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# **Swarthmore**

College Bulletin 2001-2002

Volume XCVIX Number 1

Catalog Issue August 2001

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# Directions for Correspondence

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SWARTHMORE COLLEGE, 500 COLLEGE AVENUE, SWARTHMORE, PA 19081-1390

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Swarthmore College does not discriminate in education or employment on the basis of sex, race, color, age, religion, national origin, marital status, sexual orientation, 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 31, 2001, the date of publication, 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.

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# College Calendar

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## 2001

August 28  
August 28-September 2  
August 31

September 1  
September 3  
September 22  
October 12  
October 19-21  
October 22  
November 12-20  
November 21  
November 26  
November 26-28  
December 1

December 7-8  
December 10-11  
December 11

December 12  
December 14

December 14-22

December 22

## Fall Semester

Residence halls open for new students.  
New student orientation and placement days  
Residence halls open for returning students. Board plan starts at dinner for returning students.  
Registration  
Classes and seminars begin.  
Board of Managers meeting  
October holiday begins at end of last class or seminar.  
Alumni Council meeting  
October holiday ends at 8:30 a.m.  
Advising period  
Thanksgiving vacation begins at end of last class or seminar.  
Thanksgiving vacation ends at 8:30 a.m.  
Pre-enrollment for spring semester  
*Note:* All accounts must show a \$0 or positive balance to enroll and select a room for spring semester. Students who do not have all fall charges paid will not be able to enroll and could lose their room.  
Board of Managers meeting  
Advising follow-up days  
Classes end  
Lottery for spring housing  
Enrollment for spring semester  
Seminars end.  
Final examinations begin.  
*Note:* Final exams are not rescheduled to accommodate travel plans. If you must make travel arrangements before the exam schedule being published midsemester, do not expect to be able to leave until after the last day of finals.  
Final examinations end.  
Residence halls close at 6 p.m. Board plan ends at lunch.

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## 2002

January 19  
January 20  
January 21  
February 22-23  
March 8  
March 15

March 18  
March 22-24

## Spring Semester

Residence halls open at noon.  
Board plan starts at dinner.  
Classes and seminars begin  
Board of Managers meeting  
Spring vacation begins at end of last class or seminar.  
*Note:* All accounts must show a \$0 or positive balance to enroll and select a room for fall semester. Students who do not have all spring charges paid will not be able to enroll and may not participate in the fall housing selection lottery.  
Spring vacation ends at 8:30 a.m.  
Black Alumni Weekend

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# College Calendar

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March 29-31	Alumni Council meeting
April 8-18	Advising period
April 12-13	Family Weekend
April 22-24	Pre-enrollment for fall semester
May 2-3	Advising follow-up days
May 3	Classes and seminars end.
May 3-4	Board of Managers meeting
May 6	Enrollment for fall semester
May 9	Final course and written Honors examinations begin.
May 18	Course examinations end.
May 20	Written Honors examinations end.
May 19	Board plan ends at dinner for all but seniors.
May 20	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 20-21	Senior comprehensive examinations
May 23-25	Oral Honors examinations
June 1	Baccalaureate
June 2	Commencement
June 3	Residence halls close to seniors at 9 a.m.
June 7-9	Alumni Weekend

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## 2002

### *Tentative*

August 27	Residence halls open for new students.
August 27-September 1	New student orientation and placement days
August 30	Residence halls open for returning students. Board plan starts at dinner for returning students.
August 31	Registration
September 2	Classes and seminars begin.
September 20-21	Board of Managers meeting
October 11	October holiday begins at end of last class or seminar.
October 21	October holiday ends at 8:30 a.m.
October 25-27	Alumni Council meeting
November 11-22	Advising period
November 25-27	Pre-enrollment for spring semester
November 27	Thanksgiving vacation begins at end of last class or seminar
December 1	<i>Note:</i> All accounts must show a \$0 or positive balance to enroll and select a room for spring semester. Students who do not have all fall charges paid will not be able to enroll and could lose their room.
December 2	Thanksgiving vacation ends at 8:30 a.m.
December 6-7	Board of Managers meeting
December 9-10	Advising follow-up days
December 10	Classes end.

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## Fall Semester

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December 10	Lottery for spring housing
December 11	Enrollment for spring semester
December 13	Seminars end.
	Final examinations begin.
December 13-21	<i>Note:</i> Final exams are not rescheduled to accommodate travel plans. If you must make travel arrangements before the exam schedule being published midsemester, do not expect to be able to leave until after the last day of finals.
December 21	Final examinations end.
	Residence halls close at 6 p.m. Board plan ends at dinner.

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## 2003

### *Tentative*

January 18	Residence halls open at noon.
January 19	Board plan starts at dinner.
January 20	Classes and seminars begin.
February 21-22	Board of Managers meeting
March 7	Spring vacation begins at end of last class or seminar.
March 15	<i>Note:</i> All accounts must show a \$0 or positive balance to enroll and select a room for fall semester. Students who do not have all spring charges paid will not be able to enroll and may not participate in the fall housing selection lottery.
March 17	Spring vacation ends at 8:30 a.m.
March 21-23	Black Alumni Weekend
March 28-30	Alumni Council meeting
April 7-18	Advising period
April 11-12	Family Weekend
April 21-23	Pre-enrollment period for fall semester
May 1-2	Advising follow-up days
May 2	Classes and seminars end.
May 2-3	Board of Managers meeting
May 5	Enrollment meeting for fall semester
May 8	Final course and written Honors examinations begin.
May 17	Course examinations end.
May 18	Board plan ends at dinner for all but seniors.
May 19	Written Honors examinations end.
	Residence halls close to all but seniors at 8 a.m. (Nonseniors are expected to leave college within 24 hours after their last examination.)
May 19-20	Senior comprehensive examinations
May 22-24	Oral Honors examinations
May 31	Baccalaureate
June 1	Commencement
June 2	Residence halls close to seniors at 9 a.m.
June 6-8	Alumni Weekend

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Introduction to  
Swarthmore College

Educational Resources  
Endowed Chairs

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# Introduction to Swarthmore College

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Swarthmore College, founded in 1864 by members of the Religious Society of Friends as a co-educational institution, occupies a campus of more than 300 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 about 1,400 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.

