, among others in Russia.

All **Spanish** majors and minors are required to complete a study abroad program in a Spanish – speaking country. Swarthmore College offers students interested in studying abroad several programs listed in the Spanish website www.swarthmore.edu/x20060.xml. To ensure full immersion, all courses taken abroad must be taken in Spanish. We strongly suggest that majors and minors as well as non-specialists meet with a Spanish faculty member to discuss the possibilities and find the program that best suits their academic needs and interests.

Students who plan to do graduate work are reminded that, in addition to the language of specialization, a reading knowledge of other languages is often required for admission to advanced studies.

The department also certifies credit for study abroad of languages that are not taught at Swarthmore, such as Catalan, Czech, Farsi, Hungarian, Italian, Polish, and so on.

Funds and Awards For Students

The Hilde Cohn Student Fellowship Endowment

This fund was established in 2007 by Walter H. Clark, Jr. '54 to honor a former faculty member who conveyed to her students her love of the German language and literature. The fund, administered by the German Studies section of the Modern Languages and Literatures Department, is used to support students participating in academic study, internships, and research in German-speaking countries or in immersive German language programs.

The Project Japan Fund

The Project Japan Fund will support one student during the summer months to conduct research in Japan. The grant will be used for exploring contemporary issues that challenge Japan and seeking possible ways to address those issues, potentially drawing upon American experience. Students must have some mastery of the Japanese language and requisite coursework preparation to conduct their research. Awards based on merit of the proposal will be made on the recommendation of an interdisciplinary faculty committee coordinated by the Japanese Section of the Modern Languages and Literatures Department.

The Olga Lamkert Memorial Fund

Income from a fund established in 1979 by students of Olga Lamkert, professor of Russian at Swarthmore College from 1949 to 1956, is available to students with demonstrated financial need who wish to attend a Russian summer school program in this country or summer or semester programs in Russia. Awards based on merit and financial need will be made on the recommendation of the Russian section of the Modern Languages and Literatures Department.

The Jeanette Streit Rohatyn '46 Fund

The income is used to grant the “Baudelaire Award” to a Swarthmore student participating in the College Program in Grenoble. The student must be considering a major or a minor in French/Francophone studies, and use the award, which is granted on the recommendation of the program director, to travel in metropolitan France.

The Eugene M. Weber Memorial Fund

This fund was established in 1986 to honor the memory of Eugene M. Weber, professor of German at Swarthmore College from 1973 to 1986. Grants are awarded to students who plan to attend an academic program in a German-speaking country and/or work there on research projects or in internships. Awards based on merit and financial need will be made on the

recommendation of the German Studies section of the Modern Languages and Literatures Department.

Literatures in Translation

Students who are already acquainted with a particular foreign language are urged to select an appropriate literature/culture course taught in the original language. LITR courses provide students with the opportunity to study cultural material that they cannot read in the original and often to study literature in a comparative context.

In most language programs, these courses cannot be substituted for the introductory course sequence between 010 and 020 to satisfy departmental prerequisites for a major or minor in the original languages, but many of these courses can satisfy the 8 credit requirement of a foreign literature/studies major as each section specifies.

LITR 008CH. First-year Seminar: Literary and Cinematic Presentation of Modern China

(Cross-listed as CHIN 008)

This course will explore modern China through carefully chosen texts in both literary and cinematic forms, with a focus on the issues concerning the nation, family, and self in a fast-changing society. Through intensive reading and discussion, students will get a better understanding of modern China as well as how China has been presented in literature or on screen. All readings are in translation and films with English subtitles. No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2010–2011.

LITR 009CH. First-Year Seminar: Heaven, Earth, and Man: Ways of Thought in Traditional Chinese Culture

(Cross-listed as CHIN 009)

This introductory course explores the most influential currents of thought and culture in traditional China, through directed readings and discussions of original sources in translation. No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2010–2011.

LITR 013R. The Russian Novel

(Cross-listed as RUSS 013)

The Russian novel represents Russia's most fundamental contribution to world culture. This course surveys classic authors and experimental works from the 19th and 20th centuries. Students in the course will deepen their understanding of the context for writers, including Dostoevsky and Tolstoy. They will

gain familiarity with literary movements and genres including romanticism, realism, the psychological novel, the picaresque novel, modernism, and the postmodern as they developed in Russia. We will highlight issues including the relationship of Russia to the West, national identity, and the complex relationship of literature and politics.

No prerequisite.

Writing course.

1 credit.

Fall 2010. Johnson.

LITR 015G. First-Year Seminar: Between Appetite and Aesthetics: A Cultural History of Food

This course examines literary and other texts, works of visual art, and films that focus on food and taste in their gustatory and metaphorical-symbolic representations. Topics discussed are food and knowledge, the physiology/metaphor of taste, food and memory, eroticism and food ("eye candy," oral pleasures), food/religion, anthropophagy/communion, production/consumption, and hospitality/sacrifice. The reading list includes, among others, Walter Benjamin, Georg Simmel, Marcel Proust, Franz Kafka, Vladimir Nabokov, Sigmund Freud, Claude Levi-Strauss, Stanley Ellin, F.T. Marinetti, Roland Barthes, Elias Canetti, Emile Zola, and Tanja Blixen.

1 credit.

Not offered 2010–2011.

LITR 015R. First-Year Seminar: East European Prose in Translation

(Cross-listed as RUSS 015)

Novels and stories by the most prominent 20th-century writers of this multifaceted and turbulent region. Analysis of individual works and writers with the purpose of appreciating the religious, linguistic, and historical diversity of Eastern Europe in an era of war, revolution, political dissent, and outstanding cultural and intellectual achievement. Readings, lectures, writing and discussion in English; qualified students may do some readings in the original language(s). Writing-intensive course limited to 15 students.

Writing course.

1 credit.

Not offered 2010–2011.

LITR 015S. First-Year Seminar: Children in Latin American Literature

How does the world look from the perspective of a Latin American child? The social sciences tell us that children are not defined by what they cannot yet understand, say, or do, and that they learn at a fabulous speed. Children are observers, always making sense of their surroundings, while they are relatively

unencumbered by the biases, worries, and hurts that come from experience. Regrettably, they are not free from fear. Is the child narrator a privileged storyteller? How does literature represent transforming events, the separation, and death of loved ones, war, displacement, or joy through the voice of a child? What are a child's narrative strategies? Because boys and girls do not generally write to publish, what is the role of an adult memory in reconstructing a textual childhood? The course includes masterful Latin American and Latino works of fiction and autobiography, complemented by poetry, film and essays. No prerequisites.

Eligible for LASC credit.

1 credit.

Spring 2012. Camacho de Schmidt.

LITR 016CH. Substance, Shadow, and Spirit in Chinese Literature and Culture (Cross-listed as CHIN 016)

This course will explore the literary and intellectual world of traditional Chinese culture, through original writings in English translation, including both poetry and prose. Topics to be discussed include Taoism, Confucianism, and the contouring of Chinese culture; immortality, wine, and allaying the mundane; and the religious dimension, disengagement, and the appreciation of the natural world. The course also will address cultural and literary formulations of conduct and persona and the expression of individualism in an authoritarian society.

No prerequisites.

1 credit.

Spring 2011. Berkowitz.

LITR 017CH. The Legacy of Chinese Narrative Literature: The Story in Dynastic China (Cross-listed as CHIN 017)

This course explores the development of diverse genres of Chinese narrative literature through readings of original writings in translation. Readings include tales of the strange, biographies and hagiographies, moral tales, detective stories, literary jottings, drama, novellas and novels, and masterworks of the Chinese literary tradition throughout the centuries of imperial China.

No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2010–2011.

LITR 017J. First-Year Seminar: The World of Japanese Drama (Cross-listed as JPNS 017 and THEA 017)

This first-year seminar will explore the unique dramatic traditions of Japan from diverse

angles, including a study of dramatic texts, videos of performance, and films based on famous dramatic works. Our seminar will focus on the three great dramatic traditions of Noh masked drama, Bunraku puppet theater, and Kabuki. We will also examine the cultural background of these dramatic forms, including the influence of Buddhism, Shintō, and shamanism, as well as the philosophical background and methodology of training and performance. Open to all first year students: no previous knowledge of performance or Japanese language, history, or culture is required.

1 credit.

Fall 2010. Gardner.

LITR 017R. First-Year Seminar: Love and Sex in Russian Literature (Cross-listed as RUSS 017)

Best known for political priorities and philosophical depth, Russian literature has also devoted many works to the eternal concern, love and sex. We will read significant and provocative works from traditional folk tales through the 20th century to discuss their construction of these most “natural” impulses—and how they imagine the relationship of human attraction to politics and philosophy.

Writing course.

1 credit.

Not offered 2010–2011.

LITR 018CH. The Classical Tradition in Chinese Literature (Cross-listed as CHIN 018)

Exploration of major themes, ideas, writings, and literary forms that have contributed to the development of traditional Chinese civilization through directed readings and discussions of English translations of original sources from early through medieval times.

No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2010–2011.

LITR 019CH. First-Year Seminar: Singular Lives and Cultural Paradigms in Early and Imperial China (Cross-listed as CHIN 019)

In this course we will read accounts of a number of the foremost persons in Chinese history whose lives delineated the contour of Chinese civilization through the ages. Through a contextualized biographical approach, we will see how the acts, conduct, and writings of particular individuals contributed to the formulation of traditional Chinese culture. No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Spring 2011. Berkowitz.

LITR 020G. Expressions of Infinite Longing: German Romanticism and its Discontents

In this course, we will first read works by the young Goethe that demonstrate a radical reshaping of subjectivity in the later part of the 18th century. This modern subjectivity is at the center of writings by early German romantics, texts that mark the beginning of a revolutionary period in German literature whose critical recastings of aesthetic, philosophical, and social questions are still echoed in modern literary criticism. After the failed enlightenment view of history as human progress, the search for novel poetic representations created a new mythology intended to fuse “poetry and prose, originality and criticism, the poetry of art and the poetry of nature” (F. Schlegel). The second part of the course will focus on writers struggling with the failures of that promise and the disenchantment of the romantic world. Authors read include Friedrich Schlegel, Johann Ludwig Tieck, Novalis, Friedrich Hölderlin, Heinrich von Kleist, E.T.A. Hoffmann, and Wilhelm Müller. In English.

1 credit.

Not offered 2010–2011.

LITR 021J. Modern Japanese Literature (Cross-listed as JPNS 021)

An introduction to Japanese fiction from the Meiji Restoration (1868) to the present day, focusing on how literature has been used to express the personal voice and to shape and critique the concept of the modern individual. We will discuss the development of the mode of personal narrative known as the “I novel” as well as those authors and works that challenge this literary mode. In addition, we will explore how the personal voice in literature is interwoven with the great intellectual and historical movements of modern times, including Japan’s encounter with the West and rapid modernization, the rise of Japanese imperialism and militarism, World War II and its aftermath, the emergence of an affluent consumer society in the postwar period, and the impact of global popular culture and the horizon of new transnational identities in the 21st century. All readings and discussions will be in English.

1 credit.

Not offered 2010–2011.

LITR 021R. Dostoevsky (in Translation) (Cross-listed as RUSS 021)

Writer, gambler, publicist, and visionary Fedor Dostoevsky is one of the great writers of the modern age. His work inspired Nietzsche, Freud, Woolf, and others and continues to exert

a profound influence on thought in our own society to the present. Dostoevsky confronts the “accursed questions” of truth, justice, and free will set against the darkest examples of human suffering: murder, suicide, poverty, addiction, and obsession. Students will consider artistic, philosophical, and social questions through texts from throughout Dostoevsky’s career. Students with knowledge of Russian may read some or all of the works in the original.

1 credit.

Not offered 2010–2011.

LITR 022G. Food Revolutions: History, Politics, Culture

Behind our current unsustainable system of industrialized food production lies a long history of technical and market innovations, political exigencies, and shifts in consumer culture, beginning with the Industrial Revolution of the 18th century and leading to today’s globalized market structures dominated by Northern oligopolies. In our class, we will focus on key moments that set this chain of events in motion, including: the French revolution, Napoleon’s food requirements for LaGrande Armée, slavery and colonial food production, nutritional welfare for the emerging proletariat, technological breakthroughs (canning, freezing), the homogenization of taste, and the convergence of military and agricultural production methods (mechanization of scale) after WWII.

As the social and environmental costs of a commodified food system only interested in profit maximization become more and more evident, a great number of resistance centers to these exploitative practices have emerged, especially in the Global South. An emphasis on sustainable, biodiverse, and local agriculture that restores the frayed social fabric of rural communities and serves human needs instead of corporate interests is the main characteristic of these diverse movements—all of which stress the rights of indigenous peoples and women. In our course, we will discuss the social, ethical, and ecological aspects of these movements, and reflect on possibilities of our own involvement in this important “food fight.” The class will make an excursion to meet with food producers who own successful sustainable and local food businesses. No prerequisites.

Eligible for ENVIS credit.

1 credit.

Not offered 2010–2011.

LITR 023CH. Modern Chinese Literature: A New Novelistic Discourse (1918–1948) (Cross-listed as CHIN 023)

Modern Chinese literary texts created between 1918 and 1948, presenting a series of political, social, cultural, and ideological dilemmas

underlying 20th-century Chinese history. The class will discuss fundamental issues of modernity and new literary developments under the impact of the May Fourth Movement. No previous preparation in Chinese required.

1 credit.

Not offered 2010–2011.

LITR 024J. Japanese Film and Animation

(Cross-listed as JPNS 024/FMST 057)

This course offers a historical and thematic introduction to Japanese cinema, one of the world's great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki. Previous coursework in Japanese studies of film and media studies is not required.

1 credit.

Not offered 2010–2011.

LITR 024R. Russian and East European Cinema

(Cross-listed as RUSS 024)

This course will introduce students to cinema from the "other Europe." We will begin with influential Soviet avant-garde cinema and survey the traditions that developed subsequently with selections from Russian, Polish, Caucasian, Czech, Hungarian, Ukrainian, and Yugoslav cinema. Screenings will include films by Eisenstein and Tarkovsky, Wajda, Kusturica, and Paradzhanov, among others. Students will hone critical skills in filmic analysis while considering the particular cultural, national, and political forces shaping the work of filmmakers in this "other Europe" from the early 20th to the early 21st century.

No prerequisite.

1 credit.

Not offered 2010–2011.

LITR 025CH. Contemporary Chinese Fiction: Mirror of Social Change (1949–2005)

(Cross-listed as CHIN 025)

Contemporary Chinese literary texts created after 1949 up to the present mirror a series of political, social, cultural, and ideological dilemmas of China. The class will discuss fundamental issues of ideology, politics, morality, and new literary developments

resulting from the drastic social transformation during this period. All texts as well as lectures and discussions are in English, and no previous preparation in Chinese is required.

1 credit.

Not offered 2010–2011.

LITR 025R. The Poet and Power

(Cross-listed with RUSS 025)

This course will explore Russian literature in its cultural and historical contexts. In Russia, a poet has always been a voice, a herald of freedom or non-conformism, if not an envoy of the regime. The poet is also a philosopher and a thinker. Students will read Russian literary texts from the early 18th century through the beginning of the 21st century. The circle will begin with Lomonosov, whose poetry glorified the Tsarinas. We will continue with censored works by Pushkin, Griboedov, Chaadaev, Gogol, Akhmatova, Chukovskaya, Solzhenitsyn and others who underwent political or social censure from the Russian or Soviet state. The circle comes to an end with postmodernist Pelevin, who was neither harassed nor arrested for his prose—we will face a new phenomenon for Russia, where during the last decade literature exists independently from power, in a parallel world. We will also read excerpts from Russian thinkers whose philosophical and literary works shaped the role of the poet: Chaadaev's First Philosophical Letter, Belinsky's Letter to Gogol, Dostoyevsky's Grand Inquisitor, Solov'yov's What is Russia? These texts raise and discuss in particular the problems of Christianity, Russia's uniqueness and her place in the world, and Russian identity.

1 credit.

Not offered 2010–2011.

LITR 026R. Russian and East European Science Fiction

(Cross-listed as RUSS 026)

Science fiction enjoyed surprisingly high status in Russia and Eastern Europe, attracting such prominent mainstream writers as Karel Čapek, Mikhail Bulgakov, and Evgenii Zamiatin. In the post-Stalinist years of stagnation, science fiction provided a refuge from stultifying official Socialist Realism for authors like Stanisław Lem and the Strugatsky brothers. This course will concentrate on 20th-century science fiction (translated from Czech, Polish, Russian and Serbian) with a glance at earlier influences and attention to more recent works, as well as to Western parallels and contrasts.

No prerequisites.

1 credit.

Spring 2011. Forrester.

LITR 027CH. Women Writers in 20th-Century China

(Cross-listed as CHIN 027)

This course will be a close study of the literature written by Chinese women, particularly focusing on social, moral, political, cultural, psychological, and gender-related issues through their texts as well as on their writing styles and literary contributions to modern Chinese literature. The chosen women writers will include those from Mainland, Taiwan, Hong Kong, and overseas expatriate Chinese writers as well as from different social and political groups. All the readings are in English translation. No previous preparation in Chinese is required.

1 credit.

Not offered 2010–2011.

LITR 028R. Tolstoy

(Cross-listed as RUSS 028)

Novelist, Christian philosopher, pacifist, and educator, Leo Tolstoy's monumental thought inspired communities of "Tolstoyans" and influenced Gandhi, Martin Luther King, Jr., and Nelson Mandela. Tolstoy's treatment of moral and historical issues in literature continues to inspire and provoke readers today. This course will examine Tolstoy's major novels (*War and Peace*, *Anna Karenina*), along with earlier and later works, and explore his context in the culture, literature, and history of the time.

1 credit.

Spring 2011. Johnson.

LITR 033R. Terror in Russia: Method, Madness, and Murder

(Cross-listed as RUSS 033)

In the 19th century, the Russian Empire saw a rise of political terrorism sponsored by leftist and anarchist political factions plus a new legal system with juries likely to acquit. After a central role in the 1917 Revolution, political terror underwent further transformation in the 20th century, turned against Soviet citizens under Stalin and erupting on both sides of the ongoing conflict in Chechnya. Poetry, prose, film, and journalism.

1 credit.

Not offered in 2010–2011.

LITR 040R. Bulgakov

(Cross-listed as RUSS 040)

Doctor, dramatist, and dissident, Mikhail Bulgakov is one of the most significant authors of the Soviet period. His writings embody scrupulous honesty; recognition of moral complexity; deeply thoughtful awareness of political, religious, and philosophical traditions; and the life-affirming force of humor. In addition to his masterpiece *Master and Margarita*, we will study his short stories and

dramatic works, and explore his oeuvre in the context of Soviet society. Class projects may include a performance.

1 credit.

Spring 2011. Johnson.

LITR 041J. Fantastic Spaces in Modern Japanese Literature

(Cross-listed as JPNS 041)

As Japanese society has transferred rapidly in the 20th century and beyond, a number of authors have turned to the fantastic to explore the pathways of cultural memory, the vicissitudes of interpersonal relationships, the limits of mind and body, and the nature of storytelling itself. In this course, we will consider the use of anti-realistic writing genres in Japanese literature from 1900 to the present, combining readings of novels and short stories with related critical and theoretical texts.

Fictional works examined will include novels, supernatural tales, science fiction, and cyber-fiction by authors such as Tanizaki Junichirō, Abe Kōbō, Kurahasi Yumiko, and Murakami Haruki.

Readings will be in English; no previous experience in Japanese studies is required.

Writing course.

1 credit.

Not offered 2010–2011.

LITR 041R. War and Peace in Russian Literature and Culture

(Cross-listed as RUSS 041)

This course explores Russian literary and cinematic responses to the ravages of war and revolution, heroic and bloody conflicts that repeatedly devastated the country throughout its tumultuous history. We will read a variety of texts dealing with wars in the Middle Ages, the Napoleonic invasion, the Revolution of 1917, the Civil War, World War II, and the present-day conflict in Chechnya and explore how individual writers portrayed the calamity of war and its devastating effect on people's lives, while expressing hope for ever-elusive peace and prosperity. Works to be read include Tolstoy's *War and Peace*, Bulgakov's *White Guard*, Grossman's *Life and Fate*, Babel's *Red Cavalry*, and Akhmatova's *Poem Without a Hero*. Films include *Alexander Nevsky*, *Battleship Potemkin*, *Ballad of a Soldier*, *My Name Is Ivan*, and *Prisoner of the Mountains*. All readings and discussion will be in English. All films will be screened with English subtitles.

1 credit.

Not offered 2010–2011.

LITR 045A. Contemporary Thought in the Arab World

(Cross-listed as ARAB 045)

This survey course will trace some of the main themes, problems and issues debated among Arab thinkers and intellectuals since the latter part of the 19th century. The course will start with the 19th century but emphasize discussions following the military defeat of 1967 and the ensuing cultural and political crisis. Within this discussions related to “turath” (Islamic tradition or heritage), the different strategies of its reading and interpretation, and the possibilities of using these readings of Islam to confront the contemporary challenges of a globalized world will be the center of attention in the course.

Readings for the course will comprise three types of texts: historical and social background, translations of texts by the different thinkers under discussion, and articles and essays that interpret and critique these thinkers.

1 credit.

Not offered 2010–2011.

LITR 045R. Poetry in Translation/Translating Poetry

(Cross-listed as RUSS 045)

This course will study the history, practice, and politics of poetic translation from antiquity to the present, including work from Arabic, Chinese, French, German, Greek, Hebrew, Irish, Japanese, Latin, Polish, Russian, Sanskrit, and Spanish. The course has a strong practical component: All students will work on translations of their own throughout the semester (from languages they know or with native speakers or literal versions), and the final project may include a portfolio of translations. Especially suitable for students interested in comparative literature.

1 credit.

Not offered 2010–2011.

LITR 047R. Russian Fairy Tales

(Cross-listed as RUSS 047)

Folk beliefs are a colorful and enduring part of Russian culture. This course introduces a wide selection of Russian fairy tales in their esthetic, historical, social, and psychological context.

We will trace the continuing influence of fairy tales and folk beliefs in literature, music, visual arts, and film. The course also provides a general introduction to study and interpretation of folklore and fairy tales, approaching Russian tales against the background of the Western fairy-tale tradition (the Grimms, Perrault, Disney, etc.).

No fluency in Russian is required, although students with adequate language preparation

may do some reading, or a course attachment, in the original.

1 credit.

Not offered 2010–2011.

LITR 049S. Quixotic Fictions

Come explore the marvelously quixotic adventures and the fabulously fantastic follies of the most famous knight errant of all time, Don Quixote de la Mancha. We will delve into the fertile imagination of Miguel de Cervantes’ indelible creation, Don Quixote, as he journeys through an almost surreal world of grotesque giants, enchanted castles, damsels in distress, wicked wizards, and chaotically over crowded inns—and that’s just the first twenty chapters. We will examine the literary, theoretical, social, and political issues of Cervantes’ times that contributed to his creation of the first modern novel. Readings, assignments, and class discussion will be in English.

1 credit.

Spring 2011. Staff.

LITR 051G. European Cinema

The course introduces post-war directors (Bergman and Fellini), British and French New Waves, Eastern European Cinema (Tarkovsky, Wajda), Post-New Wave Italian auteurs, Spanish cinema after Franco (Erice, Saura, Almodovar), New German cinema (Fassbinder, Herzog, Wenders), British cinema after 1970 (Roeg, Leigh, Loach, Greenaway) and Danish Cinema: Dogme 95 and others. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.

1 credit.

Not offered 2010–2011.

LITR 051J. Japanese Poetry and Poetics

(Cross-listed as JPNS 051)

Japanese poetic forms such as haiku, renga, and tanka have had a great impact on modern poetry across the world, and have played a central role in the development of Japanese literature and aesthetics. This course will examine Japanese poetry from its roots in ancient oral tradition through the internet age. Topics include the role of poetry in courtship, communication, religion, and ritual; orality and the graphic tradition; the influence of poetic models from China and the West; social networks and game aesthetics in renga linked poetry; and haiku as a worldwide poetic form. Course projects will include translation and composition in addition to analytical writing. Readings will be in English, and there are no language requirements or other prerequisites; however, the course will include a close examination of Japanese poetic sound,

syntax, meter, and diction, or how the poems “work” in the original language.

1 credit.

Spring 2011. Gardner.

LITR 054G. German Cinema

(Cross-listed as GMST 054/FMST 054)

This course is an introduction to German cinema from its inception in the 1890s until the present. It includes an examination of early exhibition forms, expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, DEFA films from East Germany, New German Cinema from the 1970s, and post 1989 heritage films. We will analyze a cross-match of popular and avant-garde films while discussing mass culture, education, propaganda, and entertainment as identity- and nation-building practices. Taught in English. Fulfills national cinema requirement for FMST majors/minors.

1 credit.

Spring 2011. Simon.

LITR 055CH. Contemporary Chinese Cinema: The New Waves (1984–2005)

(Cross-listed as CHIN 055/FMST 055)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization.

1 credit.

Fall 2010. Kong.

LITR 056CH. History of Chinese Cinema (1905–2005)

(Cross-listed as CHIN 056)

This course investigates Chinese cinema in its 90-year development throughout different political regimes and cultural milieus. Cinematic texts, from silent film to the post-fifth-generation filmmaker's films, will focus on the issues related to nationhood, gender, and modernity, along with the development of the cinematic discourse in China.

1 credit.

Not offered 2010–2011.

LITR 59FGS. Re-envisioning Diasporas

This co-taught course will address the historical, cultural, representational, and theoretical specificities of Diasporas through examining how French and Francophone, Spanish and Latin American, and German visual and literary productions deal with questions of race and ethnicity, gender and sexuality, nationality and globalization from a perpetual state of “elsewhere.” How does this

experience mark the conceptualization, aesthetics, and politics of the artistic process and textuality? What role do language, body memories, and visualization/projection play in the works we will discuss? How do virtual and real-life diasporic communities interact with their imagination and reception? Students are encouraged to do work in their first and secondary languages.

Seminar-style class taught in English. No prerequisites.

1 credit.

Spring 2012. Martínez, Simon, Yervasi.

LITR 063CH. Comparative Perspectives: China in the Ancient World

(Cross-listed as CHIN 063)

Topics to be explored include obligation to self and society, individualism and the role of withdrawal, the heroic ethos, the individual and the cosmos, and the individual and gender roles.

No prerequisites, no knowledge of Chinese is required.

1 credit.

Not offered 2010–2011.

LITR 066CH. Chinese Poetry

(Cross-listed as CHIN 066)

This course explores Chinese poetry and Chinese poetic culture, from early times to the present. While readings and discussion will be in English, and no knowledge of Chinese will be expected, an integral component of the class will be learning how to read a Chinese poem and learning a number of poems in the original.

1 credit.

Not offered 2010–2011.

LITR 066G. History of German Drama

This course will focus on the history of German drama from Lessing to contemporary playwrights like Elfriede Jelinek. We will read representative plays of important genres and examine the texts from historical, literary-critical, and theoretical perspectives. Plays read will include *Nathan the Wise* (Lessing), *Faust* (Goethe), *Maria Stuart* (Schiller), *Danton's Death* (Büchner), *Maria Magdalene* (Hebbel), *The Rats* (Hauptmann), *Spring Awakening* (Franz Wedekind), *Mother Courage* (Brecht), *Tales From the Vienna Woods* (Ödön von Horváth), *The Firebugs* (Frisch), *Marat/Sade* (Weiss), *Kaspar Hauser* (Handke), *The Task* (Müller), *A Sport Play* (Jelinek), and *Amphytrion* (Hacks).

No prerequisites. Taught in English.

1 credit.

Not offered 2010–2011.

LITR 067R. Jews in Russia: Culture, Film, Literature

(Cross-listed as RUSS 067)

As the Russian Empire expanded over time, it absorbed territories with large Jewish populations. Jews have played crucial roles in Russian and Soviet history and culture, be it as political radicals and revolutionaries, as moral thinkers and philosophers, or as some of the world's best poets, artists, and film directors.

We will read Shalom Aleichem's tales of Teyve the Milkman, Babel's stories about the Jewish mafia in Odessa Soviet underground writer and dissident Sevela. We will watch movies about the life of Soviet Jews and the Holocaust. Secondary readings and guest lectures will emphasize the historical background. This interdisciplinary course has no prerequisites.

1 credit.

Fall 2010. Rojavin.

LITR 069CH. Taste and Aesthetics in Chinese Cultural Traditions

(Cross-listed as CHIN 069)

This course will explore various dimensions of taste and aesthetics in traditional Chinese culture, from the earliest times into the recent past. Broader aspects of the course will include concept, form, and substance in classical literary, and philosophical formulations; ritual practice and ceremonial performance; and continuities and disjunctures in private vs. public and individual vs. societal taste. More focused readings and discussions will concern food, alcohol, tea, and the culinary arts; appreciation, aesthetics, and poetics in music, painting, calligraphy, literature, sculpture, and theater; the harmony of the human body and the evaluation of beauty and suitability in men and women; landscape appreciation and visions of the natural world; leisure and the *passa tempo* pursuits of Go, flower and tree arrangement and elegant gatherings.

No prerequisites, no knowledge of Chinese required; all readings in English.

Not offered 2010–2011.

LITR 070R. Translation Workshop

(Cross-listed as LING 070R and RUSS 070)

This workshop in literary translation concentrates on translation theory and practice, working in poetry, prose, and drama as well as editing. Students will participate in an associated series of bilingual readings and will produce a substantial portfolio of work. Students taking the course for LING credit will write a final paper supported by a smaller portfolio of translations.

No prerequisites, but excellent knowledge of a language other than English (equivalent to a 004 course at Swarthmore or higher) is highly

recommended or, failing that, access to at least one very patient speaker of a foreign language.
1 credit.

Fall 2010. Forrester.

LITR 071CH. Invaded Ideology and Translated Modernity: A Comparative Study of Modern Chinese and Japanese Literatures at Their Formative Stages (1900–1937)

(Cross-listed as CHIN 071)

This course will study selected Chinese and Japanese literary texts from the late 19th century up to 1937 that illustrate the political, social, ideological, and cultural dilemmas underlying the modernization of the two neighboring nations. The focus of the course is on shared concerns, such as the clash between tradition and modernity at both national and personal levels; and on the transformative cultural interchanges between China and Japan during this era of modernization.

All readings will be in English.

1 credit.

Not offered 2010–2011.

LITR 071F. French Cultural and Critical Theory

We will read key texts in French critical and cultural theory (from M. Foucault, J. Lacan, J. Derrida, J. Baudrillard, G. Deleuze, among many others) to formulate specific questions about how subjects come about through their use of language and other forms of discourse. There are no prerequisites for the course, as it aims first and foremost to be an introduction to the topic. This course is taught in English.

Eligible for INTP credit.

1 credit.

Spring 2012. Blanchard.

LITR 071S. Latin American Society Through Its Novel

(Cross-listed as SOAN 024C)

From an interdisciplinary framework, we will explore the relationship between society and its representation in the Latin America novel. The course will also help us understand the links between fiction and reality, and the role of literature as a form of cognition. Selected works by Carlos Fuentes, Mario Vargas Llosa, Gabriel García Márquez, Isabel Allende, Luisa Valenzuela, Laura Restrepo, Elena Poniatowska, and others. Readings, assignments, and class discussions are in English. No prior knowledge of Spanish necessary.

Eligible for LASC credit.

1 credit.

Spring 2011. Martínez, Muñoz.

LITR 073F. Postwar France: The French New Wave (French and Francophone Literature and Film in Translation)

We will focus on French novels and films as they reflect, reinforce, and critique French society in postwar Europe. Close readings of these texts will allow us to draw conclusions about the relationship of new cultural and social movements to France and French society, including postwar consumer culture, political movements, new filmmaking practices and esthetics. There is no prerequisite for this course. This course is taught in English.

Eligible for FMST credit.

1 credit.

Spring 2011. Yervasi.

LITR 074F. Youth and Resistance (French and Francophone Film)

This course explores youth's dynamic relationship to changes in modern and contemporary French and Francophone societies. We will focus our discussions on representations of youth and how youth culture is depicted in mainstream and independent films from throughout the French-speaking world: Belgium, Burkina Faso, Cameroon, Congo, France, Senegal, Switzerland. Directors will include Dardenne brothers, Akerman, Kouyaté, Bekolo, Ngangura, Touré, Cantet, Tanner. This course is taught in English.

1 credit.

Not offered 2010–2011.

LITR 075F. Haïti, the French Antilles, and Guyane in Translation

Close reading and discussion of Caribbean fiction written in French. We will examine these texts as literary works rewriting and rerighting of the local histories. Parallel readings of theoretical (CLR James, Price-Mars, Fanon, A. Césaire, Glissant, Leiris, etc.), filmic and historical documents as they relate to questions of post-colonialism vis-à-vis Europe, Africa and the USA. Authors will include Roumain, Chauvet, Ollivier, J.J. Dominique, Damas, A. and I. Césaire, Zobel, Glissant, Tirolien, Schwarz-Bart, Condé, Maximin, etc. Taught in English.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

LITR 075FA. French Language Attachment to Haïti, the French Antilles, and Guyane in Translation

1 credit.

Not offered 2010–2011.

LITR 075R. Comedy, Satire, Humor (Cross-listed as RUSS 075)

Laughter is one of the basic human experiences, but in different theories and manifestations it can mean aggression, festivity, freedom, a release of nervous tension, or complicity. This new course will concentrate on some of the funniest literature from the Russian tradition, be it light-hearted or scathing, fantastic or down-to-earth. Besides the pleasures of laughter, we will explore what you need to know to get the joke and what this humor means.

1 credit.

Not offered 2010–2011.

LITR 078F. Francophone Cinema

This course is an introduction to Francophone African film. We will concentrate on films from West Africa: Senegal, Cameroon, The Democratic Republic of Congo, and Burkina Faso. We begin by familiarizing ourselves with the colonial and postcolonial history of this region, before taking on in-depth film analyses of each film. The course will focus on a study of the representations of West African culture and will help students develop their ability to read films.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

LITR 079F. Scandal in the Ink: Queer Traditions in French Literature

In this course, we will use contemporary lesbian/gay/queer theory to reconsider French literary traditions. Writers will include Nicole Brossard, Colette, Michel Foucault, Jean Genet, André Gide, Hervé Guibert, Guy Hocquenghem, Violette Leduc, Marcel Proust, Monique Wittig, Christiane Rochefort, Renée Vivien, and others.

1 credit.

Not offered 2010–2011.

LITR 081CH. Transcending the Mundane: Taoism in Chinese Literature and Culture

(Cross-listed as CHIN 081)

Chinese civilization has been imbued with Taoism for some two and one-half millennia, from popular belief and custom to intellectual and literary culture. In addition to consideration of the texts and contexts of both philosophical and religious Taoism, the class will examine the articulation and role of Taoism in Chinese literature and culture and the enduring implications of the Taoist ethos. All readings will be in English.

Prerequisite: One introductory course on Chinese culture or religion or permission of the instructor.

1 credit.

Not offered 2010–2011.

LITR 083J. War and Postwar in Japanese Culture

(Cross-listed as JPNS 083)

What was the Japanese experience of the World War II and the Allied Occupation? We will examine literary works, films, and graphic materials (photographs, prints, advertisements, etc.), together with oral histories and historical studies, to seek a better understanding of the prevailing ideologies and intellectual struggles of wartime and postwar Japan as well as the experiences of individuals living through the cataclysmic events of midcentury. Issues to be investigated include Japanese nationalism and imperialism, women's experiences of the war and home front; changing representations and ideologies of the body, war writing and censorship, the atomic bombings of Hiroshima and Nagasaki, Japanese responses to the occupation, and the war in postwar memory. The course readings and discussions will be in English.

Prerequisite: HIST 075 or permission of the instructor.

1 credit.

Not offered 2010–2011.

LITR 091CH. Special Topics in Chinese Literature and Culture in Translation

(Cross-listed as CHIN 091)

No prerequisite and no knowledge of China required; all readings in English.

1 credit.

Not offered 2010–2011.

Arabic

The Arabic program at Swarthmore College contributes to the interdisciplinary program in Islamic studies and to student work in programs in Anthropology, Comparative Literature, History, Linguistics, Religion, and Sociology. Study of Arabic language through the third year and study abroad are particularly recommended for students who want to develop proficiency for research in the field or in archives in the Humanities or the Social Sciences. Students should begin studying Arabic language as soon as possible so as to have time for study abroad at a useful level of language mastery.

First-year, second-year and third-year Arabic are offered every year; first-year Arabic has no prerequisites and is open to everyone except native speakers. Native or heritage speakers of Arabic should request a placement test to find out which level to register for. Courses in literature in translation, culture, and film are also open to all students. Students of Arabic language are urged to take these courses as well as other courses related to the Arab world in Islamic Studies, Sociology and Anthropology, History, Political Science and Religion to gain

perspective on classical and contemporary Arabic culture.

Introductory and Intermediate Arabic are intensive courses that carry 1.5 credits per semester. Study abroad is particularly encouraged for students of Arabic; academic credit (full or partial) is generally approved for participation in several programs of varying duration in different Arabic countries, recommended by the Arabic section. These include universities and programs in Egypt, Jordan, Lebanon, Morocco, Oman, Syria, Tunisia, and Yemen. Currently this program does not offer a regular course major or minor.

Special Major and Honors Special Major in Arabic Studies

Students may arrange to do a special major or an honors special major in Arabic after consultation with Professor Attieh and the department chair. Work abroad will be incorporated when appropriate. Independent study or courses at Bryn Mawr or U Penn will usually be necessary for this special major.

Courses

ARAB 001–002. Intensive Elementary Modern Standard Arabic

Students who start in the 001–002 sequence must complete 002 to receive credit for 001.

The purpose of this course is to develop students' proficiency and communication in modern standard Arabic in the four basic language skills: listening, speaking, reading (both oral and comprehension), and writing. Cultural aspects are built into the course. This course as well as subsequent Arabic-language courses helps students to advance rapidly in this language and prepares them for more advanced work on literary Arabic, as well as to work, travel, or study abroad. By the end of this course, the majority of students should be expected to reach a level of intermediate low, according to the ACTFL proficiency rating.

ARAB 001.

1.5 credits.

Fall 2010. Attieh, El Guabli, Perry.

ARAB 002.

1.5 credits.

Spring 2011. Attieh, El Guabli, Perry.

ARAB 003. Intermediate Modern Standard Arabic I

This course builds on skills in comprehension, listening, reading and writing developed in earlier courses. Students will gain increased vocabulary and understanding of more complex grammatical structures. They will begin to approach prose, fiction, and non-fiction written in the language. Students will also increase their proficiency in Arabic script and sound system,

widen their working vocabulary, learn key grammatical concepts, and practice conversation and dictation.

1.5 credits.

Fall 2010. Attieh, El Guabli.

ARAB 004. Intermediate Modern Standard Arabic II

This course is the continuation of Arab 003. Because the material covered in this course hinges heavily on the previous course, students are expected to review and be familiar with the previous lessons they took in Arab 001, 002 and 003.

1.5 credit.

Prerequisites: Arabic 003 or equivalent or permission of the department.

Spring 2011. Attieh, El Guabli.

Arabic 005A. Arabic Conversation

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. The selected materials seek to stimulate students' curiosity and engagement with the ultimate goal of awakening a strong desire to express themselves in the language. Students are required to read chosen texts (including Internet materials) and prepare assignments for the purpose of generating discussion in class. Moreover, students have to write out skits or reports for oral presentation in Arabic before they present them in class. The class is conducted entirely in Arabic. The class may be divided into smaller groups if needed to facilitate conversation.

Prerequisite: For students presently or previously in Arabic 003 or Arabic 004 or the equivalent.

0.5 credit.

Spring 2011. Perry.

Arabic 006A. Advanced Arabic Conversation

A 0.5-credit conversation course concentrating on the development of advanced skills in speaking and listening through texts and multimedia materials in Modern Standard Arabic. The aim of the course is for students to acquire well-rounded communication skills and socio-cultural competence. The selected materials seek to stimulate students' curiosity and engagement with the ultimate goal of awakening a strong desire to express themselves in the language. Students are required to read chosen texts (including Internet materials) and prepare assignments to generate discussion in class. Moreover, students have to

write out skits or reports for oral presentation in Arabic before they present them in class. The class is conducted entirely in Arabic. The class may be divided into smaller groups if the need arises to facilitate conversation.

Prerequisite: For students presently or previously in Arabic 011 or above.

0.5 credit.

Spring 2011. El Guabli.

ARAB 011. Advanced Arabic I

This course will: (1) conduct a quick review of the basic structures, grammar, and the 1000 most frequent words of Modern Standard Arabic (MSA) learned in earlier courses, (2) introduce the next 750 high frequency words in a variety of contexts with strong cultural content, (3) drill students in the more advanced grammatical structures of MSA, and (4) train students in developing reading skills that will assist them in comprehending a variety of MSA authentic reading passages of various genres and performing reading tasks ranging from Intermediate to Intermediate High on the ACTFL scale. Prerequisites: Successful completion of Arabic 004 and consent of the instructor.

1 credit.

Spring 2011. El Guabli.

ARAB 012. Advanced Arabic II

This course will: (1) conduct a quick review of the basic structures, grammar, and the first 1750 most frequent words of Modern Standard Arabic (MSA) learned in earlier courses, (2) introduce the next 750 high frequency words in a variety of contexts with strong cultural content, (3) drill students in the more advanced grammatical structures of MSA, and (4) train students in developing reading skills that will assist them in comprehending a variety of MSA authentic reading passages of various genres and performing reading tasks ranging from Intermediate to Intermediate High on the ACTFL scale.

Prerequisites: Successful completion of Arabic 011 and consent of the instructor.

1 credit.

Fall 2010. El Guabli.

ARAB 013A. Foreign Language Teaching and Pedagogy (Cross-listed as EDUC 072)

This course has two elements that are developed together throughout the course of the semester. Students can serve the Swarthmore community by teaching a foreign language to local elementary school students in an after-school program that meets two times/week. Students must teach for the entire 6-week session, two days per week (M/W or T/Th). During the evening pedagogy sessions held on

campus, we will discuss writing weekly lesson plans, foreign language acquisition in children, teaching methodologies and approaches. We use a common goal-oriented curriculum among all the languages. Students must register for the language or educational studies course that they will be teaching and for a service time (A) M/W or (B) T/Th.

0.5 credit.

Fall 2010. Rojavin. Spring 2011. Lahr-Vivaz.

ARAB 045. Contemporary Thought in the Arab World

(Cross-listed as LITR 045A)

This survey course will trace some of the main themes, problems and issues debated among Arab thinkers and intellectuals since the latter part of the 19th century. The course will start with the 19th century but emphasize discussions following the military defeat of 1967 and the ensuing cultural and political crisis. Within this discussions related to "turath" (Islamic tradition or heritage), the different strategies of its reading and interpretation, and the possibilities of using these readings of Islam to confront the contemporary challenges of a globalized world will be the center of attention in the course.

Readings for the course will comprise three types of texts: historical and social background, translations of texts by the different thinkers under discussion, and articles and essays that interpret and critique these thinkers.

1 credit.

Not offered 2010–2011.

ARAB 054. Cinema in the Arab World

1 credit.

Not offered 2010–2011.

ARAB 093. Directed Reading

Atieh.

Chinese

First- to fourth-year Chinese language courses are offered each year, as is an introductory course on reading classical Chinese. First-year Chinese and the Introduction to Classical Chinese have no prerequisites and are open to the entire student community. Literature, culture, and film courses in translation also are offered each year and are open to all students. Students of Chinese are particularly urged to take these classes as a means of gaining perspective on traditional and modern Chinese literature and culture over more than 2 millennia, from early times into the contemporary world.

Majoring and Minor in Chinese

Students may major or minor in Chinese in both the Course and Honors Programs. The Chinese major contains components of language,

literature, and culture. Study abroad is strongly encouraged and supported and contributes directly to a major or minor in Chinese.

Students of Chinese also may choose a special major in interdisciplinary Chinese studies (see below) or a major in Asian studies (see under Asian studies), where Chinese language courses above the first-year level as well as Chinese literature and culture courses and credit for study abroad normally may be counted toward the major.

Students interested in majoring or minoring in Chinese should consult with the section head of Chinese as soon as possible.

Course Major in Chinese

1. A minimum of 9 credits in courses numbered 003B and above.
2. Mandatory completion of the following courses: 020, 021, 033, or equivalents; at least one course or seminar on modern Chinese literature/film in translation and at least one course or seminar on premodern literature/culture in translation.
3. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the major.
4. Minimum of 6 credits of work must be completed at Swarthmore.
5. A culminating exercise, honors seminar or thesis.

Course Minor in Chinese

1. A minimum of 5 credits of work in courses numbered 004B and above.
2. At least two courses in classical or modern literature, culture, or film.
3. A minimum of 3 credits of work must be completed at Swarthmore.
4. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the minor.

Honors Major in Chinese

Requirements for the honors major in Chinese essentially are the same as those for the course major, excepting the culminating exercise. An honors major in Chinese will consist of examinations in Chinese language, literature, and culture. Work done abroad may be incorporated where appropriate. Honors preparations in Chinese consist of a 2-credit seminar, designated pairs of courses (or a 1-credit attachment), or a 2-credit thesis. Senior honors study is mandatory and normally is done in the spring semester of the senior year. Work is arranged on an individual basis, and candidates may receive up to 1 credit for completion of the work. Honors examinations normally will consist of three 3-hour written

examinations and a 30-minute oral for each examination.

Honors students of Chinese may also consider a special major in interdisciplinary Chinese studies that is coordinated by the section head of Chinese or an honors major in Asian studies (see under Asian studies).

Honors Minor in Chinese

It is possible to prepare for an honors minor in Chinese in either Chinese language or in Chinese literature in translation. Requirements for the honors minor in Chinese are essentially the same as those for the course minor. The honors preparation will consist of a 2-credit seminar or a designated pair of courses (or a 1-credit attachment to a designated 1-credit course). Senior honors study is mandatory and normally is done in the spring semester of the senior year; work is arranged on an individual basis, and candidates will have the option of receiving 0.5 credit for completion of the work. The honors examination normally will consist of one 3-hour written examination and a 30-minute oral examination.

Students of Chinese may also consider an honors minor in Asian studies (see under Asian studies).

Special Major in Interdisciplinary Chinese Studies

1. A minimum of 10 credits in courses numbered 003B and higher.
2. Must complete the following courses: 012 or higher; at least three additional courses on language/literature/culture/film, at least one concerning the modern period, and at least one the pre-modern period.
3. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the major.
4. A minimum of 6 credits of work must be completed at Swarthmore.
5. At least 1 and up to 3 credits must be earned from other departments on China-related subjects with the approval of the Chinese section.
6. Culminating exercise, honors seminar, or thesis.

Courses

CHIN 001B–002B. Introduction to Mandarin Chinese

Students who start in the 001B–002B sequence must complete 002B to receive credit for 001B.

An intensive introduction to spoken and written Mandarin Chinese, with emphasis on oral practice. Designed to impart an active command of basic grammar. Introduces 350 to

400 characters and develops the ability to read and write in simple modern Chinese.

1.5 credits.

CHIN 001B.

Fall 2010. Speidel, Kang.

CHIN 002B.

Spring 2011. Speidel, Kang.

CHIN 003B, 004B. Second-Year Mandarin Chinese

Designed for students who have mastered basic grammar and 350 to 400 characters. Combines intensive oral practice with writing and reading in the modern language. Emphasis is on rapid expansion of vocabulary, idiomatic expressions, and thorough understanding of grammatical patterns. Prepares students for advanced study at the College and in China.

1.5 credits.

CHIN 003B.

Fall 2010. Zuo, staff.

CHIN 004B.

Spring 2011. Zuo, staff.

CHIN 005. Chinese for Advanced Beginners I

Designed for students of Chinese heritage who are able to communicate in Chinese on simple daily life topics and perhaps read Chinese with a limited vocabulary (about 100 characters). An intensive introduction to spoken and written Mandarin Chinese, with emphasis on the development of reading and writing ability. Prepares students for advanced studies at the College and in China.

Prerequisite: Permission of the instructor.

1 credit.

Fall 2010. Staff.

CHIN 006. Chinese for Advanced Beginners II

Designed for students of Chinese heritage who are able to communicate in Chinese with a command of basic grammar and a vocabulary (about 800 characters). An intensive introduction at the intermediate level to Mandarin Chinese, with emphasis on the development of reading and writing ability. Prepares students for advanced studies at the College and in China.

Prerequisite: Chinese 005, or Chinese 002B, or equivalent language skills.

1 credit.

Spring 2011. Staff.

CHIN 008. First-year Seminar: Literary and Cinematic Presentation of Modern China

(Cross-listed as LITR 008CH)

This course will explore modern China through carefully chosen texts in both literary and cinematic forms, with a focus on the issues concerning the nation, family, and self in a fast-changing society. Through intensive reading and discussion, students will get a better understanding of modern China as well as how China has been presented in literature or on screen. All readings are in translation and films with English subtitles.

No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2010–2011.

CHIN 009. First-Year Seminar: Heaven, Earth, and Man: Ways of Thought in Traditional Chinese Culture

(Cross-listed as LITR 009CH)

This introductory course explores the most influential currents of thought and culture in traditional China, through directed readings and discussions of original sources in translation.

No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2010–2011.

CHIN 011. Third-Year Chinese

Concentrates on strengthening and further developing skills in reading, speaking, and writing modern Chinese, through a diversity of materials and media.

Classes are conducted in Chinese, with precise translation also a component.

Prerequisite: CHIN 004B or equivalent language skills.

1 credit.

Fall 2010. Zuo.

CHIN 011A. Third-Year Chinese Conversation

This 0.5-credit course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including selected movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class. The class is conducted entirely in Chinese.

Prerequisite: CHIN 004B or equivalent language skills.

0.5 credit.

Fall 2010. Kang.

CHIN 012. Advanced Chinese

A multimedia course concentrating on greatly expanding skills in understanding and using modern Chinese in a broad variety of cultural and literary contexts, through a diversity of authentic materials in various media, including the Internet.

Prerequisite: CHIN 011 or equivalent language skills.

1 credit.

Spring 2011. Zuo.

CHIN 012A. Advanced Chinese Conversation

This 0.5-credit course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class.

The class is conducted entirely in Chinese.

Prerequisite: CHIN 011 and/or 011A or equivalent language skills.

0.5 credit.

Spring 2011. Kang.

CHIN 013A. Foreign Language Teaching and Pedagogy

(Cross-listed as EDUC 072)

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

0.5 credit.

Fall 2010. Rojavin. Spring 2011. Lahr-Vivaz.

CHIN 016. Substance, Shadow, and Spirit in Chinese Literature and Culture (Cross-listed as LITR 016CH)

This course will explore the literary and intellectual world of traditional Chinese culture through original writings in English translation, including both poetry and prose. Topics to be discussed include Taoism, Confucianism, and the contouring of Chinese culture; immortality, wine, and allaying the mundane; and the religious dimension, disengagement, and the appreciation of the natural world. The course also will address cultural and literary formulations of conduct and persona, and the expression of individualism in an authoritarian society.

No prerequisites.

1 credit.

Spring 2011. Berkowitz.

CHIN 017. The Legacy of Chinese Narrative Literature: The Story in Dynastic China (Cross-listed as LITR 017CH)

This course explores the development of diverse genres of Chinese narrative literature through readings of original writings in translation. Readings include tales of the strange, biographies and hagiographies, moral tales, detective stories, literary jottings, drama, novellas and novels, and masterworks of the Chinese literary tradition throughout the centuries of imperial China.

1 credit.

Not offered 2010–2011.

CHIN 018. The Classical Tradition in Chinese Literature (Cross-listed as LITR 018CH)

Exploration of major themes, ideas, writings, and literary forms that have contributed to the development of traditional Chinese civilization through directed readings and discussions of English translations of original sources from early through medieval times.

No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2010–2011.

CHIN 019. First-Year Seminar: Singular Lives and Cultural Paradigms in Early and Imperial China (Cross-listed as LITR 019CH)

In this course we will read accounts of a number of the foremost persons in Chinese history whose lives delineated the contour of Chinese civilization through the ages. Through a contextualized biographical approach, we will see how the acts, conduct, and writings of particular individuals contributed to the

formulation of traditional Chinese culture. No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Spring 2011. Berkowitz.

CHIN 020. Readings in Modern Chinese

This course aims to perfect the student's Mandarin Chinese skills and at the same time to introduce a few major topics concerning Chinese literature and other types of writing since the May Fourth Movement. All readings, writing, and discussion are in Chinese.

Prerequisite: Three years of Chinese or the equivalent.

1 credit.

Fall 2010. Kong.

CHIN 021. Topics in Modern Chinese

Reading and examination of individual authors, selected themes, genres, and periods, for students with strong Chinese-language proficiency. All readings, writings, and discussions are in Chinese.

Prerequisite: CHIN 020 or its equivalent.

Writing course.

1 credit.

Spring 2011. Kong.

CHIN 023. Modern Chinese Literature: A New Novelistic Discourse (1918–1948) (Cross-listed as LITR 023CH)

Modern Chinese literary texts created between 1918 and 1948, presenting a series of political, social, cultural, and ideological dilemmas underlying 20th-century Chinese history. The class will discuss fundamental issues of modernity and new literary developments under the impact of the May Fourth Movement. No previous preparation in Chinese is required.

1 credit.

Not offered 2010–2011.

CHIN 025. Contemporary Chinese Fiction: Mirror of Social Change (1949–2005) (Cross-listed as LITR 025CH)

Contemporary Chinese literary texts created after 1949 up to the present mirror a series of political, social, cultural, and ideological dilemmas of China. The class will discuss fundamental issues of ideology, politics, morality, and new literary developments resulting from the drastic social transformation during this period. All texts as well as lectures and discussions are in English, and no previous preparation in Chinese is required.

1 credit.

Not offered 2010–2011.

CHIN 027. Women Writers in 20th-Century China

(Cross-listed as LITR 027CH)

This course will be a close study of the literature written by Chinese women, particularly focusing on social, moral, political, cultural, psychological, and gender-related issues through their texts as well as on their writing styles and literary contributions to modern Chinese literature. The chosen women writers will include those from Mainland, Taiwan, and Hong Kong, and overseas expatriate Chinese writers as well as those from different social and political groups. All the readings are in English translation. No previous preparation in Chinese is required.

1 credit.

Not offered 2010–2011.

CHIN 033. Introduction to Classical Chinese

(Cross-listed as LING 033)

Open to all, with no prerequisites. This is an introductory course on reading one of the world's great classical languages. Classical Chinese includes both the language of China's classical literature as well as the literary language used for writing in China for well over 2 millennia until earlier this century.

Complemented with readings in English about Chinese characters and classical Chinese, this course imparts the principal structures of the classical language through an analytical presentation of the rudiments of the language and close reading of original texts. It is not a lecture course and requires active, regular participation on the part of the student, with precise translation into English an integral component. The course is conducted in English. The course is open to all interested students and has no prerequisites; no previous preparation in Chinese is required.

1 credit.

Fall 2010. Berkowitz.

CHIN 035. Readings in Classical Chinese

In this class, we will read some fantastic, enduring writings from Classical China, all in the original. Readings will cover many genres, including stories, biographies, history, philosophy, and poetry, and will range over the centuries of ancient and imperial China.

Prerequisite: one semester of Classical Chinese or permission of the instructor.

1 credit.

Not offered 2010–2011.

CHIN 055. Contemporary Chinese Cinema: The New Waves (1984–2005)

(Cross-listed as LITR 055CH/FMST 055)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization.

1 credit.

Fall 2010. Kong.

CHIN 056. History of Chinese Cinema (1905–2005)

(Cross-listed as LITR 056CH)

This course investigates Chinese cinema in its 100-year development throughout different political regimes and cultural milieus. Cinema in China, as a 20th-century cultural hybrid of West and East, reflects social change and intellectual reaction, both collectively and individually, in a changing era.

1 credit.

Not offered 2010–2011.

CHIN 063. Comparative Perspectives: China in the Ancient World

(Cross-listed as LITR 063CH)

Topics to be explored include obligation to self and society, individualism and the role of withdrawal, the heroic ethos, the individual and the cosmos, and the individual and gender roles.

No prerequisites; no knowledge of Chinese is required.

1 credit.

Not offered 2010–2011.

CHIN 066. Chinese Poetry

(Cross-listed as LITR 066CH)

This course explores Chinese poetry and Chinese poetic culture, from early times to the present.

While readings and discussion will be in English, and no knowledge of Chinese will be expected, an integral component of the class will be learning how to read a Chinese poem and learning a number of poems in the original.

1 credit.

Not offered 2010–2011.

CHIN 069. The Art of Living: Taste and Aesthetics in Chinese Cultural Traditions

(Cross-listed as LITR 069CH)

This course will explore various dimensions of taste and aesthetics in traditional Chinese culture—from the earliest times into the recent past. Broader aspects of the course will include concept, form, and substance in classical literary, and philosophical formulations; ritual

practice and ceremonial performance; and continuities and disjunctures in private vs. public and individual vs. societal taste. More focused readings and discussions will concern food, alcohol, tea, and the culinary arts; appreciation, aesthetics, and poetics in music, painting, calligraphy, literature, sculpture, and theater; the harmony of the human body and the evaluation of beauty and suitability in men and women; landscape appreciation and visions of the natural world; leisure and the *passa tempo* pursuits of Go, flower and tree arrangement, and elegant gatherings.

No prerequisites, no knowledge of Chinese required; all readings in English.

1 credit.

Not offered 2010–2011.

CHIN 071. Invaded Ideology and Translated Modernity: A Comparative Study of Modern Chinese and Japanese Literatures at Their Formative Stages (1900–1937)

(Cross-listed as LITR 071CH)

This course will study selected Chinese and Japanese literary texts from the late 19th century up to 1937 that illustrate the political, social, ideological, and cultural dilemmas underlying the modernization of the two neighboring nations. The focus of the course is on shared concerns, such as the clash between tradition and modernity at both the national and personal levels; and on the transformative cultural interchanges between China and Japan during this era of modernization.

All readings will be in English.

1 credit.

Not offered 2010–2011.

CHIN 081. Transcending the Mundane: Taoism in Chinese Literature and Culture

(Cross-listed as LITR 081CH)

Chinese civilization has been imbued with Taoism for some 2.5 millennia, from popular belief and custom to intellectual and literary culture. In addition to consideration of the texts and contexts of both philosophical and religious Taoism, the class will examine the articulation and role of Taoism in Chinese literature and culture and the enduring implications of the Taoist ethos. All readings will be in English.

Prerequisite: One introductory course on Chinese culture or religion or permission of the instructor.

1 credit.

Not offered 2010–2011.

CHIN 090. Practicum in Bridging Swarthmore and Local Chinese Communities

Students will engage in directed projects in local Chinese communities under the supervision of the instructor. The projects will concern tutoring and translation or other social services within the immigrant groups. Fieldwork will be tied to theoretical and applied academic learning and will foster intercultural understanding and intellectual growth. A final written project will be required for credit. Speakers of any Chinese language/dialects are particularly welcome, as are students of Chinese language and others who wish to develop their interest in this area. Credit is awarded CR/NC.

1 credit.

Spring 2011. Staff.

CHIN 091. Special Topics in Chinese Literature and Culture in Translation: (Cross-listed as LITR 091CH)

No prerequisite and no knowledge of Chinese required; all readings in English.

1 credit.

Not offered 2010–2011.

CHIN 092. Special Topics in Chinese Literature and Culture in Chinese

This course will concentrate on selected themes, genres, or critical problems in Chinese literature.

All readings are in Chinese.

Prerequisite: Four years of Chinese or the equivalent.

1 credit.

Spring 2011. Kong.

CHIN 093. Directed Reading

CHIN 096. Thesis

CHIN 099. Senior Colloquium

Seminars

CHIN 103. Lu Xun and His Legacy in 20th-Century China

This seminar is focused on topics concerning modernity, political/social change, gender, and morality through close examination of intellectuals' responses to the chaotic era reflected in their literature writings in 20th-century China. Literary forms, styles, and changing aesthetic principles are also included for discussion. Literary texts, chosen from Lu Xun to Gao Xingjian, will be analyzed in a social and historical context.

2 credits.

Not offered 2010–2011.

CHIN 104. Chinese Poetry

This seminar will explore Chinese poetry throughout ancient and imperial China. We will read and discuss a good many of the most renowned poems and poets, and trace the immutable role of poetry in Chinese traditional culture. We will learn how to read a Chinese poem, investigate predominant styles and genres, and trace texts and writers in context. And we will follow the development and significance of themes and imagery, examine the formulation of a literary aesthetics, and savor the telling of stories and the expression of feeling and philosophy through the medium of poetry. Readings will be in English, with many poems also explicated through the original Chinese. No knowledge of Chinese is required, but previous background in some aspect of Chinese literature, history, and culture will be helpful.

2 credits.

Not offered 2010–2011.

CHIN 105. Fiction in Traditional China: People and Places, Journeys, and Romances

In this seminar, we will explore the most celebrated and influential examples of novelistic literature in traditional, premodern China. We will look at these extended, elaborate writings in terms of overt structure and content as well as backgrounded literary and cultural material, and we will address their production and consumption in literati and popular contexts. We also will consider these writings in terms of the formulation of enduring cultural contours of allegory and lyricism, individual and society, aesthetics and emotion, imagination and realism, heroism and valor.

All readings will be in English translation.

2 credits.

Fall 2010. Berkowitz.

CHIN 106. Seminar in Traditional Chinese Literature

2 credits.

Not offered 2010–2011.

CHIN 108. The Remaking of Cinematic China: Zhang Yimou, Wong Kar-wai, and Ang Lee

The seminar focuses on three leading filmmakers, Zhang Yimou, Wong Kar-wai, and Ang Lee, and their cinematic products, which have not only won international praises but also fundamentally reconstructed the national cinemas. We will explore their impact on the formation of the new wave of Chinese-language cinemas since the mid-1980s and its recent new

developments by examining all possible aspects in the context of social and cultural change.

2 credits.

Spring 2011. Kong.