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## **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 fullest intellectual and personal potential combined with a deep sense of ethical and social concern.

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## **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 opportu-

nities 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.

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## **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 although 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.

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## **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.

# Educational Resources

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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.

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## 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 \$964 million at market value on June 30, 2000. Swarthmore ranks 12th in the country in endowment per student. Income from the endowment during the academic year 1999-2000 contributed approximately \$23,900 to meet the total expense of educating each student and provided about 34 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.

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## LIBRARIES

The College Library is an active participant in the instructional and research program of the College. The primary mission of the library is to instruct students in effective, efficient use of the library and to encourage them to develop

habits of self-education so that they may use books, libraries, and recorded communication in all forms for a lifetime of intellectual development. To this end, the library acquires and organizes books, journals, audiovisuals, and electronic information in a variety of digital and other formats for the use of students and faculty. Although the library's collections are geared primarily toward undergraduate instruction, the scope, nature, and depth of student and faculty research require providing a greater quantity of source materials than is typically found in undergraduate libraries. Further needs are met through interlibrary loan, document delivery, and other cooperative arrangements.

The Swarthmore College libraries together with those of Bryn Mawr and Haverford colleges are linked through Tripod, their shared on-line catalog. Tripod as well as other networked information sources can be accessed through the library's home page on the World Wide Web. The URL is <http://www.swarthmore.edu/library>. On-line bibliographic indices and full-text databases have become increasingly important to undergraduate research. Swarthmore College provides a growing selection of research databases (currently about 150) that provide access to historical, statistical, visual, and bibliographic information. The College continues to add to its already considerable digital library of e-journals (more than 5000) in all disciplines.

Total library holdings amount to more than 800,000 volumes with some 20,000 volumes added annually. The library receives about 1,900 print periodicals. 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 audiovisual collection, including 4,000 videotapes and DVDs, more than 13,000 music recordings, and 1,400 spoken word recordings. The video collection supports all disciplines and includes U.S. and foreign classic films as well as 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

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resources, a wide variety of reading and study areas, a video classroom with conferencing facilities and administrative offices. A recent renovation has added a small coffee bar, which is located near daily papers and other light reading materials.

The Cornell Library of Science and Engineering houses nearly 60,000 volumes and serves the scientific curricular and research needs of students and faculty. It also provides public computing resources and is home to the SWIL Science Fiction Collection.

The Daniel Underhill Music 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. A small collection of relevant material is located in the Black Cultural Center.

#### *Special Library Collections*

The College Library contains certain special collections: *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; the *Bathe Collection* of the history of technology donated by Greville Bathe; and the *Private Press Collection*, representing the work of more than 680 presses, an exemplary collection of "book arts."

*The Audiovisual Collection* with 3,160 videotapes and discs and 1,400 spoken word recordings on disc and tape includes contemporary writers reading from and discussing their works; full-length versions of Shakespearean plays (both videocassettes and audiodiscs) and other dramatic literature; the literature of earlier periods read both in modern English and in the pronunciation of the time; recordings of literary programs held at Swarthmore; and video-recordings of U.S. and foreign classic feature films as well as educational, documentary, and experimental films. These materials support all areas of study and are housed in all three libraries with the appropriate subjects.

Within the McCabe Library building are two special libraries that enrich the academic background 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 William Wade Hinshaw Index to Quaker Meeting Records lists material of genealogical interest. Special collections include materials on various 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 autograph 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). The library's collection of books and pamphlets by and about Friends numbers more than 43,000 volumes. More than 200 Quaker periodicals are currently received. There is also 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.

*The Swarthmore College Peace Collection* is of special interest to research students seeking the 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, Lucy Biddle Lewis, 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, Business

# Educational Resources

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Executives Move, CCCO, Fellowship of Reconciliation, Friends Committee on National Legislation, The Great Peace March, Lake Mohonk Conferences on International Arbitration, National Interreligious Service Board for Conscientious Objectors, National Council for Prevention of War, National Council to Repeal the Draft, SANE, 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, incorporated here in more than 10,000 document boxes. The Collection also houses more than 12,000 books and pamphlets and about 3,000 periodical titles. 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. Web site: <http://www.swarthmore.edu/library/peace>.

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## PHYSICAL FACILITIES

When Swarthmore College opened in the fall of 1869, it consisted of one building—Parrish Hall—set on farmland serving 199 students. Today, it encompasses more than 40 buildings used by 1,350 students on 330 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 campus exemplifying the concept of academic study in an idyllic setting.

### Intellectual Growth

*Parrish Hall*, the original College building, still lies at the heart of the campus with classroom buildings clustered around it. The second oldest building on campus, *Trotter Hall*, was completely renovated and reopened in 1997. Today, in a building that respects the past but embraces modern technology and design, *Trotter* provides the space for the History, Political Science, and Classics departments; the Center for Social and Policy Studies; programs in Women's 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*, an inspiring wooden staircase crafted from cherry and birch with expansive landings on each level that function as student lounges and are supplied with seating and computer hookups. Views from this building overlook the Rose Garden to the south and the Nason Garden and Outdoor Classroom to the north.

*Kohlberg Hall*, an entirely new academic building 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 with a window wall and modern audiovisual equipment; and the Cosby Courtyard, a dramatic outdoor space with a lawn panel and stone sitting walls that double as an outdoor classroom. On the upper two floors are modern classrooms and intimate seminar rooms, a language resource center, and faculty offices. *Kohlberg Hall*—home to the Modern Languages and Literatures, Economics, and Sociology/Anthropology Departments—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, Dance, and Theater departments. Although most of the spaces in this building provide for cultural enrichment (more about that later), 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 now known as 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; *Pearson*, renovated in 1998, is home to the Linguistics, Education, and Religion departments. Completing the cluster of north campus academic buildings is *Papazian Hall*, which houses the Psychology and Philosophy departments.

Renovation studies were conducted in 1998 on *Martin Hall* and *DuPont Science Building*, two buildings devoted to the sciences. The College is embarking on a major project to create a unified science center with modern laboratories

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for the Physics and Astronomy, Chemistry, Mathematics and Statistics, Biology, and Computer Science departments. Construction of this new facility began in 2001.

In 1999, the *Martin Greenhouse* was renovated so it can support a broader research program. *Sproul Observatory*, with its 24-inch visual refracting telescope, is the center of fundamental research in multiple star systems, and a 24-inch reflecting telescope on Papazian Hall is used for solar and stellar spectroscopy.

In the management, design, and construction of all physical facilities, the College recognizes the importance of employing environmentally sound practices, acknowledging 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.

*Information Technology Services (ITS)*, with offices located in *Beardsley Hall*, provides computing and telecommunication resources and support to all faculty, registered students, and College staff. Academic computing resources comprise several components: a number of UNIX servers managed by the Computing Center, a network of SUN Sparc workstations in the Computer Science Department, a network of HP workstations in the Engineering Department, a Power Macintosh lab in the Mathematics Department, and software servers in the Chemistry and the Physics and Astronomy departments. A specialized multimedia facility in *Beardsley* gives faculty a place to try out new technology and create presentations and multimedia projects for their courses. Servers running Oracle and SCT Banner are used for the College's administrative data management needs. Fiber optic cabling ties these components together into a campuswide network. The campus network is linked to the Internet, allowing communication and data access on a global scale.

Power Macintosh computers are available in public areas in *Beardsley*, *DuPont*, *Kohlberg*, and *McCabe* and *Cornell* libraries. Virtually every administrative and faculty office is equipped with computers. Students may connect Macintosh or Windows computers to the campus network from their rooms. Any Macintosh connected to the network can be

used to gain access to electronic mail, bulletin boards, the World Wide Web, Tripod (the library system shared with Bryn Mawr College and Haverford College), and a variety of software programs. Windows computers connected to the campus network from residence hall rooms have access to the World Wide Web, electronic mail, and Tripod.

Copies of several commonly used commercial software packages are available on a restricted basis on the public-area hard drives or on file servers connected to the network. Some of these file servers also contain an assortment of shareware and public domain software.

A computer repair service is located in *Beardsley*. The College Bookstore sells a variety of software at very reasonable prices. The repair service provides on-campus repair services for student-owned computers.

The Telecommunications Department of the Computing Center provides telephone and voice-mail services to faculty, staff, and students. Every student residing in a college dormitory room is provided with a private telephone and personal telephone number as well as a voice-mail account. Long-distance calling is available to students.

Assistance with the use of the College's computing resources is available on several levels. Students may seek help from student consultants who are available most of the day and night, seven days a week. Faculty may seek assistance through a Help Desk or through ITS staff assigned to their respective division for curricular support.

### **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 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 Theater*, 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 raised, the space may be used simultaneously as

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a cinema theater 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.

On the lower level of the LPAC is another more intimate theater, the *Frear Ensemble Theater*, a “black box” that serves as an experimental and instructional studio as well as the *Patricia Witky 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*.

## 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, baseball, and football. 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 and exercise rooms. Next to the Field House lies the Squash Court building and *Ware Pool*, with a 50-meter pool. Twelve outdoor tennis courts are supplemented with the newly opened *Mullan Tennis Center*, an indoor tennis and fitness pavilion. Ample open lawn areas, an integral part of the Swarthmore College campus, accommodates and inspires a range of informal and spontaneous physical activity from Frisbee throwing to water sliding.

## Social Development

Several residence halls are close to the core of the campus. Rooms are assigned by a lottery system. 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 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 *Parrish Parlors* in the heart of campus; *Parrish Commons* a level up; *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; *Sharples III*, a student-run art association; and *Olde Club*, the party place.

## Scott Arboretum

About 325 acres are contained in the College property, 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. There are exceptionally fine displays of hollies, Japanese cherries, flowering crabapples, magnolias, tree peonies, lilacs, rhododendrons, azaleas, and daffodils. 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, and the Metasequoia Allée. 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 \$19.8 million as of June 30, 2000.

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 American Holly Society, and the National Crabapple Evaluation Program.

The arboretum offers horticultural educational programs to the general public and Swarthmore students. These workshops, lectures, and classes are designed to cover many facets of the

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science/art called gardening. Tours are conducted throughout the year for college people and interested public groups.

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, and tours to other gardens. More than 100 "arboretum assistants" aid in campus maintenance on a regular basis by volunteering. Student memberships are available. The arboretum's newsletter, *Hybrid*, serves to publicize 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, signifying its professional standards of operation as an arboretum.

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### **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 servicing 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.

*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. Preference will also be given to students participating in the WOW program in the city of Chester.

*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 example, 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 Department of Music who show unusual promise as instrumentalists or vocalists.

*The Baudelaire Award* is supported by the Jeannette Streit Rohatyn '46 Fund. It was created by Jeannette Streit Rohatyn '46 in 2000. It is named after one of her favorite poets and is conferred each semester upon a Swarthmore student participating in the Swarthmore College Program in Grenoble. Recipients are chosen by members of the French faculty, with preference for students who show strong academic promise.