CHIN 109. Daoism

This seminar will look at the texts and contexts of both philosophical and religious Daoism, from intellectual and literary culture to popular belief and custom. It will explore the ways of Daoism from early into modern times: texts and contexts; sectarian religion and individual praxis; cultural taproot and personal mindset; cosmology and alchemy; gods, saints, priests, and recluses; aesthetics and the arts.

All readings will be in English.

Eligible for ASIA credit.

2 credits.

Not offered 2010–2011.

CHIN 199. Senior Honors Study

French and Francophone Studies

The purpose of the major is to introduce students to important periods and principal figures of literatures written in French and to the diversity of French-speaking cultures. It is intended to develop an appreciation of literary and cultural values, to provide training in critical analysis, and to foster an understanding of the socio-historical forces underlying these various literatures and cultures.

Majoring and Minorin in French and Francophone Studies

French and Francophone studies may be offered as a major or minor in the Course Program or as a major or minor in the Honors Program. (See later for Honors Program.) Prerequisites for both course and honors students are as follows: 004, 012, the equivalent, or evidence of special competence.

All majors, including students preparing a secondary school certificate, are required to spend at least one semester abroad in the Grenoble Program. Programs of study in other French-speaking countries may be substituted on request and with the approval of the French section.

Majors in the course and Honors programs, as well as minors in the Honors Program, are expected to be sufficiently proficient in spoken and written French to do all of their work in French (i.e., discussions and papers in courses and seminars, and all oral and written examinations, including oral defense of the senior paper and honors examinations).

Course Major in French and Francophone Studies

Course majors are required to:

1. Complete eight advanced courses numbered 004 or above for a minimum of 8 credits. Note that Advanced Placement credits will not count toward the major.
2. Study at least one semester in a French-speaking country, preferably with the Swarthmore Grenoble Program. In most cases only one credit from study abroad other than Grenoble may count toward the major.
3. Complete one advanced course with a Francophone component.
4. Complete "Senior Colloquium" (FREN 091) in the fall semester of senior year, which includes writing an original, independent research paper of 20 to 30 pages on a topic chosen in a discussion with the senior colloquium professor and adviser or one other professor in the section. The defense of the paper with the entire French faculty occurs at the end of the fall semester.

The department also offers courses in French literature in translation, but no more than one such course may count to satisfy the requirements in the major.

Courses with a Francophone component are marked with a #.

Course Minor in French and Francophone Studies

Course minors are required to:

1. Complete 5 credits in courses or seminars numbered 004 or above. Four of these credits must be completed on the Swarthmore campus. Note that Advanced Placement credits will not count toward the minor.
2. Complete at least a 6-week program of study in a French-speaking country. It is strongly recommended that minors spend at least one semester abroad in the Grenoble program. In any case, only 1 credit from this study abroad may count toward the minor. (Under certain circumstances, students may petition to have more than 1 credit from abroad count toward the minor.)
3. Complete "Senior Colloquium" (FREN 091) in the fall semester of senior year, which includes writing an original, independent research paper of 15 to 20 pages on a topic chosen in a discussion with the senior colloquium professor and adviser or one other professor in the section.

Honors Program in French and Francophone Studies

Requirements

Majors and minors in the Honors Program are expected to be sufficiently proficient in spoken and written French to complete all their work in French (i.e., discussions and papers and all oral

and written assignments). All majors in honors must complete at least one semester of study abroad in a French-speaking country. Minors in honors must complete at least a 6-week program of study in a French-speaking country. It is strongly recommended that they spend at least one semester abroad in Grenoble. Majors and minors must take FREN 091: Senior Colloquium in the fall semester of senior year, which includes the writing of an original, independent research paper of 20 to 30 pages on a topic chosen in a discussion with the senior colloquium professor and adviser or one other professor in the section. The defense of the paper with the entire French faculty occurs at the end of the fall semester.

Candidates are expected to have a B average in coursework both in the department and at the College and to have demonstrated interest in and aptitude for the study of literature or culture in the original language.

Prerequisites

To demonstrate the linguistic and analytical abilities necessary for seminar work, students must take the following before taking a seminar:

1. *Major.* At least one advanced course in literature or culture above FREN 012.
2. *Minor.* At least two advanced courses in literature or culture above FREN 012.

Preparations

1. Majors in the Honors Program must do three preparations (consisting of 6 units of credit). Two of the preparations must be done through seminars. The third preparation may be a seminar, a 2-credit thesis, or two paired courses chosen from a list available from the department.
2. Minors must complete a single 2-credit seminar. Under certain circumstances, minors may use two paired courses chosen from a list available from the department.

Senior Honors Study (SHS)

(FREN 199: SHS is optional.)

1. *Seminar preparation.* At the end of the fall term, students will be given a list of questions related to the seminar. They will choose one question for each seminar and prepare a 2,500- to 4,000-word paper in French in response to that question. The preparation of this essay will not be supervised by members of the faculty. Conversation among students preparing these essays is encouraged, but each student must produce an independent, original essay of his or her own. The essays must be submitted to the department the first day of the written examination period, to be forwarded to the examiner. The paper will form part of the student's portfolio.

2. *Paired course preparation.* A one-page prospectus on a topic that addresses and integrates the two courses in a meaningful way must be approved by the instructor of each of the courses by the end of the fall semester. Once the prospectus has been approved, the essay will not be supervised by members of the faculty. Conversation among students preparing these essays is encouraged, but each student must produce an independent, original essay of his or her own. The essays must be submitted to the department the first day of the written examination period, to be forwarded to the examiner. The paper will form part of the student's portfolio.

Portfolio

1. The syllabus of the seminar or paired courses.
2. The SHS paper if the student chooses to complete SHS.

Mode of Examination

A 3-hour written examination and a 0.5-hour oral examination, both in French, will be required for each preparation.

Courses

Not all advanced courses are offered every year. Students wishing to major or minor in French/Francophone studies should plan their program in consultation with the department.

= Francophone

FREN 001–002, 003. Intensive French
Students who start in the 001–002 sequence must complete 002 to receive credit for 001.

For students who begin French in college. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, writing, and readings in literary and expository prose.

1.5 credits.

FREN 001. Intensive First Year of French
Fall 2010. Moskos, staff.

FREN 002. Intensive First Year of French
Spring 2011. Gueydan, Moskos, staff.

FREN 003. Intensive Intermediate French
Fall 2010. Blanchard, Gueydan, staff.

FREN 004. Advanced French: La France Contemporaine: Culture et Société
Transformation in culture and society in the Francophone World will be explored primarily through literary texts and also films and historical documents. Particular attention will be paid to perfecting analytical skills in written and spoken French.

Writing course.

1 credit.

Fall 2010. Netter. Spring 2011. Blanchard.

FREN 004A. Advanced French Workshop: The Art and Style of Writing and Speaking French

This course offers supplemental communicative and grammar sessions for students in courses FREN 004 and above. Communication focuses on developing conversational speaking and listening skills and includes audio exercises for phonetics. Grammar and writing section will consist of formal grammatical explanations, pinpointed exercises for learning grammatical structures, and writing assignments, which include composition and creative writing.

Prerequisite: Concurrent enrollment in FREN 004 or above.

0.5 credit.

Fall 2010. Netter. Spring 2011. Netter.

FREN 007. French Conversation

A 0.5-credit conversation course concentrating on the development of the students' ability to speak French. May be repeated once for credit, but can only count once to fulfill major/minor credit requirement.

Prerequisite: For students previously in FREN 004 or the equivalent Placement Test score.

0.5 credit.

Each semester. Staff.

FREN 012. Introduction aux études littéraires et culturelles françaises et francophones

This course offers students the opportunity to develop skills in textual and cultural analysis through the study of literary works (including prose, poetry, and theater), films, and other documents (articles, essays, and images) from France and the Francophone World.

Prerequisite: FREN 004, the equivalent Placement Test score, 5 on the AP examination, or the equivalent with permission.

Writing course.

1 credit.

Fall 2010. Moskos. Spring 2011. Yervasi.

Note: FREN 012 is required to take any other French literature or culture courses.

FREN 020. Panorama de la littérature française

This course is designed to provide students with a broad knowledge of French literature, from the Renaissance to the present. Among the authors included on the syllabus are: Molière, Rousseau, Balzac, Proust, and Yourcenar. Students will read works in their entirety, discuss their significance in class, and listen to

short lectures to situate the readings in a historical and cultural context.

1 credit.

Not offered 2010–2011.

FREN 022. Panorama du cinéma français et francophone#

This course provides the groundwork for studying the histories and cultures of French and Francophone film. It introduces students to important historical developments in filmmaking, film movements, questions of auteur, postcolonial cinema criticism and theory, and the economics of production and co-production. In order to study individual films, we will focus on formal analysis of image and sound, aesthetics, and genres. Films will most likely be selected from among the following Francophone countries of production: Algeria, Belgium, Burkina Faso, Cameroon, Congo, Côte d'Ivoire, France, Mali, Morocco, Senegal, Switzerland, and Tunisia. All coursework and class discussion will be in French. No previous preparation or experience in Film and Media studies are required. Students must attend weekly screenings.

1 credit.

Not offered 2010–2011.

FREN 024. Foreign Language Teaching and Pedagogy

(Cross-listed as EDUC 072)

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

0.5 credit.

Fall 2010. Rojavin. Spring 2011. Lahr-Vivaz.

FREN 043. Fictions d'enfance#

Study of the experiences of writers of French expression, as reflected in various coming-of-age texts from Africa, France, the Caribbean, and Vietnam. We will examine the role played by these specific experiences in the construction of the literary identity and subjectivity of the writer/narrator.

Texts by J-P. Sartre, N. Sarraute, J. Zobel, M. Ferraoun, M. Condé, D. Maximin, E. Dongala, N. Bouraoui among others.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

FREN 044. Tyrants and Revolutionaries

How can one write when facing political adversity? Must historical accounts be read as literary texts? Do books cause revolutions? In this course, we will answer these questions by studying the work of Molière and Voltaire, among others, and the writings of historical figures such as Robespierre. We will also examine the symbolic significance of the French Revolution in contemporary French culture, notably through a comparative analysis of films.

Eligible for INTP credit.

1 credit.

Fall 2010. Blanchard.

FREN 045A. Le monde francophone: Postcolonial cities in the Francophone World#

As a physical and imaginary space, the city is a privileged stage for political and social upheaval. Within cities, cultural and racial divisions are constantly questioned and remade; the local is unavoidably confronted with the global. Francophone cities, in particular, mediate past and on-going conflicts between France and its ex-colonies, and manifest the tensions between local/global cultures and the French colonial legacy.

This interdisciplinary course examines the complexity of the Francophone experience in Francophone metropolises as portrayed in literature, films, artwork, and journalistic articles. Themes examined will include: the aesthetics of the city, the city vs. the nation, racial relations in the urban space, the global village, pop culture and slang in the city.

1 credit.

Not offered 2010–2011. Gueydan.

FREN 045B. Le monde francophone: France and the Maghreb: Postcolonial Writing in a Transnational Context#

This course examines the relationship between France and the Maghreb, two cultural spaces that are simultaneously united and divided by their common violent colonial history. Through the study of novels, films, art work and theoretical texts, we will trace the evolution of this conflicted relationship from the 1950's to present times. We will focus, in particular, on the following topics: colonialism/post-colonialism and nationalism, diglossia and Francophonie, gender in Islam, exile/transculturation and globalization.

Eligible for ISLM credit.

1 credit.

Spring 2011. Gueydan.

FREN 045C. Le monde francophone: Haitian literatures and culture#

Studying the literary traditions in Haiti will be the point of departure to examine the culture and history of the first independent black Republic, with particular attention to relations with the French

Départements d'Outre-Mer such as Martinique and Guadeloupe. Students will read works from various authors, many of whom will be on campus to participate in the First Regional Haiti Conference (March 29–April 1, 2012).

Eligible for BLST credit.

1 credit.

Spring 2012. Rice-Maximin.

FREN 046. Poésies d'écritures françaises#

Study of poetical texts and songs of authors of French expression from the Middle Ages to the present time. Our approach is a thematic one that will allow us to see the place of, among other topics, the social, the political and the personal, in writings from Africa, the Caribbean, the Indian Ocean, France and Québec. We will read Villon, Ronsard, La Fontaine, Baudelaire, Hugo, Apollinaire, Eluard, Ponge, Dambury, Niger, Tirolien, Maximin, Glissant, Césaire, Damas, Monchoachi, Roumain, Boni, Tadj, Tati Loutard, Senghor, Diop, Rabéarivelo, Gainsbourg, Brassens, Ferré, Prévert, etc ... Taught in French.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

FREN 048. Littératures francophones et cultures de l'immigration en France

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

FREN 050. Le Roman du XIXe siècle

A study of the main themes and technical innovations in narrative fiction as it reflects an age of great sociopolitical change. Based primarily on novels of Stendhal, Balzac, Flaubert, and Zola.

1 credit.

Spring 2011. Moskos.

FREN 051. Odd Couplings: Writing and Reading Across Gender Lines

This comparative study of texts by 19th-century male authors and 20th-century female authors interrogates the role played by gender-identity construction in writing and reading.

Eligible for GSST credit.

1 credit.

Not offered 2010–2011.

FREN 052. Le Romantisme

The trauma of the Revolution of 1789 gave birth to the individual even as it put the very concept of individual agency into question. We will interrogate the theater, poetry, and prose of this period as imaginary, sometimes almost magical, solutions to cultural, political, and personal dislocations. Eligible for GSST or INTP credit.

1 credit.

Not offered 2010–2011.

FREN 053. Littérature et cinéma: La pensée géographique

We will explore the ideas of Rajchman's "geography of living"; Deleuze and Guattari's "nomadic thought"; and Bakhtin's "chronotopes" through French and Francophone literature and film.

1 credit.

Fall 2011. Yervasi.

FREN 054. Cinéma Français: Jeunesse et Résistance

This course explores youth's dynamic relationship to changes in modern and contemporary French and Francophone societies. We will focus our discussions on representations of youth and how youth culture is depicted in mainstream and independent films from throughout the French-speaking world. Films will most likely be selected from among the following Francophone countries of production: Belgium, Burkina Faso, Cameroon, Congo, France, Mali, Senegal, and Switzerland. All coursework and class discussion will be in French. No previous preparation or experience in Film and Media studies are required. Students must attend weekly screenings.

1 credit.

Not offered 2010–2011.

FREN 056. Ecritures au féminin#

A study of the work of women from Africa, the Caribbean, France, and Vietnam. Material will be drawn from diverse historical periods and genres.

Eligible for BLST or GSST credit.

1 credit.

Not offered 2010–2011.

FREN 057. Prose Francophone: Littérature et société#

Close reading and discussion of works from the first and the new generations of writers from the Francophone world. Study of the impact to the oral tradition, aesthetics, politics, identity

formation and the role of the writer among other topics.

1 credit.

Not offered 2010–2011.

FREN 058. The Representation of Alterity in French Literature and Cinema

This course examines differing constructions of alterity in relationship to French national identity as it took shape from the time of the Crusades up through the 21st century. Focusing our attention on the concepts of race, gender, Orientalism, religious difference and narrative authority, we will analyze how French writers have used alterity as a mirror for self-reflection, as an example for social change, and as the locus of a threat to cultural homogeneity. Selected literary texts, paintings and films include works by Montaigne, Montesquieu, Voltaire, Balzac, Delacroix, Matisse, Baudelaire, Gide, Camus, Claire Denis, Didier van Cauwelaert and Matthieu Kassovitz.

1 credit.

Not offered 2010–2011.

FREN 059. Le Roman français du XXe et XIXe siècles

This course examines the French novel from literary, theoretical, and historical perspectives. We will focus on both major and minor novelists who participate in important literary movements from the early 20th century to the present, but we will also study writers who work outside or alongside these movements and those who write for a popular culture audience. The course will emphasize the history and culture of the novel in France. All coursework and class discussion will be in French.

1 credit.

Not offered 2010–2011.

FREN 075A. French Language Attachment to Haïti, the French Antilles, and Guyane in Translation#

0.5 credit.

Not offered 2010–2011.

FREN 091. Senior Colloquium:

This course will be dedicated to discussions of the various topics chosen by majors and minors for their senior thesis. Although this course is required of French/Francophone majors and minors, it is open to other advanced students.

Writing course.

1 credit.

Fall 2010. Gueydan. Fall 2011. Yervasi.

FREN 093. Directed Reading

FREN 096. Thesis

Seminars

FREN 102. Le Monde Comique de Molière

The seminar is designed to acquaint students with the major works of Molière and 17th-century French culture. We will investigate his political relationship with Louis XIV at Versailles, the discourse on early modern feminism of the précieuses and femmes savantes; the critique of religious hypocrisy, and the influence of early modern notions of anthropology (most notably medicine) on Molière's representation of identity. These aspects will be brought forward through close attention to the poetics of comedy and court spectacles.

2 credits.

Spring 2011. Blanchard.

FREN 104. Le Roman du XIXe siècle

A study of the main themes and technical innovations in narrative fiction as it reflects an age of great sociopolitical change. This course is based primarily on the novels of Stendhal, Balzac, Flaubert, and Zola.

2 credits.

Not offered 2010–2011.

FREN 106. La Modernité

In this course, we will examine poetry of modernity and the city. We will examine how the city's complexities—its development, cultures, revolutions, and inhabitants—contribute to a poetic vision that is reflected in the texts of 19th- and 20th-century major and minor writers of the French-speaking world. Poets include Baudelaire, Rimbaud, Apollinaire, and the Surrealists, among others.

2 credits.

Not offered 2010–2011.

FREN 108. Littérature et cinéma moderne et contemporain: La question de représentation

From realism to the nouveau roman to experimental writing and filming, from Proust to Pennac and Méliès to Mnouchkine, this course looks at the interconnections between history, writing, visual culture, and theoretical questions of representation. Discussions will center on thematic developments of these intersections, and readings and films will be taken from a wide selection of French and Francophone writers and filmmakers.

2 credits.

Spring 2012. Yervasi.

FREN 109. Le Romantisme

The trauma of the Revolution of 1789 gave birth to the individual even as it put the very concept of individual agency into question. We will interrogate the theater, poetry, and prose of

this period as imaginary, sometimes almost magical, solutions to cultural, political, and personal dislocations. Particular attention will be paid to questions of gender and power.

2 credits.

Not offered 2010–2011.

FREN 110. Histoires d'îles#

Through the study of poetry; prose, theater; nonfictional texts; and films from and about the French Antilles, Guyane, and Haiti, we will examine the rewriting and righing of the French colonial narratives. Topics will include slavery, the triangular trade, and the slave revolts; the historical, political, social, and literary movements and their impact, then and now, on the populations and the former colonial power; the poetics of memory and the identity quest; the styles and techniques used by writers to translate the complexity of the new Caribbean consciousness; and the dialogue with Africa, France, and the Americas.

2 credits.

Not offered 2010–2011.

FREN 111. Espaces francophones#

2 credits.

Not offered 2010–2011.

FREN 112. Ecritures francophones: fiction et histoire dans le monde francophone#

Historical and literary examination of texts from Africa, the Caribbean, and Vietnam.

Eligible for BLST credit.

2 credits.

Not offered 2010–2011.

FREN 114. Théâtre d'écritures françaises#

A close examination of plays in French, from and beyond the Hexagon. Topics discussed will include representation of collective consciousness, myths and politics in post/neocolonial situations, theater and therapy, rituals and subversion, the different theatrical texts, and staging. Fictional readings by J. Anouilh, S. Beckett, A. Césaire, I. Césaire, M. N'Diaye, Dembele and Guimba, G. Dambury, J. Genet, E. Glissant, O. de Gouges, M. Kacimi, B.M. Koltès, K. Kwahulé, K. Lambo, Marivaux, J. Métellus, V. Placolý, S. Schwarz-Bart, and collateral readings by Shakespeare and Sophocles, and theoretical texts by Fanon, Césaire, Ashcroft, Glissant, Ha, Ubersfeld, and others.

Eligible for BLST credit.

2 credits.

Not offered 2010–2011.

FREN 115. Paroles de femmes#

Close study of texts of women writers from Africa, France, the French Antilles, and Vietnam. Love relationships being one common theme, we will particularly focus on their cultural, geographical, historical, feminist/womanist, aesthetic, and literary aspects. The question of identity formation in a post-/neo-colonial setting will also be studied.

Texts covered are by Mme. de la Fayette, G. Sand, M. Duras, M. Ba, S. Schwarz-Bart, K. Lefèvre, L. Lê, V Tadjó, among others.

Eligible for BLST or GSST credit.

2 credits.

Not offered 2010–2011.

FREN 116. La Critique littéraire: Racine, Rousseau, Baudelaire, Proust

This seminar's first and principal goal is to foster a direct and in-depth discussion of the works of four major figures of French literature. Readings include Racine's *Phèdre*, the autobiography of Rousseau titled *Les Confessions*, Baudelaire's poetic masterpiece *Les Fleurs du mal*, and the first tome of *A la Recherche du temps perdu*. We will also define the principal strands of thought in French literary criticism by supplementing the core readings with a selection of crucial studies on these four authors.

2 credits.

Not offered 2010–2011.

FREN 180. Honors Thesis

FREN 199. Senior Honors Study

Courses with a Francophone component are marked with a #.

German Studies

Core Faculty

Hansjakob Werlen, Professor, Coordinator
Sunka Simon, Associate Professor ¹
Kristin Vander Lugt, Visiting Assistant
Professor of German
Elke Plaxton, Lecturer

Affiliated Faculty

Janine Mileaf, Assistant Professor (Art)²
Pieter Judson, Professor (History)¹
Robert Weinberg, Professor (History)²
Michael Marissen, Professor (Music)
Thomas Whitman, Associate Professor (Music)³
Peter Baumann, Professor (Philosophy)
Richard Eldridge, Professor (Philosophy)
Tamsin Lorraine, Associate Professor
(Philosophy)
Braulio Muñoz, Professor (Sociology and
Anthropology)

¹ Absent on leave, fall 2010

² Absent on leave, spring 2011.

³ Absent on leave, 2010–2011.

The German Studies Program offers students a wide variety of courses in language, literature, film and culture taught in German, as well as classes in anthropology and sociology, history, music, philosophy, and political science.

Stressing the interrelatedness of linguistic competency and broad cultural literacy, German studies classes cover a wide range of literary periods, intellectual history, and film and visual culture. The diverse approaches to German culture(s) prepare students for graduate work in several academic disciplines, as well as for a variety of international careers. German studies can be pursued as course major or minor or as a major and minor in the Honors Program.

Students are expected to be sufficiently proficient in the German language to use it for written and oral work. To this end, we strongly advise students to spend an academic semester—preferably spring semester—in a German-speaking country before their senior year.

Not all advanced courses or seminars are offered every year. Students wishing to major or minor in German studies should plan their program in consultation with the program coordinator. All German studies courses numbered 050 and above are open to students after German Studies 20. Seminars in German are taught in fall semesters only and are open to students with advanced skills in reading and writing German. For seminar enrollment in our affiliated departments, please consult the guidelines for each department and the German studies coordinator.

Course Major in German Studies Requirements

- Completion of a minimum of 8 credits in courses numbered 3 and above.
- Majors in course and honors are required to take GMST 091: Special Topics in their senior spring and enroll in at least one seminar taught in German in their junior or senior year. (See the note above on enrolling in seminars)
- Three of the 8 credits may be taken in English from among the courses relevant to German studies listed in the catalog under Literature in Translation (e.g., LITR 054G or LITR 066G) or from those courses listed as eligible for German studies (see list below).
- Comprehensive requirement: Senior course majors are required to submit a bibliography of 20 works to form the basis of a discussion and an extended, integrative paper (approximately 15 double-spaced pages in length) on a topic agreed to by the program coordinator. This paper, due before the date for the comprehensive examination, is complemented by a discussion of the paper with members of the program, in German.
- Students are strongly encouraged to spend a semester in Germany or at least participate in a summer program in a German-speaking country. Of the classes taken abroad, a maximum of 2 credits will normally count toward the major. In cases of double majors, this number might be increased in consultation with the German studies chair. After studying abroad, majors must take two additional German studies classes.

Typical Course of Study:

Minimum of 5 credits taught in German above GMST 001 and GMST 002:

GMST 003

GMST 015

GMST 020

GMST 091

German Studies Seminar (GMST 104 and above, 2 credits)

Maximum of 3 credits taught in English from LITR, such as:

LITR 020G: Expressions of Infinite Longing: German Romanticism and its Discontents

LITR 051G: European Cinema

LITR 054G: German Cinema

LITR 066G: History of German Drama

Or the equivalent, taught in English, and from List of Courses eligible for German Studies (taught in English in other departments, e.g. HIST 035 and PHL 049 or SOAN 101)

Course Minor in German Studies Requirements

- Students must complete a minimum of 5 credits in courses and seminars, at least 3 of which are taught in German and numbered 3 or

above. Of these courses, GMST 015, GMST 020 and GMST 091: Special Topics are required.

- Up to 2 credits can come from courses eligible for German studies numbered 15 or above.
- Students are strongly encouraged to spend a semester in Germany or at least participate in a summer program in a German-speaking country. Of the classes taken abroad, a maximum of 2 credits will normally count toward the minor. In case of double majors, this number can be increased in consultation with the German studies chair.

Typical Course of Study:

Note: German 1 and 2 do not count toward the minor

German 3

German Studies 15

German Studies 20

German Studies 91

1-2 advanced courses or 1 seminar taught in English from List of Courses eligible for German studies (from LITR or from an affiliated department, e.g. HIST 036 and MUSI 035 or PHIL 137)

Honors Program in German Studies Requirements

Majors and minors in the Honors Program are expected to fulfill the minimum requirements for course majors above and be sufficiently proficient in spoken and written German to complete all their work the language. All majors and minors in honors are strongly advised to spend at least one semester of study in a German-speaking country. Candidates are expected to have a B average in coursework both in the department and at the College.

Preparations

Honors Major: The Honors Major requirements are identical to the Course Major requirements. All Honors Majors must include GMST 020 and GMST 091 in their course of study. In addition:

1. Honors Majors in German studies take three seminars, two taught in German and one taught in English from an affiliated program. In consultation with the German studies chair, two advanced courses in German studies (such as GMST 054 and a second special topics course, German Studies 91) may be taken in lieu of one seminar.
2. Honors Majors participate in the external examination process required of all Swarthmore honors students and the Senior Honors Study process explained below. (Total: Minimum of 8 credits - 6 credits for seminars + 1 credit for GMST 091 + 1 credit for GMST 020)

Honors Minor: Honors Minors prepare for their examination in German studies by following the minimum course minor

requirements. All Honors Minors must take one seminar taught in German for their honors preparation and complete Senior Honors Study (described below). (Total: 5 credits)

Senior Honors Study (SHS) and Mode of Examination

For SHS, students are required to present an annotated bibliography of criticism—articles or books—concerning at least five of the texts in each seminar offered for external examination. Students are required to meet with the respective instructor(s) of the seminars being examined by Feb. 15 to discuss their planned bibliography and to meet with the instructors for a second time when the approved bibliography is handed in by May 1. The annotated bibliography, which carries no credit, will be added to course syllabi in the honors portfolio. The honors examination will take the form of a 3-hour written examination based on each seminar and its SHS preparation as well as a 1-hour oral panel examination based on the three written examinations for majors or a 30- to 45-minute oral examination for minors.

Courses

Not all advanced courses or seminars are offered every year. Students wishing to major or minor in German should plan their program in consultation with the section. All courses numbered 050 and above are open to students after GMST 020. (See note on enrolling in seminars.)

GMST 001–002, 003. Intensive German *Students who start in the 001–002 sequence must complete 002 to receive credit for 001.*

For students who begin German in college. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, writing, and readings in expository and literary prose. See the explanatory note on language courses earlier. Normally followed by 015, or 020.

1.5 credits.

GMST 001. Intensive Elementary German

Fall 2010. Werlen, Plaxton.

GMST 002. Intensive Elementary German

Spring 2011. Werlen, Plaxton.

GMST 003. Intensive Intermediate German

Fall 2010. Werlen, Plaxton.

GMST 005. German Conversation

A 0.5-credit conversation course, concentrating on the development of the students' speaking skills.

Prerequisite: GMST 015 in a current or a previous semester or the equivalent Placement Test score.

0.5 credit.

Each semester. Plaxton.

GMST 015. Texts in Contexts: Topics in German Culture and Society from the Reformation until Today

German 15 is a 4th semester course integrating the continued work on advancing the students' linguistic skills with the acquisition of cultural, historical, and literary content about German-speaking countries. This course is the gateway to all upper level courses in the German studies curriculum. Topics alternate every year. Taught in spring semesters.

Prerequisite: Placement Test Score or German 3
1 credit.

Spring 2011. Vander Lugt.

GMST 020. Introduction to German Studies: Topics in German Literature and Culture

German Studies 20 serves as the introduction to the interdisciplinary field of German studies. What is German "culture," how has it been defined, which narratives, theories, and events have shaped the national imaginary from the 18th century to today? Students will develop speaking and writing skills through short assignments and presentations intended to familiarize them with the vocabulary of literary and cultural analysis in German. Topics change every year. Taught in fall semesters.

Prerequisite: Placement Test Score or GMST 015.

1 credit.

Fall 2010. Staff.

Topic for Fall 2010: Friendships, Love, Selfhood: Youth Cultures in German Literature

This introduction to German literature from the late 18th century to the present will focus on the theme of "Youth Cultures" – love, friendship and the formation of the self in various periods of genres. How does the young generation define itself against their elders, what are the specific, often oppositional self-understandings of young persons over the last two centuries? These and other questions will be discussed in this class.

1 credit.

Fall 2010. Vander Lugt.

GMST 024. Foreign Language Teaching and Pedagogy

(Cross-listed as EDUC 072)

This course has two elements that are developed together throughout the course of the semester. Students can serve the Swarthmore

community by teaching a foreign language to local elementary school students in an after-school program that meets two times/week. Students must teach for the entire 6-week session, two days per week (Monday/Wednesday (M/W) or Tuesday/Thursday (T/Th). During the evening pedagogy sessions held on campus, we will discuss writing weekly lesson plans, foreign language acquisition in children, teaching methodologies and approaches. We use a common goal-oriented curriculum among all the languages. Students must register for the language or educational studies course that they will be teaching and for a service time (A) M/W or (B) T/Th.

0.5 credit.

Fall 2010. Rojavin. Spring 2011. Lahr-Vivaz.

GMST 054. German Cinema

(Cross-listed as LITR 054G/FMST 054)

This course is an introduction to German cinema from its inception in the 1890s until the present. It includes an examination of early exhibition forms, expressionist and avantgarde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, DEFA films from East Germany, New German Cinema from the 1970s, and post 1989 heritage films. We will analyze a cross-match of popular and avantgarde films while discussing mass culture, education, propaganda, and entertainment as identity- and nation-building practices. Taught in English. Fulfills national cinema requirement for FMST majors/minors.

1 credit.

Spring 2011. Simon.

GMST 091. Special Topics

Advanced literature and culture course in German required for all German majors and minors. For honor students, this class together with an attachment counts as an honors preparation.

Topics change each year and include (partial list):

- Der neue deutsche Krimi
- Die Romantik
- Die deutsche Postmoderne
- Gegenwartsliteratur
- Heinrich von Kleist and E.T.A. Hoffmann
- Populärliteratur

Topic for Spring 2011: The Brothers Mann: German literary, cultural, and political history 1900–1950. The epic and acrimonious dispute between Heinrich and Thomas Mann goes far beyond a family fight about aesthetics and politics. The conflict of the brothers Mann allows exemplary insights into an urgent and

long-raging debate about the essence of German culture and civilization in the first decades of the 20th century and about the place of Germany in Europe. Readings in the course will include literary works and political essays, as well as letters and dairy entries that help illuminate the ideological and artistic reasons for one of the most bitter sibling rivalries in German letters.

1 credit.

Spring 2011. Werlen.

GMST 093. Directed Reading

Seminars

Five German seminars are normally scheduled on a rotating basis. Preparation of topics for honors may be done by particular courses plus attachments only when seminars are not available.

Note. Students enrolling in a seminar are expected to have done the equivalent of at least one course beyond the GMST 020 level.

GMST 104. Goethe und seine Zeit

This seminar familiarizes students with arguably the greatest German writer whose literary works revolutionized German poetry, drama, and the novel. Often regarded as the founder of German classicism, Goethe's literary writings, spanning over six decades, defy easy categorization. Texts read in the seminar include the early drama *Götz von Berlichingen* and the influential epistolary novel *The Sorrows of Young Werther*, the classical drama *Iphigenie auf Tauris*, the novels *Wilhelm Meisters Lehrjahre* and *Die Wahlverwandtschaften*, early essays on Shakespeare and Gothic architecture, poetry from all periods of his life, and, of course, *Faust*. We will also look at Goethe's scientific ideas (morphology of plants and theory of optics) in his philosophical and economic world view.

2 credits.

Fall 2010. Werlen.

GMST 105. Die deutsche Romantik

Romanticism as the dominant movement in German literature, thought, and the arts from the 1790s through the first third of the 19th century. Focus on Romantic aesthetics and poetics, including the influence of German Idealism.

2 credits.

Not offered 2010–2011.

GMST 108. Wien und Berlin

Between 1871 and 1933, Vienna and Berlin were two cultural magnets drawing such diverse figures as Sigmund Freud, Ludwig Wittgenstein, Gustav Klimt, Gustav Mahler, Leon Trotsky, Gerhard Hauptman, Käthe

Kollwitz, Rainer Maria Rilke, Bertolt Brecht, Kurt Tucholsky, Else Lasker-Schüler, Richard Strauss, Arnold Schönberg, and Adolf Hitler.

This course will examine the multiple tensions that characterized “fin-de-siècle” Vienna and Berlin, such as the connection between gender and the urban landscape, the pursuit of pleasure and the attempt to scientifically explore human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism.

2 credits.

Not offered 2010–2011.

GMST 110. German Literature After World War II

The aim of the seminar is to acquaint students with literary developments in the German-speaking countries after the end of World War II. The survey of texts will address questions of “Vergangenheitsbewältigung” and social critique in the 1950s, the politicization of literature in the 1960s, the “Neue Innerlichkeit” of the 1970s, and literary postmodernity of the 1980s. We will also study the literature of the German Democratic Republic and texts dealing with post-wall, unified Germany. Authors included are Böll, Eich, Grass, Frisch, Bachmann, Handke, Bernhard, Jelinek, Strauss, Wolf, Delius, Plenzdorf, Süskind, and Menasse.

2 credits.

Not offered 2010–2011.

GMST 111. Genres

This seminar will explore in depth a particular genre of literary and media production.

Scheduled topics include the following:

- Deutsche Lyrik
- Populärliteratur
- Der deutsche Film
- Das deutsche Drama
- Der deutsche Roman

GMST 199. Senior Honors Study

Japanese

Courses in Japanese language, literature, and culture may be combined with courses taken at Haverford, Bryn Mawr and with study abroad toward a special major or a minor in Japanese or may be counted toward a major or minor in Asian studies (see Asian studies). Interested students should consult with the section head of Japanese or with the chair of Asian studies.

Students may construct a special major in Japanese, featuring intensive study in Japanese language, literature, and culture. Japanese special majors will complete their coursework through a combination of study at Swarthmore, Haverford, Bryn Mawr and study abroad. Students interested in a Japanese special major

or minor should consult with the section head of Japanese as soon as possible.

Students seeking a broader exposure to East Asian society and culture may consider a Japanese concentration within the Asian studies major. Students who wish to concentrate on linguistics rather than Japanese literature and culture may construct a special major in Japanese language and linguistics, with a combination of advanced language study at Haverford and Bryn Mawr, study abroad, and courses and seminars in the Linguistics Department at Swarthmore College. Students wishing to pursue this possibility should consult with the Japanese section head.

Minor in Japanese Language, Literature, and Culture

A minimum of 5 credits numbered 004 and above is required for the course minor. At least one credit must be taken in Japanese literature, film or culture in translation, either in coursework offered by the Japanese section or its equivalent in coursework outside of Swarthmore, with the approval of the section. A minimum of 3 credits should be taken at Swarthmore.

The section strongly encourages study abroad in a section-approved program; transferred credits normally may be counted toward the minor. One credit may be earned from another department on a Japan-related subject with the approval of the section.

Special Major in Japanese Language, Literature, and Culture

At least 10 total credits starting with 001, including at least one credit outside the department, are required for a special major in Japanese. Special majors should complete at least six semesters of Japanese language training or its equivalent. Japanese special majors are strongly encouraged to study abroad in a program approved by the section; transfer credits normally may be counted toward the special major.

Special majors should complete at least two courses on Japanese culture of level 015 and higher and at least two additional courses of level 30 and higher or their equivalent in coursework outside the department. Students are encouraged to combine their study of Japanese literature and culture with coursework in Japanese history, anthropology and sociology, religion, art, music, economics, political science, education, comparative literature, and other related fields within the tricollege consortium. At least two courses on Japanese literature and culture should normally be taken within the department.

All special majors will complete a culminating project.

Honors Special Major and Honors Minor in Japanese Language, Literature, and Culture

Honors study for qualified students may be substituted for the culminating project in the special major. Students are encouraged to consult with the Japanese section head to discuss honors special majors and honors minors.

Courses

JPNS 001–002. Introduction to Japanese

Students who start in the 001–002 sequence must complete 002 to receive credit for 001.

This intensive introduction to Japanese develops the four language skills of speaking, writing, listening, and reading. The spoken component will cover both formal and casual forms of speech; the written component will introduce the hiragana and katakana syllabaries; and about 200 kanji characters.

1.5 credits.

JPNS 001.

Fall 2010. Jo, Suda.

JPNS 002.

Spring 2011. Jo, Suda.

JPNS 003–004. Second-Year Japanese

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 Japanese expression through several media. The course will introduce approximately 300 new kanji characters in addition to the 200 covered in JPNS 001–002.

1.5 credits.

JPNS 003.

Fall 2010. Gardner, Jo.

JPNS 004.

Spring 2011. Gardner, Jo.

JPNS 012–013. Third-Year Japanese

These course aims to lead Japanese students into the intermediate-advanced level, deepening students' exposure to Japanese culture through the study of authentic materials and the application of language skills in diverse linguistic contexts. They will combine oral practice with reading, viewing, and discussion of authentic materials including newspaper articles, video clips, and literary selections. Students will continue to develop their expressive ability through use of more advanced grammatical patterns and idiomatic expressions, and will gain practice in composition and letter writing. These courses

will introduce approximately 300 new kanji characters in addition to approximately 500 covered in first- and second-year Japanese.

Prerequisite: Completion of JPNS 004 or demonstration of equivalent language skills.

These courses are intended to be taken together with JPNS 012A in the fall semester and JPNS 013A in the spring semester, which will provide additional opportunities for application and extension of newly acquired skills.

1 credit (1.5 credits when taken with JPNS 012A and JPNS 013A).

Fall 2010. Suda.

Spring 2011. Suda.

JPNS 012A. Japanese Conversation

This course attempts to improve students' command of spoken Japanese at the intermediate level. It meets for 90 minutes each week. Can be repeated for credit.

0.5 credit (when taken with JPNS 012).

Fall 2010. Suda.

JPNS 013A. Readings in Japanese

This course aims to improve students' intermediate-advanced reading skills, while introducing them to the world of Japanese literature in the original. We will examine texts in various genres, such as personal essays, short stories, folk tales, *manga*, *haiku*, and free-verse poetry, and discuss the distinctive features of each genre as well as the cultural context for each work. Readings and discussion will be in Japanese. The course may be repeated in 2 consecutive years.

Prerequisite: completion or concurrent enrollment in JPNS 013, or instructor's permission.

0.5 credits.

Spring 2011. Staff.

JPNS 014A. Foreign Language Teaching and Pedagogy

(Cross-listed as EDUC 072)

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

0.5 credit.

Fall 2010. Rojavin. Spring 2011. Lahr-Vivaz

JPNS 017. First-Year Seminar: The World of Japanese Drama

(Cross-listed as LITR 017J/THEA 017)

This first-year seminar will explore the unique dramatic traditions of Japan from diverse angles, including a study of dramatic texts, videos of performance, and films based on famous dramatic works. Our seminar will focus on the three great dramatic traditions of Noh masked drama, Bunraku puppet theater, and Kabuki. We will also examine the cultural background of these dramatic forms, including the influence of Buddhism, Shintō, and shamanism, as well as the philosophical background and methodology of training and performance. Open to all first year students: no previous knowledge of performance or Japanese language, history, or culture is required.

1 credit.

Fall 2010. Gardner.

JPNS 019. Topics in Japanese

This fourth-year level advanced Japanese course aims to develop students' language proficiency in reading, writing, listening, and speaking, through examination and discussion of a variety of authentic materials on selected topics such as literature, language, history, education, and society. Readings and discussion will be in Japanese.

Prerequisite: completion of JPNS 013 or equivalent.

1 credit.

Not offered 2010–2011.

JPNS 021. Modern Japanese Literature

(Cross-listed as LITR 021J)

An introduction to Japanese fiction from the Meiji Restoration (1868) to the present day, focusing on how literature has been used to express the personal voice and to shape and critique the concept of the modern individual. We will discuss the development of the mode of personal narrative known as the "I novel" as well as those authors and works that challenge this literary mode. In addition, we will explore how the personal voice in literature is interwoven with the great intellectual and historical movements of modern times, including Japan's encounter with the West and rapid modernization, the rise of Japanese imperialism and militarism, World War II and its aftermath, the emergence of an affluent consumer society in the postwar period, and the impact of global popular culture and the horizon of new transnational identities in the

21st century. All readings and discussions will be in English.

1 credit.

Not offered 2010–2011.

JPNS 023. Anime, Gender and Culture

Anime (Japanese animation) is a robust site for the reproduction and representation of norms of society. In this course we will focus on gender and language in anime, including central themes and frameworks as they relate to Japanese culture including hierarchy, politeness, emotion, and *uchi/soto* (inside/outside) relationships. We will also explore notions such as cuteness, commensality, nature, and technology in anime and discuss continuity and change over socio-historical time. Readings will be in English. Class will be conducted in a seminar format that includes lectures and discussions. Student research and presentations will comprise a central part of the course. Previous coursework in Japanese is not required.

1 credit.

Spring 2011. Burdelski.

JPNS 024. Japanese Film and Animation (Cross-listed as LITR 024J/FMST 057)

This course offers a historical and thematic introduction to Japanese cinema, one of the world's great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (*anime*) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki. Previous coursework in Japanese studies of film and media studies is not required.

1 credit.

Not offered 2010–2011.

JPNS 041. Fantastic Spaces in Modern Japanese Literature (Cross-listed as LITR 041J)

As Japanese society has transformed rapidly in the 20th century and beyond, a number of authors have turned to the fantastic to explore the pathways of cultural memory, the vicissitudes of interpersonal relationships, the limits of mind and body, and the nature of storytelling itself. In this course, we will consider the use of anti-realistic writing genres in Japanese literature from 1900 to the present, combining readings of novels and short stories with related critical and theoretical texts.

Fictional works examined will include novels, supernatural tales, science fiction, and cyberfiction by authors such as Tanizaki Junichirō, Abe Kōbō, Kurahashi Yumiko, and Murakami Haruki.

Readings will be in English; no previous experience in Japanese studies is required.

Writing course.

1 credit.

Not offered 2010–2011.

JPNS 045. Japanese Language in Society. (Cross-listed as LING 047)

In this course we will discuss the Japanese language as used in society to construct identity, including gender, in-group and out-group relationships, and hierarchy. Through readings, class discussions, and viewing of real world data, we will examine the ways language is used across time and place. How do speakers and writers convey the feeling of “cuteness” in post-modern and pre-modern contexts? Classes will be conducted in a seminar format that includes lectures and discussions. Student research and presentations will comprise a part of the course. Previous coursework in Japanese is not required.

1 credit.

Fall 2010. Burdelski.

JPNS 051. Japanese Poetry and Poetics (Cross-listed as LITR 051J)

Japanese poetic forms such as haiku, renga, and tanka have had a great impact on modern poetry across the world, and have played a central role in the development of Japanese literature and aesthetics. This course will examine Japanese poetry from its roots in ancient oral tradition through the internet age. Topics include the role of poetry in courtship, communication, religion, and ritual; orality and the graphic tradition; the influence of poetic models from China and the West; social networks and game aesthetics in renga linked poetry; and haiku as a worldwide poetic form. Course projects will include translation and composition in addition to analytical writing. Readings will be in English, and there are no language requirements or other prerequisites; however, the course will include a close examination of Japanese poetic sound, syntax, meter, and diction, or how the poems “work” in the original language.

1 credit.

Spring 2011. Gardner.

JPNS 074. Japanese Popular Culture and Contemporary Media (Cross-listed as LITR 074J)

Japanese popular culture products such as *manga* (comics), *anime* (animation), television,

film, and popular music are an increasingly vital element of 21st-century global culture, attracting ardent fans around the world. In this course, we will critically examine the postwar development of Japanese popular culture, together with the proliferation of new media that have accelerated the global diffusion of popular cultural forms. Engaging with theoretical ideas and debates regarding popular culture and media, we will discuss the significance of fan cultures, including the “otaku” phenomenon in Japan and the United States, and consider how national identity and ethnicity impact the production and consumption of popular cultural products. We will also explore representations of technology in creative works, and consider the global and the local aspects of technological innovations, including the internet, mobile phones, and other portable technology. Readings and discussion will be in English. The course will be conducted in a seminar format with student research and presentations comprising an important element of the class. Previous coursework in Japanese studies or media studies is recommended but not required.

1 credit.

Not offered 2010–2011.

JPN5 083. War and Postwar in Japanese Culture

(Cross-listed as LITR 083J)

What was the Japanese experience of World War II and the Allied Occupation? We will examine literary works, films, and graphic materials (photographs, prints, advertisements, etc.), together with oral histories and historical studies, to seek a better understanding of the prevailing ideologies and intellectual struggles of wartime and postwar Japan as well the experiences of individuals living through the cataclysmic events of midcentury. Issues to be investigated include Japanese nationalism and imperialism; women’s experiences of the war and home front; changing representations and ideologies of the body; war writing and censorship; the atomic bombings of Hiroshima and Nagasaki; Japanese responses to the Occupation; and the war in postwar memory. The course readings and discussions will be in English.

1 credit.

Not offered 2010–2011.

JPN5 094. Independent Study

JPN5 096. Japanese Thesis

Writing course.

Russian

Russian may be offered as a major or minor in the Course Program or as a major or minor in the Honors Program.

Russian is the primary or sole language of instruction in all courses except courses cross-listed with the literature program. The major itself emphasizes literature and culture, supported by proficiency in reading, writing, listening and speaking. Both the major and the minor can be supported by work in allied disciplines (history, anthropology, other literatures), and Russian can be a supporting subject to numerous other majors or a component of comparative literature. Students interested in a combined Russian language and linguistics major may develop a program with advanced courses and seminars in the language offered at Bryn Mawr College and the Linguistics Program at Swarthmore College.

Prerequisites for both course students and honors candidates are RUSS 004, 011, and 013 or equivalent work. Study abroad in Russia is strongly recommended.

Course Major in Russian Requirements

A minimum of 8 credits in courses and seminars, which may include RUSS 004 but must include RUSS 011, 013, and 091 (Special Topics) plus one other course in translation. Students are expected to take a minimum of two seminars in Russian literature and/or culture. (Students who study abroad at an appropriate program may offer a seminar taken there in lieu of one Swarthmore seminar.) The Comprehensive Examination is based on work completed in courses and seminars numbered 011 and above.

Course Minor in Russian Requirements

Five or 5.5 credits, which must include:

1. RUSS 004 (or placement above 004)
2. Either RUSS 011 or RUSS 013 or an equivalent course taken in Russia
3. One of the following: RUSS 013 (if not used to fulfill item 2); another course in Russian literature in translation, LITR 015R, LITR 068R, or a comparable literature course in Russia or at Bryn Mawr College or the University of Pennsylvania
4. One seminar in Russian

Honors Program in Russian Language and Literature

The minimum grade for acceptance into the Honors Program in Russian: B-level work in courses taken at Swarthmore in language, literature, and culture.

Requirements for Majors

1. RUSS 004 or equivalent study
2. RUSS 011 and RUSS 013 or equivalent courses taken elsewhere
3. One more course in Russian literature in translation or one advanced literature course in another language (e.g., ENGL 071K, CHIN 066, CLAS 104, FREN 040, GMST 091, SPAN 060)
4. At least three seminars

Requirements for Minors

1. RUSS 004 or equivalent study
2. RUSS 011 and RUSS 013 or equivalent courses taken elsewhere
3. One more course taken in Russian literature in translation or one advanced literature course in another language (see examples above)
4. One seminar

Senior Honors Study

At the beginning of the final semester, seniors will consult with the Russian section head about the following: (1) Majors will prepare a bibliography of additional readings related to the content of their three honors preparations. Majors will write three 3,000- to 3,500-word papers in Russian, one for each honors preparation, or one 6,000-word paper integrating the three preparations. This material will be presented to the external examiners along with the syllabi of the three seminars and any other relevant material. (2) Minors will prepare a bibliography of additional readings related to their 2-credit honors preparation. Minors will write one 3,000- to 3,500-word paper that expands on their honors preparation and, wherever possible, integrates it with their honors major. The paper will be sent to the external examiner along with the syllabus of the honors seminar and any other relevant material. (3) Examination: Majors will take three 3-hours written examinations prepared by the external examiners as well as a half-hour oral examination for each, based on the materials submitted to the examiner. Minors will take one 3-hour written examination prepared by the external examiner as well as a half-hour oral examination.

Courses

Not all advanced courses or seminars are offered every year. Students wishing to major or minor in Russian should plan their program in consultation with the department. Course majors are required to take Special Topics (RUSS 091).

Seminars in Russian are only offered when there is sufficient demand. Otherwise students who wish to take a literature course in translation for seminar credit must register for a Seminar Attachment (1 additional credit),

adding an A to the course number: 21A, 33A, 41A, etc. Courses numbered under 20 cannot be taken as seminars.

RUSS 001–002, 003. Intensive Russian
Students who start in the 001–002 sequence must complete and pass 002 in order to receive credit for 001.

For students who wish to begin Russian in college or who did not move beyond an introduction in high school. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, work on phonetics, writing, web materials, and readings in literary and expository prose. Conducted primarily in Russian; normally followed by RUSS 004, RUSS 011 and ideally by RUSS 010, and RUSS 008A. See the explanatory note on language courses in the first section of modern languages and literatures.

1.5 credits.

RUSS 001.

Fall 2010. Johnson, Moskala-Gallaher.

RUSS 002.

Spring 2011. Johnson, Moskala-Gallaher.

RUSS 003.

Fall 2010. Rojavin, Moskala-Gallaher.

RUSS 004. Intermediate Intensive Russian

For majors and those interested in reaching advanced levels of proficiency in the language. Advanced conversation, composition, translation, and stylistics. Considerable attention to writing skills, phonetics, and spontaneous speaking. Readings include short stories, poetry, newspapers, and the Russian Web.

Conducted in Russian.

1.5 credits.

Spring 2011. Rojavin, Moskala-Gallaher.

RUSS 006A. Russian Conversation

This course meets once a week for 1.5 hours. Students will read newspapers, explore the Internet, and watch videos to prepare for conversation and discussion. Each student will design and complete an individual project based on his or her own interests and goals. This course may be repeated once for credit.

Prerequisite: 004 in current or a previous semester or permission of the instructor.

0.5 credit.

Fall 2010. Moskala-Gallaher.

RUSS 008A. Russian Phonetics

(Cross-listed as LING 008A)

This course will enable Russian speakers and non-speakers alike to learn to pronounce

Russian fluently. Focused work on individual phonemes and the Russian “articulation foundation” will accompany the study of phonetic rules and intonational constructions. We will devote practical attention to issues in both Russian language acquisition and linguistics; individual assignments will reflect each student’s experience, interests, and goals. 0.5 credit.

Spring 2011. Staff.

RUSS 010. Advanced Russian

The course includes practice in speaking, understanding, reading and writing Russian through the use of authentic Russian language materials, including film. Students will consolidate previous knowledge of Russian grammar, and will significantly increase their vocabulary and improve their level of coherent language and writing. Students will acquire conscious knowledge of the meanings of the grammatical forms applied to discourse, i.e. to specific verbal situations, based not only on the underlying linguistic phenomena, but also on the content of lingua-cultural situations.

Course offered only on demand.

1 credit.

Each Semester (as needed). Rojavin.

RUSS 011. Introduction to Russian Culture

This advanced intensive writing course will reinforce previous stages of work in Russian and will focus on composition rather than translation from English. Students will develop advanced skills in comprehension and active use of the written language through the use of authentic Russian language materials. The course will concentrate on contemporary Russian culture and also on changes in the Russian language—with a wide variety of materials from fiction, newspapers, journals and other media sources.

Conducted in Russian.

Prerequisite: RUSS 004 or permission from the instructor.

Writing course.

1 credit.

Spring 2011. Moskala-Gallaher.

RUSS 012A. Foreign Language Teaching and Pedagogy

(Cross-listed as EDUC 072)

This course has two elements that are developed together throughout the course of the semester. Students can serve the Swarthmore community by teaching a foreign language to local elementary school students in an after-school program that meets two times/week. Students must teach for the entire 6-week session, two days per week (M/W or T/Th). During the evening pedagogy sessions held on

campus, we will discuss writing weekly lesson plans, foreign language acquisition in children, teaching methodologies and approaches. We use a common goal-oriented curriculum among all the languages. Students must register for the language or educational studies course that they will be teaching and for a service time (A) M/W or (B) T/Th.

0.5 credit.

Fall 2010. Rojavin. Spring 2011. Lahr-Vivaz.

RUSS 013. The Russian Novel

(Cross-listed as LITR 013R)

The Russian novel represents one of Russia’s most widely recognized contributions to world culture. The course surveys classic authors and experimental works from the 19th and 20th centuries. Students in the course will deepen their understanding of the context for writers including Dostoevsky and Tolstoy. They will gain familiarity with literary movements and genres including romanticism, realism, the psychological novel, the picaresque novel, modernism and the postmodern as they developed in Russia. We will highlight issues including the relationship of Russia to the West, national identity and the complex relationship of literature and politics.

No prerequisite.

Writing course.

1 credit.

Fall 2010. Johnson.

RUSS 015. First-Year Seminar: East European Prose in Translation

(Cross-listed as LITR 015R)

Novels and stories by the most prominent 20th-century writers of this multifaceted and turbulent region. Analysis of individual works and writers to appreciate the religious, linguistic, and historical diversity of Eastern Europe in an era of war, revolution, political dissent, and outstanding cultural and intellectual achievement. Readings, lectures, writing, and discussion in English; students who are able may do some readings in the original languages. This writing-intensive course is limited to 15 students.

Writing course.

1 credit.

Not offered 2010–2011.

RUSS 016. History of the Russian Language

(Cross-listed as LING 016)

An introductory course, studying the origin of the Russian language and its place among the other modern Indo-European and Slavic languages. The uses of philology and linguistics for the ideological and stylistic analysis of

literary texts. Satisfies the linguistics requirement for teacher certification.

1 credit.

Not offered 2010–2011.

RUSS 017. First-Year Seminar: Love and Sex in Russian Literature

(Cross-listed as LITR 017R)

Best known for political priorities and philosophical depth, Russian literature has also devoted many works to the eternal concern of love and sex. We will read significant and provocative works from traditional folk tales through the 20th century to discuss their construction of these most “natural” impulses—and how they imagine the relationship of human attraction to politics and philosophy.

Writing course.

1 credit.

Not offered 2010–2011.

RUSS 021. Dostoevsky (in Translation)

(Cross-listed as LITR 021R)

Writer, gambler, publicist, and visionary Fedor Dostoevsky is one of the great writers of the modern age. His work influenced Nietzsche, Freud, Woolf, and others and continues to exert a profound influence on thought in our own society to the present. Dostoevsky confronts the “accursed questions” of truth, justice, and free will set against the darkest examples of human suffering: murder, suicide, poverty, addiction, and obsession. Students will consider artistic, philosophical, and social questions through texts from throughout Dostoevsky’s career. Students with knowledge of Russian may read some or all of the works in the original.

1 credit.

Not offered 2010–2011.

RUSS 024. Russian and East European Cinema

(Cross-listed as LITR 024R)

This course will introduce students to cinema from the “other Europe.” We will begin with influential Soviet avant-garde cinema and survey the traditions that developed subsequently with selections from Russian, Polish, Caucasian, Czech, Hungarian, Ukrainian and Yugoslav cinema. Screenings will include films by Eisenstein and Tarkovsky, Wajda, Kusturica, and Paradzhanov, among others. Students will hone critical skills in filmic analysis while considering the particular cultural, national and political forces shaping the work of filmmakers in this “other Europe” from the early 20th to the early 21st century.

No prerequisite.

1 credit.

Not offered 2010–2011.

RUSS 025. The Poet and Power

(Cross-listed with LITR 025R)

This course will explore Russian literature in its cultural and historical contexts. In Russia, a poet has always been a voice, a herald of freedom or non-conformism, if not an envoy of the regime. The poet is also a philosopher and a thinker. Students will read Russian literary texts from the early 18th century through the beginning of the 21st century. The circle will begin with Lomonosov, whose poetry glorified the Tsarinas. We will continue with censored works by Pushkin, Griboedov, Chaadaev, Gogol, Akhmatova, Chukovskaya, Solzhenitsyn and others who underwent political or social censure from the Russian or Soviet state. The circle comes to an end with postmodernist Pelevin, who was neither harassed nor arrested for his prose—we will face a new phenomenon for Russia, where during the last decade literature exists independently from power, in a parallel world. We will also read excerpts from Russian thinkers whose philosophical and literary works shaped the role of the poet: Chaadaev’s First Philosophical Letter, Belinsky’s Letter to Gogol, Dostoyevsky’s Grand Inquisitor, Solov’yov’s What is Russia? These texts raised and discussed in particular the problems of Christianity, Russia’s uniqueness and her place in the world, and Russian identity.

1 credit.

Not offered 2010–2011.

RUSS 026. Russian and East European Science Fiction

(Cross-listed as LITR 026R)

Science fiction enjoyed surprisingly high status in Russia and Eastern Europe, attracting such prominent mainstream writers as Karel Čapek, Mikhail Bulgakov, and Evgenii Zamiatin. In the post-Stalinist years of stagnation, science fiction provided a refuge from stultifying official Socialist Realism for authors like Stanislaw Lem and the Strugatsky brothers. This course will concentrate on 20th-century science fiction (translated from Czech, Polish, Russian and Serbian) with a glance at earlier influences and attention to more recent works, as well as to Western parallels and contrasts.

No prerequisites.

1 credit.

Spring 2011. Forrester.

RUSS 028. Tolstoy

(Cross-listed as LITR 028R)

Novelist, Christian philosopher, pacifist, and educator, Leo Tolstoy’s monumental thought inspired communities of “Tolstoyans” and influenced Gandhi, Martin Luther King, Jr., and Nelson Mandela. Tolstoy’s treatment of moral and historical issues in literature continues to

inspire and provoke readers today. This course will examine Tolstoy's major novels (*War and Peace*, *Anna Karenina*), along with earlier and later works, and explore his context in the culture, literature, and history of the time.

1 credit.

Spring 2011. Johnson.

RUSS 033. Terror in Russia: Method, Madness, and Murder

(Cross-listed as LITR 033R)

In the 19th century, the Russian Empire saw a rise of political terrorism sponsored by leftist and anarchist political factions plus a new legal system with juries likely to acquit. After a central role in the 1917 Revolution, political terror underwent further transformation in the 20th century, turned against Soviet citizens under Stalin, and erupted on both sides of the ongoing conflict in Chechnya. Poetry, prose, film, and journalism.

No prerequisites.

1 credit.

Not offered 2010–2011.

RUSS 040. Bulgakov

(Cross-listed as LITR 040R)

Doctor, dramatist, and dissident, Mikhail Bulgakov is one of the most significant authors of the Soviet period. His writings embody scrupulous honesty; recognition of moral complexity; deeply thoughtful awareness of political, religious, and philosophical traditions; and the life-affirming force of humor. In addition to his masterpiece *Master and Margarita*, we will study his short stories and dramatic works, and explore his oeuvre in the context of Soviet society. Class projects may include a performance.

1 credit.

Spring 2011. Johnson.

RUSS 041. War and Peace in Russian Literature and Culture

(Cross-listed as LITR 041R)

This course explores Russian literary and cinematic responses to the ravages of war and revolution, heroic and bloody conflicts that repeatedly devastated the country throughout its tumultuous history. We will read a variety of texts dealing with wars in the Middle Ages, the Napoleonic invasion, the Revolution of 1917, the Civil War, World War II, and the present-day conflict in Chechnya and explore how individual writers portrayed the calamity of war and its devastating effect on people's lives, while expressing hope for ever-elusive peace and prosperity. Works to be read include Tolstoy's *War and Peace*, Bulgakov's *White Guard*, Grossman's *Life and Fate*, Babel's *Red Cavalry*, and Akhmatova's *Poem Without a Hero*. Films to be screened include *Alexander*

Nevsky, *Battleship Potemkin*, *Ballad of a Soldier*, *My Name Is Ivan*, and *Prisoner of the Mountains*. All readings and discussion will be in English. All films will be screened with English subtitles.

1 credit.

Not offered 2010–2011.

RUSS 045. Poetry in Translation/Translating Poetry

(Cross-listed as LITR 045R)

This course will study the history, practice, and politics of poetic translation from antiquity to the present, including work from Arabic, Chinese, French, German, Greek, Hebrew, Irish, Japanese, Latin, Polish, Russian, Sanskrit, and Spanish. The course has a strong practical component: All students will work on translations of their own throughout the semester (from languages they know or by working with native speakers or literal versions), and the final project may include a portfolio of translations. Especially suitable for students interested in comparative literature or creative writing.

1 credit.

Not offered 2010–2011.

RUSS 047. Russian Fairy Tales

(Cross-listed as LITR 047R)

Folk beliefs are a colorful and enduring part of Russian culture. This course introduces a wide selection of Russian fairy tales in their aesthetic, historical, social, and psychological context. We will trace the continuing influence of fairy tales and folk beliefs in literature, music, visual arts, and film. The course also provides a general introduction to study and interpretation of folklore and fairy tales, approaching Russian tales against the background of the Western fairy-tale tradition (the Grimms, Perrault, Disney, etc.). No fluency in Russian is required, though students with adequate language preparation may do some reading, or a course attachment, in the original.