*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 Alfred H. Bloom Jr. and Martha B. Bloom*, parents of Alfred H. Bloom, Memorial Visiting Scholar Fund is the gift of Frank Solomon Jr. '50. 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.

*The Philip A. Bruno Fine Arts Endowment* was created by Philip 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

# Educational Resources

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opportunities for faculty and students to participate in volunteer service projects linked to the academic program.

*Wendy Susan Cheek '38 Memorial Fund for Women's Studies.* Established in 1998 by Aimee Lee and William Francis Cheek, the fund supports student and/or programming needs of the Women's Studies program, including the capstone seminar for Honors and course students. The fund shall be spent at the direction of the Women's Studies coordinator.

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. 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, the foundation 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, and staff, 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 Priscilla Hayward Crago '53 Fund* was established in 1998. The Crago fund supports the faculty at Swarthmore College.

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

*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 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 Lee Frank Memorial Art Fund*, endowed by the family and friends of Lee Frank, Class of 1921, 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 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 1990-1997. The fund supports the professional development of members of the division.

*The Bruce Hannay Fund* was established by a gift from the General Signal Corporation in honor of N. Bruce Hannay '42. The fund will provide support for the academic program, with special consideration given to chemistry. Bruce Hannay was a research chemist with Bell Laboratories and received an honorary doctor of science degree from Swarthmore in 1979.

*The Marjorie Heilman Visiting Artist Fund* was established by M. Grant Heilman, Class of 1941, in memory of Marjorie Heilman to stimulate interest in art, particularly the practice of art, on campus.

*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 the differences in culture, sexual orientation, or race.

*The William L. Haganir 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

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population issues.

*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 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 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 months.

*The Jonathan R. Lax Fund*, created by his bequest in 1996, supports an annual Lax Conference on Entrepreneurship and Economic Anthropology. Jonathan Lax, Class of 1971, was class agent and a reunion leader. His parents, Stephen '41 and Frances Lax, and brothers Stephen G. Lax Jr. (Gerry) '74 and Andrew Lax '78 have been actively involved at the College.

*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 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.

*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 servicing 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 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.

*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 James H. Miller '58 Partners in Ministry Endowment* was created in recognition of the importance of a distinctive ecumenical program of spiritual nurture servicing 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 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 Gene D. Overstreet Memorial Fund*, given by friends in memory of Gene D. Overstreet (1924-1965), a member of the Political Science Department, 1957-1964, provides income to bring a visiting expert to the campus to discuss problems of developing or modernizing nations and cultures.

*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.

# Educational Resources

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*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 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.

*The Savage Fund*, created in 1996 in honor of Professor Emeritus of Biology Robert Savage, supports student research and other activities in cellular and molecular biology.

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

*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 P. Linwood Urban Jr. Partners in Ministry Endowment* was created in recognition of the importance of a distinctive ecumenical program of spiritual nurture servicing 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 college buildings. The lecture owes its name to the American artist, who was born in a house that stands on the campus and who became president of the Royal Academy.

*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.

# Endowed Chairs

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*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 Albert L. and Edna Pownall Buffington Professorship* was established by a bequest from Albert Buffington, Class of 1896, in 1964, 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, Class of 1937, to honor her husband, Dorwin P. Cartwright, Class of 1937. The professorship shall be 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 Professorship of History and International Relations* was created in 1888 by Isaac H. Clothier, member of the Board of Managers. Originally in the field of Civil and Mechanical Engineering, he later approved its being a chair in Latin, and in 1912 he approved its present designation.

*The Isaac H. Clothier Jr. Professorship of Biology* was established by Isaac H. Clothier Jr. as a tribute of gratitude and esteem for Dr. Spencer Trotter, Professor of Biology, 1888-1926.

*The Morris L. Clothier Professorship of Physics* was established by Morris L. Clothier, Class of 1890, in 1905.

*The Julien and Virginia Cornell Visiting Professorship* was endowed by Julien Cornell '30, member, and Virginia Stratton Cornell '30, former member of the Board of Managers, to bring professors and lecturers from other nations and cultures for a semester or a year. Since 1962, from every corner of the world, Cornell professors and their families 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 a trust bequest of Mrs. Eavenson, whose husband graduated in 1895.

*The James H. Hammons Professorship* was established in 1997 by Jeffrey A. Wolfson, Class of 1975, 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 Department of Chemistry.

*The James C. Hormel Professorship in Social Justice*, established in 1995 by a gift from James C. Hormel, Class of 1955, 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 Quaker History and Research* was endowed in 1924 by Charles F. Jenkins, Hon. '26 and member of the Board of Managers, on behalf of the family of Howard M. Jenkins, 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 William R. Kenan Jr. Professorship* was 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, member of the Board of Managers, normally rotates every four years among members of the Swarthmore faculty and includes one year

# Endowed Chairs

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devoted entirely to research, study, enrichment, or writing. It carries an annual discretionary grant for research expenses, books, and materials.

*The Jane Lang Professorship in Music* was established by Eugene M. Lang, Class of 1938, to honor his daughter, Jane Lang, Class of 1967. 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, Class of 1938, to honor his son, Stephen Lang, Class of 1973. 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 Eugene M. Lang Visiting Professorship* endowed in 1981 by Eugene M. Lang '38, brings to Swarthmore College for a period of one semester to three years an outstanding social scientist or other suitably qualified person who has achieved prominence and special recognition in the area of social change.

*The Sara Lawrence Lightfoot Professorship* was created by the College in 1992 in recognition of an unrestricted gift by James A. Michener, Class of 1929. The professorship is named in honor of Sara Lawrence Lightfoot, Class of 1966, Doctor of Humane Letters, 1989, and former member of the Board of Managers.