1 credit.

Not offered 2010–2011.

RUSS 067. Jews in Russia: Culture, Film, Literature

(Cross-listed as LITR 067R)

As the Russian Empire expanded over time, it absorbed territories with large Jewish populations. Jews have played crucial roles in Russian and Soviet history and culture, be it as political radicals and revolutionaries, as moral thinkers and philosophers, or as some of the world's best poets, artists, and film directors.

We will read Shalom Aleichem's tales of Teyve the Milkman, Babel's stories about the Jewish mafia in Odessa Soviet underground writer and dissident Sevela. We will watch movies about

the life of Soviet Jews and the holocaust. Secondary readings and guest lectures will emphasize the historical background. This interdisciplinary course has no prerequisites.
1 credit.

Fall 2010. Rojavin.

RUSS 070. Translation Workshop (Cross-listed as LING 070 and LITR 070R)

This workshop in literary translation will concentrate on both theory and practice, working in poetry, prose, and drama as well as editing. Students will participate in an associated series of bilingual readings and will produce a substantial portfolio of work. Students taking the course for linguistics credit will write a final paper supported by a smaller portfolio of translations. No prerequisites exist, but excellent knowledge of a language other than English (equivalent to a 004 course at Swarthmore or higher) is highly recommended or, failing that, access to at least one very patient speaker of a foreign language.
1 credit.

Fall 2010. Forrester.

RUSS 075. Comedy, Satire, Humor (Cross-listed as LITR 075R)

Laughter is one of the basic human experiences, but in different theories and manifestations it can mean aggression, festivity, freedom, a release of nervous tension, or complicity. This new course will concentrate on some of the funniest literature from the Russian tradition, be it light-hearted or scathing, fantastic or down-to-earth. Besides the pleasures of laughter, we will explore what you need to know to get the joke and what this humor means.
1 credit.

Not offered 2010–2011.

RUSS 091. Special Topics

For senior course majors. Study of individual authors, selected themes, or critical problems.
1 credit.

Spring 2011. Staff.

RUSS 093. Directed Reading

RUSS 094. Independent Study

Seminars

Seminars in Russian are only offered when there is sufficient demand.

RUSS 101. Tolstoy

Novelist, Christian philosopher, pacifist, and educator, Leo Tolstoy's monumental thought inspired communities of "Tolstoyans" and influenced Gandhi, Martin Luther King Jr., and Nelson Mandela. Tolstoy's treatment of moral and historical issues in literature continues to

inspire and provoke readers today. This course will examine Tolstoy's ideas and art in the harmonious Russian of the original and explore his context in the culture, literature, and history of the time.

2 credits.

Not offered 2010–2011.

RUSS 102. Russian Short Story

Counterpoint to the sprawling Russian novel, the short story in Russia possesses a long and distinguished pedigree. Russian writers have used the genre to create polished and brilliant gems demonstrating the possibilities of character development, voice, plot, and the right exposition of ideas in prose. This seminar will explore a selection of examples from the likes of Pushkin, Chekhov, Zoshchenko, Bulgakov, Nabokov, and others.

2 credits.

Not offered 2010–2011.

RUSS 103. Pushkin and Lermontov

This course will acquaint students with two of the seminal figures of 19th-century Russian literature, Aleksandr Pushkin and Mikhail Lermontov, looking at their criticism, dramatic works, poetry and prose, as well as their cultural and literary context.

2 credits.

Not offered 2010–2011.

RUSS 104. Dostoevsky

Students will read the works of this compelling visionary in the original Russian. The course will survey key works from Dostoevsky's oeuvre, examining Dostoevsky's use of language and his literary style. Dostoevsky's art and ideas will be discussed in the context of major critical works by Mikhail Bakhtin and others.

2 credits.

Not offered 2010–2011.

RUSS 105. Literature of the Soviet Period

This course treats the literature associated with one of the most remarkable social experiments in human history. Students will examine the relation of literature to ideology and social reality based on a selection of works reflecting the avant-garde experimentation of the 1920s, the official doctrine of Socialist Realism, underground and émigré literature, and/or literature addressing the historical situation and the legacy of Stalinism.

2 credits.

Not offered 2010–2011.

RUSS 106. Russian Drama

2 credits.

Not offered 2010–2011.

RUSS 107. Russian Lyric Poetry

2 credits.

Not offered 2010–2011.

RUSS 108. Russian Modernism

The period spanning roughly 1890 to 1925 is often referred to as the Silver Age of Russian literature. This course will survey the rich achievements of Russian culture in the fin-de-siècle, with opportunities to study particular topics more deeply according to students' interests and preferences.

2 credits.

Not offered 2010–2011.

RUSS 109. Chekhov

Readings from Chekhov's dramatic works and stories, with attention to the rich body of scholarship on the author in Russian and in English.

2 credits.

Not offered 2010–2011.

RUSS 110. Bulgakov

Doctor, dramatist, and dissident, Mikhail Bulgakov is one of the most significant prose authors of the Soviet period. His writings embody scrupulous honesty; recognition of moral complexity; deeply thoughtful awareness of political, religious, and philosophical traditions; and the life-affirming force of humor. We will read from his short stories, feuilletons, and dramatic works, ending the semester with his masterpiece, *Master i Margarita*, arguably the most fun novel of the 20th century.

2 credits.

Not offered 2010–2011.

RUSS 111. Tsvetaeva and Mayakovsky

Poetic, dramatic, and prose works of the "hysterical poets," Marina Tsvetaeva and Vladimir Mayakovsky, two of the greatest Russian writers of the 20th century. Focus on their volcanic poetic development, interactions, and creative responses to gender, decadence, revolution, civil war, emigration, Soviet repression and suicides.

2 credits.

Not offered 2010–2011.

RUSS 112. Akhmatova and Mandelstam

Several great Russian 20th-century poets led the group called "Acmeists" for their emphasis on verbal clarity, specificity of imagery, and attitude of "nostalgia for world culture." Nikolai Gumilev was shot in 1921 for supposed participation in a monarchist plot. Osip Mandel'shtam spent years in "internal exile" for overly honest writing and died in a camp in 1938. Anna Akhmatova, perhaps the most translated Russian poet into English, witnessed all the horrors of Stalinism but survived to

mentor a new generation of poets in the 1960s. The course will concentrate on these three poets, with attention to their literary and cultural context.

2 credits.

Not offered 2010–2011.

RUSS 114. Folklore in Russian Literature

Folklore is both an enormous field of human culture, and a rich source of literary plots, genres, ideas and materials for writers, scholars, and theorists of all directions. In this course, we will read works of Russian literature in which folklore plays a significant role as well as explore several of the areas of Russian folklore that have most influenced literature.

2 credits.

Not offered 2010–2011.

RUSS 115. The Many Faces of the Russian Literary Anecdote

This course will explore the nature and evolution of the Russian anecdote that originated in ancient times in Old Rus and Byzantium. From Ivan the Terrible through Peter the Great, the anecdote, like other oral genres, persisted in spite of governmental censorship. The heyday of the Russian literary anecdote came in the first half of the 19th century. We will read anecdotes and stories from chronicles and diaries of contemporaries of the Russian tsars, plus short stories of Gogol, Dostoevsky and Tolstoy that were based on real facts transformed into anecdotes. We will come full circle to the chronicles of Soviet and post-Soviet times by Dovlatov and Veller about the realities of serving in the Red Army and the curious life on Nevsky Prospekt, the main street of St. Petersburg.

2 credits.

Not offered 2010–2011.

RUSS 116. The St. Petersburg Myth in Russian Culture

This course will examine the importance of St. Petersburg in Russian history, society, and culture. It will investigate ways in which themes and developments that are crucial for an understanding of Russia as a whole have been played out over the course of the city's vibrant, and often turbulent, 300-year existence. Themes to be covered include discourse of East versus West in defining Russian national identity (Petersburg as Russia's "Window Onto Europe," Petersburg's rivalry with Moscow); reform and modernization in Russian history (Petersburg as "the most abstract and intentional city on earth" [Dostoevsky]); death and suffering in Russian history (Petersburg as an "apocalyptic city" doomed to pay for its murderous origins); and the relationship between center and periphery in the Russian

and Soviet context (Petersburg as a “cosmopolitan province,” Petersburg as contemporary Russia’s “cultural capital”).

2 credits.

Not offered 2010–2011.

RUSS 117. Seminar in Russian Literature

The seminar will reflect each student’s interests and goals. Students can choose to read anything from Dostoevsky’s novels to the poetry of the Silver Age, from Gogol’s fantastic realism to the postmodern literature of our contemporaries.

2 credits.

Spring 2011. Rojavin.

Spanish

Spanish, the second national language of the United States, is the official language of twenty countries—spoken by close to 400 million people in the world. A living and migrating language with a long history, Spanish is the gateway to one of the most vital and heterogeneous literatures and cultures in the world.

Our program incorporates a wide range of themes, texts and geographic areas. While we pay close attention to canonical texts that have shaped a certain understanding of Iberian and Latin American literatures, we also explore the marginal voices and texts that challenge our preconceived notions. We cross the boundaries of literature, incorporating films and documentaries as we consider new critical methods and reading practices.

The Spanish Program provides a strong foundation for graduate studies in Spanish and Latin American literatures, and our students pursue careers in a wide range of disciplines. Whether you plan to be an engineer, biologist, historian, or political scientist, studying the Spanish language and its cultures will open your mind to unexplored worlds.

Course Major in Spanish

The Spanish major consists of eight courses and a culminating senior exercise. The Spanish major seeks to provide training in literary and cultural analysis, as it enables students to acquire linguistic proficiency.

Requirements

- (1) Students majoring in Spanish must spend one semester in a Spanish-speaking country enrolled in a program approved by the Section. Only two courses taken abroad that pertain to the curriculum of the section may count toward fulfillment of the major. For full immersion, all courses taken abroad must be taken in Spanish.
- (2) Upon returning from abroad, students must enroll in a one-credit course in the Section. (3)

Students must complete a minimum of eight credits of work in courses numbered 007 and above. One of these courses must be SPAN 022 or SPAN 023, except in special cases when the section waives this requirement. (4) Students may only count one of these courses toward the major: SPAN 007, SPAN 008, SPAN 010 or SPAN 011. SPAN 006A and SPAN 024 will not count toward fulfillment of the major. SPAN 006A may be taken only once. (5) One of the eight credits of advanced work may be taken in English from the courses listed in the catalog under “Literatures in Translation” (LITR) provided it is pertinent to the student’s Spanish major. (6) All majors are encouraged to take at least one seminar in the section. Students can take a seminar after one advanced course (numbered 50 to 89) or with permission of the instructor. Only one seminar in the major will count for two credits. (7) A minimum of four of the eight courses must be taken at Swarthmore College. Only two courses taken abroad may count toward the major. (8) Majors are strongly encouraged to maintain a balance in their overall program, taking advanced work in different historical periods from Spain and Latin America.

Culminating Exercise/Comprehensive Examination

Along with development of analytical literary and cultural abilities, majors are expected to reach an advanced level of linguistic proficiency. The Spanish Comprehensive Exam has oral and written components, both entirely in Spanish.

In their senior year majors will rewrite two of the best term papers they wrote for courses in the section. Each research paper should be 15–20 pages (plus bibliography) and should be based on ample critical documentation. Majors will have approximately five (5) weeks to complete each essay. The first paper is due in January, the second in April. These two essays—and the student’s overall course preparation—will provide the basis for the oral examination in May, conducted exclusively in Spanish.

The oral examination is based on the content of the written essays and on overall course preparation. The Spanish language ability of majors, revealed in these papers and the oral examination, will be part of the final evaluation.

Acceptance Criteria

For admission to the Course Major, the student needs a minimum of “B” level work in courses taken at Swarthmore taught in Spanish or the required introductory-level literature course (SPAN 022 or 023), demonstrated ability and interest in language and literature, and a minimum “C” average in course work outside the Department.

Prerequisite: SPAN 004 or its equivalent is the language prerequisite for entering the Spanish major. It does not count as one of the 8 credits required for the major.

Course Minor Requirements

(1) Completion of at least one semester of study abroad in a Spanish-speaking country in a program approved by the Spanish section. Only two courses taken abroad that pertain to the curriculum of the section may count towards fulfillment of the minor. To ensure full immersion, all courses taken abroad must be taken in Spanish. In special cases, depending on the student's language proficiency, this requirement may be fulfilled with a summer-long study abroad program identified and approved by the section. For summer programs, only one relevant course taken abroad may count towards fulfillment of the minor. (2) Upon returning from study abroad, students are expected to register in a one-credit course in Spanish or Latin American literature. (3) All minors must take a total of five courses and/or seminar offerings numbered 007 and above. Four of these may not overlap with the student's major or other minor. (4) Students may only count one of the following towards the minor: 007, 008, 010 and 011. SPAN 006A, SPAN 024 and courses in English translation will not count toward fulfillment of the minor. SPAN 006A may be taken only once. (5) All minors must take either SPAN 022 or 023, except in special cases when the section waives this requirement. (6) All minors are strongly encouraged to take seminars offered by the section. Seminars count as one credit toward the minor. (7) To graduate with a minor in Spanish, a student must maintain a minimum grade of B in the discipline, demonstrate ability and interest in language and literature, and maintain a "C" average in course work outside the department.

Acceptance Criteria

For admission to the Course Minor, the student needs a minimum of "B" level work in courses taken at Swarthmore in Spanish language, demonstrated ability and interest in language and literature, and a "C" average in course work outside the department.

Prerequisite: SPAN 004 or its equivalent is the language prerequisite for entering the Spanish minor. It does not count as one of the 5 credits required for the minor.

Honors Program in Spanish

Candidates for the major or minor in Spanish must meet these requirements to be accepted into Honors: (1) A "B" average in Spanish coursework at the College. (2) Completion at Swarthmore of either SPAN 022 or 023 and one course numbered 50 to 89. (3) Completion of

one semester of study in a Spanish-speaking country in a program approved by the Spanish Section. In special cases, depending on the student's language proficiency, minors may fulfill this with a summer-long study abroad program identified and approved by the Spanish section. (4) Demonstrated linguistic ability in the language. (5) Present fields for external examination based on either two-credit seminars offered by the section, or the combination of two advanced courses numbered between 50-89 that form a logical pairing. (6) All majors in the Honors program must do three (3) preparations for a total of six units of credit, while all minors must complete one (1) preparation consisting of two units of credit.

The Honors Exams for Majors and Minors

Majors will take three (3) three-hour written examinations prepared by external examiners, as well as three (3) half-hour oral exams based on the contents of each field of preparation.

Minors will take one (1) three-hour written examination prepared by the external examiner, as well as one (1) 45 minute oral exam based on the contents of the written examination and their overall preparation in the field presented.

All Honors exams will be conducted exclusively in Spanish.

Special Majors

Students have the possibility of designing a special major, such as Spanish and Latin American studies; Spanish within comparative literature; Spanish and linguistics; etc

Special Major in Spanish and Educational Studies

The Spanish Program prepares students who wish to pursue a special major in Spanish and educational studies, and also those who are seeking certification to teach Spanish in primary and secondary school in the Commonwealth of Pennsylvania or the 45 states with which Pennsylvania certification is reciprocal.

Requirements:

(1) Complete six courses in Spanish. None of those courses may be taught in English. (2) A student may only count one of these courses for the major: 007, 008, 010 or 011. (3) Complete a minimum of five courses in educational studies. (4) Prepare a thesis on a topic related to Spanish language pedagogy for one credit with the Department of Educational Studies, submitted to both departments.

Note: The Special Major itself does not constitute preparation toward certification.

Requirements for the Special Major in Spanish and Educational Studies with Teaching Certification

In addition to the requirements of the Department of Educational Studies (Introduction to Education; Educational Psychology; Adolescence; one additional course in educational studies; and Curriculum and Methods/Practice Teaching), including Linguistics 001, students must meet the following requirements:

(1) Complete the requirements for the Spanish major. No course taught in English, however, may be included among the 8-credit total. (2) By the middle of fall semester of the senior year, complete 10 hours of observation of language classes in the Spanish Program in consultation with the Spanish Adviser. (3) Under the guidance of the Spanish Adviser, write a short paper on the relevance of observed pedagogical approaches to a K-12 Spanish classroom. (4) In consultation with the Spanish Adviser and as a culminating exercise, develop a set of original teaching materials with the following criteria:

- Focus on a grammar topic and a specific aspect of language acquisition, such as listening comprehension, speaking skills, discrete reading or writing.
- Incorporate a variety of class exercises or activities.
- Take into account different learning styles.
- A portfolio with an adequate package of educational materials.

Courses

Students wishing to major in Spanish should plan their program in consultation with the department. Spanish is the only language used in class discussions, readings, and assignments in all courses, except in LITR courses. Students must have taken SPAN 022 or 023 before they can take an advanced literature or film course in Spanish unless they receive special permission from the instructor. Courses numbered 50 to 89 belong to the same level of complexity, requiring the same level of preparation. The numbering does not imply a sequence.

SPAN 001–002. Intensive First Year of Spanish

Students who start in the SPAN 001/002 sequence must complete SPAN 002 to receive credit for SPAN 001.

Note: SPAN 001 is offered in the fall semester only. Students must take SPAN 001 before proceeding to SPAN 002. This course is intended for students who begin Spanish in college. The first year of Spanish is designed to encourage the development of communicative proficiency through an integrated approach to the teaching of all four language skills—

listening and understanding, reading, writing, and speaking. It also fosters awareness of the Spanish-speaking world through authentic cultural materials (films, music, news) and information, thus deepening the student's living understanding of the multi-faceted Spanish-speaking world.

1.5 credits.

SPAN 001.

Offered each fall.

1.5 credits.

Fall 2010. Camacho de Schmidt, Vargas, Chindemi Vila.

SPAN 002.

Offered each spring.

Spring 2011. Erwin, Vargas, staff.

SPAN 002B. Intensive Spanish for Advanced Beginners

SPAN 002B is intended for those students who have had at least a year of Spanish but have not yet attained the level of SPAN 003. This intensive, accelerated course covers the materials of SPAN 001 / SPAN 002 in one semester, allowing for the review of basic concepts learned in the past. It encourages development of communicative proficiency through an interactive task-based approach, and provides students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. Engaging, award-winning short-subject films from various Spanish-speaking countries are integrated into the lessons, serving as springboards for the vocabulary, grammar, and cultural topics presented. After completing this course, students will be prepared to take SPAN 003 and further advanced courses.

Offered each fall.

1.5 credits.

Fall 2010. Erwin, Vargas.

SPAN 003. Intensive Intermediate Spanish

SPAN 003 is an intensive third semester Spanish course for students who seek to develop fluency and accuracy in order to express, interpret, and negotiate meaning in context. The course presents a functionally sequenced grammar review and expansion that builds on basic concepts. Special emphasis will be placed on the basic skills—listening, speaking, reading, and writing—as building blocks toward proficiency and communication.

Offered each semester.

1.5 credits.

Fall 2010. Staff, Vargas.

Spring 2011. Staff, Vargas.

SPAN 004. Intensive Advanced Spanish

SPAN 004 is a course designed for students who have already learned the basic aspects of Spanish grammar. Through the careful attention given to literary texts, films, and cultural media, the students develop further their writing and oral skills in Spanish. The course focuses on providing myriad opportunities for students to integrate an advanced understanding of grammar in communication-oriented activities, therefore allowing for the expression of advanced concepts and ideas in speech and writing that will enable students to take upper level Spanish courses in literature and culture.

This course is ideal preparation for study abroad in a Spanish-speaking country.

Offered each semester.

1.5 credits.

Fall 2010. Lahr-Vivaz, staff.

Spring 2011. Lahr-Vivaz, staff.

SPAN 006A. Spanish Communication Workshop

An exciting course that effectively stimulates lively conversational Spanish. This course meets once a week for 1.5 hours; the class will be divided into small groups to facilitate discussion. The aim of the course is for the student to acquire well-rounded communication skills and socio-cultural competence. The selected materials (newspapers, movies, music, literature, etc.) seek to stimulate students' curiosity and engagement with the ultimate goal of awakening a strong desire to express themselves in the language.

Note: Upon returning from abroad, Spanish majors and minors must enroll in a one-credit Spanish course. This course is not appropriate for native speakers. SPAN 006A can be taken only once.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Offered each semester.

0.5 credit.

Fall 2010. Staff. Spring 2011. Vargas.

SPAN 007. Spanish for Heritage Speakers

This course intends to give a grammatical underpinning to the Spanish some students have learned at home, but not studied systematically. As secondary objectives, the course presents strategies for vocabulary expansion and the identification of English patterns transposed to Spanish structures. Work includes readings, original writing, grammatical exercises, listening to radio, and viewing TV programs and films. Students engage in class discussions, frequent oral presentations, and other creative tasks, while conducting a thorough review of Spanish grammar.

Offered each fall.

1 credit.

Fall 2010. Camacho de Schmidt.

SPAN 008. Spanish Composition and Conversation

Recommended for students who have finished SPAN 004, have received a 5 in the AP/IB exam or want to improve their Spanish written expression at any point during the course of their studies. This is a practical course for writing and rewriting in a variety of contexts, and it will prepare you to be able to begin to write at an academic level of Spanish. Some of the required assignments and writing tasks are those that reflect the kind of writing assignments that students of Spanish are asked to write as minors and majors. It includes a review of grammar and spelling, methods for vocabulary expansion, and attention to common errors of students of Spanish living in an English-speaking society.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Offered each spring.

1 credit.

Spring 2011. Staff.

SPAN 010. En busca de Latinoamérica

This course seeks to provide students with a critical understanding of Latin America and to introduce its cultural history. Through a multidisciplinary perspective, we will study the interaction of social, political, ethnic, and gender dynamics and its resulting transformations in Latin America. After a study of pre-European contact and Amerindian civilizations, we will examine critically the moment of contact between the Old and the New World and the ensuing conflicts that characterized the three centuries of colonial rule in Latin America. Later, we will focus on the nation building process and the cultural campaigns of turn-of-the-century elites, the causes and consequences of U.S. interventions, the dilemmas of economic development, the rise of state terror, and the lives of transnational migrants today. Lectures and textbook readings provide a panoramic analysis of complex cultural processes (colonialism, transculturation, modernization, globalization, etc.); documentaries and films provide other points of entry as we think through the processes that have shaped Latin America. Eligible for LASC credit.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Writing course. Offered each fall.

1 credit.

Fall 2010. Martínez.

SPAN 011. Culturas de España

Embark on a cultural journey through Spain! Focusing primarily on transcultural and interdisciplinary perspectives, we will explore topics pertaining to all periods of Spanish history, society, culture, literature, politics, art, music, and film. We will devote special attention to contemporary Spanish film and current events. We will study these aspects in relation to different regions (Cataluña, Andalucía, Galicia, País Vasco, and Castilla) and particular cities (Madrid, Barcelona, and Sevilla). We will examine how the medieval concept of Spain ("las Españas") may still apply today with respect to the linguistic, cultural, ethnic, social, and political diversity within the Iberian Peninsula. Other topics for exploration include migration and the emergence of hybrid identities, including those pertaining to culture, gender, and sexuality. The student will develop advanced skills in speaking, writing, and reading in Spanish.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Writing course. Offered each spring.

1 credit.

Spring 2011. Erwin.

SPAN 022. Introducción a la literatura española

This course covers representative Spanish works from medieval times to the present. Works in all literary genres will be read to observe times of political and civic upheaval, of soaring ideologies and crushing defeats that depict the changing social, economic, and political conditions in Spain throughout the centuries. Each reading represents a particular literary period: middle ages, renaissance, baroque, neo-classicism, romanticism, realism, naturalism, surrealism, postmodernism, etc. Emphasis on literary analysis to introduce students to further work in Spanish literature.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Writing course. Offered each fall.

1 credit.

Fall 2010. Erwin.

SPAN 023. Introducción a la literatura latinoamericana

At a time when critics question the concept of national literatures, is it possible to speak of the literary production of an almost full continental region as a unit? This course is built on the presupposition that Latin American countries, despite their differences, share a common experience in their birth through conquest and colonization; the chaos of their post-independence periods; the stratification of their societies along lines of race, class, and gender; their struggle for democracy, modernization,

and equality; and their complex relationship with the United States, especially during the Cold War. Literature, more than reflecting this history, has been part of its making. In this course, we read a selection of poetry, narratives, and essays among the many texts that give meaning to the Latin American experience. Throughout the semester, we remain engaged in mastering the Spanish language, especially in writing.

Eligible for LASC credit.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Writing course. Offered each spring.

1 credit.

Spring 2011. Camacho de Schmidt.

SPAN 024A. Foreign Language Teaching and Pedagogy

(Cross-listed as EDUC 072)

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

Offered each semester.

0.5 credit.

Fall 2010. Rojavin. Spring 2011. Lahr-Vivaz.

SPAN 064. ¿Masculinidades en crisis?: Manliness in Modern Spanish Literature and Film

This course will explore literary and filmic representations of manliness and masculinity in Spain from the Romantic period, the Restoration, the early 20th century, the Franco Regime, and the post-Franco era. Through literary, theoretical, and historical texts, students will learn how to analyze literature through the lens of gender and masculinity studies. They will also be introduced to the current debate about the "crisis of masculinity" within the field of masculinity studies in order to apply that debate to literature and film. Throughout the course, students will be encouraged to compare and contrast the depictions of manliness we see in Spanish texts with corresponding representations and expectations for masculinity in the United States.

Eligible for GSST credit.

1 credit.

Fall 2010. Erwin.

SPAN 067. La guerra civil en la literatura y el cine

Study of the impact of the Civil War (1936–39) and postwar years in Spanish society, as reflected in literature, film, music and other cultural testimonies. Poetry by Pablo Neruda and Antonio Machado, who, like Dalí, felt the war as a premonition, will launch our examination of a conflict that surpassed national boundaries as a trial for WW II. Studying alternative texts such as testimonial war references, both visual and written, music, posters and other materials, will enhance our sense of the experience of the men and women who lived the conflict. The postwar years will be studied in novels by Matute, Goytisolo, Delibes, Rodoreda, Chacón, Rivas and others. The war films and novels of the democratic years will offer the necessary tools to uncup collective memory, in order to observe important aspects of present Spanish society.

Eligible for FMST credit.

1 credit.

Spring 2011. Guardiola.

SPAN 069. Ciudad y literatura

The city as a cultural artifact offers writers myriad narrative possibilities: mere location, cultural symbolism, or the link for values and concepts that determine the place of human beings in their own society and historical moment. The Spanish novels we will read use urban space as a reflection of the social and theological rationale in Hispanic culture, where urbanization equals civilization. Madrid and Barcelona are the most important urban centers in Spanish narrative space since the 19th century. The novels we will read present both cities as part of the author's personal story as well as his or her creative vision. We will see these urban representations in novels by Galdós, Pardo Bazán, Baroja, Laforet, Cela, Rodoreda, Roig, and Mendoza.

1 credit.

Fall 2011. Guardiola.

SPAN 070. Género y sexualidad en Latinoamérica

This course seeks to study Boom and Post-boom literatures from one of its unexplored aspects: the representation of gender and sexuality. This question allows the establishment of relationships of continuity and transformation between these two periods. The treatment of sexuality on the part of the writers of the Boom points to an allegorical use of sexuality to refer to the subject's existential condition, and to represent a degraded and decadent modernity. These questions will be

contrasted with a series of texts of the so-called Post-boom to see if this tendency is subverted. Our reading of the novels will also pay attention to the representation of homosexuality and lesbianism. We will read novels and short stories from Argentina, Chile, Cuba, Peru, Puerto Rico and Uruguay. The course also incorporates a series of theoretical readings on gender and sexuality that will serve to develop deeper and more profound readings of the texts under consideration. All readings, class discussion, and assignments are in Spanish.

1 credit.

Spring 2012. Martínez.

SPAN 073. El cuento latinoamericano

We will study modern and contemporary short stories that have transformed Latin American literature and moved its fiction into the forefront of world literature. By focusing on close reading and analysis as emphasized through class discussions, we will outline the distinctive characteristics of the Latin American short story and trace its development. We will also consider the thematic issues and narrative features that characterize works belonging to Fantastic Literature, Magical Realism, the Boom and Post-Boom, and place them within their particular historical and cultural contexts. Authors will include Horacio Quiroga, Jorge Luis Borges, Silvina Ocampo, Juan Rulfo, Gabriel García Márquez, Julio Cortázar, Julio Ramón Ribeyro, Augusto Monterroso, Luisa Valenzuela and Ana Lydia Vega, among others. Also, we will examine theory and criticism regarding this genre. This course offers students a deeper appreciation of regional differences and cultural richness in Latin America as revealed in the short story genre.

1 credit.

Fall 2011. Martínez.

SPAN 082. Un siglo de canto: poesía latinoamericana contemporánea

Poetry is an enormous force in the history of the Latin American continent. From "the flower and song" recited by Aztecs princes to the Nobel Prizes awarded to Asturias, Neruda, Mistral, and Paz, poetic language has searched for the meaning of a particular way of being human. We read poetry that breathes and quakes with nature in Neruda; discover the dancing rhythms of language in Guillén; go deep in the spirit of the cosmos in Paz and Ibáñez; turn poetry into everyone's loaf of humble, but revolutionary bread with Cardenal; fire the guns of anti-poetry with Parra; reinvent history and memory in Central America with Alegria; fall in love with the world through Teillier; vindicate the place of women in society with Castellanos; sing a new feminine eroticism with Morejón and Belli; laugh at all solemnity with Cisneros; make the revolution

with Dalton; stretch our understanding of humanity with Pizarnik; mourn our disappeared with Gelman and Patnogy; redefine the meaning of woman with Zamora; recover the soul of an endangered Indigenous language in Toledo and Regino. The poetry we read is one of the best gifts from Latin America to the world.

Eligible for LASC credit.

1 credit.

Spring 2011. Camacho de Schmidt.

SPAN 085. La edad del tiempo: Carlos Fuentes y su obra

Carlos Fuentes (México, 1928) is one of the great writers of our time, an uncommon witness of the 20th century. Equally lucid in French and English, he interprets Hispanicity in what he calls "my homeland, the Spanish language". He writes mostly about Mexico, a country born in blood, but also about Spain and its vast empire. This course opens a dialogue with the fictional world of an author in love with history and its kaleidoscopes, cosmopolitan by choice and Mexican by destiny and predilection.

Eligible for LASC credit.

1 credit.

Fall 2010. Camacho de Schmidt.

LITR 015S. First-Year Seminar: Children in Latin American Literature

How does the world look from the perspective of a Latin American child? The social sciences tell us that children are not defined by what they cannot yet understand, say, or do, and that they learn at a fabulous speed. Children are observers, always making sense of their surroundings, while they are relatively unencumbered by the biases, worries, and hurts that come from experience. Regrettably, they are not free from fear. Is the child narrator a privileged storyteller? How does literature represent transforming events, the separation, and death of loved ones, war, displacement, or joy through the voice of a child? What are a child's narrative strategies? Because boys and girls do not generally write to publish, what is the role of an adult memory in reconstructing a textual childhood? The course includes masterful Latin American and Latino works of fiction and autobiography, complemented by poetry, film and essays. No prerequisites.

Eligible for LASC credit.

1 credit.

Spring 2012. Camacho de Schmidt.

LITR 049S. Quixotic Fictions

Come explore the marvelously quixotic adventures and the fabulously fantastic follies of the most famous knight errant of all time, Don Quixote de la Mancha. We will delve into the fertile imagination of Miguel de Cervantes' indelible creation, Don Quixote, as he journeys

through an almost surreal world of grotesque giants, enchanted castles, damsels in distress, wicked wizards, and chaotically over crowded inns—and that's just the first twenty chapters. We will examine the literary, theoretical, social, and political issues of Cervantes' times that contributed to his creation of the first modern novel. Readings, assignments, and class discussion will be in English.

1 credit.

Spring 2011. Staff.

LITR 071S. Latin American Society Through Its Novel

(Cross-listed as SOAN 024C)

From an interdisciplinary framework, we will explore the relationship between society and its representation in the Latin America novel. The course will also help us understand the links between fiction and reality, and the role of literature as a form of cognition. Selected works by Carlos Fuentes, Mario Vargas Llosa, Gabriel García Márquez, Isabel Allende, Luisa Valenzuela, Laura Restrepo, Elena Poniatowska, and others. Readings, assignments, and class discussions are in English. No prior knowledge of Spanish necessary.

Eligible for LASC credit.

1 credit.

Spring 2011. Martínez, Muñoz.

Seminars

Students wishing to take seminars must have completed at least one course in Spanish numbered 030 or above. Students are admitted to seminars on a case-by-case basis by the instructor according to their overall preparation.

Spanish 104. La voz de la mujer a través de los siglos

The seminar will look into the work of a few outstanding women writers from Spain throughout the centuries to study the development of a feminine consciousness. The text selection will include works by Santa Teresa, María de Zayas, Gertrudis Gómez de Avellaneda, Carolina Coronado, Emilia Pardo Bazán, Carmen de Burgos, Rosa Chacel, Carmen Martín Gaité, Carmen Laforet, Mercé Rodoreda, Esther Tusquets, Carme Riera, Almudena Grandes and others. The essential aim of the seminar will be to analyze feminine discourse in the realm of the historical, psychoanalytical, metafictional, and allegorical fiction in order to search for a diversity of feminine voices.

2 credits.

Spring 2012. Guardiola.

SPAN 108. Jorge Luis Borges

This seminar course focuses on Jorge Luis Borges, one of the most influential writers of the 20th century. He devoted his entire life to literature, as a writer but also as an irreverent and subversive reader. None of his lines, none of his declarations happened inadvertently. Hated or held dear, Borges is incessantly quoted. In *The Western Canon*, Harold Bloom offers a list of indispensable authors in Western culture, and he places Borges there affirming that he is the most universal Latin American writer. Argentine critic Beatriz Sarlo responds to this recognition. She sustains that reading Borges as a writer without nationality is an act of aesthetic justice, because Borges won the prerogative of working inside all the cultural traditions for Latin Americans. However, this universalistic reading ignores the ties that unite him to Argentinean and Latin American cultural traditions. The objective of this course, then, is to read Borges from this double perspective: as a universal writer who transcends national borders, and as a writer who seeks to reinvent the history and the traditions of his own country.

Eligible for LASC credit.

2 credits.

Fall 2010. Martínez.

SPANISH COURSES NOT CURRENTLY OFFERED

SPAN 060. Memoria e identidad

SPAN 063. Cine contemporáneo español

SPAN 066. Escritoras españolas. Una voz propia

SPAN 072. Seducciones literarias-traiciones fílmicas

SPAN 075. El relato policial latinoamericano

SPAN 076. La novela latinoamericana

SPAN 077. Desaparecidos: literatura, cine y dictadura

SPAN 081. Movimientos sociales y literatura en México

SPAN 083. El tirano Latinoamericano en la literatura

SPAN 084. Los niños en la literatura latinoamericana

SPAN 105. Federico García Lorca

SPAN 106. Visiones narrativas de Carlos Fuentes

SPAN 107. Héroes y villanos: el siglo XIX español y la democratización literaria

SPAN 109. Elena Poniatowska, la hija de México

SPAN 110. Política y poética: los mundos de Pablo Neruda, Octavio Paz y Ernesto Cardenal

LITR 070SA. The Persistent Power of Central American Literature

LITR 072S. Women's Testimonial Literature of Latin America

LITR 073S. La Frontera: The Many Voices of the U.S.-Mexico Border

LITR. 076S. Latino and Latin American Sexualities

LITR. 077S. The Gender of Latin American Modernity

LITR. 078S. Seditious Bodies: Latina & Latin American Transgender Subjectivities

LITR. 079S. The New Latin American Cinema

Music

GERALD LEVINSON, Professor of Music
MICHAEL MARISSSEN, Professor of Music and Chair
JOHN ALSTON, Associate Professor of Music
BARBARA MILEWSKI, Associate Professor of Music
THOMAS WHITMAN, Associate Professor of Music³
JANICE HAMER, Visiting Associate Professor of Music (part time)
JONATHAN KOCHAVI, Visiting Assistant Professor of Music (part time)
ELIZABETH SAYRE, Visiting Instructor of Music (part time)
MARCANTONIO BARONE, Associate in Music Performance (part time)
ANDREW HAUZE, Visiting Assistant Professor of Music (part time)
MICHAEL JOHNS, Associate in Music Performance (part time)
ANDREW SHANEFIELD, Associate in Music Performance (part time)
I NYOMAN SUADIN, Associate in Music and Dance Performance
BERNADETTE DUNNING, Administrative Coordinator
SUSAN GROSSI, Administrative Assistant
GEOFFREY PETERSON, Concert Manager

Dance

SHARON E. FRIEDLER, Professor of Dance, Director of the Dance Program
KIM D. ARROW, Associate Professor of Dance (part time)
SALLY HESS, Associate Professor of Dance (part time)
PALLABI CHAKRAVORTY, Assistant Professor of Dance
JUMATATU POE, Assistant Professor of Dance (part time)
JON SHERMAN, Associate in Dance Performance (part time)
C. KEMAL NANCE, Associate in Dance Performance (part time)
MEREDITH RAINEY, Visiting Associate in Dance Performance
LADEVA DAVIS, Associate in Dance Performance (part time)
NI LUH KADEK KUSUMA DEWI, Associate in Dance Performance (part time)
DOLORES LUIS GMITTER, Associate in Dance Performance (part time)
LEAH STEIN, Associate in Dance Performance (part time)
HANS BOMAN, Dance Accompanist
BERNADETTE DUNNING, Administrative Coordinator
SUSAN GROSSI, Administrative Assistant

³ Absent on leave, 2010–2011.

Music

The study of music as a liberal art requires an integrated approach to theory, history, and performance, experience in all three fields being essential to the understanding of music as an artistic and intellectual achievement. Theory courses train students to understand and hear how compositions are organized. History courses introduce students to methods of studying the development of musical styles and genres and the relationship of music to other arts and areas of thought. The department encourages students to develop performing skills through private study and through participation in the chorus, gamelan, jazz ensemble, orchestra, wind ensemble, and the Fetter Chamber Music Program, which it staffs and administers.

The department assists instrumentalists and singers to finance the cost of private instruction. (See “Individual Instruction” under the heading “Credit for Performance.”)

We do not have a minimum grade-point average (GPA) for admission as a major or minor. In its place is a consensus of music faculty that the student can do good work in the discipline. The situation is perhaps more complex in music than in other fields because we think that a major (or minor) should have basic musical as well as purely intellectual abilities, not all of which can be measured by a GPA. We do consider the likelihood of a student’s passing the Comprehensive Examination. Students applying for admission as majors in the Honors Program should have done exceptionally high-quality work in the department and should have shown strong self-motivation.

Prerequisites for acceptance into the program: Music 011/40A and one Music History course numbered 20 or above. These courses are strongly recommended for first-year students and should be completed before the Junior year. If a student has not completed all of these prerequisites at the time of an application for a major/minor, but has done good work in

one or more courses in the department, he or she may be accepted on a provisional basis.

Music Major in the Course Program

The music major curriculum normally includes the following components. However, we welcome individualized proposals, which will be evaluated and approved on the basis of consultations with the music faculty. We continue to emphasize the importance of depth and mastery of musical skills and understanding, and we also recognize the value of studying the diversity of musical cultures.

A. Required. 5 courses in harmony and counterpoint plus musicianship sections (MUSI 040). MUSI 040 may be taken for 0.0 or 0.5 credit at the student's option.

- MUSI 011 and 040A
- MUSI 012 and 040B
- MUSI 013 and 040C
- MUSI 014 and 040D
- MUSI 015

B. Required. 4.5 courses in Music History and Literature:

- MUSI 020 (Medieval and Renaissance)
- MUSI 094 (Senior Research Topics in Music)

plus at least three of the following:

- MUSI 021 (Baroque and Classical)
- MUSI 022 (19th-Century Europe)
- MUSI 023 (20th Century)
- Any other history course numbered above 023
- Courses with lower course numbers in areas such as Jazz or World Music, including extra or higher-level work, with approval of the instructor.

Course Majors are strongly advised to take 5 history courses if possible.

C. World Traditions component. This requirement may be fulfilled in either of two ways:

- One of the 4.5 course listed in category B, above, in Music History and Literature is to be a course in non-Western traditions numbered above 23; OR
- Two semesters of participation in the Gamelan or Taiko ensemble. (This also helps fulfill the ensemble requirement in category D, below).

D. Additional Requirements for Course Majors:

- Keyboard skills
- Score reading or MUSI 018: Conducting and Orchestration
- Department ensemble for at least four semesters

- Senior comprehensive examination (MUSI 094, 0.5-credit course)

The following is a description of these additional requirements:

Keyboard skills. This program is designed to develop keyboard proficiency to a point where a student can use the piano effectively as a tool for studying music. Students learn to perform repertoire and, in addition, play standard harmonic progressions in all keys. The department offers a free weekly private lesson to any student enrolled in a Harmony and Counterpoint numbered 011 or higher who needs work in this area and requires it of all students in MUSI 012. Music majors and minors who have completed the theory sequence but who need further instruction are still eligible. No academic credit is given for these lessons. All music majors are expected to be able to perform a two-part Invention of J.S. Bach (or another work of similar difficulty) by their senior year.

Score reading. By the end of their senior year, all majors are expected to be able to read an orchestral score that includes c-clefs and some transposing instruments. Students may take MUSI 018 (Conducting and Orchestration) to satisfy this requirement.

Department ensemble. The department requires majors and minors to participate in any of the departmental ensembles (Orchestra, Chorus, Wind Ensemble, Jazz Ensemble, and Gamelan). We also recommend that students participate in other activities, such as playing in Chamber Music ensembles or seeking out service-learning experiences that incorporate music.

Comprehensive examination. During their senior year, majors in the Course Program will take the departmental comprehensive examination, which normally consists of the study of a single musical work (selected in advance by the student, subject to the approval of the department) which demonstrates skills in the three areas of analysis, historical research, and performance. Majors in course will enroll in MUSI 094 (Senior Research Topics in Music) in the spring semester of their senior year to help them prepare for their senior comprehensive examination.

Music Minor in the Course Program

Required. At least two courses in harmony and counterpoint plus musicianship sections (MUSI 040):

- MUSI 011 and 040A
- MUSI 012 and 040B

Required. At least two courses in music history and literature:

- MUSI 020 (Medieval and Renaissance)
- MUSI 021 (Baroque and Classical)

- MUSI 022 (19th-Century Europe)
- MUSI 023 (20th Century)
- Another history course numbered above 023 (or a lower-level history course, with approval of the faculty)

Required. At least one of the following:

- Harmony and counterpoint (MUSI 013 or higher)
- Upper-level history course
- MUSI 019 (Composition)

Additional Requirements

- Department ensemble for at least two semesters; and at least one of the following, subject to departmental approval of a written proposal:
- Keyboard skills
- Service-learning project in music
- Senior recital
- Special project in music

Music Major in the Honors Program

Summary: The music major in honors is identical to the music major in course in its prerequisites, required coursework, and requirements for keyboard skills, score reading, and Department Ensemble membership. The honors major differs in that there is no senior comprehensive exam. Instead, honors majors do three honors preparations in music.

Three Honors Preparations

1. **Music theory.** A 2-credit honors preparation in music theory is normally based on MUSI 015 in combination with one lower-level harmony and counterpoint course.
2. **Music history.** A 2-credit honors preparation in music history may be based on any music seminar numbered 100 or higher or on any other music history course when augmented by concurrent or subsequent additional research, directed reading, or tutorial, with faculty approval.
3. **Elective** (may be based on any of the following):
 - At least two semesters of MUSI 019 (Composition)
 - An additional preparation in another area of music history
 - A senior honors recital

A 2-credit senior honors recital preparation is available to only students who have distinguished themselves as performers. It is, therefore, limited to those who have won full scholarships through MUSI 048. Students who wish to pursue this option must follow all of the steps listed in the departmental guidelines for senior recitals (see department website) and

obtain approval of their program from the music faculty during the semester preceding the proposed recital. They should register for MUSI 099: Senior Honors Recital. This full credit, together with at least another full credit of relevant coursework in music, will constitute the 2-credit honors preparation. One faculty member will act as head adviser on all aspects of the honors recital. As part of the honors recital, the student will write incisive program notes on all of the works to be performed. This work will be based on substantive research—including analytical as well as historical work—and will be overseen by one or more members of the music faculty.

Students are encouraged to propose honors preparations in any areas that are of particular interest, whether or not formal seminars are offered in those areas. The music faculty will assist in planning the most appropriate format for these interests.

Written and Oral Examinations for Honors Preparations

Oral examinations are given for all honors preparations in music. Written examinations, in addition to oral examinations, are given only for those preparations based on courses or seminars.

Senior Honors Study in Music

There is no senior honors study in music.

Music Minor in the Honors Program

Required. Four courses in harmony and counterpoint plus musicianship sections (MUSI 040):

- MUSI 011 and 040A
- MUSI 012 and 040B
- MUSI 013 and 040C
- MUSI 014 and 040D

Required. Two courses in music history and literature:

- MUSI 020 (Medieval and Renaissance)
- MUSI 021 (Baroque and Classical)
- MUSI 022 (19th-Century Europe)
- MUSI 023 (20th Century)
- Another history course numbered above 023

One honors preparation

- Music theory, music history, or elective

The possibilities for preparations are the same as those listed above for major in the Honors Program.

Additional Requirements, same as for course minors.

- Departmental ensemble for at least two semesters and **at least one** of the following, subject to departmental approval:
- Keyboard skills

- Service-learning project in music
- Senior recital
- Special project in music

Special Majors

The department welcomes proposals for special majors involving music and other disciplines.

Recent examples include the following:

- Special major in music and education
- Special major in ethnomusicology

Other special majors are possible. For more information, contact the department chair.

Language Requirements for Graduate Schools

Students are advised that many graduate programs in music require a reading knowledge of French and German.

Study Abroad

Students are encouraged to seek out possibilities for study abroad, in accordance with their particular interests, in consultation with the music faculty and the off-campus study adviser.

A unique resource of the department is its ensemble in residence, Orchestra 2001, directed by Professor Emeritus James Freeman. This nationally renowned ensemble offers an annual concert series at the College, focusing on contemporary music. The series features distinguished soloists and often includes advanced Swarthmore students in its concerts.

Special scholarships and awards in music include the following (see Distinctions, Awards, and Fellowships):

The Renee Gaddie Award
Music 048 Special Awards
The Boyd Barnard Prize
The Peter Gram Swing Prize
The Melvin B. Troy Prize in Music and Dance

Credit for Performance

Note: All performance courses are for half-course credit per semester. *No retroactive credit is given for performance courses.*

Individual Instruction (MUSI 048)

Academic credit and subsidies for private instruction in music are available to students at intermediate and advanced levels. Subsidies for students at the beginning level, without academic credit, are also available. For further details, consult the MUSI 048 guidelines on the Music Program website.

Orchestra, Chorus, Wind Ensemble, Gamelan, Chamber Music, Jazz Ensemble

Students may take Performance Chorus (MUSI 043), Performance Orchestra (MUSI 044),

Performance Jazz Ensemble (MUSI 041), Performance Wind Ensemble (MUSI 046), Performance Chamber Music (MUSI 047), or Performance Gamelan (MUSI 049A) for credit with the permission of the department member who has the responsibility for that performance group. The amount of credit received will be a half-course in any one semester. Students applying for credit will fulfill requirements established for each activity (i.e., regular attendance at rehearsals and performances and participation in any supplementary rehearsals held in connection with the activity). Students are graded on a credit/no credit basis.

Students wishing to take Chamber Music (MUSI 047) for credit must submit to the chamber music coordinator at the beginning of the semester a proposal detailing the repertoire of works to be rehearsed, coached, and performed during the semester. It should include the names of all student performers and the proposed performance dates, if different from the Elizabeth Pollard Fetter Chamber Music Program performance dates. **One semester in a Department Ensemble is a prerequisite or co-requisite for each semester of Music 047. This applies to all students in each Fetter Chamber group. It is expected that Fetter students in Department Ensembles will play the same instrument/voice in both activities.**

A student taking MUSI 047 for credit will rehearse with his or her group or groups at least 2 hours every week and will meet with a coach (provided by the department) at least every other week. All members of the group should be capable of working well both independently and under the guidance of a coach. It is not necessary for every person in the group to be taking MUSI 047 for credit, but the department expects that those taking the course for credit will adopt a leadership role in organizing rehearsals and performances. **Note: MUSI 047 ensembles do not fulfill the ensemble requirement for lessons under MUSI 048.**

Courses and Seminars

Introductory Courses without Prerequisite

MUSI 001. Introduction to Music

This course is designed to teach intelligent listening to music by a conceptual rather than historical approach. Although it draws on examples from popular music and various non-Western repertoires, the course focuses primarily on the art music of Europe and the United States. Prior musical training is not required. It is assumed that MUSI 001 students will not know how to read music. This course is taught with little or no use of musical notation.

Open to all students without prerequisite.

1 credit.

Fall 2010. Marissen.

MUSI 002B. How to Read Music

An introduction to the elements of music notation, theory (clefs, pitch, and rhythmic notation, scales, keys, and chords), sight singing, and general musicianship.

Recommended for students who need additional preparation for MUSI 011 or to join the College chorus.

1 credit.

Fall 2010. Kochavi.

MUSI 003. Jazz History

This course traces the development of jazz from its roots in West Africa to the free styles of the 1960s. The delineation of the various styles and detailed analysis of seminal figures are included. Emphasis is on developing the student's ability to identify both style and significant musicians.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

MUSI 003A. Jazz Today: USA, Europe & the African Heritage

An overview of current streams of Jazz from 1980 until today. The course will include listening to, discussing and experiencing the music “live” through Hans Lüdemann and special guests. Jazz has evolved from its Afro-American origins into a universal art form, practiced by musicians around the globe. How Jazz has managed to continually develop by incorporating elements from all cultures is one of the secrets to explore; another is the art of improvisation. We will look at a wide and colorful range of music from Hip-hop to Free Jazz—including relating back to Africa.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

MUSI 004A. Opera

Combine great singing with the vivid colors of an orchestra, with acting and theater, with poetry, dance, painting, spectacle, magic, love, death, history, mythology, and social commentary, and you have opera: an art of endless fascination. This course will survey the history of opera (from Monteverdi through Mozart, Wagner, and Verdi to Gershwin and Stravinsky), with special emphasis on and study of scenes from selected works.

Open to all students without prerequisite.

1 credit.

Spring 2011. Milewski.

MUSI 004B. The Symphony

This course will examine the history of the symphony from its beginnings in music of the late Baroque period to the end of the 20th century. We will examine a number of important symphonic works by such composers as Haydn, Mozart, Beethoven, Berlioz, Brahms, Chaikovsky, Mahler, Shostakovich, and Gorecki in order to discuss issues of genre, form, and performance forces in the context of shifting historical and social trends.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

MUSI 005A. Introduction to the Study of World Music

This course will introduce students to the study of “world music” (which has most recently come to mean “any and all music” through the lens of ethnomusicology). The course will survey the history and methods of ethnomusicology, and will introduce students to important musical traditions from Africa, Asia, the Middle East, the Americas and elsewhere. Course work will include lectures; discussions; reading, listening, and writing assignments; in-class, hands-on lecture-demonstrations given by the instructor and various guest artists.

Readings will draw from textbooks, ethnographies, and journals, touching on both older and more recent work in the field.

Through consultation with the instructor, music majors may count this course toward their music history requirement.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

MUSI 006. The Arts as Social Change (Cross-listed as DANC 004)

This course aims to bring together students with an interest in investigating and investing in social change work through the arts. Our seminar community will engage in discussion of readings and video viewings, will host and visit local leaders from the arts and social change movement, and will engage in fieldwork opportunities as required parts of the course. Papers, journals, and hands-on projects will all be included.

This course is open to all students.

This course fulfills a prerequisite requirement for dance major and minors.

Eligible for PEAC credit.

1 credit.

Spring 2011. Friedler.

MUSI 006B. Music of the Holocaust and World War II Era

This course will explore the various contexts and motivations for music making during the Holocaust and World War II era. In the universe of the Nazi ghettos and concentration camps, music was a vehicle for transmitting political rumors, controversies, stories, and everyday events as well as a form of spiritual resistance. In the broader context of war, it was used for political and nationalist agendas. This course will draw on a wide range of music, from folk songs and popular hit tunes to art music intended for the concert stage.

Open to all students without prerequisite.

1 credit.

Fall 2010. Milewski.

MUSI 007A. W.A. Mozart

Study of Mozart's compositions in various genres and of interpretive problems in Mozart biography. Prior musical training is not required. It is assumed that MUSI 007A students will not know how to read music. This course is taught with little or no use of musical notation. Students with a musical background may nonetheless find the class interesting.

Open to all students without prerequisite.

1 credit.

Spring 2011. Marissen.

MUSI 007B. Beethoven and the Romantic Spirit

An introduction to Beethoven's compositions in various genres. We will consider the artistic, political, and social context in which he lived and examine his legacy among composers later in the 19th century (Berlioz, Chopin, the Schumanns, Brahms, Wagner, and Mahler).

Open to all students without prerequisite.

Writing course.

1 credit.

Not offered 2010–2011.

MUSI 008B. Anatomy for Performers: Bones, Muscles, Movement

(See DANC 008)

0.5 credit.

Not offered 2010–2011.

MUSI 009A. First-Year Seminar: Music and Mathematics

This course will explore the basic elements of musical language from a scientific and mathematical perspective. We will work collaboratively to uncover relationships and features that are fundamental to the way that music is constructed. Although intended for science, mathematics, engineering, and other mathematically minded students, the course will introduce all necessary mathematics; no

specific background is required. Some knowledge of musical notation is helpful but not required.

Prerequisite for MUSI 011.

1 credit.

Not offered 2010–2011.

MUSI 077. Rhythm, Drumming, Cultures (See DANC 077)

1 credit.

Not offered 2010–2011.

Theory and Composition

Students who anticipate taking further courses in the department or majoring in music are urged to take MUSI 011 and 012 as early as possible. Advanced placement is assigned on a case-by-case basis, after consultation with the theory and musicianship faculty. Majors will normally take MUSI 011 to 015.

MUSI 011.01. Harmony, Counterpoint, and Form 1

This course will provide an introduction to tonal harmony and counterpoint, largely as practiced in 18th- and 19th-century Europe. Topics include simple counterpoint in 2 parts, harmonization of soprano and bass lines in four-part textures, systematic study of common diatonic harmonies, features of melody and phrase, and the Blues.

Prerequisites: Knowledge of traditional notation and major and minor scales; ability to play or sing at sight simple lines in treble and bass clef.

All MUSI 011 students must register for an appropriate level of MUSI 040A for 0 or 0.5 credit.

Keyboard skills lessons may also be required for some students.

1 credit.

Fall 2010. Kochavi.

MUSI 011.02. First-Year Seminar: Harmony, Counterpoint, and Form 1

This seminar will provide an introduction to tonal harmony and counterpoint, largely as practiced in 18th- and 19th-century Europe. Topics include simple counterpoint in 2 parts, harmonization of soprano and bass lines in four-part textures, systematic study of common diatonic harmonies, features of melody and phrase, the Blues, and classical theme and variation techniques. Certain examples for analysis will be drawn from current repertoire of the College Orchestra, Chorus, and Jazz Ensemble.

Prerequisites: Knowledge of traditional notation and major and minor scales; ability to play or sing at sight simple lines in both treble and bass clef.

All MUSI 011 students must register for an appropriate level of MUSI 040A for 0 or 0.5 credit.

Keyboard skills lessons may also be required for some students.

1 credit.

Not offered 2010–2011.

MUSI 012. Harmony, Counterpoint, and Form 2

This course will provide continued work on tonal harmony and counterpoint, largely as practiced in 18th- and 19th-century Europe. Topics include two-voice counterpoint, harmonization of soprano and bass lines in four-part textures, phrase structure, small and large scale forms, modulation and tonicization, and analysis using prolongational reductions. We will also study minuet form in detail, culminating in a final composition project.

All MUSI 012 students must register for an appropriate level of MUSI 040B for 0 or 0.5 credit.

Keyboard skills lessons are required for all students in MUSI 012.

1 credit.

Spring 2011. Kochavi.

MUSI 013. Harmony, Counterpoint, and Form 3

Continues and extends the work of Music 12 to encompass an expanded vocabulary of chromatic tonal harmony, based on Western art music of the 18th and 19th centuries. The course includes analysis of smaller and larger works by such composers as Bach, Mozart, Beethoven, Schubert, Chopin, Liszt, Brahms, and Wagner; in-depth study of such large-scale topics as sonata form; and written musical exercises ranging from harmonizations of bass and melody lines to original compositions in chorale style.

All MUSI 013 students must register for an appropriate level of MUSI 040C for 0 or 0.5 credit.

Keyboard skills lessons may also be required for some students.

1 credit.

Fall 2010. Levinson.

MUSI 014. Harmony, Counterpoint, and Form 4

This course provides continued work in chromatic harmony and 18th-century counterpoint, largely as practiced in Europe. It will primarily take the form of a literature survey. For the first half of the semester, our focus will be on short pieces; during the second of the semester we will study keyboard fugues and other larger-scale works. This course includes a service-learning project.

All MUSI 014 students must register for an appropriate level of MUSI 040D for 0 or 0.5 credit.

Keyboard skills lessons may also be required for some students.

1 credit.

Spring 2011. Levinson.

MUSI 015. Advanced Topics in Music Theory 5

Exploration of a number of advanced concepts in music theory including: the study and analytical application of post-tonal theory (including set theory and neo-Riemannian theory), the structure of the diatonic system, applications of theoretical models to rhythm and meter, and geometric models of musical progression.

Prerequisite: MUSI 014.

1 credit.

Fall 2010. Kochavi.

MUSI 017. Jazz Theory

A course designed for the analysis of the harmonic structures of jazz repertoire. This is neither an improvisation nor a performance course.

Prerequisites: MUSI 012 or instructor approval.

Basic keyboard skills and fluency on an instrument are required.

1 credit.

Not offered 2010–2011.

MUSI 018. Conducting and Orchestration

This course approaches the understanding of orchestral scores from a variety of perspectives. We will study techniques of orchestration and instrumentation, both in analysis of selected works, and in practice, through written exercises. The history, and philosophy of conducting will be examined, and we will work to develop practical conducting technique. Score reading, both at the piano and through other methods, will be practiced throughout the semester.

Prerequisite: MUSI 12, or permission of the instructor.

1 credit.

Spring 2011. Hauze.

MUSI 019. Composition

Repeatable Course.

Prerequisite: permission of the instructor.

1 credit.

Fall 2010 and spring 2011. Levinson.

MUSI 061. Jazz Improvisation

A systematic approach that develops the ability to improvise coherently, emphasizing the

Bebop and Hard Bop styles exemplified in the music of Charlie Parker and Clifford Brown.

Prerequisite: Ability to read music and fluency on an instrument.

1 credit.

Not offered 2010–2011.

History of Music

MUSI 020. Medieval and Renaissance Music

A survey of European art music from the late Middle Ages to the 16th century. Relevant extramusical contexts will be considered.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Fall 2010. Marissen.

MUSI 021. Baroque and Classical Music

This course will survey European art music from the 16th-century Italian madrigal to Haydn's Creation. Relevant extramusical contexts will be considered.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2010–2011.

MUSI 022. 19th-Century European Music

This survey considers European art music against the background of 19th-century Romanticism and nationalism. Composers to be studied include Beethoven, Schubert, Chopin, Berlioz, Robert and Clara Schumann, Wagner, Verdi, Brahms, Dvorak, Musorgsky, and Chaikovsky.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Fall 2010. Milewski.

MUSI 023. 20th-Century Music

A study of the various stylistic directions in music of the 20th century. Representative works by composers from Debussy, Stravinsky, and Schoenberg through Copland, Messiaen, and postwar composers such as Boulez and Crumb, to the younger generation will be examined in detail.

Prerequisite: MUSI 011 or the equivalent.

Writing course.

1 credit.

Not offered 2010–2011.

MUSI 030. The Music of Asia

An introduction to selected musical traditions from the vast diversity of non-Western cultures. The music will be studied in terms of both its purely sonic qualities and its cultural/philosophical backgrounds.

This course fulfills the World Traditions

Component requirement for the Music Major.

Eligible for ASIA credit.

1 credit.

Not offered 2010–2011.

MUSI 031. Musics of Central and South America and the Caribbean

This course will introduce students to selected musical genres from Central and South America, and the Caribbean, which will be studied for their sound characteristics, as well as their cultural origins and histories. In some cases, musics of the respective immigrant populations in the U.S. will also be discussed. The class will feature some hands-on demonstrations by guest artists and the instructor. Materials and assignments will include audio recordings, videos, journal articles, book chapters, and other writings, mostly drawn from the field of ethnomusicology.

Prerequisite: Knowledge of traditional music notation and major and minor scales.

Recommended, but not required: Knowledge of Spanish.

1 credit.

Not offered 2010–2011.

MUSI 032. History of the String Quartet

A history of the string quartet from its origins to its development into one of the most prestigious genres of Western classical music. The course will focus on the quartets of Haydn, Mozart, and early Beethoven.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2010–2011.

MUSI 033. Music of Cuba and Brazil

This course will focus on the collective genius of the folk, traditional, and popular musics of Cuba and Brazil, such as Afro-Cuban and Afro-Brazilian religious music, changüí, son, danzón charanga, son montuno, timba, samba enredo, samba reggae, afoxé, bossa nova, capoeira, maracatú, mangue beat, pagode, and many others. Selected musical genres will be studied for their sounds and formal characteristics, as well as their cultural origins and histories, and occasionally, comparisons will be drawn with musical styles from the U.S., and musics of the respective immigrant populations in the U.S. will be discussed. The class will feature some hands-on demonstrations by guest artists and the instructor. Materials and assignments will include audio recordings, videos, journal articles, textbook chapters, and other writings, mostly drawn from the field of ethnomusicology.

Prerequisite: Knowledge of traditional music notation and major and minor scales.

Recommended, but not required: Knowledge of Spanish or Portuguese.

This course fulfills the World Traditions Component requirement for the Music Major.