*The Susan W. Lippincott Professorship of French* was endowed in 1911 through a bequest from Susan W. Lippincott, 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 Astronomy* was created in 1888 largely by contributions of interested friends of Edward H. Magill, president of the College from 1872-1889, 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 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, Class of 1929, 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 Department of Biology.

*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 Department or the Economics Department.

*The Henry C. and Charlotte Turner Professorship* was established in 1998 by the Turner family. Henry C. Turner '93 and J. Archer Turner '05 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 Company; 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 current Board member. Howard Turner '33, son of J. Archer Turner, has also been very active as past chair and member of the Board of Managers over the years.

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*The J. Archer and Helen C. Turner Professorship* was established in 1998 by the Turner family. Henry C. Turner '93 and J. Archer Turner '05 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 Company; 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 current Board member. Howard Turner '33, son of J. Archer Turner, has also been very active as past chair and member of the Board of Managers over the years.

*The Henry C. and J. Archer Turner Professorship of Engineering* was established with their 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 member of the Board of Managers, and his brother J. Archer Turner, Class of 1905 and member 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 member of the Board of Managers.

*The Marian Snyder Ware Professorship of Physical Education and Athletics* was established by Marian Snyder Ware '38 in 1990. It is to be held by the chair of the Department of Physical Education and Athletics.

*The Joseph Wharton Professorship of Political Economy* was endowed by a trust given to the College in 1888 by Joseph Wharton, president 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.



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Admissions  
Expenses

Financial Aid

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# Admissions

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Inquiries concerning admission and applications should be addressed to the Dean of Admissions, Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390 or [admissions@swarthmore.edu](mailto:admissions@swarthmore.edu).

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## 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 in 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 individual future worth to society and of their collective realization of the purpose of the College.

It is the policy of the College to have the student body represent not only different parts of the United States but also many foreign countries, both public and private secondary schools, and various economic, social, religious, ethnic, and racial groups. The College is also concerned to include in each class 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 four-year secondary school program. Under some circumstances, students who have virtually completed the normal four-year program in three 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. Students who have already completed a tertiary degree are not eligible for admission to Swarthmore.

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. SAT-I or ACT scores.

4. Three SAT-II scores, one of which must be the SAT-II Writing test. Applicants considering a major in engineering are strongly encouraged to take the SAT-II Math IIC 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. Co-curricular and extracurricular activities. Applicants must have satisfactory standing in school and standardized tests as well as strong intellectual interests. Other factors of interest to the College include 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.
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## 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 four years, if possible.
4. Substantial course work in (a) history and social studies; (b) literature, art, and music; and (c) 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 four years of mathematics, including algebra, geometry, trigonometry, and calculus.

# Admissions

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## 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 January 1 deadline, but Form 1 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. Upon applying to Swarthmore, Early Decision candidates may not file early decision/early action applications at other colleges, but they may file 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. Timetables for the plans are the following:

### *Fall Early Decision*

Closing date for applications	November 15
Notification of candidate	on or before December 15

### *Winter Early Decision*

Closing date for applications	January 1
Notification of candidate	on or before February 1

### *Regular Decision*

Closing date for applications	January 1
Notification of candidate	on or before April 1
Candidate reply date	May 1

Under certain circumstances, admitted students may apply in writing to defer their admission for one 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 upon a student maintaining his or her standard of academic achievement prior to 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. Information concerning financial aid is on pages 29-43.

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## THE 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 early December. Students need not have applied to the College before scheduling an interview. 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 to request a meeting with an alumni representative in their own area. Interviews with alumni representa-

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tives take longer to arrange than interviews on campus; therefore, applicants must request an alumni interview by November 15.

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

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### **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. Typically, special credentials consist of Advanced Placement 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 if a student chooses to take a course at Swarthmore that essentially repeats the work covered by the credit.

In some 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/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 course work 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.

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### **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. Admissions 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 APIEL, superior academic achievement in a school where English is the language of instruction, or a portfolio of graded English writing samples in conjunction with the ELPT. Although not required, an interview on campus or with a College admissions representative overseas is considered to be very helpful.
3. Required SAT-I and SAT-II 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 credentials submitted. 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.

# Admissions

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## APPLICATIONS FOR TRANSFER

The College welcomes well-qualified transfer students. 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 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. Transfer applicants must take the SAT-I or the ACT if one of these tests has not been taken previously.

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 30.

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\*Directions for reaching the College can be found on p. 424 of this catalog.

# Expenses

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## STUDENT CHARGES

Total charges for the 2001-2002 academic year (two semesters) are as follows:

Tuition	\$26,098
Room	4,188
Board	3,974
Student activities fee	278
	<u>\$34,538</u>

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, 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 only for a part of a semester, the above 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, nor obtain a transcript.

The regular College tuition covers the normal program of four courses per term as well as vari-

ations 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 (\$3,262) or half-course (\$1,631), 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.

*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 Office for Foreign Study. Students contemplating study abroad should contact Steven Piker, foreign study adviser, well in advance for academic and administrative planning.

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## PAYMENT POLICY

Semester bills are mailed in July and December. Payment for the first semester is due by August 13, 2001, and for the second semester by January 14, 2002. 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

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## WITHDRAWAL POLICY

Charges for tuition and fees will be reduced for students who withdraw for reasons approved by the dean prior to 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		

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# Expenses

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payment plan, which provides for payment in installments without interest charges. Information on the plan is mailed to all parents in April 2002.