1 credit.

Spring 2011. Sayre.

MUSI 034. J.S. Bach

Study of Bach's compositions in various genres. For the instrumental music, this involves close consideration of style and signification. For the vocal music, it also involves study of ways Bach's music interprets, not merely expresses, his texts.

This is a lecture and discussion course; see also MUSI 101 (Bach), whose format and content are quite different.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2010–2011.

MUSI 037. Contemporary American Composers

A study of the works and thought of six important American composers. The course will stress intensive listening and will include discussion meetings with each of the composers.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

MUSI 038. Color and Spirit: Music of Debussy, Stravinsky, and Messiaen

A study of 20th-century music focusing on the great renewal of musical expressions, diverging from the Austro-German classic-Romantic tradition, found in the works of these three very individual composers, as well as the connections among them, and the resonance of their music in the work of their contemporaries and successors.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Spring 2011. Levinson.

MUSI 075. Special Topics in Music Theater

Available to students participating in the study abroad programs coordinated through Swarthmore in France, Ghana, India, Japan, or Poland.

Prerequisites: Consent of the Dance Program Director and the Faculty Adviser for Off-Campus Study.

1 credit.

Fall 2010 and spring 2011. Friedler.

MUSI 091. Introduction to Performing Arts Education: Music

(Cross-listed as DANC 091 and EDUC 071)

How do we learn in the performing arts? This course explores a range of performing arts issues confronting educators in theory and practice. While the focus is music, we will also consider dance and theater with the help of guest lecturers. We will look at primary education in the United States, and we will also touch upon some of the ways music is taught to older students, as well as in other cultures. Students will draw upon their own experiences as teachers and learners. The course will culminate in a collaborative teaching project in which our class as a whole will develop and implement a program of performing arts instruction for children in partnership with an urban public school.

While some prior study of music might be helpful, it is not a prerequisite. This course is open to any student who has taken at least one course in either Education or Music.

Writing course.

1 credit.

Not offered 2010–2011.

MUSI 091C. Special Topics (Music Education)

(Cross-listed as EDUC 091C)

With permission of the instructor, qualified students may choose to pursue a topic of special interest in music education through a field project involving classroom or school practice.

Open to any student who has taken at least one course in music.

Available as a credit/no credit course only.

0.5 credit.

Not offered 2010–2011.

MUSI 092. Independent Study

1 credit.

MUSI 093. Directed Reading

1 credit.

MUSI 094. Senior Research Topics in Music

Required of all senior majors as preparation for the senior comprehensive in music.

0.5 credit.

Spring semester. Milewski.

MUSI 095. Tutorial

Special work in composition, theory, or history.

1 or 2 credits.

MUSI 096. Senior Thesis

1 or 2 credits.

MUSI 099. Senior Honors Recital

Honors music majors who wish to present a senior recital as one of their honors preparations must register for MUSI 099, after consultation with the music faculty. See Honors Program guidelines.

1 credit.

Seminars

MUSI 100. Harmony and Counterpoint 5 (See MUSI 015)

Prerequisite: MUSI 014.

1 credit.

Not offered 2010–2011.

MUSI 101. J.S. Bach

(Compare with MUSI 034, which is a different offering with a different format, content, and prerequisites.)

Study of Bach's compositions in various genres, examining music both as a reflection of and formative contribution to cultural history.

Prerequisites: MUSI 011 and 012. GMST 001B and RELG 004 or 005B are strongly recommended.

1 credit.

Not offered 2010–2011.

MUSI 102. Color and Spirit: Music of Debussy, Stravinsky, and Messiaen (See MUSI 038)

Prerequisite: MUSI 013 (concurrent enrollment possible by permission of the instructor).

1 credit.

Not offered 2010–2011.

MUSI 103. Mahler and Britten

This course is an intensive study of the music of two seminal 20th-century composers. We will consider song cycles by both composers and their connections to larger genres: Mahler's symphonies and Britten's operatic works as well as the *War Requiem*.

Prerequisites: MUSI 011 to 014; a knowledge of German is recommended.

1 credit.

Not offered 2010–2011.

MUSI 104. Chopin

This course will provide an in-depth historical study of Chopin's music. We will examine the full generic range of Chopin's compositions, taking into account the various socio-cultural, biographical and historical-political issues that have attached to specific genres. Throughout the semester we will also consider such broader questions as: why did Chopin restrict himself almost entirely to piano composition? How

might we locate Chopin's work within the larger category of 19th-century musical romanticism? What does Chopin's music mean to us today?

Prerequisites: MUSI 011.

1 credit.

Spring 2011. Milewski.

Performance

Note: The following performance courses are for 0.5-course credit per semester.

MUSI 040. Elements of Musicianship

Sight singing and rhythmic and melodic diction.

Required for all MUSI 011 to 014 students, with or without 0.5 credit. Also open to other students. The instructor will place students at appropriate levels.

0.5 credit.

Fall 2010. Hauze. Spring 2011. Hamer.

MUSI 041. Performance (Jazz Ensemble)

0.5 credit.

Fall 2010 and spring 2011. Shanefield.

MUSI 043. Performance (Chorus)

0.5 credit.

Fall 2010 and spring 2011. Alston.

MUSI 044. Performance (Orchestra)

0.5 credit.

Fall 2010 and spring 2011. Hauze.

MUSI 046. Performance (Wind Ensemble)

0.5 credit.

Fall 2010 and spring 2011. Johns.

MUSI 047. Performance (Chamber Music)

(See guidelines for this course earlier.)

0.5 credit.

Fall 2010 and spring 2011. Johns.

MUSI 048. Performance (Individual Instruction)

Please consult the MUSI 048 guidelines on the Music Program website.

0.5 credit.

Each semester.

MUSI 049A. Performance (Balinese Gamelan)

Performance of traditional and modern compositions for Balinese Gamelan (Indonesian percussion orchestra). Students will learn to play without musical notation. No prior experience in Western or non-Western music is required. The course is open to all students.

Two (2) semesters of this course fulfills the World Traditions Component requirement for the music major.

0.5 credit.

Fall 2010 and spring 2011. Whitman.

MUSI 049B. Performance (African Dance Repertory Music Ensemble)

Performance of traditional and modern compositions as accompaniment for and collaboration with the development of a dance piece for concert performance.

0.5 credit.

Not offered 2010–2011.

MUSI 050. Performance (Chamber Choir)

Students in MUSI 050 must also be in MUSI 043: Performance (Chorus).

0.5 credit.

Not offered 2010–2011.

MUSI 071. Salsa Dance/Drumming

(See DANC 071)

0.5 credit.

Fall 2010. Arrow.

MUSI 078. Dance/Drum Ensemble

(See DANC 078)

0.5 credit.

Fall 2010. Arrow, Poe, and guest artists.

Dance

At Swarthmore, dance is a global discourse. Our program focuses on cross-cultural study of Africa/African Diaspora, Asia (both South and East), Europe/North America, and Latin America. The dance and music programs share an integrated approach to composition, history, and theory and believe this is central to the understanding of dance as an artistic and intellectual inquiry within a liberal arts context. The mission of the program is to offer students dance experiences that privilege a merging of embodied practice and history/theory in relation to more than one situated perspective (those listed above). Some courses concentrate on one cultural context only (this is true generally in history, repertory, and technique). Others put a variety of perspectives in conversation (first level composition, some history, some repertory, and all theory). The role of dance as a social change agent is also present in Swarthmore dance offerings. All dance studies courses engage students in an investigation of the relationship of dance to other arts and areas of thought.

Given the program's emphasis on developing an awareness of the global nature of dance, study abroad opportunities are seen as a very useful aspect of a student's undergraduate

dance experience. Study abroad dance programs developed by members of the dance faculty are available in France, Ghana, India, Japan, Poland, and Northern Ireland. Dance components are also present in programs in Spain and Argentina. Social change engagement is available as an aspect of the following study abroad experiences: Ghana, India, Northern Ireland, and Poland. Additional information regarding study abroad experiences is listed below and can also be found on both the Dance Program and Off-Campus Study websites.

Information about the Dance Program in addition to that listed in this bulletin is available online at www.swarthmore.edu/dance.

Requirements and Recommendations

Major in Dance (course)

Prerequisites for the Major

These prerequisites are strongly recommended for first-year students and must be completed before the junior year. If a student has not completed all of these prerequisites at the time of an application for a major, but has done good work in one or more courses in the program, the student may be accepted on a provisional basis.

1. Dance 001, 003, 003A or 004
2. Dance 011. Dance Lab I: Making Dance
3. One dance technique class (in any style) for academic credit

Prerequisite credits for majors: 2.5

The program offers three possible areas of focus for majors; composition, history/theory, or an individual focus. Students in each area are required to take Dance 008. Anatomy: Bones, Muscles, and Movement. Additional course requirements for each focus are as follows:

Composition

Dance 012. Dance Lab II: Making Dance
Dance 013. or 014. Dance Composition Tutorial or Videography

Dance 20–29 - one course

Dance 30–39 or 70, 75, 76, 77, 77b. or 79 - one course

Dance 049, 71, 78, one Western and one non-Western course

Dance 50, 51, 53, 58, 60, or 61 - one or two courses

*Dance 94 or 95 - one course

Total credits in focus: 6.5–7.5

History/Theory

Dance 20–29 - two courses

Dance 30–39 or 70, 75, 76, 77, 77b. or 79 - two courses

Dance technique and repertory courses - one Western and one non-Western course

*Dance 94/95 - one course

Total credits in focus: 6.5–7

Individually created focus

Dance 20–29 - one course

Dance 30–39 or 70, 75, 76, 77, 77b. or 79 - one course

*Dance 94/95 - one course

Additional courses proposed by the student and approved on an individual basis by the faculty from a combination of composition, history, repertory, technique, and theory courses - three to four credits

Total credits in focus: 6.5–7.5

Total prerequisites and credits required for majors: 9.0–10.0

*The senior project/thesis is required of all majors.

The dance faculty encourages students to pursue a senior project/thesis that incorporates a comparison or integration of dance with some other creative or performing art (creative writing, music, theater, or visual art), with a community-based learning component, or with another academic discipline of the student's interest.

Additional Requirements for the Major

Regular participation in technique classes throughout a student's time at Swarthmore and participation in repertory courses for at least four semesters. Students may choose any style of repertory experience as long as they adhere to the distribution guidelines to participate in both Western and non-Western styles. They are also encouraged to seek out service-learning/community-based learning experiences that incorporate dance. These may substitute for repertory experiences.

Colloquia and/or individualized meetings with guest artists and lecturers will also be held during the student's final year. These meetings will address current issues and debates in dance theory and practice as well as individual student interests.

Minor in Dance (course)

The goal of the course minor in dance is to expose a student to the broad scope of the field. The distribution of required courses for the minor provides students with an introduction to composition, history, technique, and theory and allows them to direct their final credit(s) in the minor toward a specific area of interest. It is also possible for students to align required courses within the minor to reflect that specific interest, if any. Minors will participate in the senior colloquia, individual meetings and will be encouraged, but not required, to develop an

extended paper or a significant dance performance piece as part of their program. Whether they enroll for credit or audit, all dance majors and minors are strongly encouraged to participate in technique and repertory classes each term.

Prerequisites for the Minor

These prerequisites are strongly recommended for first-year students and must be completed before the junior year. If a student has not completed all of these prerequisites at the time of an application for a minor, but has done good work in one or more courses in the program, the student may be accepted on a provisional basis.

1. Dance 001, 003, 003A or 004
2. One technique or repertory course for academic credit

Prerequisite credits for minor: 1.5

Course requirements for minor:

1. Dance 011. Dance Lab I: Making Dance
2. Dance 20–29 - one course
3. Dance 30–39 or 70, 75, 76, 77, 77b. or 79 - one course
4. Dance 008. Anatomy: Bones, Muscles, and Movement
5. Additional courses proposed by the student and approved on an individual basis by the faculty from a combination of composition, history, repertory, technique, and theory courses - 1.5 credits

Total credits in minor: 5

Total prerequisites and credits required for minor: 6.5

Additional Requirements for the Minor

Regular participation in technique classes throughout a student's time at Swarthmore and participation in repertory courses for at least two semesters. Students may choose any style of repertory experience. They are also encouraged to seek out service-learning/community-based learning experiences that incorporate dance. These may substitute for repertory experiences.

Colloquia and/or individualized meetings with guest artists and lecturers will also be held during the student's final year. These meetings will address current issues and debates in dance theory and practice as well as individual student interests.

Special Course Major in Dance and a Second Discipline

The program for a special major in dance comprises 12 units of coursework: 6 in dance and 6 in another discipline. The two disciplines in this major may be philosophically linked or may represent separate areas of the student's interest.

Whether they enroll for credit or audit, all dance majors and minors are strongly encouraged to participate in technique and repertory classes each term.

Prerequisites for the Special Course Major in Dance and a Second Discipline

1. Dance 001, 003, 003A or 004
2. Dance 011. Dance Lab I: Making Dance
3. One dance technique class (in any style) for academic credit

Prerequisite credits for special majors: 2.5

Requirements for the Special Major in Dance and a Second Discipline

The core program (totaling 5.5 credits) includes the following courses:

1. DANC 008. Anatomy: Bones, Muscles, and Movement
2. Two composition/repertory (DANC 012 [1 credit] or 014 [0.5 credit] and/or DANC 013 [0.5 credit] and DANC 049 [0.5 credit])
3. Two history/theory (one from DANC 021–025 or 028 [1 credit] and one from DANC 035–039 or 077B [1 credit])
4. Two or three in dance technique (DANC 050 [0.5 credit] and one other technique at the 050 level or above [0.5 credit]). One 0.5 credit in a Western technique and one 0.5 credit in a non-Western technique.
5. One senior project or thesis (DANC 094, 095, or 096 [1 credit])

Total credits in special major: 5.5

Total prerequisites and credits in special major: 8.5

The student's chosen six courses from the core program will be joined by 6 credits from another discipline or disciplines. Courses for the program must be approved both by the faculty of the other departments and by the dance faculty. The senior project or thesis must also be approved and monitored by those departments involved.

Additional Requirements for the Special Major

Regular participation in technique classes throughout a student's time at Swarthmore and participation in repertory courses for at least two semesters. Students may choose any style of repertory experience. They are also encouraged to seek out service-learning/community-based learning experiences that incorporate dance. These may substitute for repertory experiences.

Colloquia and/or individualized meetings with guest artists and lecturers will also be held during the student's final year. These meetings will address current issues and debates in dance theory and practice as well as individual student interests.

Honors Major in Dance

The minimum requirement for admission to the honors major is at least the following 4 courses (3 credits) in dance; an introductory history/theory course (001, 003, 003A, or 004), Dance Lab I: Making Dance (DANC 011), one dance technique class (Dance 40–48, 50–58, or 60–61) and DANC 008. Majors in the Honors Program must also have an overall B grade average before admission. In addition to the guidelines noted later, each honors major will be responsible for the material designated on the reading and video lists for senior honors study available from the department office.

All dance majors in the Honors Program must do three preparations in the department and one outside (in a related or unrelated minor). Two of the departmental preparations will be based on course combinations (one in history or theory and one in composition beyond the introductory-level course DANC 011). The third will take the form of either a senior project (DANC 094) or a senior thesis (DANC 095, 096). The portfolio submitted by each student will include both written materials and a DVD that provides examples of the student's choreographic and/or performance work at Swarthmore (a maximum of 20 minutes in length).

Each student's program will include the following:

1. *History and theory.* One area of emphasis linking a course from DANC 021 to 025 or 028 with a course from DANC 035 to 039, or 077B. Each student will demonstrate this integration via a paper written as an attachment. This paper, along with appropriate papers from each history and theory class submitted for preparation, will be sent to the examiner. The written and oral exam for this preparation will consist of a response to three questions set by the examiner.
2. *Composition.* Each student may submit a combination of Dance Lab I: Making Dance (DANC 011) plus either Dance Lab II: Making Dance (DANC 012), Special Topics in Composition (DANC 014), and Composition Tutorial (DANC 013) or two of DANC 013 or 014. The syllabi (where appropriate), a DVD of the final work, and a paper concerning the choreographic process from each class will be submitted to the examiner.
3. *Senior project/thesis.* These projects/theses will be individually determined. Each student will be assigned a faculty adviser who will assist the student in the creation of an initial bibliography or videography or both as well as an outline for the project or thesis. It will then be the student's responsibility to proceed with the work independently.

Additional Requirements for the Major in Honors: Dance

Regular participation in technique classes throughout a student's time at Swarthmore and participation in repertory courses for at least two semesters. Students may choose any style of repertory experience. They are also encouraged to seek out service-learning/ community-based learning experiences that incorporate dance. These may substitute for repertory experiences.

Colloquia and/or individualized meetings with guest artists and lecturers will also be held during the student's final year. These meetings will address current issues and debates in dance theory and practice as well as individual student interests.

Honors Minor in Dance

Students in the Honors Program who are presenting a major in another discipline and a minor in dance must do one preparation in dance. This preparation will take the form of either composition or history and theory described earlier in the text concerning honors majors in dance. The choice regarding focus for a student's minor will be determined in consultation with an adviser from the dance faculty.

These prerequisites are strongly recommended for first-year students and must be completed before the junior year. If a student has not completed all of these prerequisites at the time of an application for an Honors minor, but has done good work in one or more courses in the program, the student may be accepted on a provisional basis.

1. Dance 001, 003, 003A or 004

2. One technique or repertory course for academic credit

Minors in the Honors Program must also have an overall B grade average before admission. In addition to the guidelines noted below, each honors minor will be responsible for the material designated on the reading and video lists for senior honors study available from the department office.

Additional Requirements for the Minor in Honors: Dance

Regular participation in technique classes throughout a student's time at Swarthmore and participation in repertory courses for at least two semesters. Students may choose any style of repertory experience. They are also encouraged to seek out service-learning/community-based learning experiences that incorporate dance. These may substitute for repertory experiences.

Colloquia and/or individualized meetings with guest artists and lecturers will also be held during the student's final year. These meetings

will address current issues and debates in dance theory and practice as well as individual student interests.

Additional Information Regarding the Dance Program

Dance Technique Courses

In a typical semester, more than 30 hours of dance technique classes are offered on graded levels presenting a variety of movement styles. Technique courses, numbered 040 through 048, 050 to 058, and 060 or 061, may be taken for academic credit or may be taken to fulfill physical education requirements. Advanced dancers are encouraged to consult with instructors regarding placement in level III technique classes. A total of not more than 8 full credits (16 0.5-credit courses) in performance dance technique classes and in music performance classes may be counted toward the degrees of bachelor of arts and bachelor of science. No retroactive credit is given for performance classes.

Dance Program Performance Opportunities

All interested students are encouraged to enroll in repertory classes (DANC 049, 071 or 078) and/or to audition for student and faculty works. These auditions occur several times each semester; dates are announced in classes and in postings outside the dance studios. Formal concerts take place toward the end of each semester; informal studio concerts are scheduled throughout the year.

The Dance Program regularly sponsors guest artist teaching and performance residencies, which in 2010–2011 will include Noche Flamenca. During 2010–2011, choreographers Shavon Norris and Rachel Brooker and Dancers, from the Swarthmore Project, will present workshops and informal performances. In addition, the program regularly hosts guest choreographers who work with student ensembles in technique and repertory classes. During 2010–2011, Meredith Rainey, former principal dancer with the Pennsylvania Ballet, will offer a ballet repertory course.

Study Abroad Initiatives

Ghana Program

The Dance Program has an ongoing relationship with the International Centre for African Music and Dance and the School of Performing Arts at the University of Ghana in Legon, a suburb of the capital city, Accra. Students choosing to study in Ghana can anticipate opportunities that include a composite of classroom learning, tutorials, some organized travel, and independent study and travel. Beyond credits in dance, music, theater, African studies, and intensive Twi (an Akan language widely spoken

in Ghana), a menu of courses at the University of Ghana is also available. Students participating are able to enroll for the equivalent of a full semester's credit (4 to 5 credits). Community-based learning internships, in dance and other subjects, are also an option. Interested students should contact the director of dance as early as possible for advising purposes and for updated information.

Poland Program

The program in Dance offers a semester-abroad program based at the Silesian Dance Theatre (Slaski Teatr Tanca) in Bytom in conjunction with other institutions in the vicinity. The program provides participating students with a combination of study abroad and the experience of working in various capacities (dance performance, arts administration, etc.) within the environment of a professional dance theater company for credit. Intensive study of Polish while in the country will be required of all participating students. Students participating are able to enroll for the equivalent of a full semester's credit (4 to 5 credits). Community-based learning dance internships are also an option. Participation in the Annual International Dance Conference and Performance Festival hosted by Silesian Dance Theatre in late June and early July is highly recommended for certain types of credit. Interested students should contact the director of dance as early as possible for advising purposes and updated information on the status of the program.

Note: Additional dance study abroad initiatives of a more independent nature are under way in France, India, Japan and Northern Ireland. The program in Northern Ireland can incorporate a strong focus on the arts and social change. Tamagawa University in Machida, near Tokyo, offers course study in classical Japanese and folk dance, taiko drumming, contemporary dance and ballet, and Japanese language. Students are encouraged to discuss these programs with the director of dance.

Introductory Courses

DANC 001. Global Approaches to Dance Studies: Continuity and Change

This course is framed as a global journey for analyzing culture, history, identity, and social change through dance and the dancing body. Students will be introduced to different movement systems through studio-based and theory/history classes in order to explore how cultural meanings are embodied, legitimized, contested, and reinvented through dance. All members of the regular dance faculty will participate by teaching various sessions. We will specifically focus on practices from Africa, Asia, Europe, Latin America and North America. This course will also introduce

students to various methods in dance research. Students will formulate their own final research topic.

This is a reading and writing intensive course open to all students.

This course fulfills a prerequisite requirement for dance major and minors.

Writing course.

1 credit.

Fall 2010. Chakravorty.

DANC 003. First-Year Seminar: "Shall We Dance?" Dance in the Movies

A first-year seminar focused on dance in the movies. We will look at how dance has served as a catalyst and a vehicle for investigating class, gender, race, romance, and technology in films from the early 20th century through the present. Documentaries, feature-length and short films, produced in the United States and abroad by small independent and major motion picture industry companies, will be included. One video viewing/screening session per week in addition to class meetings.

This is a reading and writing intensive course open to all students.

This course fulfills a prerequisite requirement for dance major and minors.

Writing course.

1 credit.

Not offered 2010–2011.

DANC 003A. Hollywood, Bollywood, and Beyond: Dance and Global Cinema

Dance serves as a catalyst and a vehicle for investigating art, entertainment, sexuality, nation-building, and commodity production in film, video and electronic media globally. This interdisciplinary seminar course will introduce students to various approaches for examining representations of dance in local, national, and transnational contexts. Students will learn to analyze dance in various genres ranging from ethnographic, commercial and independent films and videos to internet sources. One required screening meeting per week will augment class sessions.

This is a reading and writing intensive course open to all students.

This course fulfills a prerequisite requirement for dance major and minors.

Eligible for FMST or GSST credit.

Writing course.

1 credit.

Not offered 2010–2011.

DANC 004. The Arts as Social Change

(Cross-listed as MUSI 006)

This course aims to bring together students with an interest in investigating and investing in social change work through the arts. Our seminar community will engage in discussion of readings and video viewings, will host and visit local leaders from the arts and social change movement, and will engage in fieldwork opportunities as required parts of the course. Papers, journals, and hands-on projects will all be included.

This course is open to all students.

This course fulfills a prerequisite requirement for dance major and minors.

Eligible for PEAC credit.

1 credit.

Spring 2011. Friedler.

DANC 008. Anatomy: Bones, Muscles, and Movement

(Cross-listed as MUSI 008B)

An introduction to the musculoskeletal system through the exploration of the body in stability (topography) and in motion (kinematics), within the range of dance, music, yoga poses, and daily life. Reading and video viewing, in-class presentations, and a final paper required.

Open to all students without prerequisite.

This course fulfills a prerequisite requirement for dance major and minors.

0.5 credit.

Not offered 2010–2011.

Composition, History, and Theory Courses

DANC 011. Dance Lab I: Making Dance

A study of various basic principles of dance composition and choreography. We will explore/invent movement through experimentations with time, space, and energy qualities, often using improvisation and generative movement “games.” Explorations will be geared toward honing the student’s individual voice through movement, and challenging pre-conceived ideas of what that voice sounds/looks/feels like. All previous dance/movement experience is welcome; this class is not exclusive to any one genre of movement. Reading, video and live concert viewing, short dance studies, journals, and a final piece for public performance in the Troy dance lab are required.

Prerequisite: Any dance course or permission of the instructor. A course in dance technique must be taken concurrently.

1 credit.

Fall 2010. Poe.

DANC 012. Dance Lab: Making Dance II

An elaboration and extension of the material studied in DANC 011. Stylistically varying approaches to making work are explored in compositions for soloists and groups. Coursework emphasizes using various approaches and methods (e.g., theme and variation, motif and development, structured improvisation, and others). Reading, video and live concert viewing, movement studies, journals, and a final piece for public performance that may include a production lab component are required.

Prerequisites: DANC 011 or its equivalent. A course in dance technique must be taken concurrently.

1 credit.

Spring 2011. Poe or guest.

DANC 013. Dance Composition: Tutorial

The student enrolling for a tutorial will enter the semester having identified a choreographic project and will be prepared to present material weekly. Projects in any dance style are encouraged. All students proposing tutorials are advised to discuss their ideas with a member of the dance faculty before enrollment.

Choreography of a final piece for public performance is required, as are weekly meetings with the instructor and directed readings and video and concert viewings. A journal or research paper may also be required.

Prerequisites: DANC 011 or its equivalent. A course in dance technique must be taken concurrently.

0.5 credit.

Fall 2010 and spring 2011. Staff.

DANC 014. Special Topics in Dance Composition

A course that focuses on intensive study of specific compositional techniques and subjects. Topics may include autobiography, dance and text, partnering, interdisciplinary collaboration, reconstruction, and technology, including videography. Choreography of a final piece for performance is required. Weekly meetings with the instructor, directed readings, video and concert viewing, and a journal will be required.

Prerequisite: DANC 011. A course in dance technique must be taken concurrently.

0.5 credit.

Not offered 2010–2011.

DANC 021. History of Dance: Africa and Asia

This course will move through an exploration of dance forms from Africa and Asia as well as from African and Asian diasporic cultures. Areas of focus will include styles, underlying aesthetics, resonances in general cultural traits,

and developmental history. Coursework will occasionally focus on one dance style for close examination. Study will be facilitated by guest lecturers, specialists in particular dance forms from these cultures. Two lectures and a 1-hour video viewing session per week.

Prerequisite: DANC 001, 003, 003A or 004.

Eligible for ASIA or BLST credit.

1 credit.

Spring 2011. Friedler.

DANC 023. History of Dance: 20th and 21st Centuries

This course is designed to present an overview of 20th- and 21st-century social and theatrical dance forms in the context of Western societies with an emphasis on North America. Focusing on major stylistic traditions, influential choreographers, dancers, and theorists will be discussed. Through readings, video and concert viewings, research projects, and class discussions, students will develop an understanding of these forms in relation to their own dance practice. Two lectures and 1-hour video viewing per week.

Prerequisite: DANC 001, 003, 003A or 004 strongly recommended.

1 credit.

Not offered 2010–2011.

DANC 025A. Dance and Diaspora

(Cross-listed as SOAN 020J)

Dance is as unconventional but powerful device for studying migration and social mobility. This course will explore the interrelated themes of performance, gender, personhood, and migration in the context of diasporic experiences. By focusing on specific dance forms from Asia, Africa and Latin America, we will examine the competing claims of place-ness, globalization, and hybridization on cultural identity and difference.

This is a reading and writing intensive course. Open to all students without prerequisite.

Eligible for ASIA or GSST credit.

Writing course.

1 credit.

Fall 2010. Chakravorty.

DANC 036. Dancing Identities

This course explores ways that age, class, gender, and race have informed dance, particularly performance dance, since 1960. The impact of various cultural and social contexts will be considered. Lectures, readings, and video and concert viewings will be included. Students will be expected to design and participate in dance and movement studies as well as submit written research papers.

Prerequisite: DANC 001, 003, 003A, or 004 or permission of the instructor.

Eligible for GSST credit.

1 credit.

Not offered 2010–2011.

DANC 037. Current Trends in Dance Performance

Course Objective: To look at contemporary dance performances as a social construct which embodies change and relationships in production to the other art forms and global discourse. We will seek answers to questions such as: How are issues of human agency, embodiment, and creativity changing with the filmed dance/body image? What are American, European, and Asian dance practices today? What is the relationship between performance and social activism? What are the influences of Globalism on dance production?

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

DANC 038. Dance and the Sacred

Through readings, discussion, video viewing, and our own sacred dances, we will examine the role of movement in performance, ritual, and contemplative practices. We will explore several sacred dance and movement traditions from the ancient (India) to the contemporary (American modern/concert dance). Students will be expected to design and participate in dance studies, give an in-class presentation, and write a final paper.

Prerequisite: Some dance experience in any technique.

1 credit.

Not offered 2010–2011.

Dance Technique and Repertory Courses

Note: Technique courses (040–048, 050–058, 060, and 061) and Repertory courses (049 [all sections], 071 and 078) may be taken for 0.5 academic credit or may be taken for physical education credit. All dance technique courses numbered 040 to 048 are open to all students without prerequisite. Courses numbered 050 to 058 and 060 to 061 have a prerequisite of either successful completion of the introductory course in that style or permission of the instructor.

DANC 040. Dance Technique: Modern I

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, movement vocabulary, dance sequences, and musicality. Improvisation exercises and short composition studies will be included. Especially recommended for theater-

interested students. If taken for academic credit, concert attendance and two short papers are required.

0.5 credit.

Fall 2010 and spring 2011. Arrow.

DANC 041. Dance Technique: Ballet I

An introduction to the fundamentals of classical ballet vocabulary: correct body placement; positions of the feet, head, and arms; and basic locomotion in the form. If taken for academic credit, concert attendance and two short papers are required.

0.5 credit.

Fall 2010 and spring 2011. Sherman.

DANC 043. Dance Technique: African I

African Dance I introduces students to *Umfundalai*. In a contemporary context, the *Umfundalai* dance tradition surveys dance styles of African people who reside on the continent of Africa and in the Diaspora. Upon completion of the course, students will gain a beginning understanding of how to approach African dance and the aesthetic principles implicit in African-oriented movement. Students enrolled in DANC 043 for academic credit are required to keep a weekly journal and write two short papers.

Eligible for BLST credit.

0.5 credit.

Fall 2010 and spring 2011. Nance.

DANC 044. Dance Technique: Tap

This course is available to all tappers, from beginning to advanced. Such forms as soft-shoe, waltz-clog, stage tap, and “hoofin” will be explored. If taken for academic credit, concert attendance and two short papers are required.

0.5 credit.

Spring 2011. Davis.

DANC 045. Dance Technique: Yoga

The course will focus on experiencing and understanding a variety of *asanas* (physical postures) from standing poses to deep relaxation. Its aim is to provide the student with a basis for an ongoing personal practice. If taken for academic credit, reading, weekly journal writing, and two short papers are required.

0.5 credit.

Fall 2010. Arrow.

DANC 046. Dance Technique: Kathak

The class introduces the hot rhythms (*talas*) and the cool emotions (*rasas*) of the Indian classical dance art: Kathak. The dancing involves high energy, rapid turns, and fast footwork as well as movement of eyes, hands, neck, and fingers. This syncretic dance style from north India draws on Hindu and Muslim

cultural traditions (Bhakti and Sufi) and forms the raw material for the global-pop Bollywood dance. Students who are enrolled for academic credit will be required to write papers and/or create performance texts or choreographies.

Eligible for ISLM credit.

0.5 credit.

Fall 2010. Chakravorty.

DANC 047. Dance Technique: Flamenco

This course will introduce the basic principles of performance technique in the Spanish dance form, flamenco. Focus will be on studying both footwork (*zapateado*) and armwork (*braceo*). A variety of rhythmic groupings and styles within flamenco will be explored. Students who are enrolled for academic credit will be required to write papers and/or create performance texts or choreographies. Some Saturday meetings are required.

0.5 credit.

Fall 2010. Luis-Gmitter.

DANC 048. Dance Technique: Special Topics in Technique

Intensive study of special topics falling outside the regular dance technique offerings. Topics may include Alexander technique, contact improvisation, jazz, Pilates, and musical theater dance. If taken for academic credit, concert attendance and one or two short papers are required.

Section 1: Contact Improvisation

This improvisational dance practice is based on moving in contact with others through touching, leaning on, lifting, balancing, and supporting. The resulting duets and ensembles are propelled by the momentum of the dancers' weight. Students who enroll for academic credit will be required to write papers and/or create performance texts or choreographies.

0.5 credit.

Spring 2011. Stein.

DANC 049. Performance Dance: Repertory

The various sections of this course offer opportunities for study of repertory and performance practice. Students are required to perform in at least one scheduled dance concert during the semester. Three hours per week.

Prerequisite: Placement for all sections is by audition or permission of the instructor unless otherwise stated. A course in dance technique should be taken concurrently.

Fall Sections

Section 1: Tap

Open to students with some tap experience, this class draws on the tradition of rhythm tap known as “hoofin’.” A new dance is made each semester, working with the varying levels of

skill present in the student ensemble. Students will be expected to attend additional ensemble rehearsals.

0.5 credit.

Fall 2010. Davis.

Section 2: Ballet

The ballet repertory class will be taught by Meredith Rainey, former principal dancer with the Pennsylvania Ballet. The course will focus on the creation of a new choreographic work based upon classical ballet technique considered in the context of contemporary styles. The piece will be performed as part of the fall student dance concert. Students will be expected to attend additional ensemble rehearsals.

Students of intermediate to advanced levels of Ballet technique are welcomed to participate.

0.5 credit.

Fall 2010. Rainey.

Spring Sections

Section 1: Modern

This repertory class will explore the physicality and psychology of performing movement. Movement sources will range from modern dance to hip-hop to contact improvisation. You need not specialize in any one type of dance to take this course, though it is recommended for intermediate/advanced dancers. Students will be expected to attend additional ensemble rehearsals.

A technique class should be taken concurrently, and Modern III is highly recommended.

0.5 credit.

Spring 2011. Poe or guest.

Section 2: Taiko

The class will offer experience in traditional or traditionally based Japanese drumming repertory. The relationship between the drumming and its concomitant movement will be emphasized. Open to the general student with performances in April.

Two (2) semesters of this course fulfills the World Traditions Component requirement for the Music Major.

0.5 credit.

Not offered 2010–2011.

Section 3: African

Auditions for admission to this course will be held at the first class meeting. Additional information regarding the course is available from the instructor. Resulting choreography will be performed in the spring student concert. Students will be expected to attend additional ensemble rehearsals.

Prerequisite: DANC 043, 078, or permission of the instructor.

Eligible for BLST credit.

0.5 credit.

Spring 2011. Nance or Osayande.

Section 4: Kathak

The two aspects of classical Indian dance: *nrtta* (rhythmic movements) and *nritya* (expressive gestures, miming, and facial engagement) are the foci in this course. It explores the Kathak vocabulary (movements, expression, percussive utterances and poetic texts) in relation to concepts of choreography and improvisation to produce an original staged composition. The final composition will be presented in a scheduled student dance concert. Students will be expected to attend additional ensemble rehearsals.

There are no prerequisites for this course. But taking Dance 048 is recommended.

0.5 credit.

Spring 2011. Chakravorty.

Section 5: Flamenco

The class will offer experience in a variety of traditional flamenco techniques. Resulting choreography will be performed in the spring student concert. Students will be expected to attend additional ensemble rehearsals.

0.5 credit.

Spring 2011. Luis-Gmitter.

Section 6: Movement Theater Workshop (See THEA 008)

Prerequisites: THEA 001 or 002, any dance course 040 to 044, or consent of the instructor.

1 credit.

Spring 2011. Bauriedel.

DANC 050. Dance Technique: Modern II

An elaboration and extension of the principles addressed in DANC 040. If taken for academic credit, concert attendance and two short papers are required.

Prerequisite: DANC 040 or its equivalent.

0.5 credit.

Fall 2010 and spring 2011. Poe.

DANC 051. Dance Technique: Ballet II

An elaboration and extension of the principles addressed in DANC 041. If taken for academic credit, concert attendance and two short papers are required.

Prerequisite: DANC 041 or its equivalent.

0.5 credit.

Fall 2010 and spring 2011. Sherman.

DANC 053. Dance Technique: African II

African dance for experienced learners aims to strengthen students' African dance technique. The course will use the *Umfundalai* technique allied with neo-traditional West African Dance

vocabularies to enhance students' visceral and intellectual understanding of African dance. Students who take African Dance II for academic credit should be prepared to explore and access their own choreographic voice through movement studies.

Prerequisite: DANC 043.

Eligible for BLST credit.

0.5 credit.

Fall 2010 and spring 2011. Nance.

DANC 060. Dance Technique: Modern III

Continued practice in technical movement skills in the modern idiom, including approaches to various styles. If taken for academic credit, concert attendance and two short papers are required.

0.5 credit.

Fall 2010 and spring 2011. Poe.

DANC 061. Dance Technique: Ballet III

Continued practice in technical movement skills in the ballet idiom with an emphasis on advanced vocabulary and musicality. If taken for academic credit, concert attendance and two short papers are required.

0.5 credit.

Fall 2010 and spring 2011. Sherman.

Upper-Level Cross-Listed Courses

DANC 070. Theater of Witness

(See THEA 007)

1 credit.

Not offered 2010–2011.

DANC 071. Salsa Dance/Drumming

(Cross-listed as MUSI 071)

This course provides an opportunity to learn both the dance and drumming of Cuban salsa, Dominican merengue and Brazilian samba with an emphasis on salsa. Students will gain an understanding and practice of pulse, meter and the polyrhythmic structure underlying Afro/Caribbean music generally; hand techniques for conga; and improvisation and composition for both the dance and drumming. We will use a form of "street" notation in order to write/read/remember the various rhythms.

No prerequisite required and no experience in dance or music necessary.

0.5 credit.

Fall 2010. Arrow.

DANC 073. Arts Administration for Performance

This course is available to students participating in various dance study abroad programs.

By arrangement with the Director of Dance
1 credit.

Not offered 2010–2011.

DANC 074. Scenography for Dance Theater Performance

Available to students participating in the study abroad programs coordinated by Swarthmore in Ghana, India, Japan, or Poland. In Poland, enrollment in this course will require students to extend their stay through early July.

Prerequisites: THEA 004B and THEA 014.

1 credit.

Not offered 2010–2011.

DANC 075. Special Topics in Dance Theater

Available to students participating in the study abroad programs coordinated through Swarthmore in France, Ghana, India, Japan, or Poland.

By arrangement with the Director of Dance.

Prerequisites: DANC 001, 003, 003A, 004, 011, or consent of the Dance Program director.

1 credit.

Fall 2010 and spring 2011. Friedler.

DANC 076. Movement and Cognition

English, Scottish, and Italian folk dance are analyzed, using group theory, graph theory, morphological theory, and syntactic theory, in an effort to understand the temporal and spatial symmetries of the dances. One focus will be a comparison of the insights offered by the mathematical and linguistic approaches.

Prerequisites: One course in linguistics and a willingness to move your body and learn some basic math.

1 credit.

Not offered 2010–2011.

DANC 077. Rhythm, Drumming, Cultures (Cross-listed as MUSI 077)

Although it is not always emphasized in Western art music education, rhythm is an essential and complex element in many world musics. Using approaches based in the field of ethnomusicology, this course will introduce students to a variety of world drumming styles. Musics from West Africa, North India, Bali, Japan, Cuba, and others will be considered for their sounds and formal musical structures as well as their histories and cultural meanings. Students will also spend a portion of each class learning basic drum technique in Afro-Cuban percussion as a practical introduction to themes discussed in the course.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

DANC 077B. The Visual Anthropology of Performance

(Cross-listed as SOAN 077B)

The relationships between the body, movement, identity, aesthetics, and the politics of representation are integral to the study of the visual anthropology of performance. This course will have two sections: The first section will introduce various approaches to the study of visual anthropology as it relates to movement, body, culture, and power. It will examine theoretical approaches ranging from semiotics of the body, communication theory, and phenomenology to the more recent approaches drawing on performance, postcolonial, post-structural, and feminist theories. The second part will examine how anthropological issues in dance or performance are closely tied to issues of modernity, regional and national identity, gender, and politics. Various ethnographies and literature from dance studies, media and film studies, and feminist studies will be included in the course material. It will also require students to view videos to engage in visual analysis.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

DANC 078. Dance/Drum Ensemble

(Cross-listed as MUSI 078)

A repertoire class in which students will learn, rehearse and perform traditional Ghanaian dances and drumming, and a contemporary movement/rhythm piece consisting of both 'found' percussion 'discovered' movement. Participants will be encouraged to both play the rhythms and learn the dance/movement. Students will be expected to attend additional ensemble rehearsals.

Performance: LPAC main stage, first week of December as part of the fall student dance concert.

Open to all students without prerequisite; no prior experience in dance or music necessary. Jeannine Osayande (dance) and Wesley Rast and Alex Shaw (drumming) are guest artists.

Eligible for BLST credit.

0.5 academic credit or P.E. credit.

Fall 2010. Arrow, Poe and guest artist.

DANC 079. Dancing Desire in Bollywood Films

This course will explore the shifts in sexuality and gender constructions of Indian women from national to transnational symbols through the

dance sequences in Bollywood. We will examine the place of erotic in reconstructing gender and sexuality from past notions of romantic love to desires for commodity. The primary focus will be centered on approaches to the body from anthropology and sociology to performance, dance, and film and media studies.

Eligible for ASIA or GSST credit.

1 credit.

Not offered 2010–2011.

DANC 091. Introduction to Performing Arts Education: Music

(Cross-listed as EDUC 071 and MUSI 091)

How do we learn in the performing arts? This course explores a range of performing arts issues confronting educators in theory and practice. While the focus is music, we will also consider dance and theater with the help of guest lecturers. We will look at primary education in the United States, and we will also touch upon some of the ways music is taught to older students, as well as in other cultures. Students will draw upon their own experiences as teachers and learners. The course will culminate in a collaborative teaching project in which our class as a whole will develop and implement a program of performing arts instruction for children in partnership with an urban public school.

While some prior study of music might be helpful, it is not a prerequisite. This course is open to any student who has taken at least one course in either Education or Music.

Advanced Independent Work.

Writing course.

1 credit.

Not offered 2010–2011.

DANC 092. Independent Study

Available on an individual or group basis, this course offers students an opportunity to do special work with performance or compositional emphasis in areas not covered by the regular curriculum. Students will present performances and/or written reports to the faculty supervisor, as appropriate. Permission must be obtained from the program director and from the supervising faculty.

1 credit.

Each semester. Staff.

DANC 093. Directed Reading

Available on an individual or group basis, this course offers students an opportunity to do special work with theoretical or historical emphasis in areas not covered by the regular curriculum. Students will present written reports to the faculty supervisor. Permission

must be obtained from the program director and from the supervising faculty.

1 credit.

Each semester. Chakravorty/Friedler.

DANC 094. Senior Project

Intended for seniors pursuing the special major or the major in course or honors, this project is designed by the student in consultation with a dance faculty adviser. The major part of the semester is spent conducting independent rehearsals in conjunction with weekly meetings under an adviser's supervision. The project culminates in a public presentation and the student's written documentation of the process and the result. An oral response to the performance and to the documentation follows in which the student, the adviser, and several other members of the faculty participate. In the case of honors majors, this also involves external examiners. Proposals for such projects must be submitted to the dance faculty for approval during the semester preceding enrollment.

Prerequisite: Previous or concurrent enrollment in an advanced-level technique course or demonstration of advanced-level technique.

1 credit.

Each semester. Friedler.

DANC 095, 096. Senior Thesis

Intended for seniors pursuing the special major or the major in course or honors, the thesis is designed by the student in consultation with a dance faculty adviser. The major part of the semester is spent conducting independent research in conjunction with weekly tutorial meetings under an adviser's supervision. The final paper is read by a committee of faculty members or, in the case of honors majors, by external examiners who then meet with the student for evaluation of its contents. Proposals for a thesis must be submitted to the dance faculty for approval during the semester preceding enrollment.

1 or 2 credits.

Each semester. Chakravorty.

Coordinator: LEE A. SMITHEY (Sociology and Anthropology)
Anna Everetts (Administrative Assistant)

Committee: Wendy E. Chmielewski (Peace Collection)
Shane Minkin (History)
Matthew Murphy (Political Science)
Ellen Ross (Religion)
Dominic Tierney (Political Science)
Andrew Ward (Psychology)

The Peace and Conflict Studies Program at Swarthmore College provides students with the opportunity to examine conflict in various forms and at levels stretching from the interpersonal to the global. The multidisciplinary curriculum explores the causes, practice, and consequences of collective violence as well as peaceful or nonviolent methods of dealing with conflict.

Students who minor in peace and conflict studies at Swarthmore will:

1. Understand factors shaping human conflict, including psychological, social, cultural, political, economic, biological, religious, and historical ones,
2. Analyze specific cases of conflict, including interpersonal, intergroup, international, and interstate disputes,
3. Examine theories and models of peace building and reconciliation and evaluate attempts to manage, resolve, or transform conflict nonviolently,
4. Investigate forms of oppression and injustice and their relationship to conflict, locally and globally, and
5. Explore opportunities to study topics relevant to peace and conflict through fieldwork, internships, or other experiences outside the classroom.

Students with any major, whether in course or in the Honors Program, may add a course minor in peace and conflict studies. Alternatively, students in the Honors Program may choose an honors minor in peace and conflict studies. Students who intend to minor in peace and conflict studies should submit a copy of their sophomore paper to the chair of the program during the spring of the sophomore year, after consultation with program faculty members. All applications must be approved by the Peace and Conflict Studies Committee.

See the Peace and Conflict Studies Program website at www.swarthmore.edu/peacestudies.

Requirements and Recommendations

Minor

A minor in peace and conflict studies consists of 6 credits, of which only two may be taken in

the student's major. Introduction to Peace and Conflict Studies (PEAC 015) is required and should be taken before the junior year.

Student programs can include an internship or fieldwork component (e.g., in a peace or conflict management organization such as the United Nations or Suburban Dispute Settlement). An internship is highly recommended. Fieldwork and internships normally do not receive credit. However, students can earn up to 1 credit for special projects that are developed with an instructor and approved in advance by the Peace and Conflict Studies Committee.

Honors Minor

Students in the Honors Program who choose an honors minor in peace and conflict studies must complete one preparation for external examination. A standard 2-credit preparation can consist of a seminar, a combination of two courses in different departments, a 2-credit thesis, or a combination of a thesis and a course. Any thesis must be multidisciplinary. The proposed preparation must be approved by the Peace and Conflict Studies Committee.

Students whose minor in peace and conflict studies can be incorporated into the final requirements for senior honors study in the major should do so. The Peace and Conflict Studies Committee will work out the guidelines for the integration exercise with the student and the major department.

Special Major

Students preferring more intensive work in peace and conflict studies are welcome to design a special major by consulting with the program's coordinator, usually during the sophomore year. Special majors consist of at least 10 credits and normally no more than 12 credits.

Study Abroad

Study abroad is encouraged for both minors and special majors of peace and conflict studies. In particular, the Northern Ireland Semester based in Derry/Londonderry and Belfast, focuses on ongoing efforts to understand the legacy of the Troubles and build peace. A unique feature of the semester involves placements in local

community groups, which contribute in a variety of ways to the development of a shared and sustainable democratic future in Northern Ireland.

Swarthmore students attend this program under the College's Semester/Year Abroad Program for one semester. One credit is awarded for community placement, one credit for a required course on peace and conflict in Northern Ireland, and two credits for peace and conflict studies courses taken in Belfast at the Irish School for Ecumenics (Trinity College).

Normally, no more than three courses taken abroad may be counted toward the major or minor, subject to the approval of the peace and conflict studies coordinator. In the case of the Northern Ireland semester, all four courses may be applied, subject to the approval of the peace and conflict studies coordinator.

Possibilities exist for summer research and/or service work in Northern Ireland arising from participation in the program.

Courses

The following courses may be applied toward a minor in peace and conflict studies. Each of the courses designated as PEAC is open to all students unless otherwise specified. In the event of an oversubscribed course, preference in enrollment will be given to declared peace and conflict studies minors. Student programs may, subject to prior approval by the committee, also include independent study; special attachments to courses that are not listed here; and courses offered at Haverford College, Bryn Mawr College, the University of Pennsylvania, and abroad.

Note: Courses noted with an asterisk * are eligible for a peace and conflict studies minor by obtaining written approval of the instructor and the program coordinator before the drop/add period ends. Course materials may be requested for confirmation after course completion. Course approval forms may be downloaded from the Peace and Conflict Studies Program website.

PEAC 015. Introduction to Peace and Conflict Studies

This course is intentionally interdisciplinary, drawing on the work of practitioners and theorists representative of diverse backgrounds including sociology, communications, social psychology, history, and political science. Students will explore foundations of the field of peace and conflict studies, conceptions of peace, typologies of violence, sources and contexts of conflict, and an array of conflict interventions—from conflict management to resolution and from peacekeeping to peace building. Students should leave this course with

a better understanding of peace and conflict as well as improved skills of critical thinking and analysis.

1 credit.

Fall 2010. Smitley.

PEAC 042. Nonviolent Responses to Terrorism

Nonviolently confronting those who seek to prevail through intimidation and terror may seem impossible until we analyze carefully the variety of interests underlying the choice of terrorist strategies and draw upon the rich history of nonviolent counter-terrorist tactics in many settings, including within the United States (such as the experience of African Americans). In this course, we will deconstruct "terrorism," study the dynamics of cultural marginalization, and build on promising nonviolent cases to construct hypotheses and even venture into policy alternatives.

1 credit.

Not offered 2010–2011.

PEAC 056. Human Rights, Refugees, and International Law

This course will explore international human rights vis-à-vis the United Nations and related agencies (including the politics leading to their development, their mandate, and their limits). In addition, the course will analyze major human rights treatises and the politics of their enforcement in the international arena. Finally, the course will examine causes and effects of human rights violations, resulting in refugees and their search for asylum.

1 credit.

Not offered 2010–2011.

PEAC 070. Research Internship/Fieldwork

Credit hours to be arranged with the coordinator.

PEAC 071B. Research Seminar: Strategy and Nonviolent Struggle

(Cross-listed as SOAN 071B)

The focus of this research seminar will be the development of a Web-based database that will contain crucial information on campaigns for human rights, democracy, environmental sustainability, economic justice, national and ethnic identity, and peace. The Global Nonviolent Action Database will serve activists and scholars worldwide. The seminar will include research/writing methods and theories of the field. Of interest will be strategic implications for today drawn both from theory as well as what the group learns from

documented cases of wins and losses experienced by people's struggles.

Writing course.

1 credit.

Fall 2010 and spring 2011. Lakey.

PEAC 077. Peace Studies and Action

Peace Studies and Action is designed to provide students an opportunity to examine in greater depth a form of peace action that has captured their intellectual interest and imagination (perhaps mediation, nonviolent direct action, persuasion through the arts, diplomacy, etc.). This course aims to bridge the gaps between peace research, theory, and implementation by encouraging students to move between each. Assigned readings on topics such as power, organizational structures, mobilization strategies, and the intellectual origins of peace research will guide discussions. Peer input and feedback will be emphasized. Students will also engage with organizations promoting nonviolent ways of conducting conflict to understand better the real-world challenges of developing and sustaining peace work.

1 credit.

Not offered 2010–2011.

PEAC 090. Thesis

Credit hours to be arranged with the coordinator.

PEAC 180. Senior Honors Thesis

Each semester. Staff

Dance

DANC 004. The Arts as Social Change

Economics

ECON 012. Game Theory and Strategic Behaviors

ECON 051. The International Economy*

ECON 081. Economic Development*

ECON 082. Political Economy of Africa

ECON 151. International Economics: Seminar*

History

HIST 025. Colonialism

HIST 028. Nations and Nationalism in Eastern Europe: 1848–1998

HIST 034. Anti-Semitism Through the Ages

HIST 037. History and Memory: Perspectives on the Holocaust

HIST 049. Race and Foreign Affairs

HIST 055. Social Movements in the 20th Century*

HIST 134. U.S. Political and Diplomatic History

Linguistics

LING 005. Linguistic Underpinnings of Racism and Bias

Literatures

LITR 037G. History and Memory: Perspectives on the Holocaust

LITR 070S. Persistent Power of Central American Literature

LITR 072SA. The Testimonial Literature of Latin American Women

LITR 083J. War and Postwar in Japanese Culture

Political Science

POLS 004. International Politics

POLS 019. Democratic Theory and Practice

POLS 045. Defense Policy

POLS 059. Contemporary European Politics

POLS 061. American Foreign Policy

POLS 066. Transitional Justice

POLS 067. Great Power Rivalry

POLS 069. Globalization

POLS 073. Comparative Politics: Special Topics*

POLS 075. The Causes of War

POLS 079. Comparative Politics: Special Topics Democracy and Ethnic Conflict

POLS 110. Comparative Politics: Identity and Conflict

POLS 111. International Politics: Seminar

POLS 112. Democratic Theory and Civic Engagement in America

POLS 113. International Politics: War, Peace, and Security

Psychology

PSYC 035. Social Psychology*

PSYC 057. Psychology of Prejudice, Stereotyping, and Intergroup Relations

Religion

RELG 023. Living in the Light: Quakers Past/Present*

RELG 028B. Religious Radicals: The Religious Socialism of Martin Luther King and the Civil Rights Movement

RELG 061. Liberation Theology: The Praxis of Radical Christianity

RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism, and Islam

RELG 110. Religious Belief and Moral Action

Sociology and Anthropology

SOAN 003D. International Human Rights/Local Culture

SOAN 010J. War, Sport, and the Construction of Masculine Identity

SOAN 022G. Social Movements in Latin America
SOAN 024B. Latin American Society and Culture
SOAN 025B. Transforming Intractable Conflict
SOAN 026C. Power, Authority, and Conflict
SOAN 033C. Political Cultures of Africa
SOAN 035B. Nonviolent Social Movements
SOAN 035C. Social Movements and Strategic Action
SOAN 041B. Humanitarian Intervention: Nonviolent Options
SOAN 042B. Nonviolent Responses to Terrorism
SOAN 043D. Human Rights and Social Conflict in Africa
SOAN 046B. Social Inequality
SOAN 056B. Standoffs, Breakdowns, and Surrenders
SOAN 071B. Research Seminar: Strategy and Nonviolent Struggle
SOAN 111. Human Rights and Social Theory
SOAN 114. Political Sociology
SOAN 043. Witchcraft, Illness, and Violence

Spanish

SPAN 083. El Tirano latinoamericano en la literature (taught in Spanish)

* These courses are eligible for a peace and conflict studies minor by obtaining written approval of the instructor and the program coordinator before the drop/add period ends. Course materials may be requested for confirmation after course completion. Course approval forms may be downloaded from the Peace and Conflict Studies Program website.

Please consult the program's course listings at www.swarthmore.edu/peacestudies for updates, descriptions, and scheduling.

PETER BAUMANN, Professor and Chair
RICHARD ELDRIDGE, Professor
TAMSIN LORRAINE, Professor
HANS F. OBERDIEK, Professor
CHARLES RAFF, Professor
ALAN R. BAKER, Associate Professor
GRACE M. LEDBETTER, Associate Professor
DONNA MUCHA, Administrative Assistant

Philosophy analyzes and comments critically on concepts that are presupposed, embodied, and developed in other disciplines and in daily life: the natures of knowledge, meaning, reasoning, morality, the character of the world, God, freedom, human nature, justice, and history. Philosophy is thus significant for everyone who wishes to live and act in a reflective and critical manner.

Requirements and Recommendations

The Philosophy Department offers several kinds of courses designed to engage students in philosophical practices. Courses and seminars are offered to introduce students to the major systematic works of the history of Western philosophy and works by Plato and Aristotle (Ancient Philosophy); Descartes, Hume, and Kant (Modern Philosophy); Hegel and Marx (19th-Century Philosophy); Kierkegaard, Nietzsche, Sartre, Heidegger, and de Beauvoir (Existentialism); and Russell and Wittgenstein (Contemporary Philosophy). Some courses and seminars consider arguments and conclusions in specific areas of philosophy: Theory of Knowledge, Logic, Moral Philosophy, Metaphysics, Aesthetics, and Social and Political Philosophy. Other courses and seminars are concerned with the conceptual foundations of various other disciplines: Aesthetics, Philosophy of Science, Philosophy of Language, Philosophy of Law, Philosophy of the Social Sciences, Philosophy of Psychology, Philosophy of Mathematics, and Philosophy of Religion. From time to time, courses and seminars are offered on meaning, freedom, and value in various domains of contemporary life: Values and Ethics in Science and Technology, Feminist Theory, and Modernity/Postmodernity.

Students majoring in philosophy must earn a total of 8 credits, exclusive of senior work and complete at least:

- (A) One course in Logic and
- (B) Two credits in history: of these 2 credits, at least 1 must be in either Ancient or Modern (17th and 18th century) Philosophy and
- (C) Two credits in at least one course covering one of the following areas: Advanced Logic, Philosophy of Science, Epistemology,

Metaphysics, Philosophy of Language, Philosophy of Mind and

(D) Two credits in at least one course covering one of the following areas: Moral Philosophy, Social and Political Philosophy, Philosophy of Law, Feminism, Aesthetics.

In addition, students majoring in philosophy are urged to take courses and seminars in diverse fields of philosophy. Prospective majors should complete the logic requirement as early as possible. Course majors are encouraged to enroll in seminars. Mastery of at least one foreign language is recommended. All course majors will complete senior course/honors study in philosophy.

Students may complete a minor in philosophy by earning any 5 credits in philosophy courses. There is no distribution requirement for the minor.

Prerequisites

Satisfactory completion of either any section of Philosophy 1: Introduction to Philosophy, or Philosophy 12: Logic, or any First-Year Seminar (FYS numbered 2-9) is a prerequisite for taking any further course in philosophy. Sections of Introduction to Philosophy and First Year Seminars are intended to present introductions to philosophical problems and techniques of analysis. There are no prerequisites for these entry-level courses. Students may not take more than one introductory level course (FYS or Introduction to Philosophy), with one exception: students may take Logic either before or after taking any other introductory course.

Courses

PHIL 001. Introduction to Philosophy

Philosophy addresses fundamental questions that arise in various practices and inquiries. Each section addresses a few of these questions to introduce a range of sharply contrasting positions. Readings are typically drawn from the works of both traditional and contemporary thinkers with distinctive, carefully argued, and influential views regarding knowledge, morality, mind, and meaning. Close attention is paid to formulating questions precisely and to

the technique of analyzing arguments through careful consideration of texts.

1 credit.

Each semester. Staff.

Section 1: Knowledge and Agency

What shall I do? What are the demands of morality? What is their basis (if there is one)? What is freedom of the will and do we enjoy it? Why is death bad? What is the meaning of life? (does it have a meaning?) What can we know? What is knowledge? Are we just material beings or do we possess an immaterial (and, perhaps immortal) soul? These are and have always been fundamental philosophical questions. We will deal with them by reading and discussing classical as well as contemporary philosophical texts.

Writing course.

1 credit.

Fall 2010. Baumann.

Section 2: Philosophy, Criticism, and Culture

This course will consider philosophy as a form of argumentative reflection on and criticism of some central cultural practices: political organization, natural science, and morality. In addition, philosophy as itself a cultural practice will be compared and contrasted with art and literature, history, and natural and social science. We will study Plato, Descartes, Marx, and Marcuse as well as a few films and poems.

Writing course.

1 credit.

Not offered 2010–2011.

Section 3: Truth and Desire

This course is designed to develop your natural ability to think philosophically by heightening your sense of wonder and honing your critical skills. We will take a historical approach, starting with Plato and then reading Descartes and Nietzsche before turning to two more contemporary theorists, Frantz Fanon and Sandra Bartky. Throughout the course, we will pursue questions about truth (What is it? How does it relate to knowledge? When do we know that we know?) as well as questions about desire (What do we want? How does that relate to what we should want, our ideas of the good life, and the kind of life we should lead?) and the relationship between the two.

Writing course.

1 credit.

Fall 2010 and spring 2011. Lorraine.

PHIL 002. First-Year Seminar: Modernity/Postmodernity

This course will examine conceptions of modernity as it emerges in key texts from

philosophers such as Descartes, Kant, and Hegel. We will discuss the implications of these conceptions of modernity for us today on such topics as the nature and relationship of mind and body, and self and society, and evaluate how far we may (or may not) have entered a “postmodern” era by examining texts by such philosophers as Nietzsche and Heidegger as well as sampling some of the contemporary debate on this subject.

Writing course.

1 credit.

Not offered 2010–2011.

PHIL 003. First-Year Seminar: The Meaning of Life

What is the meaning of life? Isn't this question too big for us? Do we even understand the question? This course will engage critically with several philosophical attempts to make sense of this fundamental question; we will discuss different answers to it. More specifically, we will deal with questions like the following: Can life have a meaning only if there is a God? Isn't life just absurd? Is there anything that really matters? Is death a problem for the attempt to lead a meaningful life? (and wouldn't immortality be a good alternative?) What is the role of purpose, purposes and plans in our lives? Is a meaningful life a happy life? What role do values and goals play in a meaningful life? And, finally: What is a good life?

1 credit.

Not offered 2010–2011.

PHIL 004. First-Year Seminar: Justice: From Theory to Practice

What is justice? To whom does it extend? What does justice require us to do? This course will have two essential components: a philosophical component and a service-learning component. We will discuss what justice is, what it requires of us, to whom it extends, and why. Our readings will be drawn from, but not limited to, Rawls, Dworkin, Cohen, and Singer. In addition, you will be required to go outside of the classroom to learn how concerns for social justice are shaping our community. A substantial portion of the writing for this course will be aimed at explaining philosophical concepts of justice to a general audience using your service-learning experiences. At the end of the course, we will compile a web based magazine of our work as a class.

1 credit.

Not offered 2010–2011.

PHIL 006. First-Year Seminar: Life, Mind, and Consciousness

Classical problems of the nature and extent of life, the modern problems of mind and body,

and contemporary issues that center on consciousness and thought serve as a chronological introduction to central philosophical issues. Individual writing conferences supplement plenary discussion sessions.

Writing course.

1 credit.

Spring 2011. Raff.

PHIL 007. Paradox and Rationality

People claim to know lots of things—that the Earth is round, that $2 + 2 = 4$, that God exists. But what distinguishes genuine knowledge from mere belief? This course will examine the ways in which the use of a systematic method can help in the generation of knowledge. Using the work of Descartes as our starting point, we shall focus, in particular, on the interaction between philosophical and scientific methods.

1 credit.

Not offered 2010–2011.

PHIL 007B. First-Year Seminar: Plato and Socrates

This seminar will provide an in depth introduction to the thought of Socrates and Plato through close readings and analysis of selected Platonic dialogues considered as philosophical works of art. We will also examine the cultural context in which these dialogues emerged, their philosophical and literary precedents (e.g. Presocratics, Greek Tragedy), and the influence that they have had on subsequent philosophers (e.g. Nietzsche, Rorty).

1 credit.

Fall 2010. Ledbetter.

PHIL 009. First-Year Seminar: Contemporary, Moral, and Political Issues

Our understanding of (or confusions about) freedom, justice, equality, rights, and the objects of moral concern deeply affect how we think about concrete issues that pervade contemporary public life. We will examine how various philosophical positions inform our understanding of these issues—and how they, in turn, lead us to accept, reject, or modify general philosophical positions. Among the issues we'll discuss in the context of broader philosophical positions are the legal enforcement of morality, the limits of free expression, what justice and equality require, and issues in bioethics and the environment.

Writing course.

1 credit.

Not offered 2010–2011.

PHIL 010. First-Year Seminar: Questions of Inquiry

Classical and contemporary readings on questions of the nature and rationale for inquiry in philosophy, science, and morality.

1 credit.

Fall 2010. Raff.

PHIL 011. Moral Philosophy

The course will examine leading contemporary views about morality and how they might be applied to a variety of contemporary moral issues, including killing in various circumstances (e.g. euthanasia, capital punishment), just distribution of scarce resources, world hunger, limits on freedom of expression, ethical treatment of animals, and ethics and the environment.

1 credit.

Spring 2011. Oberdiek.

PHIL 012. Logic

An introduction to the principles of deductive logic with equal emphasis on the syntactic and semantic aspects of logical systems. The place of logic in philosophy will also be examined.

No prerequisite. Required of all philosophy majors.

1 credit.

Fall 2010. Baker.

PHIL 013. Modern Philosophy

Seventeenth- and 18th-century theories of knowledge, morals, and metaphysics studied in works by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

1 credit.

Spring 2011. Raff.

PHIL 015. Practical Reasoning

Explore the connection between action, reasons, and deliberation. Consider questions such as: What is rationality? What counts as a reason? What is the role that norms or rules play in deciding what to do? What is the difference between practical and theoretical deliberation?

1 credit.

Not offered 2010–2011.

PHIL 016. Philosophy of Religion

(See RELG 015B)

For PHIL credit see prerequisite information.

1 credit.

Fall 2010. Wallace.

PHIL 017. Aesthetics

On the nature of art and its roles in human life, considering problems of interpretation and

evaluation and some specific medium of art:
Who should care about art? Why? How?

1 credit.

Not offered 2010–2011.

PHIL 018. Philosophy of Science

(See PHIL 119)

1 credit.

Fall 2010. Baker.

PHIL 019. Philosophy and Literature

This course will focus on two interrelated issues

1) the nature of literature and its value for human life, and 2) how philosophy and literature have historically defined themselves by marking their similarities with and differences from each other. Among the central texts will be Aristotle's *Poetics*, Hegel's *Aesthetics*, and Lukacs' *The Theory of the Novel*.

1 credit.

Spring 2011. Eldridge.

PHIL 020. Plato and His Modern Readers

(Cross-listed as CLAS 020)

Modern thinkers have ascribed to Plato some of the fundamental good and ills of modern thought. It has been claimed, for example, that Socrates and Plato distorted the entire course of Western philosophy, that Plato was the greatest political idealist, that Plato was the first totalitarian, that Plato was a feminist, and that Plato betrayed his teacher, Socrates. In this course, we will view Plato through the lens of various modern and postmodern interpretations (e.g., Nietzsche, Heidegger, Foucault, Irigaray, Rorty, Murdoch, Nussbaum, Vlastos) alongside a close analysis of ethical, metaphysical, and epistemological issues as they arise in the dialogues themselves.

Writing course.

1 credit.

Not offered 2010–2011.

PHIL 021. Social and Political Philosophy

This course will serve as an introduction to social and political philosophy, though some attention will be paid to historical figures such as Mill, Hobbes, and Locke, the focus will be on contemporary debates regarding justice, freedom, equality, and community. The principal theories in political philosophy—utilitarianism, liberal egalitarianism, libertarianism, Marxism, and communitarianism—will be considered as well as some of the challenges raised by feminism and multiculturalism.

1 credit.

Spring 2011. Baumann.

PHIL 023. Metaphysics

Traditional issues of reality and appearance, and traditional topics of God, Freedom, and Immortality are background for contemporary questions of being.

1 credit.

Fall 2010. Raff.

PHIL 024. Theory of Knowledge

To raise questions of whether we have knowledge of morality and religion, this course considers classical and contemporary treatments of knowledge, its nature and limits.

1 credit.

Spring 2010. Raff.

PHIL 025. Philosophy of Mathematics

Topics will include the nature of mathematical objects and mathematical knowledge, proof and truth, mathematics as discovery or creation, the character of applied mathematics, and the geometry of physical space. A considerable range of 20th-century views on these topics will be investigated including logicism (Frege and Russell), formalism (Hilbert), intuitionism (Brouwer and Dummett), platonism (Gödel), and empiricism (Kitcher). Important mathematical results pertaining to these topics, their proofs, and their philosophical implications will be studied in depth (e.g., the paradoxes of set theory, Gödel's incompleteness theorems, and relative consistency proofs for non-Euclidean geometries).

Prerequisites: Logic, acceptance as a major in mathematics, or approval of instructor.

1 credit.

Spring 2011. Baker.

PHIL 026. Language and Meaning

(Cross-listed as LING 026)

Language is an excellent tool for expressing and communicating thoughts. You can let your friend know that there will probably be fewer than 25 trains from Elwyn to Gladstone next Wednesday—but could you do this without using language? (have you tried?) Even more interesting is the question how you can do this using language. How can the sounds I produce or the marks that I leave on this sheet of paper be about the dog outside chasing the squirrel? How can words refer to things and how can sentences be true or false? Where does meaning come from? Philosophy has dealt with such questions for a long time but it was only a bit more than 100 years ago that these questions have taken center stage in philosophy. We will read and discuss such more recent authors, starting with Frege, Russell and Wittgenstein

and leading up to authors like Austin, Quine, Kripke and Putnam.)

1 credit.

Not offered 2010–2011.

PHIL 029. Philosophy of Modern Music

This course will survey the rise and evolution of so-called absolute music as a significant form of cultural expression from 1750 to the present.

1 credit.

Not offered 2010–2011.

PHIL 031. Advanced Logic

A survey of various technical and philosophical issues arising from the study of deductive logical systems. Topics are likely to include extensions of classical logic (e.g., the logic of necessity and possibility [modal logic], the logic of time [tense logic], etc.); alternatives to classical logic (e.g., intuitionistic logic, paraconsistent logic); metatheory (e.g., soundness, compactness, Gödel's incompleteness theorem); philosophical questions (e.g., What distinguishes logic from non-logic? Could logical principles ever be revised in the light of empirical evidence?).

Prerequisite: PHIL 012.

1 credit.

Not offered 2010–2011.

PHIL 039. Existentialism

In this course, we will examine existentialist thinkers such as Nietzsche, Kierkegaard, Heidegger, Sartre, Beauvoir, and Camus to explore themes of contemporary European philosophy, including the self, responsibility and authenticity, and the relationships between body and mind, fantasy and reality, and literature and philosophy.

1 credit.

Spring 2011. Lorraine.

PHIL 040. Semantics

(See LING 040)

For PHIL credit see prerequisite information.

1 credit.

Note: This is not a writing course for PHIL.

Fall 2010. Lee-Schoenfeld.

Spring 2011. Fernald.

PHIL 045. Futures in Feminism

(Cross-listed as GSST 020)

In this course, we will investigate the future directions feminist theory in the 21st century could or should take by looking at recent feminist theory and asking where we can go from here. Areas we will investigate include transnational theory, poststructuralist feminist theory, cultural theory, third-wave theory, critical race theory, and queer theory as well as

theories that may not easily fit into any prevailing category of feminist thought.

1 credit.

Not offered 2010–2011.

PHIL 047. Philosophical Topics Guided Research Seminar

This course will be taught as a working group seminar, with students making use of online bibliographies to find contemporary philosophical work (generally less than five years old) on specific topics. Following an initial week of general introduction to each topic, with assigned survey reading, they will then present structured analyses of these recent works to each other in discussion. The goal is to develop research skills to engage productively with contemporary, problem-oriented literature. The topics for Spring 2010 are: 1) the nature of action; 2) intentionality and mental representation; and 3) self-knowledge.

1 credit.

Spring 2011. Eldridge.

PHIL 048. German Romanticism

This colloquium will focus on theories of subjectivity, aesthetic experience, and ethical life developed in the immediate post-Kantian context. The principal figures considered will be Schiller, Hölderlin, and Schlegel.

1 credit.

Not offered 2010–2011.

PHIL 049. Marx, Nietzsche, and Freud

This course will examine the work of three 19th-century "philosophers of suspicion" who challenged the self-presence of consciousness by considering consciousness as an effect of other forces. Their investigations into one's understanding of truth as the effect of will-to-power (Nietzsche), one's understanding of reality as the effect of class position (Marx), and consciousness as the effect of unconscious forces (Freud) provide an important background to contemporary questions about the nature of reality, human identity, and social power.

1 credit.

Not offered 2010–2011.

PHIL 055. Philosophy of Law

An inquiry into major theories of law, with emphasis on implications for the relation between law and morality, principles of criminal and tort law, civil disobedience, punishment and excuses, and freedom of expression.

1 credit.

Fall 2010. Oberdiek.

PHIL 059. Humans, Animals, and Robots

The philosophical tradition of phenomenology takes lived experience as its starting point and

insists upon the embodied nature of human minds. Once we take our embodiment seriously, how different are we from other animals? And what would it take for computer circuits to replicate something like human sentience? What can phenomenological descriptions of lived experience add to our understanding of who we are? This course will take a phenomenological perspective on what it is to be human and explore questions about embodiment, consciousness, rationality, affect, and identity, as well as the boundaries between the human and other forms of sentience.

1 credit.

Spring 2011. Lorraine.

PHIL 079. Poststructuralism

This course will examine poststructuralist thinkers such as Foucault, Derrida, Kristeva, and Deleuze in light of contemporary questions about identity, embodiment, the relationship between self and other, and ethics.

1 credit.

Fall 2010. Lorraine.

PHIL 086. Philosophy of Mind

(See PHIL 118)

1 credit.

Fall 2010. Baker.

PHIL 088. Wittgenstein

Wittgenstein's analyses of thought and language are central to contemporary philosophical debates. We will read his two major works, *Tractatus-Logico Philosophicus* and *Philosophical Investigations* in connection with the development of 20th- and 21st-century analytical philosophy of mind, language, consciousness, and value.

1 credit.

Not offered 2010–2011.

PHIL 093. Directed Reading

Each semester. Staff.

PHIL 096. Senior Course Thesis

Each semester. Staff.

PHIL 099. Senior Course Study

Spring semester. Staff.

Seminars

PHIL 101. Moral Philosophy

An examination of the principal theories of value, virtue, and moral obligation—and their justification. The focus will be primarily on contemporary treatments of moral philosophy. A central question of seminar will be the possibility and desirability of moral theory.

2 credits.

Spring 2011. Oberdiek.

PHIL 102. Ancient Philosophy

Ancient Greek philosophy transforms traditional Greek religion through rational critique; yet, in contrast to contemporary philosophy, it continues to share many of the most prominent features of religion. This seminar will study how theology develops through the Presocratics, Socrates, Plato, Aristotle, the Epicureans, and Stoics and how theology relates to the philosophers' views on morality and the good life.

2 credits.

Not offered 2010–2011.

PHIL 103. Selected Modern Philosophers

One or more 17th- or 18th-century philosophers selected for systematic or comparative study. Selected for spring 2010: Descartes and Kant.

2 credits.

Not offered 2010–2011.

PHIL 104. Topics in Metaphysics

One or more central topics in contemporary metaphysics selected for sustained study: freedom, causation, universals, categories, necessity, identity of things and people, fiction, God, among others.

2 credits.

Fall 2010. Raff.

PHIL 106. Aesthetics and Theory of Criticism

On the nature of art and its roles in human life, considering problems of interpretation and evaluation and some specific medium of art.

2 credits.

Spring 2011. Eldridge.

PHIL 113. Topics in Epistemology

What is knowledge? Can we have it? If not, why not? If yes, how? What does it mean to have evidence, justification or reasons for ones beliefs? How rational or irrational are we? Can we have a priori, "armchair" knowledge? Is cognition essentially social? We will discuss classic and contemporary answers to such questions.

2 credits.

Not offered 2010–2011.

PHIL 114. 19th-Century Philosophy

The historical treatment of such topics as knowledge, morality, God's existence, and freedom in Kant, Fichte, Hegel, Feuerbach, Marx, and Nietzsche.

2 credits.

Fall 2010. Eldridge.

PHIL 116. Language and Meaning

(Cross-listed as LING 116)

Behaviorist theories of meaning, cognitivist theories of meaning, and conceptions of language as a social practice will be surveyed and criticized.

2 credits.

Fall 2010. Baumann.

PHIL 118. Philosophy of Mind

The course is divided into three principal sections, focusing on philosophy of mind, artificial intelligence, and cognitive science. Section 1 covers four core positions in the philosophy of mind “dualism, behaviorism, materialism, and functionalism,” and it serves as an overview of traditional philosophy of mind. Section 2 explores how the philosophical ideas developed above connect to ongoing research in artificial intelligence. Section 3 concerns the philosophy of cognitive science, a field that investigates the biological and neurophysiological underpinnings of human mentality. Part of the aim is to clarify the goals and methods of cognitive science and to investigate ways in which advances in cognitive science may yield philosophical insights into the nature of mind.

2 credits.

Not offered 2010–2011.

PHIL 119. Philosophy of Science

A study of philosophical problems arising out of the presuppositions, methods, and results of the natural sciences, focusing particularly on the effectiveness of science as a means for obtaining knowledge. Topics include the difference between science and pseudoscience; the idea that we can “prove” or “confirm” scientific theories; explanation and prediction; the status of scientific methodology as rational, objective, and value free; and the notion that science aims to give us (and succeeds in giving us) knowledge of the underlying unobservable structure of the world.

2 credits.

Spring 2011. Baker.

PHIL 121. Social and Political Philosophy

This seminar will concentrate on late 20th-century liberalism (Rawls, Dworkin, Raz) and its critics—especially communitarians (Sandel, Taylor) civic republicans (Petit, Skinner, Honohan) and “strong” perfectionists (Sher). We will finish by reading Estlund’s “Democratic Authority.”

2 credits.

Fall 2010. Oberdiek.

PHIL 125. Philosophy of Mathematics

Mathematics is a discipline whose elegance, rigor, and stunning usefulness across a huge variety of applications has made it a central part of every school and college curriculum. But what exactly is mathematics about? At one level, the answer seems obvious: Mathematics is about numbers, functions, sets, geometrical figures, and so on. But what are these things? Do they exist? If so, where? And how do we come to know anything about them? If they do not exist, what makes mathematics true? This seminar will tackle these issues and look at what some of the great philosophers such as Plato, Descartes, Kant, and Wittgenstein have had to say about mathematics.

2 credits.

Not offered 2010–2011.

PHIL 139. Phenomenology, Existentialism, and Poststructuralism

In this course, we will examine the themes of reality, truth, alienation, authenticity, death, desire, and human subjectivity as they emerge in contemporary European philosophy. We will consider thinkers such as Nietzsche, Husserl, Heidegger, Derrida, and Irigaray to place contemporary themes of poststructuralist thought in the context of the phenomenological, existential, and structuralist thought out of which they emerge.

2 credits.

Not offered 2010–2011.

PHIL 145. Feminist Theory

If the power of a social critique rests on its ability to make general claims, then how do we account for the particularity of women’s various social situations without sacrificing the power of a unified theoretical perspective? In this course, we will explore possibilities opened by poststructuralist theory, postcolonial theory, French feminist theory, and other forms of feminist thought, to examine questions about desire, sexuality, and embodied identities, and various resolutions to this dilemma.

2 credits.

Not offered 2010–2011.

PHIL 180. Senior Honors Thesis

A thesis may be submitted by majors in the department in place of one honors paper, on application by the student and at the discretion of the department.

PHIL 199. Senior Honors Study

Spring semester.

ADAM HERTZ, Director of Physical Education and Athletics
CHRISTYN ABARAY, Associate Director of Athletics, Senior Woman Administrator
KAREN BORBEE, Professor
SUSAN P. DAVIS, Professor¹
MICHAEL L. MULLAN, Professor
LEE WIMBERLY, Professor
TODD ANCKAITIS, Head Coach/Instructor
PETER CARROLL, Head Coach/Instructor
HARLEIGH CHWASTYK, Head Coach/Instructor
RENEE CLARKE, Head Coach/Instructor
RENEE L. DEVARNEY, Head Coach/Instructor
STAN EXETER, Head Coach/Instructor
LAUREN FUCHS, Head Coach/Instructor
PAT GRESS, Head Coach/Instructor
JEREMY LOOMIS, Head Coach/Instructor
ERIC WAGNER, Head Coach/Instructor
JIM HELLER, Head Coach (part time)
BHAVIN PARIKH, Head Coach (part time)
MARIAN FAHY, Administrative Assistant
SHARON GREEN, Administrative Assistant

¹ Absent on leave, fall 2010.

The aim of the department is to contribute to the total education of all students through the medium of physical activity. We believe this contribution can best be achieved through encouraging participation in a broad program of individual and team sports, aquatics, physical fitness, and wellness. The program provides an opportunity for instruction and experience in a variety of activities on all levels. It is our hope that participation in this program will foster an understanding of movement and the pleasure of exercise and will enhance, by practice, qualities of good sportsmanship, leadership, and cooperation in team play. Students are also encouraged to develop skill and interest in a variety of activities that can be enjoyed after graduation.

The Intercollegiate Athletics Program is comprehensive, including varsity with teams in 22 different sports: 10 for men and 12 for women.

Ample opportunities exist for large numbers of students to engage in intercollegiate competition, and those who qualify may be encouraged to participate in regional and national championship contests. Several club teams in various sports are also organized, and a program of intramural activities is sponsored.

Requirements and Recommendations

Students are encouraged to enjoy the instructional and recreational opportunities offered by the department throughout their college careers. As a requirement for graduation, all nonveteran students, not excused for medical reasons, are required to complete 4

units of physical education by the end of their sophomore year. In addition, all students must pass a survival swim test or complete one-quarter of aquatics instruction.

Students who enter Swarthmore as transfer students can either apply transfer PE units toward the 4-unit physical education requirement or opt for a reduction in the PE requirement based on the student's transfer status, but transfer students cannot both transfer PE units and receive a reduction in the requirement. The optional reduction in PE units depends on the transfer class of the student. Transfer students who enter Swarthmore as sophomores can opt to complete 3 units of physical education and pass a survival swim test (a reduction of 1 PE unit). Transfer students who enter Swarthmore as juniors can opt to complete 2 units of physical education and pass a survival swim test (a reduction of 2 PE units).

Courses offered by the department are listed subsequently. Credit toward completion of the physical education requirement will also be given for participation in intercollegiate athletics, as well as PE Dance Courses, which are semester-long courses. Credit will also be given for participation in approved club sports and club activities programs. Those approved club sports and activities clubs are as follows: Capoeira, Fencing, Folk Dance, Men's Badminton, Men's Volleyball, Squash, Swing/Tango Dance, Ultimate Frisbee, and Rugby.

Independent study for physical education is not permitted.

Courses

Fall

Aerobics
Aquatics for Fitness
Badminton
Basketball
Beginning Aquatics
Bowling
Core Ball Training
Fencing
Fitness Training
Flag Football
Floor Hockey
Golf
Pilates
Squash
Table Tennis
Tennis
Volleyball
Walk, Jog, Run
Water Aerobics

Spring

Aerobics
Aquatics II/III
Badminton
Basketball
Beginning Aquatics
Core Ball Training
Fencing
Fitness Training
Pilates
Racketlon
Squash
Table Tennis
Tennis
Walk, Jog, Run

PE Dance Courses

These courses are offered through the Dance Department. See the Music and Dance section of the course catalog and the Swarthmore College Schedule of Courses and Seminars for fall and spring PE dance course offerings.

Winter

Badminton
Men's Basketball
Women's Basketball
Men's Swimming
Women's Swimming
Men's Indoor Track
Women's Indoor Track

Spring

Baseball
Golf
Men's Lacrosse
Women's Lacrosse
Softball
Men's Tennis
Women's Tennis
Men's Outdoor Track
Women's Outdoor Track

Intercollegiate Athletics

Fall

Men's Cross Country
Women's Cross Country
Field Hockey
Men's Soccer
Women's Soccer
Women's Volleyball

JOHN R. BOCCIO, Professor of Physics¹
MICHAEL R. BROWN, Professor of Physics
AMY L.R. BUG, Professor of Physics
PETER J. COLLINGS, Professor of Physics
FRANK A. MOSCATELLI, Professor of Physics³
DAVID H. COHEN, Associate Professor of Astronomy
CATHERINE H. CROUCH, Associate Professor of Physics³
CARL H. GROSSMAN, Associate Professor of Physics
ERIC L.N. JENSEN, Associate Professor of Astronomy and Chair
MATTHEW MEWES, Visiting Assistant Professor of Physics
TIMOTHY GRAY, Post-Doctoral Research Scientist
MARY ANN KLASSEN, Lecturer
ADAM NEAT, Lecturer
JAMES HALDEMAN, Instrumentation/Computer Technician
STEVEN PALMER, Machine Shop Supervisor
CAROLYN R. WARFEL, Administrative Assistant

¹ Absent on leave, fall 2010.

³ Absent on leave, 2010–2011.

The Physics and Astronomy Department teaches the concepts and methods that lead to an understanding of the fundamental laws governing the physical universe.

Emphasis is placed on quantitative, analytical reasoning, as distinct from the mere acquisition of facts. Particular importance is also attached to laboratory work because physics and astronomy are primarily experimental and observational sciences.

With the awareness that involvement in research is a major component in the education of scientists, the department offers a number of opportunities for students to participate in original research projects, conducted by members of the faculty, on campus.

Several research laboratories are maintained by the department to support faculty interests in the areas of laser physics, high-resolution atomic spectroscopy, plasma physics, nano physics, computer simulation, liquid crystals, quantum mechanics foundations, and observational and theoretical astrophysics.

The department operates the Peter van de Kamp Observatory for student and faculty research, plus several small telescopes for instructional use. The observatory is equipped with a 61-cm reflecting telescope, a high-resolution spectrophotograph, and a CCD camera for imaging and photometry. A monthly visitors' night at the observatory is announced on the department website. Swarthmore College is also home to the historic Sproul 61-cm refracting telescope.

Two calculus-based introductory sequences are offered. PHYS 003 and PHYS 004 cover both classical and modern physics and is an appropriate introductory physics sequence for those students majoring in engineering, chemistry, and biology. PHYS 007 and PHYS 008, on the other hand, which are normally

preceded by PHYS 005/ASTR 005 (these are cross-listed), are at a higher level. It is aimed toward students planning to do further work in physics or astronomy and is also appropriate for engineering and chemistry majors. The four-course sequence 005, 007, 008, and 014 is designed to provide a comprehensive introduction to all major areas of physics.

Additional information is available at the department website at www.swarthmore.edu/physics/.

Requirements and Recommendations

Major Degree Requirements

The program in physics consists of PHYS 005/ASTR 005, and PHYS 007, 008, 014, and 050 in the first 2 years, followed by PHYS 111, 112, 113, and 114 in the last 2 years. In addition, the shop course PHYS 063, the advanced laboratory courses PHYS 081 and PHYS 082, and MATH* 015, 025, 027, and 033 must be taken.

The program in astrophysics consists of PHYS 005/ASTR 005 and PHYS 007, 008, 014, 050, and ASTR 016, followed by PHYS 111, 112, 113, and 114, plus two astronomy seminars. In addition, MATH* 015, 025, 027, and 033 must be taken. This is the recommended program for students wishing to pursue graduate work in astronomy/astrophysics.

The program in astronomy consists of PHYS 005/ASTR 005, and PHYS 007, 008, 014, and ASTR 016. In addition, four astronomy seminars, and MATH* 015, 025, and 033 must be taken.

Students wishing an even stronger background for graduate work and a deeper look at one or more special fields may take an extended

program by adding elective seminars in physics or astronomy and/or a research project/thesis. Course majors (those not enrolled in the Honors Program, or honors minors who are also pursuing a second course major in the department) must complete a comprehensive exercise in the senior year.

**Math note.* The Mathematics and Statistics Department offers many sets of courses covering similar material at different levels of sophistication. In each case noted, the most elementary version from each set has been listed. Students should always take the most advanced version for which they qualify.

Criteria for Acceptance as a Major

Students applying to become a physics major should have completed or be completing PHYS 014, PHYS 050, and MATH 033. If applying for an astrophysics or astronomy major, they should also have completed ASTR 016. Applicants must normally have an average grade of B- or better in all physics and astronomy courses as well as in MATH 027 and 033.

Because almost all advanced work in physics and astronomy at Swarthmore is taught in seminars, where the pedagogical responsibility is shared by the student participants, an additional consideration in accepting and retaining majors is the presumed or demonstrated ability of the students not only to benefit from this mode of instruction but also to contribute positively to the seminars.

Advanced Laboratory Program

The advanced laboratory courses, namely, PHYS 081, PHYS 082, and PHYS 083 (each 0.5 credit) require approximately one afternoon a week. PHYS 083 is an option for students with prior preparation in electronics who are taking or have already taken ENG 072 or the equivalent. Students enrolled in these must arrange their programs so that they can schedule a time for lab each week, free of conflicts with other classes, seminars, extracurricular activities, and sports.

Independent Work

Physics and astronomy majors are permitted to undertake independent research projects for credit (PHYS/ASTR 094). Many opportunities exist for students to work with faculty members on research projects during the summer or semester. In preparation for independent experimental work, prospective physics majors are urged to take the required course PHYS 063: Procedures in Experimental Physics during the fall semester of their sophomore year, which will qualify them to work in the departmental shops.

Teacher Certification

We offer teacher certification in physics through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies Department chair, the Physics Department chair, or visit the Educational Studies Department website at www.swarthmore.edu/educationalstudies.xml.

Minor Degree Requirements

Our department offers two types of course minors: one in physics and one in astronomy.

The physics minor consists of PHYS 005/ASTR 005, PHYS 007[†], PHYS 008[†], PHYS 014, PHYS 050, and PHYS 111 and PHYS 113+. Co-requisites are MATH 015, 025, and 033. ([†]In some cases, PHYS 003 and/or PHYS 004 may be substituted for PHYS 007 and/or PHYS 008.) (+ Minors should have two advanced seminars, preferably one in “classical” and one in “quantum” physics. PHYS 111 is a prerequisite for the future seminars and fulfills the “classical” requirement. We recommend PHYS 113 as the second advanced seminar, though a different seminar may be substituted on consultation with the chair.)

The astronomy minor consists of PHYS 005/ASTR 005, PHYS 007 or PHYS 003, PHYS 008 or PHYS 004, ASTR 016, one astronomy seminar numbered 100 or above, and one semester of ASTR 061 (0.5 credits). Corequisites are MATH 015 and 025.

External Examination Program

To be accepted into the External Examination Program in the department, the applicant must have an average grade of B or better in all physics and astronomy courses. External examinations are based on three of the following preparations, including their prerequisites:

For Physics Majors: PHYS 112, 113, 114, 180 (thesis)

For Astronomy Majors: ASTR 121, 123, 126, 128, 180 (thesis)

For Astrophysics Majors: One seminar from each of the above listed physics and astronomy seminars, plus a third seminar from either program or a thesis.

Minors in physics, astrophysics, and astronomy take an external examination based on one seminar from the previous lists.

Physics Courses

PHYS 002B. First-Year Seminar:

Quantum Theory in Search of Reality

This seminar will attempt to answer the question “What is reality?” The search for a picture of “the way the world really is” is an

enterprise that transcends the narrow interests of theoretical physics. Students will be introduced to culture of theoretical physics and its language, namely, mathematics. Students will explore how contemporary quantum physics views the world we live in, and why physicists believe the view is correct.

Prerequisites: High school algebra and geometry.

1 credit.

Not offered 2010–2011.

PHYS 002B. First-Year Seminar: Energy

This seminar will cover both the physics and policy of energy in all its forms. Topics include the physical basis for energy; thermodynamics and engines; energy sources (fossil fuels, solar, photovoltaics, nuclear); transportation; the electric grid; and climate change.

Prerequisite: High school algebra.

1 credit.

Fall 2010. Brown.

PHYS 003. General Physics I

Topics include vectors, kinematics, Newton's laws and dynamics, conservation laws, work and energy, oscillatory motion, systems of particles, and rigid body rotation. Possible additional topics are special relativity and thermodynamics. Includes one laboratory weekly.

Natural sciences and engineering practicum.

Prerequisite: MATH 015 (can be taken concurrently).

1 credit.

Fall 2010. Grossman.

PHYS 004. General Physics II

Topics include wave phenomena, geometrical and physical optics, electricity and magnetism, and direct and alternating current circuits.

Possible additional topics may be added.

Includes one laboratory weekly.

Natural sciences and engineering practicum.

Prerequisites: MATH 025 (can be taken concurrently). PHYS 003 or the permission of the instructor.

1 credit.

Spring 2011. Collings.

PHYS 004L. General Physics II: Electricity, Magnetism, and Optics with Biological and Medical Applications

Phys 004L will cover the same topics as Phys 004 but will emphasize biological, biochemical, and medical applications of those topics. The course will meet medical school requirements (in conjunction with Phys 003) and will include a weekly laboratory. Phys 004L can be taken either before or after Phys 003 students who wish to take Phys 004L before Phys 003 should

have some high school physics background and obtain permission from the instructor.

Natural sciences and engineering practicum.

Prerequisites: Math 015 or a more advanced calculus course as a prerequisite.

1 credit.

Next offered spring 2012.

PHYS 005. Spacetime, Quanta, and Cosmology

(Cross-listed as ASTR 005)

This introductory course emphasizes three major areas of modern physics and astrophysics: special relativity, cosmology, and quantum theory. Students will explore the counterintuitive consequences of special relativity for our notions of absolute time; the birth, expansion, and fate of the universe; and the nature of the subatomic quantum world, where our notions of absolutes such as position or speed of a particle are replaced by probabilities, so that a particle can exist in many states at once. The course focuses on how scientists ask and answer questions about such topics, including the development of the mathematical tools necessary to understand the physical world in depth. This course is suitable for non-majors and also serves as the entry point to majoring or minoring in astronomy, astrophysics, or physics. Includes six afternoon labs and some evening telescope observing. No prerequisites.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Jensen, Bug.

PHYS 007. Introductory Mechanics

An introduction to classical mechanics. This course is suitable for potential majors, as well as students in other sciences or engineering who would like a course with more mathematical rigor and depth than PHYS 003. Includes the study of kinematics and dynamics of point particles; conservation principles involving energy, momentum and angular momentum; rotational motion of rigid bodies; oscillatory motion; and thermodynamics. Includes one laboratory weekly: used for hands-on experimentation and occasionally for workshops that expand on lecture material.

Natural sciences and engineering practicum.

Prerequisites: MATH 025 (can be taken concurrently), PHYS 005/ASTR 005 or permission of the instructor.

1 credit.

Spring 2011. Bug.

PHYS 008. Electricity, Magnetism, and Waves

A sophisticated introductory treatment of wave and electric and magnetic phenomena, such as

oscillatory motion, forced vibrations, coupled oscillators, Fourier analysis of progressive waves, boundary effects and interference, the electrostatic field and potential, electrical work and energy, D.C. and A.C. circuits, the relativistic basis of magnetism, Maxwell's equations, and geometrical optics. Includes one laboratory weekly.

Natural sciences and engineering practicum.

Prerequisites: PHYS 007; MATH 025; MATH 027 or 033 (can be taken concurrently).

1 credit.

Fall 2010. Collings.

PHYS 014. Introductory Quantum Physics

An introduction to wave mechanics using one-dimensional systems. Includes applications such as quantum statistics, cavity radiation, solids and simple two and three-dimensional examples. One laboratory session weekly.

Natural sciences and engineering practicum.

Prerequisites: PHYS 003 and 004, or PHYS 007 and 008.

1 credit.

Spring 2011. Grossman.

PHYS 020. Principles of the Earth Sciences

An analysis of the forces shaping our physical environment, drawing on the fields of geology, geophysics, meteorology, and oceanography. Includes some laboratory and fieldwork.

Natural sciences and engineering practicum.

1 credit.

Not offered 2010–2011.

PHYS 021. Light and Color

The fundamentals of light from the classical and quantum physical viewpoint. Extensive use of examples from art, nature, and technology will be made. Two or three lectures per week plus a special project/laboratory.

1 credit.

Not offered 2010–2011.

PHYS 022. Physics of Musical Sounds

An introduction to the science and technology of musical sounds and the instruments that make them. Particular attention is paid to electronic music and instruments. Topics include complex wave forms, scales and temperament, basic electronic sound devices, and digital sound technology. The course has a weekly laboratory requirement.

1 credit.

Not offered 2010–2011.

PHYS 023. Relativity

A nonmathematical introduction to the special and general theories of relativity as developed by Einstein and others during the 20th century.

1 credit.

Not offered 2010–2011.

PHYS 024. The Earth's Climate and Global Warming

A study of the complex interplay of factors influencing conditions on the surface of the Earth. Basic concepts from geology, oceanography, and atmospheric science lead to an examination of how the Earth's climate has varied in the past, what changes are occurring now, and what the future may hold. Besides environmental effects, the economic, political, and ethical implications of global warming are explored, including possible ways to reduce climate change. Includes one laboratory every other week.

Natural sciences and engineering practicum.

1 credit.

May be offered spring 2011. Collings.

PHYS 025. In Search of Reality

By investigating the assumptions, theories, and experiments associated with the study of reality in quantum physics, we will attempt to decide whether the question of the existence of an intelligible external reality has any meaning.

1 credit.

Not offered 2010–2011.

PHYS 026. Chaos, Fractals, Complexity, Self-Organization, and Emergence

A study of chaos, fractals, scaling and self-similarity, percolation, cellular automata, iterated function systems, pattern formation, self-organized networks, complex adaptive systems, self-organized criticality, and emergence with applications in the natural sciences, social sciences, and humanities.

1 credit.

Not offered 2010–2011.

PHYS 029. Seminar on Gender and (Physical) Science

This seminar will take a multifaceted approach to the question: "What are the connections between a person's gender, race, or class and their practice of science?" The history of science, the education of women and feminist pedagogy, and philosophy of science will be addressed. Physical science will be the principal focus. Includes some laboratory work.

1 credit.

Not offered 2010–2011.

PHYS 050. Mathematical Methods of Physics

A survey of analytical and numerical techniques useful in physics, including multivariable calculus, optimization, ordinary differential equations, partial differential equations and Sturm-Liouville systems, orthogonal functions, Fourier series, Fourier and Laplace transforms, and numerical methods, ray-optics, Jones calculus, and Fourier optics. Includes one laboratory weekly.

Prerequisites: MATH 027 and 033.

1 credit.

Spring 2011. Mewes.

PHYS 093. Directed Reading

This course provides an opportunity for an individual student to do special study, with either theoretical or experimental emphasis, in fields not covered by the regular courses and seminars. The student will present oral and written reports to the instructor.

0.5, 1, or 2 credits.

Each semester. Staff.

PHYS 094. Research Project

Initiative for a research project may come from the student, or the work may involve collaboration with ongoing faculty research. The student will present a written and an oral report to the department.

0.5, 1, or 2 credits.

Each semester. Staff.

Physics Advanced Seminars

PHYS 111. Analytical Dynamics

Intermediate classical mechanics. Motion of a particle in one, two, and three dimensions; Kepler's laws and planetary motion; phase space; oscillatory motion; Lagrange equations and variational principles; systems of particles; collisions and cross sections; motion of a rigid body; Euler's equations; rotating frames of reference; small oscillations; normal modes; and wave phenomena.

Prerequisites: PHYS 014 and 050; MATH 033.

1 credit.

Fall 2010. Mewes.

PHYS 112. Electrodynamics

Electricity and magnetism using vector calculus, electric and magnetic fields, dielectric and magnetic materials, electromagnetic induction, Maxwell's field equations in differential form, displacement current, Poynting theorem and electromagnetic waves, boundary-value problems, radiation and four-vector formulation of relativistic electrodynamics.

Prerequisites: PHYS 014 and 050; MATH 033.

1 credit.

Fall 2010. Brown.

PHYS 113. Quantum Theory

Postulates of quantum mechanics, operators, eigenfunctions, and eigenvalues, function spaces and hermitian operators; bra-ket notation, superposition and observables, fermions and bosons, time development, conservation theorems, and parity; angular momentum, three-dimensional systems, matrix mechanics and spin, coupled angular momenta, time-independent and time-dependent perturbation theory.

Prerequisites: PHYS 111 and MATH 027.

1 credit.

Spring 2011. Boccio.

PHYS 114. Statistical Physics

The statistical behavior of classical and quantum systems; temperature and entropy; equations of state; engines and refrigerators; statistical basis of thermodynamics; microcanonical, canonical, and grand canonical distributions; phase transitions; statistics of bosons and fermions; black body radiation; electronic and thermal properties of quantum liquids and solids.

Prerequisites: PHYS 111 and MATH 033.

1 credit.

Spring 2011. Brown.

PHYS 115. Modern and Quantum Optics

A modern treatment of matrix optics, interference, polarization, diffraction, Fourier optics, coherence, Gaussian beams, resonant cavities, optical instruments. The quantization of the electromagnetic field, single mode coherent and quadrature squeezed states. The interaction of light with atoms using second quantization and dressed states. Spontaneous emission.

Prerequisites: PHYS 111, 112 (or concurrently with instructor's permission), and 113.

1 credit.

Fall 2010. Collings.

PHYS 130. General Relativity

Newton's gravitational theory, special relativity, linear field theory, gravitational waves, measurement of space-time, Riemannian geometry, geometrodynamics and Einstein's equations, the Schwarzschild solution, black holes and gravitational collapse, and cosmology.

Prerequisites: PHYS 111 and 112.

1 credit.

Spring 2011. Boccio.

PHYS 131. Particle Physics

A study of the ultimate constituents of matter and the nature of the interactions between them. Topics include relativistic wave equations, symmetries and group theory, Feynman calculus, quantum electrodynamics, quarks, gluons, and quantum chromodynamics, weak interactions, gauge theories, the Higgs particle, and some of the ideas behind lattice gauge calculations.

Prerequisites: PHYS 113.

1 credit.

Not offered 2010–2011.

PHYS 132. Nonlinear Dynamics and Chaos

Nonlinear mappings, stability, bifurcations and catastrophe, conservative and dissipative systems, fractals, and self-similarity in chaos theory.

Prerequisite: PHYS 111.

1 credit.

Not offered 2010–2011.

PHYS 133. Atomic Physics and Spectroscopy

Review of quantum theory, hydrogen atom, multielectron atoms, atoms in external fields, optical transitions and selection rules, hyperfine structure, lasers, atomic spectroscopic techniques: atomic beams methods, Doppler-free spectroscopy, time-resolved spectroscopy, and level crossing spectroscopy.

Prerequisite: PHYS 113.

1 credit.

Not offered 2010–2011.

PHYS 134. Quantum Mechanics: Mathematical and Physical Foundations

What is measurement? Repeatable, maximal and consecutive tests, Bayesian probability, infinite dimensions, projection operators, Spectral Theory for self-adjoint operators, logical structure of classical physics, rules of Quantum Theory, mixed states and density matrices, time development, uncertainty relations, quantum correlations, Schmidt Decomposition, meaning of probability, reduction of State Vector, quantum entanglement, measurement problem, Kochen-Specker Theorem, logic of Quantum propositions, nonlocality, EPR and Bell Inequalities, nonlocality versus Contextuality, Gleason's Theorem, and logical aspects of inseparability are explored.

Prerequisite: PHYS 113.

1 credit.

Not offered 2010–2011.

PHYS 135. Solid-State Physics

Crystal structure and diffraction, the reciprocal lattice and Brillouin zones, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for specific heat, free electrons and the Fermi surface, electrons in periodic structures, the Bloch Theorem, band structure, semiclassical electron dynamics, semiconductors, magnetic and optical properties of solids, and superconductivity.

Prerequisites: PHYS 113 and PHYS 114.

1 credit.

Not offered 2010–2011.

PHYS 136. Quantum Optics and Lasers

Atom-field interactions, stimulated emission, cavities, transverse and longitudinal mode structure, gain and gain saturation, nonlinear effects, coherent transients and squeezed states, pulsed lasers, and super-radiance.

Prerequisite: PHYS 113.

1 credit.

Not offered 2010–2011.

PHYS 137. Computational Physics

Along with theory and experiment, computation is a third way to understand physics and do research. We will study concepts of scientific computing and apply these within techniques like Monte Carlo, Molecular Dynamics, Finite-Difference, and Fourier Transform methods. We will explore object-oriented strategies for scientific problem solving. Simulations relevant to classical mechanics, electromagnetism, quantum mechanics, and statistical physics will be written. Students will do an independent project of their choice.

Prerequisites: PHYS 050 and 111 and, taken previously or concurrently, PHYS 113 and 114, or special permission of the instructor.

1 credit.

Not offered 2010–2011.

PHYS 138. Plasma Physics

An introduction to the principles of plasma physics. Treatment will include the kinetic approach (orbits of charged particles in electric and magnetic fields, statistical mechanics of charged particles) and the fluid approach (single fluid magnetohydrodynamics, two fluid theory). Topics may include transport processes in plasmas (conductivity and diffusion), waves and oscillations, controlled nuclear fusion, and plasma astrophysics.

Prerequisite: PHYS 112.

1 credit.

Not offered 2010–2011.

PHYS 180. Honors Thesis

Theoretical or experiment work culminating in a written honors thesis. Also includes an oral presentation to the department. This course must be completed by the end of, and is normally taken in, the fall semester of the student's final year.

1 or 2 credits.

Each semester. Staff.

Physics Laboratory Program

PHYS 063. Procedures in Experimental Physics

Techniques, materials, and the design of experimental apparatus; shop practice; printed circuit design and construction. This is a 0.5-credit course open only to majors in physics, astrophysics, or astronomy.

0.5 credit.

Fall 2010. Technical staff.

PHYS 081. Advanced Laboratory I

This is the first of a two-semester sequence designed to fulfill the physics major advanced laboratory requirement. Students will perform projects in digital electronics. They will also perform experiments chosen from among the areas of thermal and statistical physics, solid state, atomic, plasma, nuclear, biophysics, condensed matter physics, and advanced optics.

Writing course.

0.5 credit.

Each semester. Staff.

PHYS 082. Advanced Laboratory II

This is the second of a two-semester sequence designed to fulfill the physics major advanced laboratory requirement. Students will perform projects in digital electronics. They will also perform experiments chosen from among the areas of thermal and statistical physics, solid state, atomic, plasma, nuclear, biophysics, condensed matter physics, and advanced optics. When both PHYS 081 and 082 are taken, students will receive credit for having completed a writing (W) course.

Writing course.

0.5 credit.

Each semester. Staff.

PHYS 083. Advanced Laboratory I and II

This course is designed to fulfill the physics major advanced laboratory requirement for students who have already had sufficient experience with digital electronics (ENGR 072 or the equivalent). Students will perform experiments chosen from among the areas of thermal and statistical physics, solid state,

atomic, plasma, nuclear, biophysics, condensed matter physics, and advanced optics.

Writing course.

0.5 credit.

Each semester. Staff.

Astronomy Courses

ASTR 001. Introductory Astronomy

The scientific investigation of the universe by observation and theory, including the basic notions of physics as needed in astronomical applications. Topics may include the appearance and motions of the sky; history of astronomy; astronomical instruments and radiation; the sun and planets; properties, structure, and evolution of stars; the galaxy and extragalactic systems; the origin and evolution of the universe. Includes six evening labs.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Jensen.

ASTR 005. Spacetime, Quanta, and Cosmology

(Cross-listed as PHYS 005)

This introductory course emphasizes three major areas of modern physics and astrophysics: special relativity, cosmology, and quantum theory. Students will explore the counterintuitive consequences of special relativity for our notions of absolute time; the birth, expansion, and fate of the universe; and the nature of the subatomic quantum world, where our notions of absolutes such as position or speed of a particle are replaced by probabilities, so that a particle can exist in many states at once. The course focuses on how scientists ask and answer questions about such topics, including the development of the mathematical tools necessary to understand the physical world in depth. This course is suitable for non-majors, and also serves as the entry point to majoring or minoring in astronomy, astrophysics, or physics. Includes six afternoon labs and some evening telescope observing. No prerequisites.

Natural sciences and engineering practicum.

1 credit.

Fall 2010. Jensen, Bug.

ASTR 016. Modern Astrophysics

This is a one-semester calculus- and physics-based introduction to astrophysics as applied to stars, the interstellar medium, galaxies, and the large-scale structure of the universe. The course includes four evening laboratories and observing sessions.

Prerequisites: MATH 015 and 025; PHYS 005/ASTR 005; and PHYS 003 and 004, or

PHYS 007 and 008. (PHYS 008 may be taken concurrently.)

1 credit.

Fall 2010. Cohen.

ASTR 061. Current Problems in Astronomy and Astrophysics

Reading and discussion of selected research papers from the astronomical literature.

Techniques of journal reading, use of abstract services, and other aids for the efficient maintenance of awareness in a technical field. May be repeated for credit. Credit/no credit only.

Prerequisite: ASTR 016.

0.5 credit.

Spring 2011. Cohen.

ASTR 093. Directed Reading

(See PHYS 093)

ASTR 094. Research Project

(See PHYS 094)

Astronomy Seminars

ASTR 121. Research Techniques in Observational Astronomy

This course covers many of the research tools used by astronomers. These include instruments used to observe at wavelengths across the electromagnetic spectrum; techniques for photometry, spectroscopy, and interferometry; and various methods by which images are processed and data are analyzed. Students will perform observational and data analysis projects during the semester.

Prerequisite: ASTR 016.

1 credit.

Next offered Fall 2011. Jensen.

ASTR 123. Stellar Astrophysics

An overview of physics of the stars, both atmospheres and interiors. Topics may include hydrostatic and thermal equilibrium, radiative and convective transfer nuclear energy generation, degenerate matter, calculation of stellar models, interpretation of spectra, stellar evolution, white dwarfs and neutron stars, nucleosynthesis, supernovae, and star formation.

Prerequisites: ASTR 016 (PHYS 050 recommended).

1 credit.

Spring 2011. Cohen.

ASTR 126. The Interstellar Medium

Study of the material between the stars and radiative processes in space, including both observational and theoretical perspectives on heating and cooling mechanisms, physics of interstellar dust, chemistry of interstellar

molecules, magnetic fields, emission nebulae, hydrodynamics and shock waves, supernova remnants, star-forming regions, the multiphase picture of the interstellar medium.

Prerequisites: ASTR 016 (PHYS 050 recommended).

1 credit.

Fall 2010. Cohen.

ASTR 128. Galaxies and Galactic Structure

Study of our own galaxy and other galaxies, including galaxy morphology; observational properties of galaxies; kinematics: stellar motions, galaxy rotation, spiral density waves, and instabilities; galaxy and star formation; starburst galaxies; quasars and active galaxies; galaxy clusters and interactions; and large-scale structure of the universe.

Prerequisite: ASTR 016.

1 credit.

Next offered spring 2012. Jensen.

ASTR 180. Honors Thesis

(See PHYS 180)

1 or 2 credits.

Each semester. Staff.

JAMES R. KURTH, Professor Emeritus
CAROL NACKENOFF, Professor
KENNETH E. SHARPE, Professor
RICHARD VALELLY, Professor and Acting Chair, spring 2011
TYRENE WHITE, Professor²
BENJAMIN BERGER, Associate Professor
CYNTHIA HALPERN, Associate Professor and Chair²
KEITH REEVES, Associate Professor
AYSE KAYA, Assistant Professor
DOMINIC TIERNEY, Assistant Professor
MATTHEW MURPHY, Visiting Assistant Professor
MELVIN ROGERS, Visiting Assistant Professor
GINA INGIOSI, Administrative Assistant
DEBORAH SLOMAN, Administrative Assistant

² Absent on leave, spring 2011.

³ Absent on leave, 2010–2011.

Course Offerings and Prerequisites

Courses and seminars offered by the Political Science Department deal with the place of politics in society and contribute to an understanding of the purposes, organization, and operation of political institutions, domestic and international. The department offers courses in all four of the major subfields of the discipline: American politics, comparative politics, international politics, and political theory. Questions about the causes and consequences of political action and normative concerns regarding freedom and authority, power and justice, human dignity, and social responsibility are addressed throughout the curriculum.

Prerequisites

Students planning to major in political science must complete two of the following introductory courses before acceptance into the department: Political Theory POLS 001, American Politics POLS 002, Comparative Politics POLS 003, and International Politics POLS 004. Normally, any two of these courses constitute the prerequisite for further work in the department. First-Year Seminar (POLS 010) may also be taken to fulfill the introductory requirement.

Requirements

Major

1. Course Requirements

To graduate with the major in Political Science, a student must complete the equivalent of eight courses in the department, plus the 0.5 credit requirement for completing the senior comprehensive exercise.

The department expects that at least five of these eight courses be taken at Swarthmore, including the Political Theory requirement, and

that two will be taken at the introductory level (POLS 001, 002, 003, 004, 010). No more than one course may be an Advanced Placement credit.

Lotteries: Sometimes Introductory courses have to be lotteried. If you are lotteried for a course one semester, your name will go on a list and you will not be lotteried the next semester. That is to say, no one will be lotteried more than once in POLS 1, 2, 3, 4.

2. Political Theory Requirement

At least one course in Ancient or Modern Political Theory is required of all majors. This requirement can be met by enrollment in either one course or one honors seminar, listed below. It is strongly recommended that all majors complete this requirement no later than their junior year.

Eligible courses are:

Political Theory: Ancient Political Theory (POLS 011)

Political Theory: Modern Political Theory (POLS 012)

Political Theory: Ancient Political Theory (POLS 100)

Political Theory: Modern Political Theory (POLS 101)

Note that there are many other political theory courses taught in the department. Only Ancient or Modern Political Theory, either the course or the seminar, fulfill the political theory requirement. This requirement must be fulfilled with a Swarthmore course; courses taken abroad or at other institutions will not fulfill this requirement. Any exception to this rule must have the written approval of the chair.

3. Distribution of Courses within the Department

Political Science majors are required to take one course or seminar in each of the three subfield areas: 1) American politics; 2)

comparative or international politics; and 3) political theory.

Political Science majors are required to take one course or seminar in each of the three subfield areas: 1) American politics; 2) comparative or international politics; and 3) political theory.

Courses in American Politics include: the American Political System, Environmental Politics, Constitutional Law, Political Parties and Elections, Congress in the American Political System, American Elections, Polling, Public Opinion and Public Policy, the U.S. Presidency, Urban Underclass and Public Policy, Democratic Theory and Practice, and others.

Courses in Comparative and International Politics include: Latin American Politics, China and the World, Defense Policy, American Foreign Policy, The Causes of War, Globalization, International Political Economy, and others.

Courses in Political Theory include: Practical Wisdom, Ancient Political Theory, Modern Political Theory, Democratic Theory and Practice, Ethics and Public Policy, Contemporary Political Theory, and others.

4. The Senior Comprehensive Requirement

To graduate from Swarthmore, all seniors need to fulfill the senior comprehensive requirement in the Political Science Department. There are two options. Option one is a 0.5-credit oral thesis. Students are examined, in an oral exam, on an area of political study which they have chosen and on which they have written a short paper. Each student will work with a faculty adviser to prepare for the oral exam. Option two is a one-credit written thesis which may be chosen by students who meet the eligibility requirements and get the approval of a faculty adviser and the chair. All these requirements and options are discussed in detail in the document Political Science Senior Exercise Overview, available from the department office and on the website.

5. Recommended Courses in Other Departments

Supporting courses strongly recommended for all majors are Statistical Thinking or Statistical Methods (Statistics 1 or 11) and Introduction to Economics (Economics 1).

6. Study Abroad.

The department supports student interest in study abroad. Students are reminded that no more than three of their eight credits (ten credits if in the Honors Program) may be taken outside the Swarthmore Political Science Department. Expectations about study abroad should be incorporated in the sophomore paper. Students planning to study abroad should consult the chair and obtain approval prior to making final

course selection. Any change in course selection must ultimately be approved as well. Upon return from a study abroad program, political science syllabi, papers, and other course materials should be submitted to the chair, or faculty member designated by the chair, for credit evaluation.

Honors Major

1. Political Science Honors majors must meet all current distributional requirements for majors, including the political theory requirement, preferably with the Honors versions of Ancient or Modern Political Theory.
2. They must have a minimum of ten credits inside the Political Science Department.
3. Six of these credits will be met with three (3) two-unit Honors preparations which will help prepare honors majors for outside examinations, both written and oral. These two-unit preparations will normally be either a two-credit Honors seminar or a "course-plus" option.

Of these three (3) two-unit preparations, no more than two may be in a single field in the department, and no more than one may be a course-plus option.

The "course-plus" option will normally consist of two one-unit courses that have been designated to count as an honors preparation, or in some cases a one-unit course and a one-unit seminar that have been so designated. It is up to the student to arrange a course-plus option with a specific faculty member and to have this approved by the chair.

4. To fulfill the Senior Honors Study requirement, students will revise a paper written for one of their department seminars. This paper will be submitted to the appropriate external examiner as part of the honors evaluation process. Students will sign up for the 0.5 credit in the fall of their senior year.

5. To be accepted into the Honors Program students should normally have at least an average of 3.5 inside and 3.0 (B) outside the department, and should have given evidence to the departmental faculty of their ability to work independently and constructively in a seminar setting. Seminars will normally be limited to eight students and admission priority will go to honors majors, first seniors and then juniors, including special majors.

Honors Minors

1. Honors minors in political science will be required to have at least five credits in political science. Among these credits, minors must normally meet the Theory requirement plus one other subfield. The political theory requirement can be met by enrolling in one of the following: Introduction to Political Theory (POLS 1), Ancient Political Theory (POLS 11), Modern

Political Theory (POLS 12), Ancient Political Theory (POLS 100), Modern Political Theory (POLS 101). It should be noted that Honors Minors can count POLS 1, Introduction to Political Theory, as fulfillment of the political theory requirement. This is the only instance in which that is the case.

2. Minors will also be required to take one (1) of the two-unit Honors preparations offered by the department.

Honors Exams

The honors exams will normally consist of a three hour written exam in each of the student's seminars, and an oral exam in each seminar, conducted by an external Honors examiner. Honors students must see the department chair for advising on an Honors Program.

Special Major

Special majors are welcome to take seminars (as well as courses) in the Political Science Department. Special majors in political science and educational studies are common and encouraged. All other special majors require a designated faculty adviser and special consultation with the chair.

Education special majors need to complete six courses in Political Science and to fulfill all of the requirements of the department major.

For special majors, the title of the thesis has to be approved by all the departments involved, the approved course list must include 10-12 credits and the express approval of any department with 2 or more credits on that list, there must be a faculty adviser from the anchor department with 5-6 courses in the major, and the Senior Comprehensive exercise has to be constructed, usually in relation to the Senior Comprehensive of the anchor department.

Concentration in Public Policy

Students have the option of pursuing interdisciplinary work as an adjunct to a major in political science in the public policy concentration. Comprehensive requirements (for course majors) or the external examination requirements (for candidates for honors) will be adjusted to allow students to demonstrate their accomplishments in the concentration. For further information, consult the separate catalog listing for public policy.

The Engaging Democracy Project

The purpose of this project is to deepen students' understanding of and commitment to democratic citizenship in a multicultural society through participation in community politics. A central feature of the Engaging Democracy Project is community-based learning through public service and community organizing

internships as part of the coursework. By integrating reflection and experience, the project will enable students to study the ways in which diverse communities define and seek to empower themselves in the United States and to discover the relationship between individual activism, social responsibility, and political change at the grassroots level.

Advanced Placement

The department grants 1 unit of college credit to students who have achieved a score of 5 on the College Board Advanced Placement (AP) examination in Government and Politics (either United States or Comparative but not both). This credit may be counted toward the major and toward satisfaction of the College distribution requirement in the social sciences. Normally, students awarded AP credit will still be expected to complete two introductory courses at Swarthmore as a prerequisite for more advanced work in the department.

Teacher Certification

Political science majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, please contact the Educational Studies Department director, the Political Science Department chair, or the Educational Studies Department website at www.swarthmore.edu/educationalstudies.xml.

Courses

POLS 001. Political Theory

This course is an introduction to political theory by way of an introduction to some of its most important themes, problems, and texts. It seeks to elicit understanding of theory as a way of thinking about the world, as related to political practices and institutions, and as a form of politics. Different instructors and sections will emphasize different central issues of politics such as justice, freedom, power and knowledge, and religion and politics.

1 credit.

Fall 2010. Halpern.

POLS 002. American Politics

How do American institutions and political processes work? To what extent do they produce democratic, egalitarian, or rational outcomes? The course examines the exercise and distribution of political power. Topics include presidential leadership and elections; legislative politics; the role of the Supreme Court; federalism; parties, interest groups, and movements; public policy; the politics of class, race, and gender; voting; mass media; and public discontent with government.

1 credit.

Writing course.

Fall 2010. Nackenoff.

Spring 2011. Reeves. The spring semester course is not a writing course.

POLS 003. Comparative Politics

An introduction to the major themes and methods of comparative political analysis through a study of the history and character of contemporary politics in various states and regions. Contrasting comparative approaches include the role of institutions, socioeconomic transformation, and political culture in political change. Course sections focus on such questions as why are some countries democratic and some not, how do variations among democratic systems affect performance and stability, when and why does violent political or social conflict happen, why do some economies grow faster and work better than others, and what's the best way to design political institutions?

1 credit.

Writing course.

Spring 2011. Murphy.

POLS 004. International Politics

This course aims to introduce the student to the main concepts, debates, and issues in international politics. The course will examine international politics not only in terms of relations between states but also between non-state actors and states. It shall also introduce the student to the primary analytical tools and theories for understanding international relations, focusing not only on theoretical questions but also on crucial events in contemporary international politics.

1 credit.

Fall 2010. Tierney. Spring 2011. Kaya.

POLS 010. First-Year Seminar: Reason, Power, and Happiness

This seminar will look at what classical theorists—particularly Plato, Aristotle, and Hobbes—can teach us about the relationship between reason, power, and happiness. Among the questions we will explore are the following: What, if anything, is the difference between happiness and pleasure? Do we need to be powerful in order to be happy, and, if so, what kind of power do we need? What do we mean by reason? Is it a neutral capacity—silent about ends or values? Is it simply a tool to help us find the best means to our ends, to break down complex problems into understandable parts? Or is reason always the servant of powerful interests (our own or those of others) and thus inevitably a tool of the powerful to manipulate the weak? In this sense, are policy analysts, skilled at using reason to do cost-benefit

calculations, simply hired guns, serving the interest of the powerful? Or is reason actually an integral part of the daily moral choices we make, as Aristotle argued when he wrote about practical wisdom (*phronesis*)?

1 credit.

Fall 2010. Sharpe.

POLS 010C. First-Year Seminar: Mass Media, Politics, and Public Policy

This seminar will explore important conceptual, empirical, normative, and public policy questions surrounding media institutions as they wrestle with new and increasing controversial challenges created by the Internet and new technologies such as Web-based communities of like-minded individuals. Moreover, we critically examine the economic, demographic, political, and technological forces that are propelling the present transformations—and their implications for American electoral politics and governance.

1 credit.

Fall 2010. Reeves.

POLS 010D. First-Year Seminar: More Money, More Problems

This seminar investigates how money is related to power, freedom, and social order. What was the world like *before* money, and what economic, political, and psychological changes have been brought about by the “money economy”? To address these questions, we'll examine the nature of money on three levels: First is a broad theoretical level. What does money represent, and what is its relation to value, exchange, and truth? Second is a micro, individual level. How must people understand themselves, social roles, and economic incentives for money to function? Third is a macro, social, or global level. How does money affect the relationship of the state and the economy? What is its impact on the division of labor, the nature of property, power, and international finance? Course readings will span a broad range from classical to contemporary and from political philosophy to nuts-and-bolts economics to pop music.

Writing course.

1 credit.

Not offered 2010–2011. Murphy.

POLS 010F. First-Year Seminar: When Disaster Strikes

When a natural or man-made disaster strikes, what are the political repercussions? Using a variety of cases from a different historical periods, different regions of the world, different levels of politics (national, regional, and local), this course will examine both the causes and consequences of disaster. How does the trauma of disaster influence political processes, institutions, and leaders? Is the impact fleeting

or enduring? A different case will be examined each week. In the final weeks of the semester, the class will choose several cases of interest to them that we will then investigate together.

1 credit.

Not offered 2010–2011.

POLS 010G. First-Year Seminar: The U.S. Presidency

What's it like being President of the United States? How different is the experience today from other periods in American history? It's very hard to know the answers to these questions since the experience of being President has been restricted to 44 men over the course of American history. The rest of us can hardly know. But political science has always focused on power, leadership, and their institutional context. So there is a rich body of rigorous analysis to consider—the bottom line of which is that skill at being president is at best a minor factor in presidential success. Particular topics include the presidency past, present, and future, macroeconomic management, the national security presidency, the impact of mid-term elections, and the extent of presidential leadership of public opinion.