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## HOUSING FINES

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

**For Fall Semester:** If you select a room in the lottery and

1. Choose to live off-campus but are still enrolled, you 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. Then the fine will be \$100 each.
  - b. Notice between June 1 and week 8 of classes will cost \$500 for each person moving off campus.
  - c. Notice after week 8 will have no room refund.
2. Take a leave of absence and notify the Dean's Office
  - a. By August 1, a \$100 penalty.
  - b. Between August 1 and week 8 of classes, a penalty of \$500.
  - c. After week 8, there will be no room refund.

**For Spring Semester:** If you select a room in the December lottery or already have a room from fall semester and

1. Choose to live off-campus but are still enrolled, you will be assessed
  - a. A \$250 penalty unless everyone in the unit leaves this space and notifies the Residential Life Office by December 1.
  - b. Notice between December 1 and week 8 will cost \$500 each.
  - c. Notice after week 8 will receive no room refund.
2. Take a leave of absence and notify the Dean's Office.
  - a. By December 1, no penalty.
  - b. Between December 1 and January 5, a \$100 penalty.

c. Between January 5 and week 8, \$500.

d. Leave after week 8, there will be no room refund.

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

# Financial Aid

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The College strives to make it possible for all admitted students to attend Swarthmore, regardless of their financial circumstances, and to enable them to complete their education if financial reversals take place. About 50 percent of the total student body currently receives aid from the College. Most financial aid awarded by the College is based on demonstrated financial need and is usually a combination of scholarship, loan, and campus employment. The College is committed to meeting all demonstrated financial need, and demonstrated need is assessed by a careful review of families' financial circumstances.

A prospective student must apply for Swarthmore and for outside assistance while applying for admission: admission and financial aid decisions are, however, made separately. Instructions for obtaining and filing an application are included in the admissions application. Financial assistance will be offered if a family does not have the capacity to meet College costs. 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, and siblings' undergraduate tuition expenses, etc. Family contribution also includes a \$1,450 to \$1,890 summer earnings contribution as well as a portion of the student's personal savings and assets.

For 2001-2002, the College bill, which includes tuition, room, and board, and a comprehensive fee, will be \$34,538. This comprehensive fee covers not only the usual student services—health, library, laboratory fees, for example—but admission to all social, cultural, and athletic events on campus. The total budget figure against which aid is computed is \$36,360. This allows \$1,822 for books and personal expenses. A travel allowance is added to the budget for those who live in the United States but more than 100 miles from the College.

In keeping with the policy of basing financial aid upon need, the College reviews each student's award annually. Midyear, each student who would like to be considered for our support for the next year must submit a new financial aid application. 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 while a student makes satisfactory academic progress. These limitations are also applied in our consideration of a sibling's undergraduate educational expenses. Students who choose to live off campus will not receive College scholarship or College loan assistance in excess of their College bill. The cost of living off campus will, however, be recognized in the calculation of a student's financial need, and outside sources of aid may be used to help meet off-campus living expenses once the College bill is satisfied.

U.S. students 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, but a contribution from the parents is expected equal to the contribution made were the student single.

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

Financial support for foreign citizens is limited and must be requested during the admission application process. New aid applications from foreign nationals can be considered after admission.

A special brochure has been prepared to advise families of the various sources of aid as well as a variety of financing options. Please request a copy from our Admissions Office. You may also find the answers to most of your financial aid questions on our Web site, [www.swarthmore.edu](http://www.swarthmore.edu) (click on "campus links" to find financial aid).

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## SCHOLARSHIPS

For the academic year 2001-2002, we awarded more than \$14 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 endowed

# Financial Aid

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scholarships listed on pp. 31-43. It is not necessary to apply for a specific College scholarship; the College decides who is to receive endowed scholarships, and others are helped from general scholarship funds. Although some endowed scholarships are restricted by locality, sex, religion, or physical vigor, the College's system of awarding aid makes it possible to meet need without regard to these restrictions. Financial need is a requirement for all College scholarships unless otherwise indicated. The federal government also makes Pell Grants and Supplemental Educational Opportunity Grants available to eligible students.

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## LOAN FUNDS

Long-term, low-interest loan funds with generous repayment terms combine with Swarthmore's scholarship programs to enable the College to meet the needs of each student. Although most offers of support from the College include elements of self-help (campus work and borrowing opportunities), the College strives to keep a student's debt at a manageable level.

Aided students are expected to meet a portion of their demonstrated need (from \$1,000 to about \$4,500 each year) through the federal Stafford Loan Programs, Perkins Loan, or the Swarthmore College Loan (SCL); the College determines which source is appropriate for which student. Each of these programs allows the borrower to defer repayment until after leaving school, and each allows further deferment of the debt if the borrower goes on to graduate school. Up to 10 years may be taken to repay Stafford, Perkins, or Swarthmore College Loans. No separate application is needed for the Perkins or SCL loans because the College administers these funds. Stafford Loan applications must be initiated by the student with a bank.

Parents who wish to borrow might consider the Federal PLUS Loan. Up to \$34,500 per year is available at a variable interest rate. Repayment may be made over a 10-year period.

For more information about these loan programs, read our Financial Aid Brochure (available from our Admissions Office), or visit our Website at [www.swarthmore.edu](http://www.swarthmore.edu).

The College also maintains the following special loan funds:

*The Jay and Sandra Levine Loan Fund*

*The Thatcher Family Loan Fund*

*The Swarthmore College Student Loan Fund*

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## STUDENT EMPLOYMENT

Student employment on the Swarthmore campus is coordinated by the Student Employment Office, which is under student direction. Jobs are available in such areas as the library, departmental offices, the post office, the student-run coffee house, etc., and placements can be arranged when students arrive in the fall. On-campus rates of pay run from \$6.25 to \$7 per hour. Students receiving financial aid are usually offered the opportunity to earn up to \$1,360 during the year and are given hiring priority, but there are usually jobs available for others who wish to work on campus.