1 credit.

Not offered 2010–2011.

POLS 010H. First-Year Seminar: Disaster

This seminar will use a combination of reading materials and video footage to explore the links between politics and major disasters around the world. Looking at a series of major disasters in different parts of the world, and at different historical moments, we will examine both the origins and outcomes of these events, and the role of political forces, actors, or institutions in the causes or the aftermath of these events. We will also consider the extent to which any political lessons were learned from the events, and whether they were the right lessons. Both natural and man-made disasters will be examined.

1 credit.

Not offered 2010–2011.

POLS 011. Ancient Political Theory: Plato Through Machiavelli

Reason, force, and persuasion are major tools of politics considered and used by political philosophers as they seek to legitimate their vision concerning the proper organization of political life. Each tends to reflect particular views about human capacities and differences, and each entails certain difficulties. This course explores these issues and other key concepts of political thought, drawing on major works in the Western tradition, including Plato, Aristotle,

Cicero, Augustine, Aquinas, and Machiavelli. Hobbes is included for contrast.

1 credit.

Fall 2010. Nackenoff.

POLS 012. Modern Political Theory

In this course, we read and discuss texts written by some of the “modern” era’s most influential political theorists, including Machiavelli, Hobbes, Locke, Rousseau, Kant, American Federalist and anti-federalists, Marx, Nietzsche, Habermas, and Foucault. (“Modern” in this context is a *term d’art* that covers roughly 600 years, from the late Renaissance to the early 20th century.) Some of the course themes include liberty; the development of modern liberalism and the emergence of its critics; the appropriate relationship between the state and the individual; the appropriate distinction between public and private realms; the appropriate role of history in the study of political philosophy; and the appropriate role of reason, the passions, religion, and virtue in political affairs. We will also explore the contemporary relevance of our highlighted thinkers and their ideas, continuously relating political theory to the study and practice of political science and practical politics.

1 credit.

Spring 2011. Berger.

POLS 013. Political Psychology and Moral Engagement

This course combines readings from the fields of political psychology, social psychology and political theory for the purposes of understanding ourselves as citizens and moral agents. Students will canvas theories as well as empirical studies that describe the processes of political and moral decision-making. We will also ask whether the same processes that usually lead to normal political and moral decision-making might occasionally produce disastrous consequences, and we will investigate means of avoiding the worst outcomes.

1 credit.

Fall 2010. Berger.

POLS 015. Ethics and Public Policy

This course will examine the nature and validity of ethical arguments about moral and political issues in public policy. Specific topics and cases will include ethics and politics, violence and war, public deception, privacy, discrimination and affirmative action, environmental risk, health care, education, abortion, surrogate motherhood, world hunger, and the responsibilities of public officials.

Eligible for PPOL credit.

1 credit.

Not offered 2010–2011.

POLS 019. Democratic Theory and Practice

What is democracy, and what does it require? Widespread political participation? Social connectedness? Economic equality? Civic virtue? Excellent education? How well does the contemporary U.S. meet those ideal standards? POLS 019 students read classic and recent texts in normative political theory and empirical political science—addressing what democracy should do and how well the U.S. is doing it augmented by a participatory component that requires several hours per week outside of class. Students engage with civic leaders and activists in the strikingly different communities of Swarthmore and Chester, and participate in a variety of community projects. The goal is to understand better the ways in which social, economic, educational and political resources can affect how citizens experience democracy.

1 credit.

Fall 2010. Berger.

POLS 021. American Political Parties and Elections

Considers how national parties organize presidential and congressional elections. Topics may include parties in democratic theory, presidential candidacies, presidential party-building, presidential campaigns during the general presidential election, presidential mandates, why parties remain persistently competitive, party polarization and income inequality, the development of partisan bases, and issue evolution and coalition maintenance in party politics. Special attention in fall 2010 to the off-year congressional elections. Prior course work in American politics not required but is helpful for comprehension.

1 credit.

Fall 2010. Valelly.

POLS 022. American Elections: Ritual, Myth, and Substance

An examination of the role of policy issues, candidates images, campaign advertisements, media, polling, marketing, and political parties in the American electoral process. We will consider the role of race, gender, class, and other variables in voting behavior and look for evidence concerning the increasing polarization of American politics. We will examine the impact of recent laws and practices that seek to encourage or depress voting in the aftermath of the 2000 election, and will explore the impact of felony disenfranchisement. What are some of the most important recent changes affecting American electoral politics? Historical trends will provide the basis for analyzing upcoming elections. Do elections matter, and, if so, how?

1 credit.

Not offered 2010–2011.

POLS 024. American Constitutional Law

The Supreme Court in American political life, with emphasis on civil rights, civil liberties, and constitutional development. The class examines the court's role in political agenda-setting in arenas including economic policy, property rights, separation of powers, federalism, presidential powers and war powers, and interpreting the equal protection and due process clauses as they bear on race and gender equality. Judicial review, judicial activism and restraint, and theories of constitutional interpretation will be explored.

1 credit.

Spring 2011. Nackenoff.

POLS 029. Polling, Public Opinion, and Public Policy

Public opinion polling has become an essential tool in election campaigning, public policy decision making, and media reporting of poll results. As such, this course focuses on helping students interested in these areas learn the fundamental skills required to design, empirically analyze, use, and critically interpret surveys measuring public opinion. Because the course emphasizes the application of polling data about public policy issues and the political process, we will examine the following topics: abortion, affirmative action, September 11th, the 2008 presidential election and presidential leadership.

Prerequisite: POLS 002 or permission of the instructor.

Eligible for PPOL credit.

1 credit.

Not offered 2010–2011.

POLS 031. Difference, Dominance, and the Struggle for Equality

This course examines how unequal power relations are maintained and legitimated and explores different strategies and routes for achieving equality. Struggles involving gender, race, ethnicity, religion, class, and colonial and postcolonial relationships are compared.

1 credit.

Not offered 2010–2011.

POLS 032. Gender, Politics, and Policy in America

Gender issues in contemporary American politics, policy, and law. Policy issues include the feminization of poverty, employment discrimination, pornography, surrogate parentage, privacy rights and sexual practices, workplace hazards, and fetal protection.

1 credit.

Not offered 2010–2011.

POLS 033. Race, Ethnicity, and Public Policy: African Americans

This course investigates the relationship of race, American political institutions, and the making of public policy. Race, class, and ethnic analyses are made with particular focus on how racial policy is made through the electoral system, the courts, the Congress, and the presidency. In addition, the course explores the deracialized campaign and governance strategies of a new vanguard in African American political leaders: Cory Booker (Newark, N.J.); Yvette Clarke (N.Y.); Keith Ellison (Minn.); Adrian Fenty (Washington, D.C.); Deval Patrick (Mass.); and Barack Obama's meteoric and historic rise to the U.S. presidency.

Eligible for PPOL credit.

1 credit.

Spring 2011. Reeves.

POLS 034. Race, Representation, and Redistricting in America

This course will explore the controversial political and public policy questions surrounding the reshaping and redrawing of congressional districts to increase minority black and Latino political representation in the United States. Why was stringent and comprehensive voting rights legislation needed in 1965? What has been the impact of the Voting Rights Act on minority disenfranchisement? How have minority voters and candidates fared in the American electoral process? Has the Voting Rights Act evolved into an "affirmative action tool in the electoral realm"? How will the U.S. Supreme Court's developing jurisprudence of racial redistricting alter the political and racial landscape of this country? What are the public policy implications against the backdrop of the court's rulings where the decennial census is concerned?

Eligible for BLST or PPOL credit.

1 credit.

Not offered 2010–2011.

POLS 038. Public Service, Community Organizing, and Social Change

Through community-based learning, this seminar explores democratic citizenship in a multicultural society. Semester-long public service and community organizing internships, dialogue with local activists, and popular education pedagogy allow students to integrate reflection and experience.

1 credit.

Not offered 2010–2011.

POLS 039. Faith-Based Social Policy in the United States

Should religious institutions and organizations be able to receive federal funding for the delivery of social services? Does such funding violate the Constitution? Did the Founding Fathers intend for the realms of government and religion to be distinct? What does the constitutional separation of church and state mean today, given the complex social concerns as varied as poverty, child abuse, aging, mental illness, and substance abuse? And is it desirable even for religious institutions and organizations to be social policy advocates? The course is an exploration of these questions—and importantly, how presidential executive orders, legislative (in)action, judicial rulings, government policy making, and citizen advocacy impact the role of faith-based organizations in social and welfare policy. Particular attention will be paid to the origins, scope, and results of the White House Office of Faith-Based and Community Initiatives.

Eligible for PPOL credit.

Prerequisite: POLS 002 or permission of the instructor.

1 credit.

Not offered 2010–2011.

POLS 042. Congress in the American Political System

Institutional evolution, the congressional career, the participation in congressional politics by members of Congress themselves, parties in Congress, and House-Senate differences are the primary topics. Other issues may include the committee system, how congressional elections shape the institution, lobbying and interest groups in congressional process and politics, ethics and earmarks, congressional influence on the bureaucracy, presidential influence on the legislative process, congressional interaction with the federal judiciary, the relative difficulty of conceptualizing and measuring representation, and deficit politics. Prior course work in or detailed knowledge of American politics is essential.

1 credit.

Spring 2011. Valelly.

POLS 043. Environmental Policy and Politics

Topics in environmental politics, policy, and law. In the United States, we will focus on environmental movements and environmental justice; regulation and its alternatives; the role of science in democratic policy making; the courts and the impact of federalism, commerce clause, and rights on regulation. The course also considers the role of national and supranational

organizations and institutions in managing environmental problems, with attention to developed/developing world environmental controversies.

Eligible for ENV5 credit.

1 credit.

Spring 2011. Nackenoff.

POLS 048. The Politics of Population

The role of population and demographic trends in local, national, and global politics will be examined. Topics include the relationship between population and development, causes of fertility decline, the impact and ethics of global and national family planning programs, and contemporary issues such as population aging and the AIDS pandemic.

Eligible for ENV5 or PPOL credit.

1 credit.

Not offered 2010–2011.

POLS 049. The U.S. Presidency

The presidency is widely considered an enormously powerful office, but political scientists have instead been struck by how difficult and relatively impotent the office actually is. The course explores this contradiction and clarifies exactly how, why, and when presidents have been influential. Other topics may include whether and how presidents control the presidency and the executive branch, veto bargaining with and influence on Congress, presidential influence on the macroeconomy, presidential influence on the Supreme Court and the federal judiciary, the politics of executive orders, presidential acquisition of the war power, and the development of the national security state and its implications for political democracy.

1 credit.

Spring 2011. Valelly.

POLS 053. The Politics of Eastern Europe: Politics in Transition

This course will examine the unique set of political, social, and economic challenges faced by the states of Central and Eastern Europe over the past half-century. First, we will examine the installation of communist regimes after World War II and the conflicts generated by the establishment of “real existing socialism.” This historical foundation is integrally related to the second section, on the causes, commonalities, and varieties of the “transition,” or sudden collapse of communism in the region after 1989. The course will investigate causes, process, and consequences of these transitions for states and citizens. The third section focuses on contemporary political challenges in the region, from xenophobia and nationalism, to tensions between neoliberal and alternative

economic strategies, to the goals of democratization and entering Europe.

1 credit.

Not offered 2010–2011.

POLS 055. China and the World

Examines the rise of China in the late 20th and early 21st centuries. Topics include China’s reform and development strategy, the social and political consequences of reform, the prospects for regime liberalization and democratization, and patterns of governance. The course will also examine patterns of political resistance and China’s changing role in regional and global affairs.

Eligible for ASIA or PPOL credit.

1 credit.

Not offered 2010–2011.

POLS 056. Patterns of Asian Development

Patterns of political, social, and economic development in Asia will be traced, with special focus on China, Japan, North and South Korea, Taiwan, Vietnam, and India. Topics include the role of authoritarianism and democracy in the development processes, the legacies of colonialism and revolution and their influences on contemporary politics, sources of state strength or weakness, nationalism and ethnic conflict, gender and politics, and patterns of political resistance.

Eligible for ASIA or PPOL credit.

1 credit.

Not offered 2010–2011.

POLS 057. Latin American Politics

A comparative study of the political economy of Mexico, Chile, Guatemala, Nicaragua, Colombia, and Cuba. Topics include the tensions between representative democracy, popular democracy, and market economies; the conditions for democracy and authoritarianism; the sources and impact of revolution; the political impact of neo-liberal economic policies and the economic impact of state intervention; and the role of the United States in the region.

1 credit.

Spring 2011. Sharpe.

POLS 059. Contemporary European Politics

This course is about significant political changes and conflicts in present-day Europe. It begins by introducing important political contexts, including variations among European democracies and political features common to European states, such as social democratic and Christian democratic parties, parliaments, coalition governments, welfare states, and of course the European Union. With that

background, the course then focuses on some of the most pressing current political issues: integration, immigration & migration, radicalism & violence, prosperity & inequality, citizenship & identity, and external relations.

1 credit.

Spring 2011. Murphy.

POLS 061. American Foreign Policy

This course analyzes the formation and conduct of foreign policy in the United States. The course combines three elements: a study of the history of American foreign relations since 1865; an analysis of the causes of American foreign policy such as the international system, public opinion, and the media; and a discussion of the major policy issues in contemporary U.S. foreign policy, including terrorism, civil wars, and economic policy.

Prerequisite: POLS 004 or the equivalent.

1 credit.

Spring 2011. Tierney.

POLS 064. American-East Asian Relations

This course examines international relations across the Pacific and regional affairs within East Asia (including China, Japan, North and South Korea, Taiwan, Vietnam and the United States). Topics include the impact of Sept. 11 and its aftermath on regional and cross-Pacific relationships, the significance of growing Chinese power, tensions on the Korean peninsula and between China and Taiwan, and the impact of globalization on cross-Pacific interactions.

Eligible for AISA credit.

1 credit.

Not offered 2010–2011.

POLS 066. Transitional Justice

This course is about struggles over justice that occur in the context of a transition from one regime to another. The focus is on questions of what can be done about past injustice, what should be done, and what the impact of this decision involves. The course is organized topically around important cases between World War II and the present, including post-war Germany, France, and Holland; post-dictatorship Greece, Spain, and Argentina; post-communist Eastern Europe; post-Apartheid South Africa; and occupied Iraq. It examines different kinds of justice, including legal, criminal, retributive, distributive, restorative, and political, and investigates several tools of transitional justice, including international and domestic criminal trials, re-education, purges, screening, truth commissions, historical

investigation, rehabilitation, compensation, and apology.

1 credit.

Fall 2010. Murphy.

POLS 067. Great Power Rivalry in the 21st Century

Since the end of the great rivalry that marked the bipolar Cold War, commentators have debated whether we live in a unipolar or multipolar world. Celebrations, condemnations, as well as obituaries of U.S. hegemony have repeatedly been written. At the same time, nuclear weapons and the economic interdependence have radically reduced the prospects for war between great powers. Does the U.S.A. stand as the sole great power? Is the European Union simply an enormous market with a soft spot for multilateralism, or does the worldviews it puts forward and the international relations it fosters rival the U.S. way? To what extent does the Chinese agenda at multilateral institutions conflict with that of the U.S.A.'s and the E.U.'s? In answering these questions and others, some of the issues that the course addresses are: changing meanings of "great power" and "rivalry"; historical overview of rivalry; trade disputes between the U.S.A., E.U., and China at the World Trade Organization; relations between these three powers at other international institutions, particularly the United Nations and the International Monetary Fund; foreign aid policies of the U.S.A., the E.U., and China; the implications of the rise of Brazil, Russia, and India for world politics.

Prerequisite: POLS 004.

1 credit.

Fall 2010. Kaya.

POLS 69. Globalization: Politics, Economics, Culture and the Environment

This course examines globalization along its diverse but inter-related dimensions, including economic, cultural, and political globalization. Topics include: historical overview of globalization; economic globalization and its governance with a focus on the major international organizations involved in the governance of international trade and financial flows, the World Trade Organization, the World Bank, and the International Monetary Fund; global inequality and poverty; cultural globalization; political globalization and the state; environmental globalization; regional organizations, particularly the EU; and prospects for global democracy. The course will also examine topical issues, such as the recent financial crisis.

1 credit.

Fall 2010. Kaya.

POLS 070. Political Psychology

Examines the psychological dimensions of politics. Topics include: the role of perception and cognition in different political contexts, from crisis management to routine political decision-making; the dynamic relationship between leaders and their followers, including the impact of charismatic leaders and the psychology of group dynamics; the impact of political beliefs and values on political behavior, and the role of ideology in the mobilization of revolutionary movements; the formation of group identity, and the forces that provoke the breakdown of cooperation and the eruption of violence between groups. Examples used to illustrate these issues will be drawn from a wide range of locations around the world and a variety of historical eras.

1 credit.

Not offered 2010–2011.

POLS 072. Constitutional Law: Special Topics

Students will explore in depth several recent issues and controversies, most likely drawn from First-, Fourth-, Fifth-, Sixth-, and/or 14th-Amendment jurisprudence. Attention will also be given to theories of interpretation. Designed for students who want to deepen their work in constitutional law.

Prerequisites: POLS 024 and permission of the instructor.

1 credit.

Not offered 2010–2011.

POLS 073. Comparative Politics: Special Topics: Comparative Capitalism

A large proportion of all political conflict concerns the relationship between states and economies through regulation, management, and provision of social services. This course explores comparative political economy, or the study of different ways these questions have been resolved across the world, with varying degrees of success and stability. It complements courses such as International Political Economy, regional Comparative Politics courses, American Politics, and Public Policy. It covers topics such as the development and crisis of welfare states, the organization of business-government relations, the impact of globalization on domestic politics and economic management, and the multiple successive models of capitalism within advanced industrial societies.

1 credit.

Spring 2011. Murphy.

POLS 075. International Politics: Special Topics: The Causes of War

The causes of war is arguably one of the most important issues in the field of international politics. In each week of the course, a candidate

theory will be examined, and a specific war will be analyzed in depth to test the validity of the theory. Topics will include revolution and war, capitalism and war, misperception and war, and resource scarcity and war. The course will conclude with a discussion of the future of war, particularly the likelihood of conflict among the great powers.

Prerequisite: POLS 004 or equivalent.

1 credit.

Spring 2011. Tierney.

POLS 077. Practical Wisdom

What is practical wisdom (what Aristotle called “*phronesis*”)? Is it necessary to enable people to flourish in their friendships, loving relations, education, work, community activities, and political life? What is the relevance of this Aristotelian concept for the choices people make in everyday life, and how does it contrast with contemporary Kantian, utilitarian, and emotivist theories of moral judgment and decision making? What does psychology tell us about the experience and character development necessary for practical wisdom and moral reasoning? And how do contemporary economic and political factors influence the development of practical wisdom?

Prerequisites: Some background in philosophy or political theory.

Enrollment is limited and by permission of the instructor. (Applications available from department office.)

1 credit.

Spring 2011. Sharpe.

POLS 079. Comparative Politics Special Topics: Democracy and Ethnic Conflict

An investigation of the relationship between democracy and one of the most important political problems in the contemporary world—ethnic conflict. What are ethnic groups, what is ethnic conflict, and what causes it to become violent? What impact does ethnic conflict have on the emergency, survival, and quality of democracy? And what effect do democratic political systems have on the likelihood and severity of ethnic conflict? Does democracy exacerbate the problem, or can it be a “solution” to ethnic conflict? If so, how? The course will use examples from a wide range of countries around the world.

1 credit.

Not offered 2010–2011.

POLS 090. Directed Readings in Political Science

Available on an individual or group basis, subject to the approval of the instructor.

1 credit. Staff.

POLS 092. Senior Comprehensives

Open only to senior majors completing the comprehensive requirement.

0.5 credit. Valeyly.

POLS 095. Thesis

A 1-credit thesis, normally written in the fall of the senior year. Students need the permission of the department chair and a supervising instructor.

1 credit.

Seminars

The following seminars prepare for examination for a degree with honors:

POLS 100. Ancient Political Theory: Plato to Hobbes

This course will consider the development of political thought in the ancient and medieval periods and the emergence of a distinctively modern political outlook. Special attention will be paid to the differences between the way the ancients and the moderns thought about ethics, reason, wisdom, politics, democracy, law, power, justice, the individual, and the community. Key philosophers include Plato, Aristotle, Augustine, and Hobbes.

2 credits.

Fall 2010. Sharpe.

POLS 101. Modern Political Theory

In this seminar, we will study the construction of the modern liberal state and capitalism through the works of Hobbes, Locke, and Rousseau, and then, in more detail, we will examine the greatest critics of the modern age—Marx, Nietzsche, Jung, and Foucault. Marx demands that we take history and class conflict seriously in political theory. Nietzsche connects the evolution of human instinct to the politics of good and evil for the sake of political transformation. Jung establishes psychology and mythology as foundations for politics, and Foucault uses all three of these critics to question the modern subject and the disciplines of power and knowledge that construct selves and politics in a postmodern age.

2 credits.

Spring 2011. Berger.

POLS 104. American Political System

An intensive survey of the best political science literature on national institutions, democratic processes, citizens' attitudes and their attention to and knowledge of politics, the behavior of voters and politicians, federalism, income inequality's political origins, and the questions that political scientists have asked and currently ask about these topics. Previous background in American politics and history is essential. The seminar mixes the latest research with enduring

contributions in order to capture the vitality and excitement of studying American politics and its constituent elements.

Prerequisite: POLS 002 or an intermediate American politics course.

2 credits.

Fall 2010. Valeyly.

POLS 105. Constitutional Law in the American Polity

This seminar examines the Supreme Court in American political life, with emphasis on civil rights, civil liberties, and constitutional development. The seminar explores the court's role in political agenda setting in arenas including economic policy, property rights, separation of powers, federalism, presidential powers and war powers, and interpreting the equal protection and due-process clauses as they bear on race and gender equality. Judicial review, judicial activism and restraint, and theories of constitutional interpretation will be included.

2 credits.

Spring 2011. Nackenoff.

POLS 106. The Urban Underclass and Public Policy

This seminar is a critical examination of some of the most pressing (and contentious) issues surrounding the nation's inner cities today and the urban underclass: the nature, origins, and persistence of ghetto poverty; racial residential segregation and affordable public housing; social organization, civic life, and political participation; crime and incarceration rates; family structure; adolescent street culture and its impact on urban schooling and social mobility; and labor force participation and dislocation. We conclude by examining how these issues impact distressed urban communities, such as the neighboring city of Chester.

2 credits.

Fall 2010. Reeves.

POLS 107. Identity, Order, and Conflict in Modern Europe

This seminar will investigate fundamental concepts in comparative politics: collective identities, political and economic regime types, radical and extremist movements, and violent conflict. What demands and problems are generated by nationalist, class, and ethnic conflict? How have multinational and multicultural solutions to these problems succeeded and failed, and how are immigration and cultural conflict challenging these solutions? What explains dictatorship and democracy in the 20th century, and are nationalism and authoritarianism experiencing a resurgence in the 21st? What varieties of capitalism and social welfare remain viable

after the collapse of communism and the growth of globalization? How do current radical right wing and terrorist movements compare to those in the past, and what impacts do such movements have on political & economic organization? Why can some conflicts be contained within political procedures, yet others spill over into violence? The focus will be on comparisons across Europe, between European and outside cases, and within the European Union.

2 credits.

Not offered 2010–2011.

POLS 108. Comparative Politics: East Asia

This course examines the politics of China, Japan, the two Koreas, Vietnam and Taiwan. It compares pathways to development, the role of authoritarianism and democracy in the development process, the conditions that promote or impede transitions to democracy, and the impact of regional and global forces on domestic politics and regime legitimacy. It also explores the ideas and cultural patterns that influence society and politics, and the role of social change and protest in regime transformation.

Eligible for ASIA or PPOL credit.

2 credits.

Not offered 2010–2011.

POLS 109. Comparative Politics: Latin America

A comparative study of the political economy of Mexico, Chile, Guatemala, Nicaragua, Colombia, El Salvador, and Cuba. Topics include the tensions between representative democracy, popular democracy, and market economies; the conditions for democracy and authoritarianism; the sources and impact of revolution; the political impact of neo-liberal economic policies and the economic impact of state intervention; and the role of the United States in the region.

2 credits.

Spring 2011. Sharpe.

POLS 110. Comparative Politics: Identity and Conflict

An exploration of the role of identities in political conflict. Does diversity in its many forms (national, ethnic, cultural, religious, gender, etc.) cause violent conflict such as riots, ethnic cleansing, or genocide? What about non-violent conflict such as discrimination, party/electoral competition, and political protest? How do categories of identity differ from one another, and which ones are the most important? Using cases from around the world we will investigate the origins, evolution, and representation of politicized identities, their effects on violence, peace, and stability in

democratic and authoritarian regimes, and the reciprocal impact of political systems on identities and identity conflict. We will evaluate strategies intended to moderate identity conflict, such as multiculturalism and separation, power-sharing and repression, preferential treatment and assimilation. Finally we will consider changes brought about by immigration, demographic shifts, new patterns of identification, and new political models.

2 credits.

Fall 2010. Murphy.

POLS 112. Democratic Theory and Civic Engagement in America

This course begins with the questions: What is democracy, and what does it require? Widespread political participation? Economic equality? Good education? Civic virtue? If any of these conditions or characteristics are necessary, how might they be promoted? In addition to theoretical questions, we will investigate one of the hottest debates in contemporary political science: whether political participation, social connectedness, and general cooperation have declined in the United States over the past half-century. If so, why? What might be done? We will consider the potential civic impact of economic and social marginalization in inner-city areas, the role of education in promoting civic engagement, the problem of civic and political disengagement among America's youth, and the potential for the Internet and other communications technology to resuscitate democratic engagement among the citizenry. We will close by considering some lessons from successful community activists, politicians, and political mobilizers.

2 credits.

Not offered 2010–2011.

POLS 113. International Politics: War, Peace, and Security

This seminar will investigate in depth the issues of conflict, security, and the use of force in contemporary international politics. The course will begin by considering the changing meaning of "security" and by analyzing the major theoretical approaches including realism, liberalism, and constructivism. The course will then tackle some of the great puzzles of international security including the clash of civilizations hypothesis, the role of nuclear weapons, civil wars and intervention, terrorism, and human rights.

2 credits.

Fall 2010. Tierney.

POLS 116. International Political Economy

The course studies the main historical and contemporary approaches in international

political economy, and focuses on the primary contemporary issues in political-economic relations among states as well as between states and non-state actors. Topics include: domestic-international level interaction in the politics of international economic relations, economic globalization, the international financial and monetary systems, the international trading system, development and aid, economic crises, multinational corporations, interlinkages between economic and security relations, multilateral platforms to address international political economic issues, including relatively new forums such as the G20.

Prerequisites: POLS 004 and ECON 001 (Introduction to Economics).

2 credits.

Spring 2011. Kaya.

POLS 180. Thesis

With the permission of the department, honors candidates may write a thesis for double course credit.

FRANK H. DURGIN, Professor
DEBORAH G. KEMLER NELSON, Professor²
ALLEN M. SCHNEIDER, Professor
BARRY SCHWARTZ, Professor
JANE E. GILLHAM, Associate Professor
ANDREW H. WARD, Associate Professor and Chair
DANIEL J. GRODNER, Assistant Professor³
ETSUKO HOSHINO-BROWNE, Assistant Professor
MALATHI THOTHATHIRI, Visiting Assistant Professor
JODIE A. BAIRD, Assistant Professor (part time)
MICHELE REIMER, Assistant Professor (part time)²
JULIA L. WELBON, Academic Coordinator
KATHRYN TIMMONS, Administrative Coordinator

² Absent on leave, spring 2011.

³ Absent on leave, 2010–2011.

The work of the Psychology Department concerns the systematic study of human behavior and experience. Processes of perception, learning, thinking, and motivation are considered along with their relation to the development of the individual. Topics also include the influence of other people on the individual and the origins and treatment of mental illness.

The courses and seminars of the department are designed to provide a sound understanding of the principles and methods of inquiry of psychology. Students learn the nature of psychological inquiry and psychological approaches to various problems encountered in the humanities, the social sciences, and the life sciences.

A special major in psychobiology is offered in cooperation with the Biology Department. Consult the chair of either department, the department information brochures, and the psychology website www.swarthmore.edu/psychology.xml.

A special major in psychology and education is offered in cooperation with the Educational Studies Department. Consult the chair of either department, the department information brochures, and websites www.swarthmore.edu/psychology.xml (psychology) or www.swarthmore.edu/educationalstudies.xml (educational studies).

Requirements and Recommendations

PSYC 001: Introduction to Psychology normally serves as a prerequisite for further work in the department. The first-year seminars PSYC 005: Nature and Nurture or PSYC 006: Happiness may be taken in place of 001. A score of 5 on the Advanced Placement Psychology test may also be used to qualify a student for further work in psychology, but this practice is not encouraged. Students with an AP

result of 5 are requested to consult the department for guidance in selecting an appropriate first course if they seek advanced placement. All students considering a program in Psychology are encouraged to take PSYC 025: Research Design and Analysis as sophomores, or in the fall of the junior year.

A course major consists of at least 8 credits in Psychology (typically more), including both PSYC 025 (normally prior to the senior year) and at least four core courses (with course numbers in the 030s): Physiological Psychology; Cognitive Neuroscience; Perception; Cognitive Psychology; Psychology of Language; Social Psychology; Thinking, Judgment, and Decision Making; Cultural Psychology; Clinical Psychology; and Developmental Psychology. STAT 011: Statistical Methods, a prerequisite for PSYC 025, is also required for the major, but does not count toward the minimum credits. The minimum requirement also excludes courses cross-listed in psychology that are taught solely by members of other departments, such as EDUC 021/PSYC 021, EDUC 023/PSYC 023, EDUC 025/PSYC 022 and EDUC 026/PSYC 026. Except for senior theses, courses taken to complete the comprehensive requirement are also excluded from the minimum credit requirement.

Students are required to meet a comprehensive requirement in their majors. In psychology, this may be accomplished in one of four ways.

One way, open to all majors, is to complete a research practicum during their senior year. See PSYC 102, PSYC 104, PSYC 107, PSYC 108, PSYC 109, PSYC 110 and the department brochure. Students who meet the comprehensive requirement with a research practicum must take it for one-half credit or 1 full credit in their senior year, and must meet the eight course credits for the major in addition to receiving credit for the practicum. Note that research practica may be taken prior to the

senior year for Psychology credit, and that practica fulfill the comprehensive requirement only when taken in the senior year.

A second way, also open to all majors, is to complete a substantial research paper on a topic of their choice, normally in the fall of the senior year. The topic must be developed in consultation with and approved by a faculty adviser. See PSYC 098: Senior Research Project and the department brochure. Students who meet the comprehensive requirement in the department with the senior research project must meet the eight course requirement for the psychology major in addition to receiving 0.5 credit for the project.

A third way, open to selected students, is to take PSYC 090 Practicum in Clinical Psychology in the senior year. See PSYC 090 and the department brochure. Planning needs to begin in April of the junior year.

The fourth way is to complete a 2-credit senior thesis (1 credit each semester of the senior year). The senior thesis program is open to students who have B+ averages both in psychology and overall. Students must develop an acceptable proposal in consultation with an adviser, and have sufficient background to undertake the proposed work, normally including advanced work in the thesis area. See PSYC 096, PSYC 097, and the department brochure. Students completing a significant project during their senior year as part of a major or minor in another department should not plan to undertake a 2-credit thesis in psychology, except in rare circumstances with the approval of the department chair.

Course Minor

A course minor consists of at least 5 credits in psychology taken at Swarthmore. These five courses normally include PSYC 001: Introduction to Psychology and must include at least two core courses.

Honors Program

The Psychology Department encourages qualified students to participate in the Honors Program. Students majoring in psychology in honors will normally complete a 2-credit honors thesis, 1 credit each semester of the senior year as one of their preparations for external examination. The other two major honors preparations are constituted by two 1-credit seminars and their prerequisite core courses. All requirements for course majors apply to honor majors.

The Psychology Department also offers a minor in the Honors Program. Students with honors minors in psychology must take at least 5 credits in psychology at Swarthmore, including two core courses. They prepare one field for

external examination, involving a 1-credit seminar and its prerequisite core course. A detailed description of the program is available in the department brochure.

Admission to the Honors Program in psychology requires a B+ average in psychology and overall.

Study Abroad

With pre-approval, up to 1 credit of psychology taken abroad may be counted toward the major. The Psychology Department is quite selective about granting credit for courses taken abroad in non-English-speaking countries. Prior completion of PSYC 001 is normally required for consideration of granting Swarthmore credit.

Because the junior spring represents an opportunity to begin to develop plans with faculty for fulfilling senior research requirements, majors who wish to study abroad are encouraged to do so before the second semester of the junior year.

Teacher Certification

Students who wish to pursue certification at the secondary school level should consult faculty in the Educational Studies Department.

Psychology majors can complete the requirements for teacher certification in social science. For further information about the relevant set of requirements, please contact the Educational Studies Department chair, the Psychology Department chair, or the Department of Educational Studies website at www.swarthmore.edu/educationalstudies.xml.

Courses

PSYC 001. Introduction to Psychology

An introduction to the basic processes underlying human and animal behavior—studied in experimental, social, and clinical contexts. Analysis centers on the extent to which normal and abnormal behaviors are determined by learning, motivation, neural, cognitive, and social processes.

In addition to the course lectures, students are required to participate in a mini-seminar for six weeks during the semester. Each meeting is 1 hour and 15 minutes, typically during the Monday or Wednesday (1:15–4 p.m.), or Friday (2:15–5 p.m.) class periods. Students will be assigned to a group after classes begin but should keep at least one period open.

Students also act as participants in Psychology Department student and faculty research projects.

PSYC 001 is a prerequisite to further work in the department.

Social sciences.

1 credit.

Each semester. Staff.

COGS 001. Introduction to Cognitive Science

(See COGS 001)

COGS 001 is offered in the Cognitive Science Program. It can count toward the minimum required credits in a psychology major when a member of the Psychology Department teaches it. In Spring 2011, Prof. Harrison of the Linguistics Department will offer COGS 001.

1 credit.

Spring 2011. Harrison.

PSYC 005. First-Year Seminar: Nature and Nurture

An entry-level course that focuses on how nature and nurture combine to produce human universals as well as human differences. It draws on insights derived from studies of the human infant, language and language acquisition, the perception and experience of emotions, and human intelligence. Consideration is given to the variety of methodologies and approaches that can shed light on nature/nurture issues—including those of evolutionary psychology and behavior genetics. PSYC 005: Nature and Nurture serves as an alternate prerequisite to further work in the department.

No prerequisite.

Social sciences.

1 credit.

Not offered 2010–2011. Kemler Nelson.

PSYC 006. First-Year Seminar: Happiness

What is happiness? How important is it to people? How important should it be to people? Do people know what makes them happy? If they do know, are they able to make decisions that promote happiness? This course asks all of these questions and tries to answer at least some of them by examining current psychological research.

No prerequisite.

Social Sciences.

1 credit.

Fall 2010. Schwartz.

PSYC 021. Educational Psychology

(See EDUC 021)

Note: The Educational Studies Department offers this course. It does not count toward the minimum required credits for a psychology major or minor.

Fall 2010. Renninger.

PSYC 022. Counseling

(See EDUC 025)

Note: The Educational Studies Department offers this course. It does not count toward the minimum required credits for a psychology major or minor.

Not offered 2010–2011.

PSYC 023. Adolescence

(See EDUC 023)

Note: The Educational Studies Department offers this course. It does not count toward the minimum required credits for a psychology major or minor.

Spring 2011. Brenneman.

PSYC 025. Research Design and Analysis

How can one answer psychological questions? What counts as evidence for a theory? This course addresses questions about the formulation and evaluation of theories in psychology. The scientific model of psychological hypothesis testing is emphasized, including the critical evaluation of various research designs and methodology, understanding basic data analysis and statistical issues, and the application of those critical thinking skills to social science findings reported in the media.

Students also learn to design and conduct psychology studies, analyze data generated from those studies, and write up their findings in the format of a psychology journal article. This course is required for the major prior to the student's senior year. Statistics 011 must be taken prior to or concurrently with the course.

Prerequisite: PSYC 001.

Social sciences.

Writing course.

1 credit.

Fall 2010. Hoshino-Browne.

Spring 2011. Baird.

PSYC 026. Special Education: Issues and Practice

(See EDUC 026)

Note: The Educational Studies Department offers this course. It does not count toward the minimum required credits for a psychology major or minor.

Spring 2011. Linn.

PSYC 029. Practical Wisdom

(Cross-listed as POLS 077)

What is practical wisdom (what Aristotle called "phronesis")? Is it necessary to enable people to flourish in their friendships, loving relations, education, work, community activities, and political life? What is the relevance of this Aristotelian concept for the choices people

make in everyday life, and how does it contrast with contemporary Kantian, utilitarian, and emotivist theories of moral judgment and decision making? What does psychology tell us about the experience and character development necessary for practical wisdom and moral reasoning? And how do contemporary economic and political factors influence the development of practical wisdom?

Prerequisites: Some background in psychology, philosophy or political theory.

Enrollment is limited and by permission of the instructors. (Applications available from either department office.)

1 credit.

Spring 2011. Schwartz and Sharpe.

PSYC 030. Physiological Psychology

A survey of the neural and biochemical bases of behavior with special emphasis on sensory processing, motivation, emotion, learning, and memory. Both experimental analyses and clinical implications are considered.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Spring 2011. Schneider.

PSYC 031. Cognitive Neuroscience

What neural systems underlie human perception, memory and language? What deficits arise from damage to these systems?

This course covers a variety of cognitive neuroscience and neuropsychological methods and what they tell us about human cognition.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2010. Thothathiri.

PSYC 032. Perception

Is seeing really as simple as opening your eyes? Why don't trees have eyes? Why do unfamiliar languages seem to be spoken so rapidly?

Perception is sometimes assumed as the foundation of our knowledge about the world, but how does perception work? This course covers the science of vision and other modes of perception to explain how we can avoid assuming that inside our head is a little homunculus watching the world. Required laboratory meets approximately every other week.

Prerequisite: PSYC 001 and PSYC 025: Research Design and Analysis or permission of instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2011. Durgin.

PSYC 033. Cognitive Psychology

An overview of the psychology of knowledge representation, beginning from the foundations of perception, attention, memory, and language, to examine concepts, imagery, thinking, decision making, and problem solving.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2010. Durgin.

PSYC 034. Psychology of Language

(Cross-listed as LING 034)

The capacity for language sets the human mind apart from all other minds, both natural and artificial, and so contributes critically to making us who we are. In this course, we ask several fundamental questions about the psychology of language: How do children acquire it so quickly and accurately? How do we understand and produce it, seemingly without effort? What are its biological underpinnings? What is the relationship between language and thought? How did language evolve? And to what extent is the capacity for language "built in" (genetically) versus "built up" (by experience)?

Prerequisite: PSYC 001 or permission of the instructor.

Social sciences.

1 credit.

Not offered 2010–2011. Grodner.

PSYC 035. Social Psychology

Social psychology argues that social context is central to human experience and behavior. This course provides a review of the field with special attention to relevant theory and research. The dynamics of cooperation and conflict, the self, group identity, conformity, social influence, prosocial behavior, aggression, prejudice, attribution, and attitudes are discussed.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2010. Ward.

Spring 2011. Hoshino-Browne.

PSYC 036. Thinking, Judgment, and Decision Making

People in the modern world are flooded with major and minor decisions on a daily basis. The available information is overwhelming, and there is little certainty about the outcomes of any of the decisions people face. This course explores how people *should* go about making decisions in a complex, uncertain world; how people *do* go about making decisions in a complex, uncertain world; and how the gap between the two can be closed.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2010. Schwartz.

PSYC 037. Cultural Psychology

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Not offered 2010–2011.

PSYC 038. Clinical Psychology

A consideration of major forms of psychological disorder in adults and children. Biogenetic, sociocultural, and psychological theories of abnormality are examined, along with their corresponding modes of treatment.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2010. Reimer.

PSYC 039. Developmental Psychology

Do infants have concepts? How do children learn language? These questions and others are addressed in this survey course of cognitive, social, and emotional development from infancy to adolescence. The course examines theoretical perspectives on the nature of developmental change in addition to empirical and applied issues in the study of children. Topics include the formation of social attachments; the foundations and growth of perceptual, cognitive, and social skills; language acquisition; and the impact of family and peers on the development of the child.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2010. Baird.

PSYC 041. Children at Risk

Violence, educational inequality, war, homelessness, and chronic poverty form the backdrop of many children's lives. We consider children's responses to such occurrences from clinical, developmental and ecosystem perspectives.

Prerequisites: PSYC 001 and either PSYC 038: Clinical Psychology or PSYC 039:

Developmental Psychology or permission of the instructor.

Social sciences.

1 credit.

Not offered 2010–2011. Reimer.

PSYC 042. Human Intelligence

This course adopts a broad view of its topic, human intelligence. One major set of subtopics is drawn from the intelligence-testing (IQ) tradition. Other concerns include cognitive theories of intelligence, developmental theories

of intelligence, everyday conceptions of intelligence, the relation between infant and adult intelligence, and the relation between human and animal intelligence.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2010. Kemler Nelson.

PSYC 043. Developmental Cognitive Neuroscience

How does the human brain develop? How modular/plastic/lateralized are mental functions? The course covers the neuroscientific techniques that are suitable for studying children and what they tell us about the development of human capacities such as face processing, language, memory and executive function.

Prerequisite: PSYC 001. PSYC 031: Cognitive Neuroscience recommended.

Social Sciences.

1 credit.

Spring 2011. Thothathiri.

PSYC 046. Psychology and Economic Rationality

The discipline of economics makes a set of assumptions about human motivation and decision making. This course examines those assumptions in light of evidence from other social sciences, especially psychology. The course is taught in a seminar format, open especially to students in psychology and economics.

Prerequisites: PSYC 001 and ECON 001 or related preparation with permission of instructor.

Social Sciences.

1 credit.

Not offered 2010–2011. Schwartz.

PSYC 050. Developmental Psychopathology

This course covers several psychological disorders that often first appear in childhood and adolescence, including autism and other developmental disorders, attention-deficit disorder, conduct disorder, eating disorders, and emotional disorders. Theories about the causes and treatment are discussed. A heavy emphasis is on current research questions and empirical findings related to each disorder.

Prerequisites: PSYC 001 and either PSYC 038: Clinical Psychology or PSYC 039: Developmental Psychology or permission of the instructor.

Social sciences.

1 credit.

Not offered 2010–2011. Gillham.

PSYC 052. Perception and Embodiment

Does our perceptual experience define who we are? Do our thoughts refer to a real world or a constructed one? How is cognition grounded? Recently, cognitive linguists, philosophers, and psychologists have begun to argue that being an embodied organism in the world is crucial to the formation and form of our minds. In this course we focus on understanding the role of perception and experience in defining the kinds of minds we have. Readings in visual neuroscience, philosophy of perception, evolutionary theory, and embodied psychology are discussed. Readings also focus on the perception and experience of space, the interaction of perception and action, and the nature of consciousness, viewed from a functionalist perspective.

Prerequisite: PSYC 001.

Social Sciences.

1 credit.

Not offered 2010–2011. Durgin.

PSYC 055. Family Systems Theory and Psychological Change

This course explores family systems perspectives on mental illness and therapeutic change. Theoretical readings are supplemented by fictional and nonfictional narratives as we critically analyze dramatic family encounters from popular film, documentaries, and therapeutic case histories to understand systemic perspectives on psychological functioning. Throughout, we consider concepts of normality, gender, and power along with ethnicity and sociocultural influences.

Prerequisites: PSYC 001 and permission of the instructor.

Social sciences.

1 credit.

Fall 2010. Reimer.

PSYC 056. Psychotherapy and Psychosocial Interventions

In the first part of the course we consider approaches to psychotherapies such as cognitive-behavior therapies, psychodynamic therapies, and narrative therapy. What works? For which problems? For whom? Can therapy inadvertently harm people? How can therapists work with clients whose cultural values and backgrounds are different from their own? In the second part of the course, we study psychosocial interventions for people in emergency situations: civilians caught in military conflicts, victims of natural disasters, refugees and others displaced by violence, and soldiers in combat situations.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Not offered 2010–2011.

PSYC 057. Psychology of Prejudice, Stereotyping, and Intergroup Relations

This course focuses on prejudice and intergroup relations, mainly from social psychological perspectives. Where does prejudice or an intergroup conflict come from, and what are possible consequences? We examine the issues of ageism, racism, sexism, ingroup bias, stereotyping, stereotype threat, as well as affirmative action and its fairness and justice issues. Not only explicit but also implicit attitudes are considered. We approach prejudice, stereotyping, and intergroup relations from two perspectives: from the perspective of those who hold prejudicial attitudes and discriminate against others and from the perspective of those who are the target of prejudice and discrimination.

Prerequisites: PSYC 001 and PSYC 035: Social Psychology or permission of the instructor. PSYC 025: Research Design and Analysis is preferred.

Social sciences.

1 credit.

Spring 2011. Hoshino-Browne.

PSYC 090. Practicum in Clinical Psychology

An opportunity for advanced psychology students to gain supervised experience in off-campus clinical settings. Requirements include, but are not limited to, 8 hours per week in an off-campus placement, guided readings throughout the semester, and a major term paper. Students are expected to have “face-to-face” contact with clients/patients and to have an on-site supervisor. Students meet regularly with the instructor for discussion of readings and work experience. Students are responsible for arranging a placement, in consultation with the instructor in advance of the semester. Students should select several possible sites, make contact with them, and review the sites with the instructor. The department has a file of previous practicum sites. This helps students identify general categories as well as specific options. Students applying for this course must have at least a B average in psychology. Consult the department for details and an application form. It is essential to begin planning for a placement well before the semester of enrollment. When taken in the senior year, this course fulfills the comprehensive requirement in psychology. Students who plan to take PSYC 090 to fulfill the senior comprehensive requirement must apply by April 15th of the junior year. For all

other students, applications are due November 4th.

Prerequisites: PSYC 001 and one of the following: PSYC 038: Clinical Psychology, PSYC 041: Children at Risk or PSYC 050: Developmental Psychopathology.

Social sciences.

1 credit.

Spring 2011. Gillham.

PSYC 091. Advanced Topics in Behavioral Neuroscience

Current issues in behavioral neuroscience are considered from both a clinical and an experimental perspective. Topics include learning and memory, with a focus on emotional memory and its relation to anxiety disorders; memory storage, with a focus on the impact of brain damage; neuropsychiatric and degenerative disorders, including schizophrenia, clinical depression, Alzheimer's and Parkinson's diseases; psychopharmacology, with a focus on drug addiction.

Prerequisites: PSYC 001 and PSYC 030: Physiological Psychology or permission of the instructor.

Social sciences.

1 credit.

Fall 2010. Schneider.

PSYC 094. Independent Research

Students conduct independent research projects. They typically study problems with which they are already familiar from their coursework. Students must submit a written report of their work. Registration for independent research requires the sponsorship of a faculty member in the Psychology Department who agrees to supervise the work.

Each semester. Staff.

PSYC 095. Tutorial

Any student may, under the supervision of a member of the Psychology Department, work in a tutorial arrangement for a single semester. The student is thus allowed to select a topic of particular interest and, in consultation with a faculty member, prepare a reading list and work plan. Tutorial work may include field research outside Swarthmore.

Each semester. Staff.

PSYC 096 and 097. Senior Thesis

A senior thesis, which is a yearlong empirical research project, fulfills the senior comprehensive requirement in psychology. It must be supervised by a member of the department and must be taken as a two-semester sequence for 1 credit each semester. Admission requirements include a B+ average in psychology and overall, an approved topic, an adviser, and sufficient advanced work in

psychology to undertake the thesis. The supervisor and an additional reader (normally a member of the department) evaluate the final product. Students should develop a general plan in consultation with an adviser by the end of the junior year. Students are encouraged to begin thesis work during the summer preceding the senior year.

Prerequisites: PSYC 025: Research Design and Analysis and permission of supervisor.

Social sciences.

1 credit each semester.

Each semester. Staff.

PSYC 098. Senior Research Project

As one means of meeting the comprehensive requirement, a student may select a topic in psychology in consultation with psychology faculty. During the fall semester of the senior year, the student writes a substantial paper on the topic based on library research or original empirical research. In addition to submitting written reports, students participate in a poster conference at the end of fall semester. One-half credit with a letter grade is awarded for all components of the project. See the department brochure for further details.

Prerequisites: PSYC 025: Research Design and Analysis and permission of adviser.

Social sciences.

0.5 credit.

Fall semester. Staff.

PSYC 102. Research Practicum in Perception and Cognition

In this course, students conduct research projects singly or in small groups in collaboration with the instructor. Projects include designing, implementing, analyzing and reporting an experiment. Project topics are negotiated at the beginning of the semester. Past projects have studied eye-movements and decision-making, perception of the bodily self, self-motion and space perception, metaphor processing, and even experimental demand characteristics. All students meet together for a weekly lab meeting; additional weekly meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.

Prerequisites: PSYC 025: Research Design and Analysis and permission of instructor.

Social Sciences.

Section 01: 0.5 credit.

Section 02: 1 credit.

Fall 2010. Durgin.

PSYC 104. Research Practicum in Language and Mind

In this course students conduct research projects singly or in small groups in collaboration with

the instructor. Projects include designing, implementing, analyzing and reporting an experiment. Project topics are negotiated at beginning of class. Past projects have investigated how people understand the perspective of conversational partners, how comprehenders resolve linguistic ambiguity, how perceivers infer what a speaker means from what they have said, and hemispheric differences in the way the brain processes language. All students meet together for a weekly lab meeting; additional weekly meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.

Prerequisites: PSYC 025: Research Design and Analysis and permission of instructor.

Social Sciences.

Section 01: 0.5 credit.

Section 02: 1 credit.

Not offered 2010–2011. Grodner.

PSYC 107. Research Practicum in Social Behavior and Cultural Mind

In this course, students work in groups to gain research skills. The projects in which the students engage will be relevant to ongoing research conducted in the instructor's lab. These projects, in the field of social and cultural psychology, currently include cognitive dissonance in interpersonal decision making, self-esteem & social exclusion, social perspective taking, self-affirmation, and humor's role in prejudice and stereotyping. We will follow the entire process of conducting psychological research, including developing a research question, conducting a literature review, designing a study, preparing research materials, obtaining ethics approval, collecting data, analyzing data using SPSS, presenting the results in class, and writing an empirical research paper using APA format. All students meet together for a weekly lab meeting; additional weekly meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.

Prerequisites: PSYC 025: Research Design and Analysis and permission of instructor. PSYC 035: Social Psychology is strongly preferred.

Social Sciences.

Section 01: 0.5 credit.

Section 02: 1 credit.

Fall 2010. Hoshino-Browne.

PSYC 108. Research Practicum in School-Based Interventions

This course provides experience conducting research on school-based interventions. Students collaborate on research that is evaluating school-based interventions designed to promote well-being in early adolescents.

Students gain experience in many aspects of the research process, such as reviewing research literature, developing hypotheses, collecting, entering and analyzing data, writing in journal article format and presenting findings. All students meet together for lab meetings (once weekly for two hours); additional meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.

Commitment: 2 semester (Fall, Spring) commitment required.

Enrollment limited to 3 students. Please contact Prof. Gillham for an application.

Prerequisites: PSYC 025: Research Design and Analysis and at least one of the following: PSYC 038: Clinical Psychology; PSYC 041: Children at Risk; PSYC 050: Developmental Psychopathology; PSYC 055: Family Systems Theory and Psychological Change; and permission of instructor.

Social Sciences.

Section 01: 0.5 credit.

Section 02: 1 credit.

Fall 2010 and spring 2011. Gillham.

PSYC 109. Research Practicum in Clinical Psychology

This course provides experience conducting research related to clinical psychology or positive psychology. Students collaborate on projects evaluating brief interventions that are designed to promote well-being. Students gain experience in many aspects of the research process, such as reviewing research literature, developing hypotheses, collecting, entering and analyzing data, writing in journal article format and presenting findings. All students meet together for lab meetings (once weekly for two hours); additional meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.

Commitment: 1 semester.

Prerequisites: PSYC 025: Research Design and Analysis and permission of instructor. PSYC 038: Clinical Psychology is strongly preferred.

Social Sciences.

Section 01: 0.5 credit.

Section 02: 1 credit.

Fall 2010. Gillham.

PSYC 110. Research Practicum in Cognitive Neuroscience

Students conduct research projects singly or in small groups in collaboration with the instructor. Projects include designing, implementing, analyzing and reporting a study. Topics are negotiated at the beginning of the semester and are focused on the neural basis of language, memory and other higher level

cognitive processes. How does brain maturation impact different human capacities? What specific roles do different brain regions play in a given capacity? All students meet together for a weekly lab meeting; additional weekly meetings times are scheduled. When taken in the senior year, the course fulfills the comprehensive requirement in psychology.

Prerequisites: PSYC 025 and permission of instructor.

Social Sciences.

Section 01: 0.5 credit.

Section 02: 1 credit.

Fall 2010. Thoathathiri.

Seminars

PSYC 130. Seminar in Physiological Psychology

An analysis of the neural bases of motivation, emotion, learning, memory, and language. Generalizations derived from neurobehavioral relations are brought to bear on clinical issues.

Prerequisites: PSYC 001 and PSYC 030: Physiological Psychology. By permission of the instructor.

Social sciences.

1 credit.

Spring 2011. Schneider.

PSYC 131. Advanced Seminar in Cognitive Neuroscience

Critical analysis of current cognitive neuroscience literature on cognitive processes such as executive function, language and memory. Students consolidate different theories about these functions and design behavioral or functional neuroimaging studies that test specific hypotheses.

Prerequisites: PSYC 001 and PSYC 031: Cognitive Neuroscience. By permission of the instructor.

Social Sciences.

1 credit.

Spring 2011. Thoathathiri.

PSYC 133. Perception, Cognition and the Embodied Mind

This seminar examines foundational issues and theories in the empirical study of human cognition including the interplay between perception, action, language, and reasoning. Emphasis is placed on skeptical rigor in exploring philosophical and neuroscientific considerations regarding embodied cognition. How does metaphoric language inform us? What counts as an explanation of experience? How could conscious beings evolve? Topics vary from year to year.

Prerequisites: PSYC 001 and either PSYC 032: Perception or PSYC 033: Cognitive Psychology. By permission of the instructor.

Social sciences.

1 credit.

Spring 2011. Durgin.

PSYC 134. Seminar in Psycholinguistics (Cross-listed as LING 134)

An advanced study of special topics in the psychology of language. A research component is sometimes included.

Prerequisites: PSYC 001 and PSYC 034: Psychology of Language. By permission of the instructor.

Social sciences.

1 credit.

Not offered 2010–2011. Next offered spring 2012. Grodner.

PSYC 135. Advanced Topics in Social and Cultural Psychology

The seminar aims at a critical exploration of substantive topics in social psychology, including findings from cross-cultural research and social and cultural neuroscience research. Various perspectives and methods in investigating how human mind and social behavior interact with situational and environmental factors are considered. Real world implications and applications are emphasized.

Prerequisites: PSYC 001 and PSYC 035: Social Psychology. PSYC 025: Research Design and Analysis is strongly preferred.

By permission of the instructor.

Social sciences.

1 credit.

Fall 2010. Hoshino-Browne.

PSYC 136. Seminar in Thinking, Judgment, and Decision Making

The seminar considers in depth several of the topics introduced in PSYC 036.

Prerequisites: PSYC 001 and PSYC 036: Thinking, Judgment, and Decision Making. By permission of the instructor.

Social sciences.

1 credit.

Spring 2011. Schwartz.

PSYC 138. Seminar in Clinical Psychology

We take up a variety of topics in clinical psychology, including etiology and treatments for several major disorders, controversies regarding psychodiagnosis and the proliferation of new diagnostic categories, and emerging psychotherapies and community-based treatments. We also examine cultural and

historical differences in expressions of psychic suffering, the social meanings attributed to such suffering, and local healing practices.

Prerequisites: PSYC 001 and PSYC 038: Clinical Psychology. By permission of the instructor.

Social sciences.

1 credit.

Fall 2010. Gillham.

PSYC 139. Seminar in Developmental Psychology

The seminar builds on concepts learned in PSYC 039 and considers special topics of interest in the field at an advanced level. An original group research component is included.

Prerequisites: PSYC 001 and PSYC 039: Developmental Psychology. By permission of the instructor.

Social sciences.

1 credit.

Not offered 2010–2011. Next offered spring 2012. Kemler Nelson.

PSYC 180. Honors Thesis

An honors thesis, which is a yearlong empirical research project, fulfills the senior comprehensive requirement in psychology as part of an Honors major in psychology. It must be supervised by a member of the department and must be taken as a two-semester sequence for 1 credit each semester. Students should develop a general plan in consultation with an adviser by the end of the junior year. When possible, students are encouraged to begin work on their thesis during the summer before their senior year.

Prerequisites: PSYC 025: Research Design and Analysis and permission of supervisor.

Social sciences.

1 credit each semester.

Each semester. Staff.

Coordinator: BENJAMIN BERGER (Political Science)
Cathy Wareham (Administrative Assistant)

Committee: Erin Bronchetti (Economics)³
John Caskey (Economics)
Frank Grossman (Educational Studies)
Robinson Hollister (Economics)
Ellen Magenheim (Economics)
Carol Nackenoff (Political Science)
Keith Reeves (Political Science)
Dominic Tierney (Political Science)
Richard Valelly (Political Science)
Robert Weinberg (History)

³ Absent on leave, 2010–2011.

The Public Policy Program enables students to combine work in several departments toward both critical and practical understanding of public policy issues, including those in the realm of social welfare, health, energy, environment, food and agriculture, and national and global security. These issues may be within domestic, foreign, or international governmental domains. Courses in the program encompass the development, formulation, implementation, and evaluation of policy.

Requirements and Recommendations

The Public Policy Program may be taken as a course minor with a major in any field or a minor in the Honors Program. At a minimum, the program consists of 6 credits and an internship. The program of each minor should be worked out in consultation with and approved by the coordinator of the Public Policy Program, preferably at the same time as majors in the course and Honors Programs are planned.

The Public Policy Program consists of 6 credits of work. Basic academic requirements for the program cover three areas: (1) economic analysis, (2) political analysis, and (3) quantitative analysis. These may each be met by taking one course or seminar in each of the three categories. Courses that fulfill these requirements are listed later.

In addition to these three foundation courses, 3 credits must be taken from among the substantive policy courses listed later, one of which must be the public policy thesis. These courses deal with substantive sectors and institutional aspects of public policy analysis. The substantive policy requirement may be fulfilled through courses and seminars. Only 1 credit of a 2-credit seminar can be counted toward the public policy requirements. Please note that seminars are limited in size and that most departments give priority to departmental

majors and minors, so public policy minors might not be admitted. In addition, students should consider course prerequisites when planning their program.

Internships

Some direct experience or practical responsibility in the field, through work in a public, private, or voluntary agency, is required to graduate with a minor in public policy. Normally, students will hold internships between their junior and senior years. The internship program is supervised by the coordinator for the program. Students should plan for the internship experience 6 to 8 months before it begins. The College has developed a network of contacts in Washington, D.C., and overseas and would like to have qualified students each year to fill positions already identified. Funding for an internship is occasionally provided by the agency in which a person serves. Typically, however, students require support to cover their travel and maintenance costs during the 8 to 10 weeks of a summer internship.

The College attempts to provide support for those students with public policy minors who are unable to fund themselves, but such support cannot be guaranteed. Other possible sources of support for an internship include the James H. Scheuer Summer Internship in Environmental and Population Studies Endowment, the J. Roland Pennock Fellowships in Public Affairs, the Joel Dean Awards, the Samuel L. Hayes III Award, the Lippincott Peace Fellowships, and the David G. Smith Internship in Health and Social Policy. Public Policy Program funding for internships will be limited to \$4,350. Please note that airfare will not be covered for students traveling home for their internship. The total award from all College sources may not exceed \$4,350. Information on these sources can be obtained in the Public Policy Program Office, 105 Trotter Hall.

Public Policy Thesis

A senior thesis, which constitutes one of the three units of substantive policy work, is one of the requirements of the program. The thesis requirement is designed to provide a structured opportunity to write a substantial paper on a public policy issue. It is especially designed to allow those who have cultivated (through internships and academic work) a well-developed understanding of some policy question to complete research and analysis under the supervision of the coordinator of the Public Policy Program and one or more other core faculty members. Paper topics may focus on national or international policy issues and may range widely within areas of competence.

Students writing a 1-credit thesis should register for PPOL 097 in the fall of the senior year.

Students doing a 2-credit thesis should register for PPOL 097 in the fall and PPOL 098 in the fall or spring of the senior year. Only 1 credit of the 2-credit thesis will count toward the 6 credits required by the program.

Honors Program

Students sitting for honors may have an honors minor in public policy in one of three ways.

First, they may combine a 1-credit thesis with a course or seminar. Second, they may complete a 2-credit policy thesis and submit it as their honors preparation. Third, they may submit for external examination course or seminar work amounting to 2 credits in the policy program. In the third case, they still must do their required public policy thesis. Two-credit work in policy issues must combine work in two policy courses for which a reasonable examination can be constructed and a suitable visiting examiner recruited.

Policy work examined as an honors minor should meet three criteria: (1) that the policy work fit together in some fashion that is coherent and examinable; (2) that each student should take responsibility for developing the course and/or seminar combination (which will be judged on its practicability by the Public Policy Program Committee); and (3) the work must meet the College requirement that the work be outside the student's major department. In those circumstances in which it is essential to include work from the student's major department, a student can offer a three-unit package of courses, two of which must be from outside the student's major department. Two examples of such policy study for a minor in honors are (1) the combination of a course on welfare policy and a course on health policy or (2) the combination of work on economic development and a history or political science class on some region in which development issues are a central theme. Combinations of this sort would be developed through consultation with the coordinator of the program, who could

then recommend them to the committee for approval.