The Student Employment Office publicizes local off-campus and temporary employment opportunities. Students are generally able to carry a moderate working schedule without detriment to their academic performance. We hope that students will not work more than about seven or eight hours weekly.

For students who qualify under the federal College Work-Study Program (most aided students), off-campus placements in public or private, nonprofit agencies in the local or Philadelphia area can be arranged through the Financial Aid Office during the academic year or nation-wide during the summer (when federal funds are sufficient). Among suitable agencies are hospitals; schools; museums; and social service agencies; and local, state, or federal government agencies.

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## Scholarships

All students who demonstrate financial need are offered our scholarship aid, some of which is drawn from the following endowments. Students need not worry if they do not fit specific restrictions listed below, however, for their scholarships will be drawn from other sources not listed here.

*(Financial need is a requirement for all scholar-*

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ships unless otherwise indicated. No separate application is needed.)

*The Catherine G. Abbott '72 and Ernest B. Abbott '72 Scholarship* was established by Catherine '72 and Ernest B. Abbott '72 and is awarded to a man or woman who gives great promise. The award assumes both need and academic excellence and is awarded to a first-year student. The scholarship is renewable.

*The Aetna Foundation Scholarship Grant* provides assistance to minority students with financial need.

*The Lisa P. Albert Scholarship* is awarded to a young man or woman on the basis of scholarship and need with preference given to those with a demonstrated interest in the humanities.

*The George I. Alden Scholarship Fund* established as a memorial by the Alden Trust is awarded on the basis of merit and need with preference to a student from New England studying in the sciences or engineering.

*The Vivian B. Allen Foundation* 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 Jonathan Leigh Altman Scholarship*, given in memory of this member of the Class of 1974 by Shing-mei P. Altman '76, is awarded, on the recommendation of the Department of Art, to a junior who has a strong interest in the studio arts. It is held during the senior year.

*The Alumni Scholarship* is awarded to students on the basis of financial need. Established in 1991, this endowment is funded through alumni gifts and bequests.

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

*The Frank and Marie Aydelotte Scholarship* is awarded to a new student who shows promise of distinguished intellectual attainment based upon sound character and effective personality. The award is made in honor of Frank Aydelotte, president of the College from 1921-1940 and originator of the Honors program at Swarthmore, and of Marie Osgood Aydelotte, his wife.

*The David Baltimore '60 Scholarship* was estab-

lished by an anonymous donor in 2000. It is awarded with preference for a junior or senior majoring in biology or chemistry. The scholarship is renewable.

*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. It is awarded on the basis of merit and need and is renewable through the senior year. Preference is given to women with interest in the sciences and, in particular, in the environment.

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

*The Franklin E. Barr Jr. '48 Scholarship* is awarded to a first-year student who has broad academic and extracurricular interests and who shows promise of developing these abilities for the betterment of society. This scholarship is based on need and is renewable for three years.

*The H. Albert Beekhuis Scholarship* in engineering is awarded on the basis of merit and 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 is endowed through the generous bequest of Mr. Beekhuis, neighbor, friend, and successful engineer.

*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 need, with preference given to students from western Pennsylvania.

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

*The George and Josephine Clarke Braden Scholarship*, established in 1999 by their children in honor of George '38 and in memory of Josephine '41, is awarded to a student with demonstrated need for financial assistance, with preference for a child of immigrant parent(s) or guardian(s), and is renewable through the senior year.

# Financial Aid

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*The Brand and Frances Blanshard Scholarship* is given in their memory to a deserving student with high academic promise.

*The Curtis Bok Scholarship* was established in the College's Centennial Year 1964 in honor of the late Philadelphia attorney, author, and jurist, who was a Quaker and honorary alumnus of Swarthmore. The 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 scholarship is renewable until graduation.

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

*The Carol Paxson Brainerd '26 Scholarship* is awarded on the basis of financial need and academic merit.

*The Daniel Walter Brenner Memorial Scholarship*, established by family and friends in memory of Daniel W. Brenner, Class of 1974, is awarded to a senior majoring in biology who is distinguished for scholarship and an interest in plant ecology, or wildlife preservation, or animal behavior research. The recipient is chosen with the approval of biology and Classics faculty.

*The Malcolm Campbell Scholarship*, established by Malcolm Campbell '44 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 through the senior year.

*The William and Eleanor Stabler Clarke Scholarships*, established in their honor by Cornelia Clarke Schmidt '46 and W. Marshall Schmidt '47, are awarded to two worthy first-year students with need. Preference is to be accorded to members of the Society of Friends. These scholarships are renewable through the senior year.

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

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

*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. It is awarded to a worthy student with need and is renewable through the senior year.

*The Class of 1941 Scholarship* was created in celebration of the 50th reunion of the class. It is awarded on the basis of merit and need and is renewable through the senior year.

*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*, 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. It is awarded on the basis of merit and need and is renewable through the senior year.

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

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

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

*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 bitter-

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sweet memories of the campus turmoil of the 1960s and with confidence in the power of open discussion and reconciliation. The scholarship is awarded on the basis of merit and need and is renewable through the senior year.

*The Beatrice R. and Joseph A. Coleman Foundation Scholarship* was established by Elizabeth Coleman '69 to be awarded to a student with need from a middle-income family.

*The N. Harvey Collisson Scholarship*, established by his family and the Olin Mathieson Charitable Trust in memory of N. Harvey Collisson of the Class of 1922, is awarded to a first-year man or woman. Selection will place emphasis on character, personality, and ability.

*The David S. Cowden Scholarship* was established by Professor David S. Cowden, Class of 1942, who taught English literature at Swarthmore from 1949 until his death in May 1983. It is awarded on the basis of financial need.