The requirement that public policy honors work be done, at least in part, outside the student's major department is also relevant to those students offering a 2-credit thesis for examination. In the case of a 2-credit thesis, the program coordinator will determine that at least half of the thesis represents work done outside the student's major department.

The form of external examination (e.g., a 3-hour written examination or oral examination alone) will depend on the nature of the student's preparation (e.g., thesis, course, or seminar combination).

Areas of Policy Focus

Some students may wish to focus their substantive work in policy heavily in a particular field (e.g., environmental studies, food studies, welfare issues, health, or education). Given the size and interests of the faculty, not every area of public policy is well represented in courses and faculty.

Nevertheless, there are several policy areas in which a student can take multiple courses, often in a variety of departments. Courses that fulfill the public policy foundation requirements in political analysis, economic analysis, and quantitative analysis as well as other courses that count toward the program are listed subsequently.

Foundation Requirements

Political Analysis Courses

POLS 002. American Politics or equivalent policy analysis in political science

POLS 003. Comparative Politics

POLS 004. International Politics

Economic Analysis Courses

ECON 011. Intermediate Microeconomics

ECON 041. Public Economics

ECON 141. Public Economics*

Quantitative Analysis Courses

ECON 031. Introduction to Econometrics

ECON 035. Econometrics

ENGR 057/ECON 032. Operations Research

STAT 011. Statistical Methods

STAT 053. Mathematical Statistics

*Policy Courses and Seminars (Arranged by Department)**

BIOL 210. Biology and Public Policy (Bryn Mawr)

ECON 005. Savage Inaccuracies: The Facts and Economics of Education in America (Cross-listed as EDUC 069)

ECON 041. Public Economics

ECON 042. Law and Economics

ECON 044. Urban Economics
ECON 051. The International Economy
ECON 073. Race, Ethnicity, and Gender in Economics
ECON 075. Health Economics
ECON 081. Economic Development
ECON 082. Political Economy of Africa
ECON 101A. Economic Theory: Advanced Microeconomics*
ECON 141. Public Economics*
ECON 151. International Economics*
ECON 171. Labor and Social Economics*
ECON 181. Economic Development*
EDUC 068. Urban Education (Cross-listed as SOAN 020B)
EDUC 069. Savage Inaccuracies: The Facts and Economics of Education in America (Cross-listed as ECON 005)
EDUC 141. Educational Policy
ENGR 066. Environmental Systems Engineering
HIST 049. Race and Foreign Affairs
HIST 054. Women, Society, and Politics
HIST 066. Disease, Culture and Society in the Modern World
PPOL 097/098. Public Policy Thesis
POLS 015. Ethics and Public Policy
POLS 023. Presidency, Congress, and Court
POLS 029. Public Opinion, Polling, and Public Policy
POLS 032. Gender, Politics, and Policy
POLS 039. Faith Based: Social Policy in the United States
POLS 041. Political Economy and Social Policy: The United States in the 1990s
POLS 043. Environmental Politics and Policy
POLS 048. The Politics of Population
POLS 055. China and the World
POLS 104. American Political System
POLS 106. The Urban Underclass and Public Policy
POLS 107. Comparative Politics: Greater Europe*
POLS 108. Comparative Politics: East Asia*
POLS 109. Comparative Politics: Latin America*
POLS 111. International Politics*
SOAN 020B. Urban Education (Cross-listed as EDUC 068)

* *Note:* Seminars are limited in size, and most departments give priority to departmental majors and minors, so public policy concentrators might not be admitted.

For more information on the public policy concentration, internships, theses, and related topics, see www.swarthmore.edu/PublicPolicy.

Descriptions of the courses listed previously can be found in each department's course listings in this catalog.

REBECCA CHOPP, Professor*

YVONNE P. CHIREAU, Professor

MARK I. WALLACE, Professor

STEVEN P. HOPKINS, Professor¹

ELLEN M. ROSS, Associate Professor and Chair

TARIQ AL-JAMIL, Assistant Professor

GWYNN KESSLER, Assistant Professor

SUDHARSHAN SENEVIRATNE, Julian and Virginia Cornell Distinguished Visiting Professor

HELEN PLOTKIN, Visiting Assistant Professor (part time)

ANITA PACE, Administrative Assistant

*President of the College.

¹ Absent on leave, fall 2010.

The Religion Department plays a central role in the Swarthmore academic program. One attraction of the study of religion is the cross-cultural nature of its subject matter. The discipline addresses the complex interplay of culture, history, text, orality, performance, and personal experience. Religion is expressed in numerous ways: ritual and symbol, myth and legend, story and poetry, scripture and theology, festival and ceremony, art and music, moral codes and social values. The department seeks to develop ways of understanding these phenomena in terms of their historical and cultural particularity and in reference to their common patterns.

Courses offered on a regular cycle in the department present the development of Judaism, Islam, Buddhism, Hinduism, Afro-Caribbean religions, and Christianity as well as the development of religion and religions in the regional areas of the Indian Sub-Continent (Hindu, Jain, Buddhist, Muslim, Sikh), Sri Lanka and Southeast Asia (Buddhism, Hinduism, and Islam), China (Taoist, Confucian, spirit cults), Japan (Buddhist and Shinto), Africa (Fon, Yoruba, and Kongo), the Middle East (Christian, Islamic, Jewish, Gnostic, Mandeian), Jewish, Christian, and Islamic Europe and the Americas (from New World African traditions, Vodou and Candomblé, to Neo Paganism and Civil Religion in North America). Breadth in subject matter is complemented by strong methodological diversity; questions raised include those of historical, theological, philosophical, literary, feminist, sociological, and anthropological interests. *This multifaceted focus makes religious studies an ideal liberal arts major.*

Requirements and Recommendations

Major and Minor in the Course Program

Normally, the student who applies for a major or minor in religion will have completed (or be

in the process of completing) two courses in the discipline with an honor grade.

Majors successfully complete 8 credits in religion, including the required Senior Symposium (Religion Café) in the fall of the senior year, to meet departmental and College graduation requirements. Successful completion of the symposium will be the culminating requirement for the course major. For all religion majors, the symposium will be a 1-credit seminar and will include a term essay assignment.

Writing a thesis is an option for course students. Those seniors who desire to complete a long paper (1 credit) or thesis (2 credits) as part of the major will need to obtain permission from a faculty adviser in consultation with the department. For majors, this exercise will not substitute for the Senior Symposium.

Minors complete 5 credits in the Religion Department and are not required to take the Senior Symposium.

Up to three courses cross-listed but not housed within the Religion Department will count toward the major. Only one such cross-listed course will count toward the minor. Up to two non-Swarthmore courses (i.e., courses taken abroad or domestically) may count toward the major; only one such course is permissible for the minor. The department will accept two courses in language (Arabic, Hebrew, or other proposed research languages) toward the major with the approval of department faculty. The department will accept one course in language (Arabic, Hebrew, or other proposed research languages) toward the minor with the approval of department faculty.

For many students, courses numbered RELG 001–013 serve as points of entry for advanced work in the department and sometimes as prerequisites for higher-level courses, though this is not always the case. Students come to the study of religion through various courses at various levels, and the department encourages this flexibility and diversity of entry points by having *no introductory course requirements*,

nor are there required distribution courses. The major in religion is planned in consultation with faculty members in the department, the individual student's adviser, along with other relevant faculty, who encourage curricular breadth (close work in more than one religious tradition) and methodological diversity in the proposed program. Such breadth and diversity in the program is encouraged at the beginning in the major's sophomore paper statement.

The curriculum in the Religion Department is strongly comparative, thematic, and interdisciplinary, so it is relatively easy for students to propose programs that are cross-cultural and transdisciplinary in scope. Religion majors are encouraged to include study abroad in their program, planned in collaboration with the department. Often a student's independent study project done while studying abroad is expanded into a 1 or 2-credit honors or course thesis upon return to Swarthmore.

Admission to the Major

The Religion Department considers two areas when evaluating applications: overall grade-point average and quality of prior work in religion courses. Applicants are sometimes deferred for a term, so the department can better evaluate an application for the major. A student's demonstrated ability to do at least B/B- work in religion is required for admission to the major in course.

Admission to the Honors Program

Because of the nature of different instructional formats (e.g., seminars) and of the culminating exercise in the Honors Program, the department expects applicants to this program to have at least a B+/B average in religion courses as well as an overall average above the College graduation requirement for admission to the Honors Program.

Major and Minor in the Honors Program (External Examination Program)

All honors major and minors fulfill requirements for the Course Program. Beyond this step, the normal method of preparation for the honors major will be done through three seminars, although with the consent of the department, single 2-credit thesis, a 1-credit thesis/course combination, or a combination of two courses (including attachments and study abroad options) can count for one honors preparation. In general, only one such preparation can consist of nonseminar-based studies.

In the religion major, the mode of assessing a student's three 2-credit preparations in religion (seminars or course combinations but not 2-credit theses) will be a 3-hour written examination set by an external examiner. In addition, with the exception of a thesis preparation, a student will submit to each

external examiner a Senior Honors Study (SHS) paper. SHS papers will be approximately 4,000 words and will normally be a revision of the final seminar paper or, in the event of a nonseminar mode of preparation, a revised course paper. A final oral examination by the examiner follows the written examination. Two-credit theses will be read and orally examined by an external examiner (with no extra SHS requirement).

In the minor, the mode of assessing a student's one 2-credit preparation in religion will also be a 3-hour written examination (and the oral) set by an external examiner, along with an SHS paper.

Seminars and the written and oral external exam are the hallmarks of honors. Seminars are a collaborative and cooperative venture among students and faculty members designed to promote self-directed learning. The teaching faculty evaluates seminar performance based on the quality of seminar papers, comments during seminar discussions, and a final paper. Because the seminar depends on the active participation of all its members, the department expects students to live up to the standards of honors. These standards include attendance at every seminar session, timely submission of seminar papers, reading of seminar papers before the seminar, completion of the assigned readings before the seminar, active engagement in seminar discussions, and respect for the opinions of the members of the seminar. Students earn double-credit for seminars and should expect twice the work normally done in a course. The external examination, both written and oral, is the capstone of the honors experience.

Courses

RELG 001. Religion and Human Experience

This course introduces the nature of religious worldviews, their cultural manifestations, and their influence on personal and social self-understanding and action. The course explores various themes and structures seminal to the nature of religion and its study: sacred scripture, visions of ultimate reality and their various manifestations, religious experience and its expression in systems of thought, and ritual behavior and moral action. Members of the department will lecture and lead weekly discussion sections.

Writing course.

1 credit.

Not offered 2010–2011.

RELG 002B. Religion in America

This course is an introduction to religion in the United States, beginning with Native American

religions and European-Indian contact in the colonial era, and moving forward in time to present-day movements and ideas. The course will explore a variety of themes in American religious history, such as slavery and religion, politics and religion, evangelicalism, Judaism and Islam in the United States, “cults” and alternative spiritualities, New Age religions, popular traditions, and religion and film, with an emphasis on the impact of gender, race, and national culture on American spiritual life.

1 credit.

Spring 2011. Chireau.

RELG 003. The Bible: In the Beginning...

The Bible has exerted more cultural influence on the West than any other single document; whether we know it or not, it impacts our lives. This class critically examines the Hebrew Bible (Old Testament)—from its Ancient Near Eastern context to its continued use today. We explore a variety of scholarly approaches to the Bible—historical, literary, postmodern—as we read the Bible both with the tools of source-criticism and as cultural critics. Particular focus will be placed on constructions of God, gender, nature, and the “other” in biblical writings as well as the themes of collective identity, violence, and power.

1 credit.

Fall 2010. Kessler.

RELG 004. New Testament and Early Christianity

A discussion-rich introduction to the New Testament in light of recent biblical scholarship. The class engages the issues of authorship and redaction, purpose and structure, and historical context and cultural setting. Some of the particular themes that are studied include the dynamic of canon formation, the synoptic problem in relation to the Gospel of John, first-century Judaism, Greek and Roman influences, the messianic consciousness of Jesus, the use of epistolary literature in Paul, the problem of apocalyptic material, and the wealth of extra-canonical writings (e.g., Gospel of Thomas) that are crucial for examining the rise of Christianity in the years from 30 CE to 150 CE. Novels and films inspired by the New Testament are read and viewed as well.

1 credit.

Spring 2011. Wallace.

RELG 004B. Jewish Interpretation: From the HolyLand to Hollywood

A famous rabbinic statement proclaims, “If you wish to know The-One-Who-Spoke-and-the-World-Came-Into-Being, learn aggadah” (Sifre Deuteronomy 11:22). This course further proclaims, if you wish to know Judaism, study Jewish interpretation. The process of Jewish interpretation, begun in the Hebrew Bible and

continuing to the present day, offers great insight not only into the ways Jewish tradition, literature, and culture have come into being, but also how these facets of Judaism, and Judaism writ large, adapt and develop over time. This class begins with Jewish interpretations during the 2nd Temple Period, proceeds to examine in some depth classical rabbinic exegesis, moves on to explore some “off the beaten track” medieval sources, and culminates in contemporary meditations (and movies) about Judaism. We pay attention to both the continuities and disjunctions of Jewish writings and representations over time as we explore what the boundaries are—if indeed there are any—of both Jewish interpretation and Judaism.

1 credit.

Spring 2011. Kessler.

RELG 005B. Introduction to Christianity

This course is a selective introduction to Christian religious beliefs and practices. This course introduces students to the development and diverse forms of Christianity, drawing on categories from the study of religion including ritual, narrative, art, and theology.

1 credit.

Not offered 2010–2011.

RELG 006. Judaism: God, Torah, Israel

This course explores Judaism through a survey of its history, literature, practices and beliefs—with particular emphasis on the concepts of God, Torah, and Israel (the Jewish people). We examine the fundamental historical developments of Judaism from the biblical to modern eras, paying attention to how Judaism has developed and continues to develop over time. We consider the diversity of Judaism as a religion and the diverse expressions of Jewish identity, particularly in their contemporary North American context(s).

1 credit.

Spring 2011. Kessler.

RELG 006B. Buddhist Ideology and Social Response

This course explores the overarching dynamics of Buddhism as a multi faceted social ideology spread over three millennia in South Asia. Students will study the functional role of Buddhism in response to: sixth-century B.C. urbanism and empire Systems in North India; mercantilism of the first-century B.C. world system incorporating central and south India; fifth-century A.D. monastic feudalism in Sri Lanka; 19th- and 20th-century colonialism and post-colonial nationalism of South Asia. Central to the discussion is the role of Buddhist ideology as a mechanism of social legitimacy, acculturation, upward social mobility, economic enterprise, state-monastery power dynamics, expressive traditions of literature, art,

architecture and material culture and militant Buddhism as a response to colonialism, capitalism and ethno-linguistic identities.

1 credit.

Fall 2010. Seneviratne.

RELG 007B. Women and Religion

This course will examine the variety of women's religious experiences in the United States. Topics will include the construction of gender and religion, religious experiences of women of color, spiritual autobiographies and narratives by women, Wicca and witchcraft in the United States, and feminist and womanist theology.

1 credit.

Not offered 2010–2011.

RELG 008. Patterns of Asian Religions

A thematic introduction to the study of religion through an examination of selected texts, teachings, and practices of the religious traditions of South and East Asia structured as patterns of religious life. Materials are drawn from the Buddhist traditions of India, Tibet, China, and Japan; the Hindu and Jain traditions of India; the Confucian and Taoist traditions of China; and the Shinto tradition of Japan. Themes include deities, the body, ritual, cosmology, sacred space, religious specialists, and death and the afterlife.

Writing course.

1 credit.

Spring 2011. Hopkins.

RELG 008B. The Qur'an and Its Interpreters

This is course will include detailed reading of the Qur'an in English translation. The first part of the course will be devoted to the history of the Qur'an and its importance to Muslim devotional life. The first portion of the course will include: discussion of the history of the compilation of the text, the methods used to preserve it, styles of Qur'anic recitation, and the principles of Qur'anic abrogation. Thereafter, attention will be devoted to a theme or issue arising from Qur'anic interpretation. Students will be exposed to the various sub-genres of Qur'anic exegesis including historical, legal, grammatical, theological and modernist approaches.

Eligible for ISLM credit.

1 credit.

Spring 2011. al-Jamil.

RELG 009. The Buddhist Traditions of Asia

This course explores the unity and variety of Buddhist traditions within their historical developments in South, Central, and East Asia, by way of the study of its texts. The course will

be organized chronologically and geographically, and to a lesser extent thematically, focusing on the formations of early Indian Buddhism (the Nikaya traditions in Pāli and Sanskrit), the Theravada in Sri Lanka and Thailand, Mahayana Ch'an/Zen traditions in China and Japan, and Vajrayana (tantra) traditions in Tibet. Themes include narratives of the Buddha and the consecration of Buddha images; gender, power, and religious authority; meditation, liberation, and devotional vision; love, memory, attachment and Buddhist devotion; the body, and the social construction of emotions and asceticism.

Writing course.

1 credit.

Not offered 2010–2011.

RELG 010. African American Religions

What makes African American religion "African" and "American"? Using texts, films, and music, we will examine the sacred institutions of Americans of African descent. Major themes will include Africanisms in American religion, slavery and religion, gospel music, African American women and religion, black and womanist theology, the civil rights movement, and Islam and urban religions. Field trips include visits to Father Divine's Peace Mission and the first independent black church in the United States, Mother Bethel A.M.E. Church.

1 credit.

Not offered 2010–2011.

RELG 011. First-Year Seminar: Religion and the Meaning of Life

"Whoever wants to save their life will lose it, but whoever loses their life for my sake will save it." One of the most intriguing contradictions in comparative religious studies is the claim that only when one forfeits the self can one discover genuine selfhood; the journey to the true self begins by first abandoning one's assumptions about selfhood through practicing the disciplines of self-emptying and self-giving. In this seminar, we will analyze the collapse of the received notions of the stable self in classical thought and then move toward a postmodern recovery of the self-that-is-not-a-self founded on the spiritual practice of solicitude for the other. Readings may include Plato, Augustine, Rumi, Kierkegaard, Weil, Nishitani, Bonhoeffer, Levinas, Thich Nhat Hanh, and Dillard. This discussion-rich seminar includes regular student presentations and a community service-learning component.

1 credit.

Not offered 2010–2011.

RELG 011B. The Religion of Islam: The Islamic Humanities

This course is a comprehensive introduction to Islamic doctrines, practices, and religious institutions in a variety of geographic settings from the rise of Islam in the seventh century to the present. Translated source materials from the Qur'an, sayings of Muhammad, legal texts, and mystical works will provide an overview of the literary expressions of the religion. Among the topics to be covered are: the Qur'an as scripture and as liturgy; conversion and the spread of Islam; Muhammad in history and in the popular imagination; concepts of the feminine; Muslim women; sectarian developments; transmission of religious knowledge and spiritual power; Sufism and the historical elaboration of mystical communities; modern reaffirmation of Islamic identity; and Islam in the American environment.

1 credit.

Not offered 2010–2011.

RELG 012. The History, Religion, and Culture of India I: From the Indus Valley to the Hindu Sants

A study of the religious history of India from the ancient Indo-Aryan civilization of the north to the establishment of Islam under Moghul rule. Topics include the ritual system of the Vedas, the philosophy of the Upanishads, the rise of Buddhist and Jain communities, and the development of classical Hindu society. Focal themes are hierarchy, caste and class, purity and pollution, gender, untouchability, world renunciation, and the construction of a religiously defined social order.

1 credit.

Not offered 2010–2011.

RELG 012B. Hindu Traditions of India: Power, Love, and Knowledge

This course is an introduction to the religious and cultural history of Hindu traditions of India from the prehistoric Indus Valley in the northwest to the medieval period in the southeast, and major points and periods in between, with a look also at formative points of the early modern period. Our focus will be on the interactions between Vedic, Buddhist, brahmanical, popular/ritual, and Jain religious traditions in the development, and formation of Hindu religious streams, along with major ritual and ascetic practices, hagiographies, and myths, hymns and poetry, and art and images associated with Hindu identities and sectarian formations, pre-modern and modern. In addition to providing students with a grasp of the basic doctrines, practices, and beings (human, superhuman, and divine) associated with various Hindu traditions, the course also

seeks to equip them with the ability to analyze primary and secondary sources.

1 credit.

Not offered 2010–2011.

RELG 013. The History, Religion, and Culture of India II: Muslim, Hindu, Sikh, and Dalit in North India

After a survey of premodern Hindu traditions, the course tracks the sources of Indo-Muslim culture in North India, including the development of Sufi mysticism; Sindhi, Urdu, and Tamil poetry in honor of the Prophet Muhammad; syncretism under Mughal emperor Akbar; and the consolidation of orthodoxy with Arnauld Sirhindi and his school in the 16th to 17th century. We then trace the rise of the Sikh tradition in the milieu of the Mughals, northern Hindu Sants and mendicant Sufis, popular goddess worship and village piety, focusing on several issues of religious experience. We then turn to the colonial and post-colonial period through the lenses of the Hindu saints, artists, and reformers (the "nationalist elite") of the Bengali Renaissance, and the political and religious thought of Mohandas Gandhi and Dalit reformer Ambedkar. We will use perspectives of various theorists and social historians, from Ashis Nandy, Partha Chatterjee, Peter van der Veer, to Veena Das and Gail Omvedt.

Eligible for ISLM credit.

1 credit.

Not offered 2010–2011.

RELG 014B. Christian Life and Thought in the Middle Ages

Survey of western Christian religious culture and thought from the early to the late Middle Ages. Among other topics, the course will consider debates about the nature of the Divine, the person and work of Jesus Christ, heresy and dissent, bodily devotion, love, mysticism, scholasticism, and holy persons. Readings may include Augustine, Anselm, Avicenna, Abelard, Hildegard of Bingen, Francis of Assisi, Catherine of Siena, Thomas Aquinas, Julian of Norwich, and John Wyclif.

1 credit.

Not offered 2010–2011.

RELG 015. First-Year Seminar: Religion and Literature: Blood and Spirit

A seminar-style introduction to study of relation of religious ideas to visionary literature, including novels, stories, sacred texts, and films. A variety of critical theories are deployed to understand (or construct) the meaning of different imaginative variations on reality. Academic and creative writers include many or all of the following: Sophocles, Augustine, Joyce, Morrison, O'Connor, Updike,

Dostoevsky, Crace, Lewis, Weil, Scorsese, Kazantzakis, Snyder, Abbey, and Camus.

1 credit.

Fall 2010. Wallace.

RELG 015B. Philosophy of Religion

(Cross-listed as PHIL 016)

Searching for wisdom about the meaning of life? Curious as to whether there is a God? Questioning the nature of truth and falsehood? Right and wrong? You might think of philosophy of religion as your guide to the universe. This course considers Anglo-American and Continental philosophical approaches to religious thought using different disciplinary perspectives; it is a selective overview of the history of philosophy with special attention to the religious dimensions of many contemporary thinkers' intellectual projects. Topics include rationality and belief, proofs for existence of God, the problem of evil, moral philosophy, biblical hermeneutics, feminist revisionism, postmodernism, and interreligious dialogue. Thinkers include, among others, Anselm, Kierkegaard, Dostoevsky, Nietzsche, Kant, Wittgenstein, Derrida, Levinas, Weil, and Abe. Recent films *Wittgenstein* and *Angels in America* will be viewed in class and discussed. This year, the central theme of course is the problem of evil.

1 credit.

Fall 2010. Wallace.

RELG 019. First-Year Seminar: Religion and Food

Why do some people eat the body of their god? What is soul food? Is the pig an abomination? Is there such a thing as "devils food" and "angel's food"? Which is more spiritual, to feast or to fast? All of these questions are tied together by a common theme: They point to the relationship between food, eating, and the religious experiences of human beings. This seminar will introduce students to the study of religion, using food as an entry point. We will investigate the significance of food across a variety of traditions and explore such issues as diet, sacrifice, healing, the body, ethics, and religious doctrines concerning food. Topics will include religious fasting, vegetarianism, eating rituals, food controversies, purity and pollution, theophagy and cannibalism as sacred practice.

1 credit.

Fall 2010. Chireau.

RELG 020B. Prophets and Visionaries: Christian Mysticism Through the Ages

This course considers topics in the history of Christian mysticism. Themes include mysticism as a way of life, relationships between mystics and religious communities, physical manifestations and spiritual experiences, varieties of mystical union, and the diverse

images for naming the relationship between humanity and the Divine. Readings that explore the meaning, sources, and practices of Christian mystical traditions may include Marguerite Porete, Francis of Assisi, Julian of Norwich, Simone Weil, Thomas Merton, and Dorothee Soelle.

1 credit.

Spring 2011. Ross.

RELG 022. Religion and Nature

An extraordinary amount of blame for a global ecological crisis has been placed at the feet of religious traditions—particularly "Western Religions." This course both uncovers the shortcomings of these religions vis-à-vis the environment and challenges such easy criticisms-revealing more "eco-friendly" textual sites previously left under-examined. Beginning with biblical and other ancient sources, this class examines the various ways "nature" has been constructed in a number of religious traditions (e.g. Judaism, Christianity, Hinduism, Buddhism). The course further explores contemporary writings that have sought to bridge the divide between "religion" and "nature" in contemplative and creative ways.

1 credit.

Spring 2011. Kessler.

RELG 023. Living in the Light: Quakers Past and Present

This course explores the beliefs and practices, the social activism, and the impact of Quakers in North America from the 1650s to the present. Topics include Quakers and social reform including peace work, women's rights advocacy, prison reform; Quakers and nature; Quakers and education; and Quaker writings about God, self, and the world. This course will have a particular focus on Quakers and slavery in connection with the conference "Quakers and Slavery, 1657-1865" to be co-hosted by Swarthmore, Haverford, and the McNeil Center for Early American Studies at the University of Pennsylvania from November 4-6, 2010. Readings will include the work of George Fox, Margaret Fell, William Penn, John Woolman, John Bartram, Lucretia Mott, Elias Hicks, Elise Boulding, and Rufus Jones. Students will have the opportunity to work with the resources of Swarthmore College's Friends Historical Library and Peace Collection.

Writing course.

1 credit.

Fall 2010. Ross.

RELG 024. From Vodun to Voodoo: African Religions in the Old and New Worlds

Is there a kindred spirituality expressed within the ceremonies, beliefs, music and movement of African religions? This course explores the

dynamics of African religions throughout the diaspora and the Atlantic world. Using text, art, film, and music, we will look at the interaction of society and religion in the black world, beginning with traditional religions in west and central Africa, examining the impact of slavery and migration, and the dispersal of African religions throughout the Western Hemisphere. The course will focus on the varieties of religious experiences in Africa and their transformations in the Caribbean, Brazil and North America in the religions of *Candomblé*, *Santería*, Conjure, and other New World traditions. At the end of the term, in consultation with the professor, students will create a web-based project in lieu of a final paper.

Study abroad credit may be available.

1 credit.

Fall 2010. Chireau.

RELG 025B. Black Women and Religion in the United States

This course is an exploration of the spiritual lives of African American women. We will hear black women's voices in history and in literature, in film, in performance and music, and within diverse periods and contexts, and reflect upon the multidimensionality of religious experience in African American women's lives. We will also examine the ways that religion has served to empower black women in their personal and collective attempts at the realization of a sacred self. Topics include: African women's religious worlds; women in the black diaspora; African American women in Islam, Christianity, and New World traditions; womanist and feminist thought; and sexuality and spirituality. Readings include works by: Alice Walker; Audre Lorde; bell hooks; Zora Neale Hurston; Patricia Williams, and others.

No prerequisites.

1 credit.

Spring 2011. Chireau.

RELG 030B. The Power of Images: Icons and Iconoclasm

This course is a cross-cultural, comparative study of the use and critique of sacred images in biblical Judaism; Eastern Christianity; and the Hindu, Buddhist, and Jain traditions of India. Students will explore differing attitudes toward the physical embodiment of divinity, including issues of divine "presence" and "absence"; icons, aniconism, and "idolatry"; and distinctions drawn in some traditions between different types of images and different devotional attitudes toward sacred images, from

Yahweh's back and bleeding icons to Jain worship of "absent" saints.

1 credit.

Not offered 2010–2011.

RELG 031B. Religion and Literature: From the Song of Songs to the Hindu Saints

A cross-cultural, comparative study of religious literatures in Jewish, Christian, Islamic, and Hindu traditions. How "secular" love poetry and poetics have both influenced and been influenced by devotional poetry in these traditions, past and present.

1 credit.

Not offered 2010–2011.

RELG 036. Christian Visions of Self and Nature

This course is a thematic introduction to Christianity. Beginning with early Christian writings and moving historically up through the contemporary period, we will explore a wide variety of ideas about God, self, and nature. Readings will focus on scientific and natural history treatises in dialogue with theological texts. We will explore the writings of Christian naturalists to study the linking of science and religion, and we will investigate a multiplicity of views about Christian understandings of the relationship between the human and non-human world. This class includes a community-based learning component: Students will participate in designing and teaching a mini-course on "Nature and Chester" to students in the nearby community of Chester. Readings include Aristotle (critical for understanding science in the later Middle Ages), Hildegard of Bingen, Roger Bacon, Galileo Galilei, Charles Darwin, Herman Melville, Ralph Waldo Emerson, John Muir, Graceanna Lewis, Thomas Berry, Nalini Nadkarni, and Terry Tempest Williams.

1 credit.

Not offered 2010–2011.

RELG 038. Religion and Film

An introductory course that uses popular film as a primary text/medium to explore fundamental questions in the academic study of religion. In particular, we will be concerned with the ways that religion and religious experience are constituted and defined on film as well as through film viewing. In discussing films from across a range of subjects and genres, we will engage in the work of mythical, theological and ideological criticism, while examining the nature, function, and value of religion and religious experience. We will also consider some of the most significant writers and traditions in the field of Religion and develop the analytical and interpretive skills of the

discipline. Scheduled films include *The Seventh Seal*, *The Matrix*, *Breaking the Waves*, *Contact*, *Jacob's Ladder*, *The Passion of the Christ*, *The Rapture*, *The Apostle*, as well as additional student selections. Weekly readings, writing assignments, and evening screening sessions are required.

1 credit.

Fall 2010. Chireau.

RELG 053. Gender, Sexuality, and the Body in Islam

An exploration of sexuality, gender roles, and notions of the body within the Islamic tradition from the formative period of Islam to the present. This course will examine the historical development of gendered and patriarchal readings of Islamic legal, historical, and scriptural texts. Particular attention will be given to both the premodern and modern strategies employed by women to subvert these exclusionary forms of interpretation and to ensure more egalitarian outcomes for themselves in the public sphere. Topics discussed include female piety, marriage and divorce, motherhood, polygamy, sex and desire, honor and shame, same-sex sexuality, and the role of women in the transmission of knowledge.

Eligible for ISLM credit.

1 credit.

Fall 2010. al-Jamil.

RELG 054. Power and Authority in Modern Islam

This course examines some of the salient issues of concern for Muslims thinkers during the modern period (defined for the purposes of this course as the colonial and post-colonial periods). Beginning with discussion of the impact of colonialism on Islamic discourses, the course moves on to address a number of recurrent themes that have characterized Muslim engagement with modernity. Readings and/or films will include religious, political, and literary works by Muslims in variety of cultural and linguistic settings. Topics to be discussed will include: nationalism and the rise of the modern nation-state, questions of religion and gender, the Israeli-Palestinian conflict, developments in Islam in the United States and Canada, and case studies of reformist and revivalist movements in the modern nation-states of Iran, Iraq, Afghanistan, Pakistan, and Saudi Arabia. Special attention will be paid to contemporary Muslim responses to feminist critiques, democracy, pluralism, religious violence, extremism, and authoritarianism.

Eligible for ISLM credit.

1 credit.

Not offered 2010–2011.

RELG 057. Hebrew for Text Study I

(Cross-listed as LING 007)

What does the Bible really say? Have you ever noticed how radically different the Hebrew Bible seems in different translations? If you want to understand the enigma of this text, if you want to experience it through your own eyes, if you want to plumb its depths, appreciate its beauty, confront its challenges, and understand its influence, you must read it in Hebrew. In this course, you will learn the grammar and vocabulary required to experience the Hebrew Bible and ancient Hebrew commentaries in the original language. You will learn to use dictionaries, concordances, and translations to investigate word roots and to authenticate interpretations of the texts. In addition to teaching basic language skills, this course offers students the opportunity for direct encounter with primary biblical, rabbinic, and Jewish liturgical sources.

No experience necessary. If you already have some Hebrew competence, contact the instructor for advice.

Hebrew for Text Study II will be offered in spring 2011. It is recommended, but not required, that you plan to take both courses.

1 credit.

Fall 2010. Plotkin.

RELG 059. Hebrew for Text Study II

(Cross-listed as LING 010)

This course is a continuation of Hebrew for Text Study I. Students who have not completed that course will require the permission of the instructor to enroll in this course.

This set of courses teaches the grammar and vocabulary required to experience the Hebrew Bible and ancient Hebrew commentaries in the original language. You will learn to use dictionaries, concordances, and translations to investigate word roots and to authenticate interpretations of the texts. In addition to teaching basic language skills, this course offers students the opportunity for direct encounter with primary biblical, rabbinic, and Jewish liturgical sources.

1 credit.

Spring 2011. Plotkin.

RELG 067. Judaism and Nature

"We are not obligated to complete the task; neither are we free to abstain from it." (Pirke Avot 2:21) The task before us is to examine the relationship(s) between Judaism and Nature. We are setting out to decide—or at least ponder—the following questions (though we will surely encounter more along the way): What does Jewish literature from the Garden of Eden to the present day say about the earth and humanity's relationship with it? Because of the growing awareness about current ecological

concerns and crises, Jewish tradition is being mined—or cultivated—for historical precedents that reflect ecologically sound models of Jewish living. How fruitful is this process? To what extent can contemporary Jews rely on tradition to provide such models, and to what extent must Jews today find new ways of bringing humanity and nature together?

1 credit.

Not offered 2010–2011.

RELG 093. Directed Reading

1 credit.

Staff.

RELG 095. Religion Café: Senior Symposium

This seminar is a weekly symposium for senior majors addressing some of the major themes, theories, and methods in the academic study of religion. The seminar will highlight the inherently multidisciplinary nature of religious studies by reading scholars from several disciplines who have influenced certain theoretical and philosophical assumptions and vocabularies in the field. The seminar will examine a number of approaches to religious studies including, but not limited to, those drawn from: post-structuralism, gender studies, critical theory, cognitive science, phenomenology, ethics, pragmatism, social history, and anthropology.

1 credit.

Fall 2010. al-Jamil.

RELG 096. Thesis

Writing course.

1 credit.

Staff.

Seminars

RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism, and Islam

An examination of the concepts of martyrdom, holy war, and suicide in Islam, Christianity, and Judaism. How are “just” war, suicide, martyrdom presented in the sacred texts of these three traditions? How are the different perspectives related to conceptions of death and the afterlife within each tradition? Historically, how have these three traditions idealized and/or valorized the martyr and/or the “just” warrior? In what ways have modern post-colonial political groups and nationalist movements appropriated martyrdom and holy war in our time?

Eligible for ISLM credit.

2 credits.

Not offered 2010–2011.

RELG 101. Jesus in History, Literature, and Theology

This seminar explores depictions of Jesus in narrative, history, theology, and popular culture. We consider Jesus as historical figure, trickster, mother, healer, suffering savior, visionary, embodiment of the Divine, lover, victorious warrior, political liberator, and prophet.

2 credits.

Not offered 2010–2011.

RELG 102. Folk and Popular Religion

This seminar investigates the cultural complexity of the American religious experience through the lens of folk and popular traditions. We will utilize historical, anthropological, and literary approaches to explore folk Catholicism in the United States, local religious celebrations, 19th- and 20th-century popular movements, and folk art and other material representations of religion. Topics include serpent handling in Appalachia; American consumerism as religion; heterodox spiritualities in America; Marian shrines and spirit apparitions; and black Gods and racial folk religions.

2 credits.

Not offered 2010–2011.

RELG 108. Poets, Saints, and Storytellers: The Poetry and Poetics of Devotion in South Asian Religions

A study of the major forms of Hindu religious culture through the lenses of its varied regional and pan-regional literatures, with a focus on the literature of devotion (*bhakti*), including comparative readings from Buddhist and Islamic traditions of India. The course will focus on both primary texts in translation (religious poetry and prose narratives in epic and medieval Sanskrit, Tamil, Kannada, Bengali, Hindi, Pali, Sinhala, Sindhi, and Urdu) as well as pertinent secondary literature on the poetry and poetics of religious devotion. We will also pay close attention to specific literary forms, genres, and regional styles, as well as the performance (music and dance) and hagiographical traditions that frame the poems of Hindu saint-poets, Buddhist monks, and Muslim mystics. Along with a chronological and geographical focus, the seminar will be organized around major themes such as popular/vernacular and “elite” traditions; the performance and ritual contexts of religious poetry; the place of the body in religious emotion; love, karma, caste, and family identity; asceticism and eroticism; gender and power; renunciation and family obligations.

1 credit.

Not offered 2010–2011.

RELG 109. Afro-Atlantic Religions

This seminar explores the historical experiences of the millions of persons who worship African divinities in the West. We will consider the following questions: How were these religions and their communities created? How have they survived? How are African-based traditions perpetuated through ritual, song, dance, drumming, and healing practices? Special attention will be given to Yoruba religion and its New World offspring, Santería, Voodoo and Candomblé.

2 credits.

Not offered 2010–2011.

RELG 110. Religious Belief and Moral Action

The seminar will explore the relationship between religion and morality. Basic moral concepts in Buddhism, Christianity, Judaism, Taoism, Islam and Hinduism will be studied in relationship to their cosmological/theological frameworks and their historical contexts. The course will analyze concepts of virtue and moral reasoning, the religious view of what it means to be a moral person, and the religious evaluation of a just society.

2 credits.

Not offered 2010–2011.

RELG 112. Postmodern Religious Thought

This seminar asks whether religious belief is possible in the absence of a “transcendental signified.” Topics include metaphysics and theology, the death of God, female divinity, apophatic mysticism and deconstruction, ethics without foundations, the question of God beyond Being, and analogues to notions of truth in ancient Buddhist thought. Readings include Eckhart, Kierkegaard, Nietzsche, Wittgenstein, Derrida, Nagarjuna, Nishitani, Ricoeur, Marion, Rorty, Loy, Taylor, Panikkar and Vattimo.

2 credits.

Spring 2011. Wallace.

RELG 114. Love and Religion

An exploration of the concept of “love” in selected Western, Near-Eastern, and Indian traditions. The uses of love and sexuality, the body and the passions, in religious discourse to describe the relationship between the human and divine. Sources range from Plato and the Troubadours to Angela of Foligno and from Bengali devotional poetry to notions of “love” in a Tamil family. Major theoretical questions—the culture construction of emotions, the erotic life, the body, and religion—will be derived from Nussbaum, Biale, Bynum, Ramanujan, and Trawick.

2 credits.

Spring 2011. Hopkins.

RELG 119. Islamic Law and Society

A survey of the history of Islamic law and its developments, with particular attention to the ways Islamic legal principles were formed, organized, operated in practice, and changed over time. It will focus on issues in Islamic legal theory, methodology, constitutional law, personal law, and family law that have had the greatest relevance to our contemporary world. This course functions as both a basic introduction to the Islamic legal system in its pre-modern and contemporary forms. The course will also provide comparative discussion of the contrasts between Islamic legal theory and positive law and European and American legal and constitutional thought.

Eligible for ISLM credit.

2 credits.

Spring 2011. al-Jamil.

RELG 126A. The Poetry and Prophecies of William Blake

This course focuses on the lyric poems, extended epic cycles, and illuminated books of one of the most unique poets in English literature, William Blake (1757–1827). We will do a close reading of the poetry and images of the major works of Blake, with the help of text-critical, theoretical and historical perspectives, views of the body, innocence, experience, sexuality, the “margins” of literature; selfhood, self-giving, and “the gift of death” in the late prophetic books. Along with published books of the designs and extended commentaries on the illuminated books by David Erdman, images, bibliographies, and other resources from the online “Blake Archive” of Eaves and Visconti will be used for “close reading” of Blake’s illuminated books and visionary designs.

2 credits.

Not offered 2010–2011.

RELG 127. God Trouble: Feminist and Queer Theology

The God of the Bible and later Jewish and Christian literature is distinctively masculine, definitely male. Or is He? If we can point out places in traditional writings where God is nurturing, forgiving, and loving, does that mean that God is feminine, or female? And what is masculine and male, feminine and female anyway? This class begins with the study of feminist writings on women and religion in general, and women and God-language more specifically, which started to emerge in the 1970s and 1980s. It continues with an exploration of queer writings from the mid-1990s, which began to question the stability of the gender system which informs—or infects—every aspect of our lives. With the publication of Judith Butler’s book *Gender Trouble*, the very categories of male and female and sex and gender were reconfigured as sites of *trouble*.

This course asks, what happens when the now troubled (unstable or destabilized) categories of sex and gender and male and female are superimposed upon conversations—and constructions—of God's gender? What happens when we read Jewish and Christian traditions in light of contemporary gender theories? And, we will further ask, what happens when we re-read 1970s feminist writings in light of gender/queery theory of the 1990s.

2 credits.

Not offered 2010–2011.

RELG 128. Sex, Gender and the Hebrew Bible

The first two chapters of the biblical book of Genesis offer two very different ancient accounts of the creation of humanity and the construction of gender. The rest of the book of Genesis offers a unique portrayal of family dynamics, drama and dysfunction, full of complex and compelling narratives where gender is constantly negotiated and renegotiated. In this class, we will engage in close readings of primary biblical sources and contemporary feminist and queer scholarship about these texts, as we explore what the first book of the Bible says about God, gender, power, sexuality, and “family values.”

2 credits.

Not offered 2010–2011.

RELG 129. Spiritual Journeys: Pilgrims, Prophets, and Place

Quests, journeys, pilgrimages—all of these have their place in numerous religious traditions (e.g. Native American, Hinduism, Judaism, Christianity, Islam) as well as in the academic study of religion. This seminar takes a sometimes “off the beaten track” look at spiritual journeys—defined quite broadly and analyzed comparatively—exploring the topic from its ancient roots on down to its more contemporary routes. What does it mean to take religion “on the road”? How does one “pray with one's feet”? Where is the sacred to be found—on the journey itself or at the place of destination (or both)?

By reading a number of provocative accounts by “prophets” old and new, we will explore the place of spiritual journeys in history, literature, and contemporary culture, and in doing so, critically examine the journeys on which we ourselves travel today.

2 credits.

Fall 2010. Kessler.

RELG 199. Senior Honors Study

0.5 credit.

Staff.

JOY CHARLTON, Professor of Sociology⁴

MICHAEL L. MULLAN, Professor of Sociology

BRAULIO MUÑOZ, Professor of Sociology

ROBIN E. WAGNER-PACIFICI, Professor of Sociology

FARHA N. GHANNAM, Associate Professor of Anthropology³

SARAH WILLIE-LEBRETON, Associate Professor of Sociology, Chair

MICHAEL REAY, Assistant Professor of Sociology

LEE A. SMITHEY, Assistant Professor of Sociology

JEFFREY HIMPELE, Visiting Assistant Professor of Anthropology

MAYA NADKARNI, Visiting Assistant Professor of Anthropology

CHRISTINE SCHUETZE, Visiting Assistant Professor of Anthropology

ROSE MAIO, Administrative Coordinator

³Absent on leave, 2010–2011.

⁴Absent on administrative leave, 2010–2011.

The Sociology and Anthropology Department provides students with intellectual tools for understanding contemporary and historical social issues, such as globalization, nationalism, racism, sexism, bioethical decisions, and the complex layering of social inequalities in everyday life. These two disciplines approach the study of social life from different avenues, each bringing a set of separate and overlapping analytical and research tools to intellectual tasks that are complementary and synergistic. Our students seek knowledge about societies of the world and the social dynamics within them. To that end, our majors each conduct independent projects based on primary research and/or fieldwork during their senior year.

Sociology and Anthropology often analyze experiences at the level of the individual or the group and connect them to larger social dynamics. The disciplines illustrate how matters that are often perceived as “private troubles” are actually consequences of social structures, including those that appear and feel natural and inevitable. Among the goals of Sociology and Anthropology are to acquire knowledge about different groups, systems, and societies and to engage critically with the complexities of social life.

The Department of Sociology and Anthropology offers a Course major, Honors major and minor, and several special majors, but no Course minor.

Requirements

Course majors are required to take eight units of work in the department; of the eight, five are required. Required courses include the course, “Exemplary Studies in Sociology and Anthropology,” (at least) one designated theory course, (at least) one designated methods course and a two-credit senior thesis.

Exemplary Studies in Sociology and Anthropology

This class introduces students to important studies in sociology and anthropology that are methodologically and theoretically self-reflexive and illuminate contemporary social issues. The *optimal* time to take this class is during the sophomore year.

Statistical Methods

Sociology/Anthropology course majors, honors majors or honors minors may take STAT 11 as a methods course.

Senior Thesis

The 2-credit senior thesis requirement, normally completed in the fall and spring semesters of the senior year, includes the Thesis Writers Masters Class and a thesis tutorial in which the student works closely with a faculty adviser.

Applying for the Major

Applicants for the major normally have completed at least two courses in the department, ideally one of the courses being Exemplary Studies. Courses numbered SOAN 001 to 020 serve as points of entry for students wishing to begin work in the department and normally serve as prerequisites to higher-level work in the department (SOAN 021–099). (Some higher courses may, however, with permission of the instructor, be taken without prerequisite.) Seminars are numbered SOAN 100 to 199. For current seminar listings, consult the website at www.swarthmore.edu/socanth.xml or contact the department administrative coordinator.

Honors Major and Minor

Candidates for an honors major in sociology and anthropology must complete three honors preparations, one of which must be SOAN 180: Thesis. The other two preparations may be a seminar or, with permission, course plus attachment, paired upper-level courses, or work

done while studying-abroad with special permission. Minors in the Honors Program must complete only one preparation, although they must take additional elective work to ensure a proper content for this preparation. Minors must take at least two courses in the department outside of their honors preparation. One of these courses must be Exemplary Studies in Sociology and Anthropology.

Certification for Secondary School Teaching

Sociology and anthropology majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Sociology and anthropology majors are eligible for social science certification. Students contemplating teacher certification would normally schedule their program in a semester that does not conflict with their senior thesis. Such programs should be developed in close consultation with advisers in the Educational Studies Department. For further information about the relevant set of requirements, contact the educational studies chair, the Sociology and Anthropology Department chair, or the Educational Studies Department website at www.swarthmore.edu/educationalstudies.xml.

Courses

SOAN 002D. First-Year Seminar: Culture and Gender

The aim of this first-year seminar is to dismantle many of our commonplace assumptions about gender, sexuality, and sexual difference. It introduces the study of gender theory and anthropology by bringing key theoretical texts by Foucault, Butler, and others into conversation with recent ethnographies that have responded to, problematized, or advanced these theoretical claims. Central to our investigation is the gendered body as the site of specific paradigms of power and resistance, in contexts that range from the colonial empire to present-day labor inequalities, and from technologies of reproduction to drag performances of femininity.

Eligible for GSST credit.

Theory course.

1 credit.

Fall 2010. Nadkarni.

SOAN 002E. Anthropology of Mass Media

This course is an introduction to the anthropology of modernity and the mass-mediation of modern forms of knowledge. It examines how the emergence of mass media

has produced new kinds of subjects, social relations, and ways of narrating and interpreting modern social life: from novel images of national community to mass experiences of crime, war, and violence. Along the way, the course also asks the impact of new media technologies on the theory and practice of anthropology itself, and how such technologies force us to re-imagine identity, community, and locality.

Theory course.

1 credit.

Spring 2011. Nadkarni.

SOAN 003F. Culture and Religion in Africa

In this course, we will explore the powerful interplay between religion, politics, and culture in Africa. Students engage in exploration of a wide range of topics designed to provide a historical and geographical overview of religious practices in different regions of sub-Saharan Africa. In our readings and in class discussions, we will pay close attention to how world views and systems of meaning shape actions and attitudes, and focus our anthropological eye on the practices of daily life: the material conditions and day-to-day routines of living. Throughout the course, we will consider the usefulness of the term "religion" itself, as we examine how daily practices that emerge in and through religious practices in Africa transcend Western distinctions between "religion," "politics," "economics," and "society."

Eligible for BLST credit.

1 credit.

Fall 2010. Schuetze.

SOAN 003G. First-Year Seminar: Development and its Discontents

In this course, our goal will be to gain a new perspective on an often unquestioned social "good": that of international economic development, including foreign aid to countries in the global south. This course will provide students with an introduction to the origin and evolution of ideas about development, and will encourage them to examine major theories and approaches to development from classical modernization theories to world-systems theories. Students will gain insight into how ideas of development fit into larger global dynamics of power and politics and how, contrary to professed goals, the practices of international development have often perpetuated poverty and widened the gap between rich and poor. During the course, we will investigate these issues through an array of texts that address different audiences including

a novel, academic books and journals, film, popular writings and ethnographic monographs.
1 credit.

Spring 2011. Schuetze.

SOAN 004B. First-Year Seminar: Introduction to Contemporary Social Thought

A general introduction to major theoretical developments in the study of social life since the 19th century. Selected readings will be drawn from the work of such modern social theorists as Marx, Weber, Durkheim, Freud, and Simmel. Readings from contemporary authors such as Geertz, Goffman, Adorno, and Arendt will also be included. These developments will be studied against the background of the sociophilosophical climate of the 19th century.

Theory course.

1 credit.

Fall 2010. Muñoz.

SOAN 006C. First-Year Seminar: Forest of Symbols

This course takes its title from the anthropological work of Victor Turner, *The Forest of Symbols*. Turner and other interpreters of social life have stressed the importance of symbols in constructing our understanding of both the social and the natural world and in assisting their transformations. As such, the focus will be on readings that highlight the relation between culture and nature, including symbolic contestations over forests, water, islands, gardens, political territories, natural places, and ecological values.

Eligible for ENVS credit.

1 credit.

Fall 2010. Wagner-Pacifici.

SOAN 007B. Introduction to Race and Ethnicity in the United States

This course uses classic ethnographies, current race theory, and journalistic accounts to examine the experiences of selected ethnic groups in the United States and to investigate theories of racism, the meaning of race and ethnicity in the 20th century, and contemporary racialized public debates over affirmative action, welfare, and English-only policies.

Eligible for BLST credit.

1 credit.

Not offered 2010–2011.

SOAN 007C. Sociology Through African American Women's Writing

Interrogating the explicit and implicit claims that black women writers make in relation to work by social scientists, we will read texts closely for literary appreciation, sociological

significance, and personal relevance, examining especially issues that revolve around race, gender, and class. Of special interest will be where authors position their characters vis-à-vis white supremacy, patriarchy, capitalism, and the United States.

Eligible for BLST or GSST credit.

1 credit.

Not offered 2010–2011.

SOAN 008F. First-Year Seminar: Technology and Humanity

It sometimes seems as if science and technology tend to replace communal understanding and human relationships. Historical and social scientific investigations suggest this is an illusion however; technology has always been shaped by and embedded in personal connections, group struggles, and cultural understandings. The real danger in fact lies in letting false impressions of technological dominance create unnecessary inequality and oppression. The class will explore this topic using examples such as the development of modern industry, the construction of railroads, the risks of nuclear catastrophe, the digital divide, and the development of online identities.

1 credit.

Not offered 2010–2011.

SOAN 009C. Cultures of the Middle East

Looking at ethnographic texts, films, and literature from different parts of the region, this class examines the complexity and richness of culture and life in the Middle East. The topics we will cover include orientalism, colonization, gender, ethnicity, tribalism, nationalism, migration, nomadism, and religious beliefs. We will also analyze the local, national, and global forces that are reshaping daily practices and cultural identities in various Middle Eastern countries.

Eligible for ISLM credit.

Writing course.

1 credit.

Not offered 2010–2011.

SOAN 009E. First-Year Seminar: Social Action and Social Responsibility

We will explore the conditions and consequences of various types of effort to bring about positive social change, using theory and case studies from sociology and anthropology; class visits from individuals working directly with different strategies for social change; and off-campus opportunities for students to learn from groups and individuals dedicated to activism and service.

1 credit.

Fall 2010. Charlton.

SOAN 010C. The Social Development of Sport

The course is designed as an introduction to the subfield of sport sociology. The primary focus of the course will rest on the developmental history of the institution of Western sport and the principal analytical frameworks constructed to explain its origins. Although the historical and theoretical material is centered on European developments, contemporary issues and debates on the relationship of gender, race, and ethnicity to sport will concentrate on American society. Readings will be drawn from the work of sociologists and historians working directly in sport studies.

1 credit.

Not offered 2010–2011.

SOAN 010H. The Tribal Identity of Sport: Nationalism, Ethnicity, and the Rise of Sport in the Modern Era

This course focuses on the development of modern sport of multiple levels of analysis. First, it is a primer on the descriptive facts of sport development in the late 19th and early 20th centuries and the social theory employed to study it. Second, it is more detailed at the connections between nationalism and sport, the nexus of national, communal association with sporting achievement as a social mechanism in the construction of group identity.

1 credit.

Not offered 2010–2011.

SOAN 010J. War, Sport, and the Construction of Masculine Identity

The course will concentrate on the themes of sport and war and the historical construction of male identity. Our culturally endorsed ideals of manhood are related to tests of skill and physical exertion. The influence of the sport/warrior ethic on modern sensibilities will take us to 19th-century England and the United States as these nations grappled with the meaning of sport and war as markers of the adult male. Contemporary works that challenge stock impressions of masculinity will be read.

Eligible for GSST or PEAC credit.

1 credit.

Fall 2010. Mullan.

SOAN 012M. Exemplary Studies

How do sociologists approach social structures, organizational systems, and dynamics between groups? How do anthropologists study cultural meanings, daily practices, and social identities? What are the methods and theories that sociologists and anthropologists utilize to understand our contemporary society and other cultures? These are some of the questions that

our class will explore through looking at studies in anthropology and sociology that are methodologically and theoretically distinguished and self-reflexive. Our purpose will be to capture the productive aspects of the methods and theoretical framings used in these studies. We will also seek to appreciate how sociological and anthropological concepts, research methods, and writing styles have changed and shifted over time. The optimal time to take this course is sophomore year.

1 credit.

Fall 2010. Reay, Nadkarni.

SOAN 020B. Urban Education

(See EDUC 068)

Theory course.

1 credit.

Fall 2010. Grossman.

SOAN 020J. Dance and Diaspora

(See DANCE 025A)

Writing course.

1 credit.

Fall 2010. Chakravorty.

SOAN 023C. Anthropological Perspectives on Conservation

Conservation of biodiversity through the creation of national parks is an idea and a practice that began in the United States with the creation of Yellowstone in 1872. In this course, we will examine the ideas behind the initial creation of national parks and explore the global spread of these ideas through the historical and contemporary creation of parks in other countries. As we examine the origin of the idea for parks, we will also consider the human costs that have been associated with their creation. Ultimately, the class offers a critical exploration of theories and themes related to nature, political economy, and culture—themes that fundamentally underlie the relationship between society and environment.

Eligible for ENVS credit.

1 credit.

Fall 2010. Schuetze.

SOAN 024B. Latin American Society and Culture

An introduction to the relationship between culture and society in Latin America. Recent and historical works in social research, literature, philosophy, and theology will be examined.

Eligible for LASC or PEAC credit.

1 credit.

Not offered 2010–2011.

SOAN 024C. Latin American Society Through Its Novel

(Cross-listed as LITR 071S)

From an interdisciplinary framework, we will explore the relationship between society and its representation in the Latin America novel. The course will also help us understand the links between fiction and reality, and the role of literature as a form of cognition. Selected works by Carlos Fuentes, Mario Vargas Llosa, Gabriel García Márquez, Isabel Allende, Luisa Valenzuela, Jose Maria Arguedas and others. Readings, assignments, and open-dialogue class are in English. No prior knowledge of Spanish necessary.

Eligible for LASC credit.

1 credit.

Spring 2011. Muñoz.

SOAN 024D. Topics in Social Theory

This course deals with Kant's and Hegel's social philosophy insofar as it influenced the development of modern social theory. Works by Marx, Weber, Durkheim, Freud, and critical theorists, neo-conservatives, and postmodernists will also be discussed.

Theory course.

1 credit.

Not offered 2010–2011.

SOAN 025B. Transforming Intractable Conflict

This course will address the sociology of allegedly intractable identity conflicts in deeply divided societies and their potential transformation toward peace. Northern Ireland will serve as the primary case study, and the course outline will include the history of the conflict, the peace process, and grassroots conflict transformation initiatives. Special attention will be given to the cultural underpinnings of division, such as sectarianism and collective identity, and their expression through symbols, language, and collective actions, such as parades and commemorations.

Eligible for PEAC credit.

1 credit.

Not offered 2010–2011.

SOAN 026B. Discourse Analysis

(Cross-listed as LING 024)

We are what we speak—or largely so. This is the premise of “discourse analysis.” This course will concentrate on language in a variety of social contexts: conversations, media reports, and legal settings. We will analyze these speech and writing interventions via the tools of sociolinguistics, ethnomethodology, critical legal studies, and discourse analysis. The essential issue of the course can be boiled down to the question: Who gets to say what to whom?

Eligible for INTP credit.

Theory and methods course.

1 credit.

Spring 2011. Wagner-Pacifici.

SOAN 026C. Power, Authority, and Conflict

This course analyzes the way in which power emerges, circulates, and is augmented and resisted in diverse political contexts. Historical and contemporary cases are interrogated with the theoretical frameworks of Marx, Weber, Patterson, Arendt, Parsons, and Foucault. Issues include the question of state autonomy, political legitimacy, and the role of violence in politics.

Eligible for INTP or PEAC credit.

1 credit.

Fall 2010. Wagner-Pacifici.

SOAN 027B. The Constitution of Knowledge in Modern Society

This course takes classic sociology of knowledge texts as a starting place for an interrogation and discussion of how knowledge is constructed in this culture. Additional texts will be drawn from gender and sexuality studies, black studies, and media studies as we examine the powerful ways that knowledge can be and is differently constructed within our own culture as well as the ways that some kinds of knowledge seem to be categorically intractable across time and space.

Prerequisite: A course in theory, sociology/anthropology, literature, or philosophy.

Theory course.

1 credit.

Not offered 2010–2011.

SOAN 027C. Classical Theory

Through the works of Marx, Weber, Durkheim, Simmel, DuBois, and Freud, the recurrent and foundational themes of late 19th- and early 20th-century social theory will be examined: capitalism, class conflict and solidarity, alienation and loneliness, social disorganization and community, and secularization and new forms of religiosity.

1 credit.

Not offered 2010–2011.

SOAN 028D. Deviance

The first part of this course introduces some basic theories of why norms arise and why some people may go against them, or be labeled as doing so. It emphasizes the fact that standards of normality and deviance always involve issues of group membership, political power, and unequal opportunity. The second part looks at the special case of crime in the U.S., covering explanations focused on biology,

family history, group association, physical environment, community disorganization, and life course patterns, illustrating once again the central role of power, and in this case racial inequality. The third part of the course applies the same theories to non-criminal subgroups and cultural resistance, with examples from sex/sexuality/gender, youth and music, non-orthodox religion, and extremist politics.

1 credit.

Not offered 2010–2011.

SOAN 028E. Methods of Social Exploration

Social phenomena aren't made up of a bunch of transparent facts open to all; they have to be explored using particular methods and technologies. None of these methods are wholly objective, reliable, or comprehensive, and none of them are as easy as one might think. This is mainly because evidence of social activity can only be obtained by way of further social activity, such as talking and reading, becoming involved in people's lives, going to archives, and interacting with other powerful organizations. This course discusses these issues and covers a wide range of different methods of social exploration, including: archival and oral history; interviews; participant observation; analysis of interactions, conversations, texts, and media images; use of audio and video recording; sample surveys and questionnaires; government and academic databases; Geographic Information Systems, and network mapping. With all of these options at their fingertips researchers can hopefully use the combinations most suited to getting at what interests them, as well as better understand, critique, and make use of relevant past research. Methods course.

1 credit.

Spring 2011. Reay.

SOAN 029B. Ethnography: Theory and Practice

This class maps anthropological theories and methods through reading and critically analyzing the discipline's flagship genre, ethnography. We work historically by reading classical texts that exemplify different approaches (such as functionalism, structuralism, symbolic anthropology, and reflexive anthropology) used to analyze culture and social structure. We address questions such as: How did Malinowski understand ethnography? How does this understanding compare to more recent views of anthropologists such as Geertz? How did the meaning of fieldwork change over time? We pay special attention to the politics of representation and the anthropologists'

continuous struggle to find new ways to write about culture.

Theory and methods course.

Writing course.

1 credit.

Not offered 2010–2011.

SOAN 035B. Nonviolent Social Movements

This course will address the sociological literature on social movements and will cover their emergence and maintenance and other critical questions such as why people participate. We will also take a strategic perspective and investigate movements that employ nonviolent tactics and methods. We will explore the power in social relations upon which collective nonviolent action capitalizes and the effects of strategic choices within movements. Case studies may include but are not limited to the U.S. civil rights movement, the Soviet bloc revolutions, People Power in the Philippines, the Peace People in Northern Ireland, and the Indian Freedom movement.

Eligible for PEAC credit.

1 credit.

Not offered 2010–2011.

SOAN 035C. Social Movements and Strategic Action

Social Movements and Strategic Action will address the sociological literature on social movements, including their emergence and maintenance. Why do people participate? We will also take a strategic perspective and investigate movements that employ various tactics and methods. We will emphasize the power in social relations upon which collective nonviolent action capitalizes and the effects of strategic choices within movements. Case studies might include the U.S. civil rights movement, the Soviet bloc revolutions, People Power in the Philippines, and the Zapatistas, among others.

Theory course.

1 credit.

Fall 2010. Smitley.

SOAN 038C. Sociology of Economic Life.

The discipline of economics tends to focus primarily on how markets work, i.e. how rational calculations influence commodity prices. There are many other things involved in economic life however, such as resource inequalities, institutional hierarchies, cultural worldviews, patterns of habitual interaction, and specific historical sequences of events. This class explores how consideration of these kinds of factors—power, culture, networks, and history—can be added to market models to

create a fuller picture of how humans organize production, exchange, and consumption in what we currently call “the economy.” Specific topics covered include the difference between precapitalist and capitalist economies, the nature of modern advertising, the causes of financial bubbles and crashes, corporate culture and managerial behavior, the institutional arrangements behind different varieties of capitalism, the nature and effects of globalization, and the operation of gift exchange systems.

Theory course.

1 credit.

Spring 2011. Reay.

SOAN 039B. Globalization and Culture

What is globalization? Is globalization “cultural imperialism,” Westernization, Americanization, or McDonaldization? Our class will examine such questions and critically analyze how global flows (of goods, capital, labor, information, and people) are shaping cultural practices and identities. We will study recent theories of globalization and transnationalism and read various ethnographic studies of how global processes are articulated and resisted in various cultural settings.

Theory course.

Writing course.

1 credit.

Not offered 2010–2011.

SOAN 040B. Language, Culture, and Society

(See LING 025)

Prerequisite: At least one linguistics course.

1 credit.

Fall 2010. Dinkin.

SOAN 044B. Colloquium: Art and Society

An examination of the relationship between art and society from a sociohermeneutical perspective. Literary and sociotheoretical works will be the main focus of analysis this semester. Selected works by Plato, Nietzsche, Hegel, Mann, Dostoevski, Kafka, Benjamin, Lukacs, Freud, Borges, Foucault, and Sontag will be examined.

Eligible for INTP credit.

Theory course.

1 credit.

Not offered 2010–2011.

SOAN 044C. Colloquium: Contemporary Social Theory

A discussion of contemporary social theory and its antecedents. The first part of the course will be devoted to a discussion of works by Nietzsche, Marx, and Freud. The second part

will deal with works by contemporary theorist such as Charles Taylor, Jürgen Habermas, Michael Foucault, Anthony Giddens, Pierre Bourdieu, Jana Sawicki, Luce Irigaray, and Jean Baudrillard.

Prerequisite: SOAN 044E. Limited enrollment. Theory course.

1 credit.

Not offered 2010–2011.

SOAN 044D. Colloquium: Critical Social Theory

An overview of major developments of critical social theory since the 19th century. Readings from Marx, Freud, Nietzsche, Adorno, Horkheimer, Benjamin, Habermas, Foucault, and Freire.

Eligible for INTP credit.

1 credit.

Spring 2011. Muñoz.

SOAN 044E. Colloquium: Modern Social Theory

This course is an analysis of the rise and development of modern social theory. The introduction to the colloquium deals with works by such social philosophers as Rousseau, Kant, and Hegel. The core of the colloquium focuses on selected works by Marx, Weber, Durkheim, and Freud. The colloquium is recommended as general background for advanced work in the social sciences. The colloquium serves particularly well for students interested in the areas of sociology and anthropology and interpretation theory.

Eligible for INTP credit.

Theory course.

1 credit.

Fall 2010. Muñoz.

SOAN 046B. Social Inequality

This course analyzes conflicting theoretical perspectives on the origins and meaning of social inequality. Empirical studies of both a historical and cross-cultural nature will be examined for the ways in which they engage alternative readings of such issues as the nature and representations of work, property, body, and mind in revealing and reproducing social inequalities. The approach is phenomenological: How are inequalities made social, and how are they disrupted?

Eligible for PEAC credit.

Theory course.

1 credit.

Not offered 2010–2011.

SOAN 048C. Sociology of Science

This class explores the wide range of work on science as a social phenomenon. After a brief

discussion of key themes in the philosophy of science, it looks at the various 'internal' aspects of science as an institution, including its organizational structures, work practices, status systems, and forms of discourse. It then turns to the 'external' issues of how science relates to the rest of society, including its connection to gender, racial, and international inequality, its portrayal in the media, its relationship to technology, its conflicts with religion, and its authority as 'objective' truth in law and government. Authors covered will include Robert Merton, Karin Knorr, Bruno Latour, Ian Hacking, Sharon Traweck, Emily Martin, Dorothy Nelkin, and Sheila Jasanoff. The class will also involve a field trip to analyze The Franklin Institute Science Museum.

1 credit.

Not offered 2010–2011.

SOAN 049B. Comparative Perspectives on the Body

This class explores how different societies regulate, discipline, and shape the human body. In the first part, we examine theories of the body and how they have evolved over time. In the second part, we focus on in-depth ethnographic cases and compare diverse cultural practices that range from the seemingly traditional practices, such as circumcision, foot binding, and veiling to the currently fashionable, such as piercing, tattooing, dieting, and plastic surgery. By comparing body modification through space and time, we ask questions such as: Is contemporary anorexia similar to wearing the corset during the 19th century? Is female circumcision different from breast implants? Furthermore, we investigate how embodiment shapes personal and collective identities (especially gender identities) and vice versa.

Eligible for GSST or INTP credit.

1 credit.

Not offered 2010–2011.

SOAN 056B. Standoffs, Breakdowns, and Surrenders

A central aim of sociology is to track the sometimes mysterious, often disjunctive relationship between order and disorder. Organizations and institutions as small as the family and as large as the state experience manifold moments of breakdown, where the internal and external boundaries of the designated group vibrate. This seminar explores the phases and modes of such breakdowns via an analysis of accidents, mistakes, negligence, miscommunications, enmity, perfidy, and colloquy.

Eligible for INTP or PEAC credit.

1 credit.

Spring 2011. Wagner-Pacifici.

SOAN 062B. Sociology of Education

(See EDUC 062)

Theory course.

1 credit.

Not offered 2010–2011.

SOAN 071B. Research Seminar: Strategy and Nonviolent Struggle

(See PEAC 071B)

Writing course.

1 credit.

Fall 2010 and spring 2011. Lakey.

SOAN 072B. Memory and the Nation

How do national communities remember—and forget? What roles do commemoration and amnesia play in constructing, maintaining, or challenging national and collective identities? This seminar considers memory and its pathologies as a central problematic for the nation-state. It reads theory and ethnography against each other to explore the politics and aesthetics of national memory across a number of sites and contexts, attentive to both the collectivities such commemorations inspire and their points of resistance and failure.

Theory course.

1 credit.

Spring 2011. Nadkarni.

SOAN 077B. The Visual Anthropology of Performance

(See DANC 077B)

Theory course.

1 credit.

Spring 2011. Chakravorty.

SOAN 080B. Anthropological Linguistics: Endangered Languages

(See LING 120)

Theory course.

1 credit.

Spring 2011. Harrison.

SOAN 095. Independent Study

Two options exist for students wishing to get credit for independent work. All students wishing to do independent work must have the advance consent of the department and of an instructor who agrees to supervise the proposed project.

Option 1 - consists of individual or group directed reading and study in fields of special interest to the students not dealt with in the regular course offerings.

Option 2 - credit may be received for practical work in which direct experience lends itself to intellectual analysis and is likely to contribute to a student's progress in regular course work. Students must demonstrate to the instructor and the department a basis for the work in previous academic study. Students will normally be required to examine pertinent literature and produce a written report to receive credit.

0.5 or 1 credit.

Fall 2010 and spring 2011. Staff.

SOAN 096–097. Thesis

Theses will be required of all majors. Seniors will normally take two consecutive semesters of thesis tutorial. Students are urged to discuss their thesis proposals with faculty during the spring semester of their junior year, especially if they are interested in the possibility of fieldwork.

Writing course (for SOAN 097 only).

1 credit each semester.

Fall 2010 and spring 2011. Staff.

SOAN 098. Thesis Writers Master Class

This class meets biweekly to support sociology and anthropology students in developing the skills necessary for writing their theses, including conducting literature searches, interpreting data, formulating research questions, and writing in a way that contributes to the disciplines. The class complements and supports the work that students are doing with their thesis advisers. Students who have signed up for a senior thesis credit are automatically enrolled in the class. The class is open to only senior thesis writers.

Fall 2010. Staff.

Seminars

SOAN 109. Standoffs, Breakdowns, and Surrenders

A central aim of sociology is to track the sometimes mysterious, often disjunctive relationship between order and disorder. Organizations and institutions as small as the family and as large as the state experience manifold moments of breakdown, where the internal and external boundaries of the designated group vibrate. This seminar explores the phases and modes of such breakdowns via an analysis of accidents, mistakes, negligence, miscommunications, enmity, perfidy, and colloquy.

2 credits.

Not offered 2010–2011.

SOAN 112. Cities, Spaces, and Power

This seminar explores recent interdisciplinary insights to the analysis of spatial practices, power relationships, and urban forms. In

addition, we read ethnographies and novels and watch films to explore questions such as: How is space socially constructed? What is the relationship between space and power? How is this relationship embedded in urban forms under projects of modernity and postmodernity? How do the ordinary practitioners of the city resist and transform these forms? Our discussion will pay special attention to issues related to racism and segregation, ethnic enclaves, urban danger, gendered spaces, colonial urbanism, and the “global” city.

Theory course.

2 credits.

Not offered 2010–2011.

SOAN 114. Political Sociology

This seminar analyzes the ways in which power emerges, circulates, and is augmented and resisted in diverse political contexts. Readings include Marx, Weber, Patterson Arendt, Parsons, and Foucault. Issues include the question of state autonomy, political legitimacy, and the role of violence in politics.

Eligible for INTP credit.

Theory course.

2 credits.

Not offered 2010–2011.

SOAN 121. Visual Ethnography and Documentary Film: Theory and Production

This seminar examines the use of film and video by sociologist and anthropologist to convey and communicate aspects of culture that are visible—from rituals, performance, and dance to disputes and violence. The course will look at the history of visual ethnography and explore the major issues within the field, including the relationship between ethnographers and filmmakers, and the appropriateness of the conventions of documentary film, paying special attention to the influences of politics, economics, and technical advances. The course will include readings on visual ethnography and documentary film techniques. The main goals of the seminar are for students to understand the links between anthropological and sociological theory and the production of ethnographic and documentary film and to have the production skills necessary for directing their own work.

Methods course.

2 credits.

Fall 2010. Himpele.

SOAN 122. Urban Ethnographies Through Time and Space

As key players in the global economy, cities are becoming the focus of a growing number of studies that show how urban life is shaped by

the complex interplay of global, national, and local processes. In this class, we look at urban ethnographies (texts and films) through space and examine how the representation of the city has changed over time. These ethnographies are conducted in Western cities such as New York, London, and Paris as well as cities in other parts of the world such as Cairo, Casablanca, Bombay, São Paulo, and Shanghai. We read these ethnographies to (1) discuss different techniques and approaches used to study urban cultures and identities, (2) examine how the collection of data relates to anthropological theories and methods, and (3) explore how research in cities shapes the field of cultural anthropology. In our discussions, we also explore important urban problems such as poverty, gangs, violence, and homelessness.

2 credits.

Not offered 2010–2011.

SOAN 123. Culture, Power, Islam

This seminar will be an interdisciplinary investigation into the shifting manners by which Islam is multiply understood as a creatively mystical force, a canonically organized religion, a political platform, a particular approach to economic investment, and a secular but powerful identity put forth in interethnic conflicts, to name only a handful of incarnations. Though wide ranging in our theoretical perspective, a deeply ethnographic approach to the lived experience of Islam in a number of cultural settings guides this study.

Eligible for ISLM credit.

2 credits.

Not offered 2010–2011.

SOAN 124. The Americas: Cultural Politics & Social Movement

This seminar brings anthropological and cultural studies across the Americas into dialogue, including Latino/a studies of the U.S. with Latin American studies. In most cases these areas, the U.S. experience and Latin American cultural dynamics are taught in separate courses and often in different departments. Through matching readings on a series of topics—including identity politics, migration, social movements, gender relations, and cultural citizenship—the seminar will seek to broaden our understandings of the Americas while exploring ways to better integrate Latino/a and Latin American studies. Readings for the course will include works by Americo Paredes, Renato Rosaldo, Arturo Escobar, Claudio Lomnitz, and Gloria Anzaldúa.

Theory course.

2 credits.

Spring 2011. Himpele.

SOAN 127. Race Theories

Contemporary theories of race and racism by sociologists such as Winant, Gilroy, Williams, Gallagher, Ansell, Omi, and others will be explored. Concepts and controversies explored will include racial identity and social status, the question of social engineering, the social construction of justice, social stasis, and change. The United States is the focus, but other countries will be examined. Without exception, an introductory course on race and/or racism is a prerequisite.

Eligible for BLST credit.

Theory course.

2 credits.

Spring 2011. Willie-LeBreton.

SOAN 130. Social Inequality

This seminar analyzes conflicting theoretical perspectives on the origins and meaning of social inequality. Empirical studies of both a historical and cross-cultural nature will be examined for the ways in which they engage alternative readings of such issues as the nature and representations of work, property, body, and mind in revealing and reproducing social inequalities. The approach is partly phenomenological: How are inequalities made social, and how are they disrupted?

2 credits.

Not offered 2010–2011.

SOAN 138. Work and Identity

This is a senior seminar about work experiences in the United States over the last thirty years. It looks at how different occupations and work conditions are central to the construction of identity and to the reproduction of class, racial, ethnic, and gender inequalities. It explores these issues by looking primarily at ethnographies and interviews, getting into a fair amount of detail concerning what it's like to do different jobs. Particular topics covered include factory work (both traditional assembly-line and more recent 'humanized' arrangements), construction (focusing on gender aspects), managerial work, service work (typically seen as low-status), domestic labor (which is often 'invisible' because it is gendered as female), office work, and illegal work (i.e. sex and drugs).

2 credits.

Fall 2010. Reay.

SOAN 162. Sociology of Education

(See EDUC 162)

Theory course.

Prerequisite: EDUC 014 or permission of the instructor.

2 credits.

Not offered 2010–2011.

SOAN 180. Thesis

Candidates for honors will usually write theses during the senior year. Students are urged to have their thesis proposals approved as early as possible during the junior year.

Writing course.

2 credits.

Fall 2010 and spring 2011. Staff.

ALLEN KUHARSKI, Professor and Chair

ERIN B. MEE, Assistant Professor

K. ELIZABETH STEVENS, Assistant Professor (part time)³

LAILA SWANSON, Assistant Professor (part time)

GABRIEL QUINN BAURIEDEL, Visiting Assistant Professor (part time)

LARS JAN, Visiting Assistant Professor (part time)⁶

JAMES MAGRUDER, Visiting Assistant Professor (part time)⁶

LIZZIE OLESKER, Visiting Assistant Professor (part time)⁵

JAMES MURPHY, Visiting Instructor (part time)⁵

THOMAS SNYDER, Production Manager and Technical Director (part time)

JEAN TIerno, Administrative Assistant (part time)

TARA WEBB, Costume Shop Supervisor and Arts Administration Intern

³ Absent on leave 2010–2011.

⁵ Fall 2010.

⁶ Spring 2011.

The theater major uses the study of all aspects of performance as the center of a liberal arts education. It is intended to be of broad benefit regardless of a student's professional intentions. All courses in the department address the processes of play production, especially as they involve collaboration; all production for performance in the department is part of coursework.

The Theater Department emphasizes writing as an important aspect of discursive thinking and communication. Many courses have a significant writing component, the nature of which varies from course to course.

Classes in the Theater Department are usually open to visitors by prior arrangement with the professor.

Requirements and Recommendations

Planning a major or minor in theater can be complicated. First- and second-year students thinking about a theater major should read these requirements and recommendations closely and should consult with their faculty adviser or the chair of the Theater Department early and often. Leave schedules, study abroad, a wide variety of intern and apprentice programs, and the importance of course sequences make long-range planning essential.

THEA 001: Theater and Performance is a prerequisite for most intermediate and advanced classes and seminars.

Courses numbered 001 to 010 are introductory and are prerequisite to intermediate courses.

Courses numbered 011 to 049 are intermediate and are prerequisite to advanced courses numbered 050 through 099.

Seminars carry numbers 100 and above.

Intermediate work in each of the course sequences requires a beginning course in that area.

Some advanced courses carry additional prerequisites that are listed in the course descriptions.

For those majors who intend a career in theater, whether academic, not-for-profit, or commercial, internships in professional theaters are strongly recommended. Because of scheduling difficulties, students should plan and apply for internships, time spent off campus, and community projects as far in advance as possible.

Alumni guest artists are typically in residence on campus during the summer as part of the Swarthmore Project in Theater. Positions are usually available in production, development, public relations, marketing, box office, and house or stage management. Positions are usually not available in acting, directing, or design.

Course Major

Requirements include: 9.5 credits of work including THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in design (THEA 004A, 004B, 004C, 004D or 004E); THEA 015: Performance Theory and Practice; *either* THEA 006: Playwriting Workshop, *or* THEA 021: Production Dramaturgy, *or* THEA 025: Solo Performance, *or* THEA 035: Directing I; THEA 022: Production Ensemble I *or* THEA 034: Special Project in Design; THEA 099: Senior Company; and a 100-level seminar. In addition, each major will choose an area of specialization and take one additional course in that area.

All course majors and minors are required to fulfill a set number of hours doing technical/crew work before the end of the junior year. Students can obtain details on how to fulfill the technical/crew requirement from their major advisers, the department office, or from advising forms available outside the Chair's office. Technical/crew hours can be arranged directly with the Department's Production

Manager/Technical Director or Costume Shop Supervisor.

N.B.: Requirements for course major will be modified starting with the class of 2014. See department advising materials for details.

The areas of specialization are acting, solo performance, directing, design, playwriting, dramaturgy, performance studies, and theater history. Special arrangements will be made for students who seek secondary school certification. Prospective majors should consult with the chair or their department adviser about their choice.

In addition to these course requirements, the major includes a comprehensive examination in two parts: (1) an essay relating the student's experience in Senior Company; and (2) an oral examination on the essay and related subjects by theater faculty.

Course Minor

Course minors are required to take 6.5 credits of work including: THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in design (THEA 004A, 004B, 004C, 004D or 004E); THEA 015: Performance Theory and Practice; *either* THEA 006: Playwriting Workshop, *or* THEA 021: Production Dramaturgy, *or* THEA 025: Solo Performance, *or* THEA 035: Directing I; and THEA 022: Production Ensemble I *or* THEA 034: Special Project in Design. In addition, each minor will choose an area of specialization and take one additional course in that area. Course minors who complete these requirements by the end of the junior year may petition to enroll in THEA 099: Senior Company in the fall semester of their senior year.

All course minors need to fulfill the same technical/crew requirement described for course majors above.

N.B.: Requirements for course minor will be modified starting with the class of 2014. See department advising materials for details.

Honors Major

General requirements include THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in design (THEA 004A, 004B, 004C, 004D or 004E); THEA 015: Performance Theory and Practice; *either* THEA 006: Playwriting Workshop, *or* THEA 021: Production Dramaturgy, *or* THEA 025: Solo Performance, *or* THEA 035: Directing I; THEA 022: Production Ensemble I *or* THEA 034: Special Project in Design; THEA 099: Senior Company; and a 100-level seminar.

All potential honors majors need to fulfill the same technical/crew requirement described for course majors above.

N.B.: Requirements for honors major will be modified starting with the class of 2014. See department advising materials for details.

In addition, each major will choose an area of specialization and take one additional course in that area. One specialization will constitute the normal honors major in theater. Honors students will take Senior Company in the fall of senior year, while they are planning their production project. The usual schedule will be spring of junior year, Theater Seminar; fall of senior year, THEA 099 and pre-rehearsal thesis project preparation; and spring of senior year, rehearsal and performance of the thesis project.

Double majors taking three examinations in theater will also follow that schedule.

For double majors taking one honors examination and comps in theater, the examination may be a production project, depending on available resources.

Approval of the sophomore paper for any honors major is conditional upon the student maintaining good academic standing through the end of the junior year. Theater honors majors approved for production thesis projects in the senior year are required to notify the department chair of their intention to drop or change their Honors Program by the end of the junior year. An honors major in theater must receive the approval of their major adviser before committing to any extracurricular or off-campus projects during the senior year in order to avoid potential conflicts with their honors thesis work. Students who prove unable to fulfill the expectations of the faculty for their Honors Programs in theater may be dropped from honors at the department's discretion. Unless for reasons of health or other personal circumstance beyond the student's control, leaving the department's Honors Program after the end of the junior year is considered a significant compromise of a student's academic performance.

Honors students majoring in theater will typically make a total of three preparations as follows:

1. Seminar (listed earlier), written examination, and an oral set by an outside examiner.
2. THEA 015 and a written thesis attachment to be evaluated by an outside examiner along with an oral *or* THEA 021 and a production thesis attachment to the course to be evaluated by an outside examiner along with an oral.
3. A production project in one of the following fields:

Acting

The student, together with their adviser, will select and prepare a role from an appropriate script. The program will hire a professional director for a set number of rehearsal hours, which the student will supplement with practice

and other acting “homework.” The adviser will assist in this work on a regular basis. The external examiner will attend as many rehearsal sessions as possible to observe the student’s process. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student’s processes as he or she relates to the production. The second oral will concern the student’s assessment of the entire process as a part of his or her undergraduate education and future plans.

Design

The student will function as the designer for a production presented by the Theater Department in one area of design. The student will produce appropriate preparatory materials for this project (research, sketches, color renderings, drafting, models, digital media, light or sound plots, etc). Because this is a collaborative project, a production time line will need to be prepared and production meetings scheduled. In addition to the development of the design, the student will collaborate with all relevant staff and craftsmen during the fabrication stage, ensuring the full-scale design is executed as designed. The local instructor will supervise these activities appropriately, on the model of a special project in theater. The external examiner will receive copies of all materials as the student creates them and will pay close attention to the way in which the project develops under continual revision. The examiner will attend one of the public performances and in advance of honors weekend will receive in digital form the student’s completed portfolio for presentation. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student’s processes as he or she relates to the production. The second oral will concern the student’s assessment of the entire process as a part of his or her undergraduate education and future plans.

Directing

The student will, under faculty supervision, read around a given playwright’s work, make a director’s preparation for the entire play, and rehearse for public presentation a locally castable portion of the chosen play. Original developmental projects may be proposed, subject to the approval of the faculty adviser for the thesis. The department will hire a professional collaborator (usually an actor) for a set number of rehearsal hours in connection with the project. The instructor will supervise these activities appropriately, on the model of a special project in theater. The external examiner

will visit this project several times (depending on schedule and available funds). These visits (to rehearsal or planning session) will not include feedback from the examiner. The examiner attends rehearsal to know as much as possible about the student’s methods of making the work. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student’s processes as he or she relates to the production. The second oral will concern the student’s assessment of the entire process as a part of his or her undergraduate education and future plans.

Dramaturgy

This project will be done in one of the following ways:

- 1) As a production project in the form of a one-credit attachment to the Production Dramaturgy class (THEA 021) consisting of work with a faculty or student director. This will typically be in connection with Production Ensemble or an honors thesis in directing. The student will create a body of writing appropriate to the specific project. This will include (but is not limited to) notes on production history, given circumstances, script analysis, program and press-kit notes, study guide, and a grant proposal. The student’s work will continue in rehearsal. The external examiner will receive all materials as they are generated. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student’s processes as he or she relates to the production. The second oral will concern the student’s assessment of the entire process as a part of his or her undergraduate education and future plans.
- 2) The completion of a stage adaptation of a non-dramatic text or combination of texts. A complete draft of the adaptation will be completed under the supervision of a faculty member in production dramaturgy, and a staged reading of a revised version of the text will be presented in collaboration with a professional director as guest artist. This is a two-credit thesis project to be completed over two semesters in the senior year, generally parallel to the honors thesis model for playwriting. The examiner will attend at least two rehearsals and the final staged reading, in addition to reading the final text and its original source. The examination will consist of an extended oral presentation given during honors weekend.
- 3) Students fluent in a second language can apply to do a translation of a play into or out of

English as an honors thesis attachment to Production Dramaturgy. This may be a one-credit attachment for a written draft only (done with a member of the faculty) or as a two-credit thesis with a staged reading done in collaboration with a guest director, as in the adaptation thesis above. In the case of a staged reading, the examiner will attend at least two rehearsals and the final staged reading, in addition to reading the final text together with the original source. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.

Playwriting

The student will write a complete draft of a play over the course of a semester in collaboration with a faculty member or other professional production dramaturg. In a second semester, the department will hire a professional director for a set number of rehearsal hours in preparation for a staged reading, which whom the student will work through a rehearsal and revision process based on the earlier work with the production dramaturg. The faculty adviser and/or the production dramaturgy faculty will continue to assist during the rehearsal/revision process. The external examiner will read the completed first draft and attend as many rehearsal sessions as possible and the final staged reading to observe the student's writing and collaborative process. The examination proper will consist of an extended interview directly following the staged reading, the reading of the student's revised draft based on the rehearsal process and performances, and a briefer oral examination during honors weekend. There is also the option of a purely written playwriting thesis preparation, without the production component.

Solo Performance

The student, with guidance from their adviser, will create and perform a solo performance. The program will hire a professional director for a set number of rehearsal hours, which the student will supplement with practice and other writing, acting, and design "homework." The adviser will assist in this work on a regular basis. The external examiner will attend as many rehearsal sessions as possible to observe the student's process. The examiner attends rehearsal to know as much as possible about the student's methods of making the work. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral

during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.

Honors Minor

Seven credits of work including THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in design (THEA 004A, 004B, 004C, 004D or 004E); THEA 015: Performance Theory and Practice; *either* THEA 006: Playwriting Workshop, *or* THEA 021: Production Dramaturgy, *or* THEA 025: Solo Performance, *or* THEA 035: Directing I; and a 100-level seminar *or* THEA 022: Special Project in Dramaturgy. Honors minors who complete these requirements and complete a sequence in acting, design, directing, or playwriting/dramaturgy by the end of the junior year may petition to enroll in THEA 099: Senior Company in the fall semester of their senior year.

There is an option for students to pursue a course major in conjunction with an honors minor, in which case the student may be eligible for an individual thesis project along the lines of those described for honors majors above. Interested students should discuss the details of this with their major advisers before preparing their sophomore papers.

All potential honors minors need to fulfill the same technical/crew requirement described for course majors above.

N.B.: Requirements for honors minor will be modified starting with the class of 2014. See department advising materials for details.

Co-curricular and extracurricular work in the Theater Department, although not specifically required, is strongly recommended for majors. Opportunities include paid and volunteer staff positions with the department, in-house projects for various classes, production work in The Eugene M. and Theresa Lang Performing Arts Center, and Drama Board productions.

With respect to the 20-course rule, courses in dramatic literature taught in the English Literature, Classics, or Modern Languages and Literatures departments may be designated as part of the major. Courses in nondramatic literatures taught in those departments will not be considered part of the major.

Study Abroad Programs

Semester Abroad in Poland

The Theater Department and the Dance Program have jointly developed a semester-abroad program for interested Swarthmore students in Poland in conjunction with the Jagiellonian University of Krakow and other

institutions in the vicinity. Intensive study of Polish while in the country will be required of all participating students. Students participating will be able to enroll for the equivalent of a full semester's credit (4 to 5 credits).

theater majors and minors can enroll in a semester of theater and dance related study conducted in English either through distance-learning tutorials with Swarthmore theater faculty and/or tutorials and classes at the Jagiellonian University in Krakow. Directing internships for credit at the Krakow State Drama School or professional theaters are typically available for qualified theater students. Students in comparative literature and modern languages and literatures are also welcome to contact Professor Kuharski about possible related programs of study at the Jagiellonian University.

Beyond credits in theater, dance, and intensive Polish, a menu of possible tutorials is available in Polish literature and history, environmental studies, film, religion, Jewish and Holocaust studies, art history, and other fields. Participation in the Annual International Dance Conference and Performance Festival hosted by Silesian Dance Theatre in June and July is highly recommended and can be funded completely or in part by the College in many cases. Interested students should contact Professor Kuharski, co-director of the Semester Abroad Program, as early as possible for advising purposes and updated information on the status of the program. See course listings in both Theater and the Music and Dance departments for types of academic credit being offered.

Funding support (including travel) is available for intensive language study in Poland during the summer before the student's planned semester abroad. Interested students should contact Professor Kuharski for details.

Separate but parallel semester abroad options in Krakow and Bytom are being offered through the Engineering Department, Environmental Studies, and the Dance Program. Interested students should contact Professor Arthur McGarity in the Engineering Department or Professor Sharon Friedler in the Dance Program for details.

Semester Abroad in India

The Theater Department and the Dance Program are researching the possibility of a semester-abroad program in India in ways that would roughly parallel our existing programs in Poland and Ghana. Although the initiative remains in the planning stages, interested students are invited to discuss prospects for study abroad related to theater and dance in India with either Professor Mee in the Theater Department or Professor Chakravorty in the Dance Program.

Introductory Courses

THEA 001. Theater and Performance

Combining a survey of classical and cross-cultural approaches to theatrical performance with the hands-on study of how theater is made. Study will include history, performance theory, and production dramaturgy in relationship to play scripts and videotaped or live performances. Sessions will include exercises in acting, design, directing, and text adaptation/playwriting. Writing requirements will include journal keeping, responses to readings and performances, the student's own projects, and research papers.

Fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

Writing course.

1 credit.

Fall 2010 and spring 2011. Mee.

THEA 002A. Acting I

This course is designed as a practical introduction to some of the principles, techniques, and tools of acting. We will use theater games and improvisation exercises (from Stanislavsky, Viola Spolin, Viewpoints, and other sources) to unleash the actor's imagination, expand the boundaries of accepted logic, encourage risk taking, and prepare the actor for the creative process. We will focus on preparing the body and voice for rehearsal and performance and will pay special attention to vocal and physical imagination. We will focus on increasing "presence" on stage, developing a character, learning how to rehearse, and evoking a response from the audience in the context of scene study. Three hours per week.

Fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

0.5 credit.

Fall 2010. Bauriedel. Spring 2011. Mee.

THEA 002B. Voice Workshop

Foundations of vocal technique for actors, including work with breath, projection, resonators, diction, and so forth are covered. The class is strongly recommended to all acting students and may be taken without prerequisite. Three hours per week.

Open to all students without prerequisite.

0.5 credit.

Not offered 2010–2011.

THEA 002C. Special Project in Acting

By individual arrangement with the directing or acting faculty for performance work in connection with department directing workshops, honors thesis projects, or Senior Company.

Prerequisite: Concurrent or past enrollment in THEA 002A.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 003. Fundamentals of Design for Theater and Performance

This course offers an introduction to creative aspects of designing scenery, costumes, lighting, and sound for theater and performance with emphasis on the correlation of text, imagination, and space. In a collaborative classroom setting, the students will have the opportunity to explore individual ideas and transform these into a design that is cohesive and relevant to a production. The lab component of the course will provide a broad introduction to the technical aspects of theater production. The course is designed to serve all students regardless of prior experience in theater production.

N.B.: Starting with the class of 2014, fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

1 credit.

Fall 2010. Swanson.

THEA 004A. Set Design

This course will focus on set design and introduce methods that apply to designing for stage. In class, we will take a look at the set designer's responsibilities as an artist and collaborator and explore the relationship between text, concept, and production in addition to learning the basic skills of drafting and model making. In addition, we will discuss the relationship between scenery, costumes, and light in performance. A lab component of this class will include an introduction to computer drafting and additional information about materials used for stage construction. The course is designed to serve all students regardless of prior experience in theater production.

N.B.: For graduating classes through 2013, fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

1 credit.

Not offered in 2010–2011.

THEA 004B. Lighting Design

This class explores the fundamentals of lighting design. The course objective is to introduce lighting concepts and how to express them for both theater and dance. It is intended to demystify an enormously powerful medium. Reading and class discussion provide a theoretical basis for such creativity while the assignments and projects provide the practice for this artistic endeavor. The course is

designed to serve all students regardless of prior experience in theater production.

N.B.: For graduating classes through 2013, fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

1 credit.

Fall 2010. Murphy.

THEA 004C. Costume Design

This course will focus on costume design and introduce methods that apply to designing for stage. In class, we will take a look at the costume designer's responsibilities as an artist and collaborator and explore the relationship between text, concept, and production. In addition to formal lecture, we will discuss fabrics and colors and how they relate to light and scenery in performance, and we will explore different medium and techniques for presentation of a design. A lab component of this class will introduce the student to costume shop operation and equipment in addition to a brief overview of costume history. The course is designed to serve all students regardless of prior experience in theater production.

N.B.: For graduating classes through 2013, fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

1 credit.

Fall 2010. Swanson.

THEA 004D. Media and Technology Design for Performance

The purpose of this course is to introduce students to the application of various visual and audio technologies in live theater and dance performance. Discussion of the historical and theoretical context of contemporary mixed-media performance will be combined with an orientation to the available technologies found at Swarthmore and beyond. The class will include the conceptualization and preparation of a series of individual studio projects. The course is designed to serve all students regardless of prior experience in theater production.

N.B.: For graduating classes through 2013, fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

1 credit.

Spring 2011. Jan.

THEA 004E. Sound Design

This course will provide an introduction to sound design concepts for live performance. Course work will emphasize research, design development, collaboration, and the creative process. Laboratory work will focus on basic

audio engineering, software, field recording, and documentation in a theatrical context. The course is designed to serve all students regardless of prior experience in theater production.

N.B.: For graduating classes through 2013, fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

THEA 006. Playwriting Workshop

This creative workshop course introduces students to essential elements of dramatic writing. In-class writing exercises and weekly assignments lead to the development of character monologues, scenes, and two original one-act plays. A variety of stylistic approaches and thematic concerns are identified through the reading and discussion of plays by contemporary playwrights. Students will explore their individual creative voice, learning how to translate their vision through character, image, and story for the stage.

Fulfills a general requirement for all theater majors and minors.

Open to all students without prerequisite.

1 credit.

Fall 2010. Olesker. Spring 2011. Shaplin.

THEA 007. Theater of Witness

(Cross-listed as DANC 070)

Based on Teya Sepinuck's model of the Theater of Witness developed during the past 15 years, the class will focus on creating original theater with people and communities who have not had a voice in mainstream society. The class will be highly experiential, with students exploring techniques to build safe community, elicit stories, and create theater that gives voice to social issues. The class, open to sophomores, juniors, and seniors, does not require prior theater experience. Students will participate in an internship/apprenticeship, matched with artists who are working in various communities creating and/or directing Theater of Witness projects.

Open to all students without prerequisite.

1 credit.

Not offered 2010–2011.

THEA 008. Movement Theater Workshop

(Cross-listed as DANC 049)

This class will offer an orientation to movement-based acting through various approaches: traditional performance traditions in Bali and elsewhere, *commedia dell'arte*, the teachings of Jacques Lecoq, and so forth. Taught by Gabriel Quinn Bauriedel of the Pig Iron Theatre Company in Philadelphia. The

class will require rehearsal with other students outside of class time and will end with a public showing of work generated by the students. Six hours per week.

Note: Movement Theater Workshop cannot be taken in lieu of THEA 012 either as a prerequisite for Acting III or by students seeking a major or a minor with an emphasis in acting.

Prerequisites: THEA 001 or 002A, any dance course numbered 040–044, or consent of the instructor.

1 credit. Graded course.

Spring 2011. Bauriedel.

Intermediate Courses

THEA 012. Acting II

In this course, we will use scene work as a tool to sharpen the actor's skill. The course will include physical exercises designed to remind the actor that acting is about give and take. We then begin work on scenes by a variety of playwrights as a way of investigating what is required of the actor at all times vs. what is required of the actor in different situations and genres. While working on these scenes, actors will learn how to develop a character; how to rehearse; how to interact with other actors; how to increase their vocal, physical, and emotional flexibility; and how to evoke a response from the audience. Actors will also learn how to increase their presence onstage, how to harness their imagination and sharpen their observations. Six hours per week.

Prerequisites: THEA 002A. Interested students may simultaneously enroll in THEA 001 if they have not previously taken the class.

1 credit.

Not offered 2010–2011.

Fall 2011. Staff.

THEA 012A. Intermediate Special Project in Acting

By individual arrangement with the acting or directing faculty for performance work in connection with department directing projects, honors thesis projects, or Senior Company. May be taken concurrently with THEA 008 or 012.

Prerequisite: THEA 002A, THEA 002C, AND THEA 008 or 012 or 022.

0.5 or 1 credit. CR/NC grade

Fall and spring semesters. Staff.

THEA 013. Special Project in Theater Practicum

By individual arrangement with the design or directing faculty for production work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.

Prerequisite: THEA 003 or any 004 design class.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 014. Special Project in Design

By individual arrangement for a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, Acting III, or Senior Company.

Prerequisite: Current or past enrollment in THEA 004A, THEA 004B, THEA 004C, or THEA 004D, or 004E.

0.5 or 1 credit.

Fall and spring semesters. Staff.

THEA 015. Performance Theory and Practice

This course covers a series of major texts on performance theory and practice, with emphasis on directing and acting. Assigned readings will focus on theoretical writings by or about the performance work of artists such as Zeami, Stanislavsky, Artaud, Brecht, Grotowski, Mnouchkine, Chaikin, Suzuki, and Robert Wilson as well as selected theoretical and critical texts by nonpractitioners. The course includes units on performance traditions and genres outside of Europe and North America. Weekly video screenings required.

Fulfills a general requirement for all theater majors and minors.

Prerequisite: THEA 001.

Writing course.

1 credit.

Not offered 2010–2011.

THEA 016. Special Project in Playwriting

An independent study in playwriting taken either as a tutorial or in connection with a production project in the department. By individual arrangement between the student and department faculty.

Prerequisites: THEA 001 and THEA 006.

1 credit.

Fall and spring semesters. Staff.

THEA 017. First-Year Seminar: The World of Japanese Drama

(See JPNS 017 and LITR017J)

1 credit.

Fall 2010. Gardner.

THEA 021. Production Dramaturgy

This course will investigate a tripartite nature of dramaturgy as it is currently regarded and practiced in American theater. Structural dramaturgy: tragedy, comedy, melodrama, farce, the well-made play, and modern departures thereof. Production dramaturgy: collaborative process, methods and strategies

for historical research, note taking, script editing, and adaptation. Institutional dramaturgy: script evaluation, season planning, mission statements, grant proposals, marketing and audience outreach. Through readings, discussions, writing assignments, and engagement with campus productions (and perhaps area productions), students will sidestep the deathless—and deadly—question, “What is a dramaturg?” to focus on how dramaturgs think and what they do with what they know.

Fulfills a general requirement for all theater majors and minors.

Prerequisites: THEA 001.

1 credit.

Spring 2011. Magruder.

THEA 022. Production Ensemble I

Rehearsal of a full-length work for public performance with a faculty director: ensemble techniques, improvisation, using the audience as part of the given circumstances. Required for all course and honors majors in acting, directing, and dramaturgy; also required for course minors in acting, directing, and dramaturgy.

Fulfills a general requirement for all theater majors and minors.

Prerequisites for acting students: THEA 002A and audition in fall semester.

Prerequisites for directing students: THEA 001, THEA 002A, and THEA 035.

Prerequisites for dramaturgy students: THEA 001 and THEA 021.

1 credit.

Spring 2011. Jan.

THEA 023. Special Project: Intermediate Theater Practicum

By individual arrangement with the design or directing faculty for production work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.

Prerequisite: THEA 003 or any 004 design class, and THEA 013.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 024. Special Project in Stage Management

By individual arrangement for a production project in connection with department directing workshops, honors thesis projects, Acting III, or Senior Company.

Prerequisite: THEA 003, or THEA 004B, or THEA 035.

0.5 or 1 credit.

Fall and spring semesters. Staff.

THEA 025. Solo Performance

Solo performance is a theater of inclusion: it creates a space in which *everyone* can speak up and be heard. In this course students will research, write, and perform a one-person show using the writing, composition, and performance techniques of Deb Margolin, Second City, Anna Deavere Smith, Anne Bogart, Pina Bausch, and others. We will use memories, interviews, personal experiences, images, favorite quotations, obsessions, desires, things no one else thinks are important, bits of pop culture, and songs usually sung in the shower to make our performances, keeping in mind that the most personal truths have political resonance.

This course fulfills the intermediate acting requirement for acting majors and minors (Acting I is still required for all majors and minors). It also counts as a prerequisite for Production Ensemble in the spring.

Fulfills a general requirement for all theater majors and minors.

For Fall 2010, open to all students without prerequisite.

1 credit.

Fall 2010. Mee.

THEA 034. Special Project in Design

This course is an independent study in any area of design. This special project will examine the forms and techniques of design applied in actual production. Students will develop a design for Production Ensemble as assistants under a faculty designer. By individual arrangement between the student and the department faculty.

Prerequisite: 004 design class.

Fulfills a general requirement for all theater majors and minors.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 035. Directing I: Directors' Lab

This course focuses on the theater director's role in a collaborative ensemble and on the ensemble's relation to the audience. Units cover the director's relationship with actors, designers, composers, technicians, and choreographers as well as playwrights and their playscripts. The student's directorial self-definition through this collaborative process is the laboratory's ultimate concern. Final project consists of an extended scene to be performed as part of a program presented by the class.

Prerequisites: THEA 001, 002A, and any course in design.

Fulfills a general requirement for all theater majors and minors.

1 credit.

Fall 2010. Kuharski.

THEA 042. Production Ensemble II

Available by audition or consent of instructor to students who have successfully completed THEA 022.

Prerequisites for acting students: THEA 002A, 022, and audition in fall semester.

Prerequisites for directing students: THEA 001, 002A, 022, and THEA 035.

Prerequisites for dramaturgy students: THEA 001, 021 or THEA 035, 022.

1 credit.

Spring 2011. Jan.

THEA 044. Special Project: Intermediate Design

This course is an independent study in any area of design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.

Prerequisite: 004 design class, and THEA 034.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

Advanced Courses

THEA 051. Special Project in Production Dramaturgy

Production dramaturgy in connection with a production completed on or off campus. To be taken concurrently with or following THEA 021: Production Dramaturgy. By individual arrangement between the student and the department faculty.

Prerequisites: THEA 001 and 021.

1 credit.

Fall and spring semesters. Magruder.

THEA 052. Production Ensemble III

Available by audition or consent of instructor to students who have successfully completed THEA 022 and 042.

Prerequisites for acting students: THEA 002A, 022, 042, and audition in fall semester.

Prerequisites for directing students: THEA 001, 002A, 022, THEA 035, and 042.

Prerequisites for dramaturgy students: THEA 001, 021 or THEA 035, 022, and 042.

1 credit.

Spring 2011. Jan.

THEA 053. Special Project: Advanced Theater Practicum

By individual arrangement with the design or directing faculty for production work in connection with department directing

workshops, honors thesis productions, Production Ensemble, or Senior Company.

Prerequisite: THEA 003 or any 004 design class, and THEA 013, and THEA 023.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 054. Special Project: Advanced Design

This course is an independent study in any area of design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.

Prerequisite: 004 design class, and THEA 034, and THEA 044.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 054B. Special Project: Advanced Lighting Design

For the student, this course is an advanced study in lighting design. This project will examine complex forms and techniques of lighting design applied in actual production. Students will develop the design of the lights for Theater Department productions as assistants under the mentorship of a faculty lighting designer. By individual arrangement between the student and the department faculty.

Prerequisites: THEA 004B.

1 credit.

Fall and spring semesters. Murphy.

THEA 055. Directing II: Advanced Directing Workshop

Directing II requires students to apply the exercises from THEA 035: Directing I to a variety of scene assignments. These will address a variety of theatrical genres and various approaches to dramatic text (improvisation, cutting, and/or augmentation of play scripts, adaptation of nondramatic texts for performance, etc.). Projects will be presented for public performance.

Prerequisites: THEA 001, 002A, 015, THEA 035, and any class in design.

1 credit.

Spring 2011. Kuharski.

THEA 062. Production Ensemble IV

Available by audition or consent of instructor to students who have successfully completed THEA 022, 042, and 052.

Prerequisites for acting students: THEA 002A, 022, 042, 052, and audition in fall semester.

Prerequisites for directing students: THEA 001, 002A, 022, 035, 042, and 052.

Prerequisites for dramaturgy students: THEA 001, 021 *or* 035, 022, 042, and 052.

1 credit.

Spring 2011. Jan.

THEA 064. Advanced Special Project in Scenography, Sound, and Technology

A portfolio design or other design project in connection with a production completed on or off campus. To be taken concurrently or following THEA 054 or THEA 054A. By individual arrangement between the student and the department faculty.

Prerequisites: Any course in the THEA 004 group, THEA 014, THEA 054 or 054A.

0.5 or 1 credit.

Fall and spring semesters. Staff.

THEA 072. Advanced Special Project in Acting

By individual arrangement with the acting or directing faculty for performance work in connection with department directing projects, honors thesis projects, or Senior Company. With faculty approval, acting in a production off campus may qualify for this credit.

Prerequisites: THEA 002A, THEA 002C, THEA 008 or 012 *or* 022, THEA 012A.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 074. Special Project: Senior Project in Design

This course is an independent study in any area of design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.

Prerequisite: THEA 004 design class, and THEA 034, THEA 044, and THEA 054.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 075. Advanced Special Project in Directing

By individual arrangement with the directing faculty. With faculty approval, directing or assistant directing off campus may qualify for this credit.

Prerequisites: THEA 001, THEA 015 *or* THEA 021, THEA 022, THEA 035, THEA 106:

Theater History Seminar.

Fall and spring semesters. Staff.

THEA 076. Polish Theater and Drama

Available to students participating in the Semester Abroad Program in Poland. No reading knowledge of Polish required.

By arrangement with Allen Kuharski.

Prerequisite: THEA 001.

1 credit.

THEA 092. Off-Campus Projects in Theater

Residence at local arts organizations and theaters. Fields include management, financial and audience development, community outreach, and stage and house management.

Prerequisites: THEA 001 and appropriate preparation in the major.

1 credit.

Fall and spring semesters. Staff.

THEA 093. Directed Reading

1 credit.

Fall and spring semesters. Staff.

THEA 094. Special Projects in Theater

1 credit.

Fall and spring semesters. Staff.

THEA 099. Senior Company

A workshop course emphasizing issues of collaborative play making across lines of specialization, ensemble development of performance projects, and the collective dynamics of forming the prototype of a theater company. Work with an audience in performance of a single project or a series of projects.

This course is required of all theater majors in their senior year and can not be taken for external examination in the Honors Program. Class members will consult with the instructor during spring semester of their junior year, before registration, to organize and make preparations. Course and honors minors may petition to enroll, provided they have met the prerequisites.

Prerequisites: THEA 001; 002A; any design class; 015; 006, 021, 025, or 035; 022; a 100-level seminar; and the completion of one three-course sequence in theater.

Fulfills a general requirement for all theater majors and minors.

1 credit.

Fall 2010. Mee.

Seminars

THEA 105. Theater Seminar: The Act of Spectatorship

This course examines the way in which staged action (broadly conceived) engages specific visual practices in order to train spectators in particular world views and behaviors. We will examine how theater, ritual, and film positions viewers (how it pacifies, animates, and/or manipulates them, and to what end) by examining theories of identification, voyeurism,

witnessing, percepticide, and darshan alongside particular case studies. Readings will be taken from Aristotle, Plato, Berger, Lacan, Mulvey, Irigaray, Fuss, Debord, Sontag, Taylor, Boal, Brecht, Eck, Jenkins, Phelan, and others. Case studies will include Calderon's auto sacramentales, Karnad's Hayavadana, the noh play Kanton, Renaissance masques, The Couple in the Cage by Fusco and Guillermo Gomez-Pena, Fires in the Mirror by Anna Deavere Smith, the ritual theyyattam, images from Abu Ghraib, television fan culture, presidential campaign appearances, and governmental surveillance.

Prerequisites: THEA 001 and 015.

Fulfills a general requirement for all theater majors and minors.

Writing course.

2 credits.

Spring 2011. Mee.

THEA 106. Theater History Seminar

A critical comparative study of a selected theatrical company together with a comparative survey of world theater history. Emphasis on company structures and evolution, the placement of theatrical performance within specific cultural and political contexts, and the relevance of historical sources to contemporary theatrical practice. Readings will include, but not be limited to, dramatic texts as one form of artifact of the theatrical event.

Spring 2012: Ariane Mnouchkine and the Théâtre du Soleil.

Prerequisites: THEA 001 and 015.

Fulfills a general requirement for all theater majors and minors.

Writing course.

2 credits.

Not offered 2010–2011. Spring 2012. Kuharski.

THEA 180. Honors Thesis Preparation

Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.

Fall and spring semesters. Staff.

THEA 181. Honors Thesis Project

Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.

Fall and spring semesters. Staff.

Swarthmore College is located 11 miles southwest of the city of Philadelphia in the Borough of Swarthmore, Pennsylvania. The College is just a 30 minute drive from Philadelphia. New York and Washington, D.C. are each about two hours away.

DRIVING

From the NORTH (New Jersey Turnpike or I-95)

Take the New Jersey Turnpike to Exit 6 (I-276 West/Pennsylvania Turnpike). Follow I-276 West to Exit 20 (I-476 South, toward Philadelphia/Chester). Take I-476 South to Exit 3, Media/Swarthmore. At the bottom of the exit ramp turn left onto Baltimore Pike. (Directions continue below)

From the SOUTH (I-95)

Follow I-95 North to Pennsylvania Exit 7 (I-476 North/Plymouth Meeting). Take I-476 to Exit 3 (Media/Swarthmore). At the bottom of the exit ramp turn right onto Baltimore Pike. (Directions continue below.)

From the EAST (via the Pennsylvania Turnpike)

From Exit 333(Norristown), follow signs for I-476 South. Stay on I-476 approximately 17 miles to Exit 3 (Media/Swarthmore). At the bottom of the exit ramp turn left onto Baltimore Pike. (Directions continue below.)

From the WEST (via the Pennsylvania Turnpike)

From Exit 326(Valley Forge), Take I-76 East (Schuylkill Expressway), about 4 miles to I-476 South. Take I-476 approximately 12 miles to Exit 3 (Media/Swarthmore). At the bottom of the exit ramp turn left onto Baltimore Pike. (Directions continue below.)

From the AIRPORT

Take I-95 South. Continue to Exit 7 (I-476 North/Plymouth Meeting). Take I-476 North to Exit 3 (Media/Swarthmore). At the bottom of the exit ramp turn right onto Baltimore Pike. (Directions continue below.)

Continue to the Visitor's Center

Stay in the right lane and in less than 1/4 mile turn right onto state Route 320 South. At the first light turn right to stay on state Route 320. Proceed through two traffic lights on College Avenue, and then turn right into the first driveway on your right toward visitor parking at the Benjamin West House. The Benjamin West House is the College's visitor center and is open 24 hours a day.

Continue to the Admissions Office

Stay in the right lane and in less than 1/4 mile turn right onto state Route 320 South. At the first light turn right to stay on state Route 320. At the next light turn right onto College Avenue. On College Avenue take the first right onto Cedar Lane. At the next stop sign turn left onto Elm Avenue. Turn left onto Whittier Place, marked by stone pillars. Proceed to the end of Whittier Place and turn right into the DuPont parking lot, beside the Science Center. After parking in the DuPont parking lot, it is a short walk to the Admissions Office in Parrish Hall. Follow the path to the left of the Science Center, continue past Kohlberg Hall, and you will see the back entrance of Parrish straight ahead. The Admissions Office is on the second floor.

TRAIN

The College is readily accessible from Philadelphia by train. Amtrak trains from New York and Washington arrive hourly at Philadelphia's 30th Street Station. From 30th Street Station, the SEPTA Media/Elwyn Local (R3) takes approximately 23 minutes to reach the Swarthmore station, which is adjacent to campus.

AIR

An express train runs from the Philadelphia International Airport to 30th Street Station, where you can take the SEPTA Media/Elwyn Local (R3) train directly to the Swarthmore campus. Taxi service is also available.

Notes

Notes

Notes

Notes

Notes

Notes

Index

- Absence from examinations, 8.4
- Academic misconduct, 6.6.1, 6.8
- Academic support, 6.7.3
- Administration and staff, 14
- Administrative divisions, 14.1
- Admissions, 3
- Admissions procedure, 3.1
 - Application dates, 3.3
 - Scholastic Aptitude and Achievement Tests, 3.1
 - School subjects recommended, 3.2
- Advanced Placement, 3.5
- Advanced standing, 3.5, 7.6
- Advancement Information Systems, 14.1, 14.10.1
- Advancement Services, 14.1, 14.10.1
- Advising, 6.7, 7.4
- Alumni and Gift Records, 14.1, 14.10.1
- Alumni Association officers, 12
- Alumni Council, 12
- Alumni Relations, 12, 14.1, 14.10.2
- Alumni, total, 12
- Annual Giving, 14.1, 14.10.3
- Associate dean for academic affairs, 14.1, 6.7.3, 14.9
- Associate dean for multicultural affairs, 14.1, 14.9
- Associate dean for student life, 14.1, 14.9
- Associate provost, 14.1, 14.30
- Athletics, 6.5.3
- Attendance at classes, 7.9.1, 8.1
- Auditing courses, 8.3
- Automobiles, regulations, 6.2.4
- Awards and prizes, 17.4
- Bachelor of arts degree, 9.1
- Bachelor of science degree, 9.1
- Bequests, 2.1
- Black Cultural Center, 6.6.1, 14.1
- Board of Managers, 11
 - committees of, 11.1
- Bookstore, 2.5.4, 6.6.6, 14.1, 14.3
- Business Office, 14.1, 14.7
- Calendars, see preface
- Capital Giving, 14.1, 14.10.3
- Career Services, 6.7.6, 7.6, 14.1, 14.4
- Center for Social and Policy Studies, 2.5.1, 14.1, 14.5
- Chester, Pa., outreach, 2.5.1, 6.6.5
- Cocurricular activities, 6.5
- Code of Conduct, 6.1.1, 6.2.1
- College entrance examinations, 3.1
- Communications Office, 2.4, 14.1, 14.6
- Community-based learning, 6.6.5
- Comprehensive examinations, 7.1, 7.5, 9.1
- Computing services, see Information Technology Services, 2.3, 14.1, 14.20
- Controller's Office, 14.1, 14.7
- Cooper (William J.) Foundation, 2.6
- Cooperation with neighboring institutions, 7.12
- Cornell Science and Engineering Library, 2.2, 14.1, 14.25.2
- Corporate, Foundation, and Government Relations, 14.1, 14.10.3
- Corporation, officers of, 10
- Counseling and Psychological Services 6.3.3, 14.1, 14.8
- Course numbering system, 20
- Creative arts, 6.5.2, 7.11
- Credit/no credit, 8.2.3
- Cross-listed course rules, 7.2
- Curriculum, 1.2, 7.1
- Dean of Admissions and Financial Aid's Office, 14.1, 14.2, 14.16
- Dean of the College's Office, 14.1, 14.9
- Degree requirements, 9
- Degrees conferred, 16
- Degrees offered, 9
- Development, 14.1, 14.10.3
- Dining hall, 2.5.4, 6.2.3
- Dining Services, 6.2.3, 14.1, 14.11
- Directed reading, 7.8.1
- Directions for correspondence, see preface
- Directions for reaching the College, see endnote
- Disability services, 6.7.3, 14.1, 14.9
- Distribution requirements, 7.2
- Divisions and departments, 13.3
- Divisions for distribution requirements, 7.2
- Domestic exchange, 7.13
- Drop/add, see registration, 8.3
- Education abroad, 4.1.1, 7.14
- Emeriti faculty, 13.1
- Endowed chairs, 18
- Endowment, 2.1
- Enrollment in courses, see registration, 8.3
- Enrollment statistics, 19
- Environmental Services, 14.1, 14.14
- Equal Opportunity Office, 14.1, 14.12
- Equal Opportunity statement, see preface
- Examination regulations, 8.4
- Exceptions to the four-year program, 7.6
- Exchange programs, 7.13
- Exclusion from the College, 8.8
- Expenses, 4
- Extracurricular activities, 6.5
- Facilities management, 14.1, 14.14
- Faculty advisers, 6.7.2
- Faculty members, 13.2
- Faculty regulations, 8
- Fees (tuition, residence, etc.), 4
- Fellowships, 17.6
- Fellowships and prizes, 14.1, 14.9
- Final examinations, 8.4.1
- Financial aid, 5
- Footnote key, 20
- Foreign language requirement, 9.1, see also Modern Languages and Literatures
- Foreign students, 3.6, 19
- Foreign study (see study abroad), 4.1.1, 7.14, 14.1, 14.27
- Formats of instruction, 7.8
- Fraternalities, 6.6.2

Index

- Friends Historical Library, 2.2.1, 14.1, 14.25.4
- Gender education, 14.1, 14.9
- Geographic distribution of students, 19.2
- Ghana Program, 7.14, see also Dance and Engineering
- Gifts, 2.1
- Grades, 8.2
- Graduation requirements
(see also distribution requirements), 7, 9
- Grenoble Program, 7.14, see also Modern Languages and Literatures
- Grounds, 2.5.5, 14.1, 14.14
- Health care, 6.3
- Health Sciences Advisory Program, 6.7.4, 7.10, 14.17
- Health Sciences Office, 6.7.4, 7.10, 14.1, 14.17
- Health Services, 6.3.2, 14.1, 14.18
- Honors examiners, 7.5, 15
- Honors Program, 7.5
- Housing, 6.2.1
- Human Resources, 14.1, 14.19
- Incomplete grade policies, 8.2.2
- Independent study, 7.8.1
- Information Technology Services, 2.3, 12.20, 14.1
- Institutional research, 14.1, 14.21
- Insurance, 6.2.2, 6.3.4
- Intercultural Center, 6.6.3, 14.1, 14.9
- Interdisciplinary work, 7.9
- International admissions, 3.6
- Investment Office, 14.1, 14.22
- Judicial bodies, 6.8
- Kohlberg Hall, 2.5.1
- Lang Center for Civic and Social
Responsibility, 2.5.1, 6.5.5, 6.6.5, 7.2, 14.1, 14.23
- Lang Music Building, 2.5.1, 2.5.2
- Lang Performing Arts Center, 2.5.1, 2.5.2, 14.1, 14.24
- Leaves of absence, 8.5.1
- Libraries, 2.2, 14.1, 14.25.2
- List Gallery, 2.5.2, 14.26, see also Art
- Loans to students, 5.2
- Madrid Program, 7.14
- Maintenance, 14.1, 14.14
- Map of College grounds, see endnote
- Master's degrees, 9.2
- McCabe Library, 2.2, 14.1, 14.25.1
- Media Services, 14.20
- News and Information Office, 2.4.1 14.1, 14.6
- Normal course load, 7.7
- Observatory, 2.5.1, see also Physics and Astronomy
- Occupational and environmental safety, 14.1, 14.13
- Off-Campus Study Office 7.14, 14.1, 14.27
- Office Services, 14.1, 14.7
- Outreach programs, 6.5.5, 6.6.5
- Papazian Hall, 2.5.1
- Parents programs, 14.1, 14.10.3
- Parrish Hall, 2.5, 2.5.1
- Pass/fail, see credit/no credit, 8.2.3
- Payroll, 14.1, 14.19
- Physical education requirements, 8.7
- Plagiarism, 6.1.1, 6.8
- Planned Giving, 14.1, 14.10.3
- Planning and Construction, 14.1, 14.14
- Poland Program, 7.14, see also Engineering, Environmental Studies, Music and Dance, and Theater
- Post office, 14.1, 14.28
- Practical work, 7.8.2
- Pre-Law Advising 6.7.5
- Premedical advising, 6.7.4, 7.10
- President's Office, 14.1, 14.29
- Primary distribution courses, 7.2
- Prizes, 17.4
- Program of study, 7
First-year and sophomore students, 7.2
Honors Program, 7.5
Juniors and seniors, 7.3
- Provost's Office, 14.1, 14.30
- Psychological Services, 6.3.3, 14.1, 14.8
- Public Safety, 6.4, 14.1, 14.31
- Publications, College, 2.4.2
- Publications Office, 2.4.2, 14.1, 14.6
- Publications, student, 6.5.4
- Readmission to the College, 8.5.3
- Registrar's Office, 14.1, 14.32
- Registration, 8.3
- Religious advisers, 6.6.4
- Repeated course rules, 8.2.4
- Requirements for admission, 3.1
- Residence halls, 2.5.4, 6.2.1
- Residence, regulations, 6.2.1
- Residential life, 6.2.1, 14.1, 14.9
- Scholarships, 5.1, 5.4
- Scholastic Aptitude Test, 3.1
- Scott Arboretum, 2.5.5, 14.1, 14.33
- Security policies and procedures, 6.4
- Sharples Dining Hall, 2.5.4, 6.2.3
- Social Affairs Committee, 6.5.1
- Social centers, 6.6
- Special major, 7.4.1
- Sproul Observatory, 2.5.1
- Standing committees of the faculty, 13.4
- Student accounts, 4.5, 14.1, 14.7
- Student activities, 6.5, 14.1, 14.9
- Student conduct, 6.1.1
- Student Council, 6.5.1
- Student employment, 5.3
- Student exchange programs, 7.13
- Student judicial system, 6.8

Index

Student Right to Know, 7.15
Student rights, 6.1.1
Student-run courses, 7.8.2
Study abroad, 4.1.1, 7.14
Summer programs, 14.1, 14.14
Summer school work, 8.6
Swarthmore College Peace Collection, 2.2.1,
14.1, 14.25.5
Swarthmore Foundation, 6.6.5

Tarble Social Center, 6.6.6
Teacher certification, see Educational Studies
Transfer, application for, 3.7
Transfer credit, 8.6
Tuition and other fees, 4.1
Twenty-course credit rule, 7.2

Underhill Music and Dance Library, 2.2, 2.5.2,
14.1, 14.25.3

van de Kamp Observatory, 2.5.1, see also
Physics and Astronomy
Vice President for Communications and Public
Relations' Office, 14.1, 14.6
Vice President for Development and Alumni
Relations' Office, 14.1, 14.10
Vice President for College and Community
Relations and Executive Assistant to the
President, 14.1, 14.29
Vice President for Facilities and Services'
Office, 14.1, 14.13
Vice President for Finance and Treasurer's
Office, 14.1, 14.15
Vice President for Human Resources' Office,
14.1, 14.19
Visiting examiners, 7.5, 15
Vocational advising, 6.7

Withdrawal from the College, 4.3, 8.5.2
Withdrawal from courses, 8.2, 8.3
Women's Resource Center, 6.6.7
Work done elsewhere, 8.6
Worth Health Center, 6.3.1
Writing Center, 2.5.1, 6.7.3