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

*The Marion L. Dannenberg Scholarship* 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 mother and grandmother of six students who attended Swarthmore.

*The Edith Thatcher '50 and C. Russell '47 de Burlo Scholarship* is awarded alternately to students intending to major either in engineering or in the humanities. It is awarded on the basis of need and merit and is renewable annually. It is the gift of Edith and Russell de Burlo.

*The District of Columbia Scholarship* was established by alumni residents in the area of Washington, D.C., to encourage educational opportunity for qualified minority and disadvantaged students. Awards are made on the basis of merit and need.

*Edward L. Dobbins '39 Memorial Scholarship*. Established by Hope J. Dobbins 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. The scholarship is renewable through the senior year. (Preference is

given to residents of Berkshire County, Mass.)

*The Francis W. D'Olier Scholarship*, in memory of Francis W. D'Olier of the Class of 1907, is awarded to a first-year student. Selection will place emphasis on character, personality, and ability. It is renewable through the senior year.

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

*The Marjorie VanDeusen '38 and J. Earle Edwards '36 Scholarship* was established by an anonymous donor in 2000. It is awarded with preference for a junior or senior who has demonstrated a commitment to socially responsible citizenship with a special interest in Peace and Conflict Studies. The scholarship is renewable.

*The Maurice G. Eldridge '61 Scholarship* is one of several 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 '61, vice president of college and community relations and executive assistant to the president. The Eldridge fund 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 scholarship is renewable.

*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 Philip Evans Scholarship* is established in fond memory of a member of the Class of 1948 by his friend Jerome Kohlberg '46 and seeks to expand the diversity of the Swarthmore community by bringing to this campus outstanding students with need, whether from near or far. The scholarship is awarded to members of the first-year class and is renewable annually, and provides a summer opportunity grant that is awarded on the recommendation of the dean.

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*The Samuel and Gretchen Vogel Feldman Scholarship* is awarded to a student interested in pursuing a teaching career. It is awarded on the basis of need and is renewable through the senior year.

*The Samuel M. and Gretchen Vogel Feldman 1956 Scholarship II* is awarded to a student interested in pursuing a teaching career after graduating from Swarthmore College. It is awarded on the basis of need and is renewable through the senior year.

*The Elizabeth Pollard Fetter String Quartet Scholarships*, endowed by Frank W. Fetter '20, Robert Fetter '53, Thomas Fetter '56, and Ellen Fetter Gille in memory of Elizabeth P. Fetter '25, subsidize the private instrumental lessons of four top-notch student string players at the College. Interested applicants should write to the chairman of the Department of Music and should plan to play an audition at the College when coming for an interview. Membership in the quartet is competitive. At the beginning of any semester, other students may challenge and compete for a place in the quartet.

*The Polly and Gerard Fountain Scholarship* has been established in their honor by Rosalind Chang Whitehead '58 in appreciation of their kindness and support during her college years. It is awarded to a first-year student with need and merit and is renewable through the senior year.

*The David W. Fraser Scholarship*. This endowed scholarship has been established 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 need-based scholarship will be awarded each semester to one student enrolled in an approved program of academic study outside the boundaries of the United States. Preference will be given for students studying in Asian, Middle Eastern, and African countries.

*The Theodore and Elizabeth Friend Scholarship* is established 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 will be awarded each year on the basis of need to a worthy student.

*The Toge and Mitsu Fujihira Scholarship* was created in 2000 by their son, Donald Fujihira '69. It 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 scholarship is renewable.

*The Ernesto Galarza Scholarship*, funded in part by the Ahmanson Foundation and John C. Crowley '41, is named in honor of the late Mexican-American labor activist, scholar, and nominee for the Nobel Prize in Literature. The Galarza Scholarship supports students from the Latino/a community, with preference for students from the western states.

*The Martha Salzman Gay '79 Scholarship* was created in 2000 by Martha S. Gay '79. It is awarded to a man or woman who gives great promise. The award assumes both academic excellence and financial need and is awarded to a first-year student. The scholarship is renewable.

*The Joyce Mertz Gilmore Scholarship* is awarded to an entering first-year student and may be renewed for each of the following three undergraduate years. 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 Joyce Mertz Gilmore, who was a member of the Class of 1951.

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

*The John D. Goldman '71 Scholarship* 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. Accordingly, in the selection of The Berda Goldsmith Scholar, preference will be given to a student who attended the Settlement Music School; preference also will be given to a student who shows interest and proficiency in playing the piano.

*The Kermit Gordon '38 Scholarship* was created

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by an anonymous donor in 2000. It is awarded on the basis of need, merit, and an interest in public policy. The scholarship is renewable.

*The Neil R. Grabois '57 Scholarship* was created by an anonymous donor in 2001. It 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 Lucinda Buchanan Thomas '34 and Joseph H. Hafkenschiel '37 Scholarship Fund* 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 '80. Lucinda's father, B.A. Thomas, M.D., graduated with the Class of 1899. This scholarship is awarded to a junior and is renewable for the senior year, based on need. Preference is given to students who have demonstrated proficiency in water sports or who have shown talent in studio arts and who have been outstanding in service to the College.

*The Mason Haire Scholarship* is given by his wife, Vivian, in honor of this member of the Class of 1937, a distinguished psychologist and sometime member of the Swarthmore College faculty. The scholarship is awarded to a first-year student with financial need who is distinguished for intellectual promise and leadership. It is renewable through the senior year.

*The Margaret Johnson Hall Scholarship for the Performing Arts* is the gift of Margaret Johnson Hall, Class of 1941. It provides financial assistance based on merit and need, with preference to students intending to pursue a career in music or dance.

*The Edith Ogden Harrison Memorial Scholarship* was created by her daughter, Armason Harrison '35. It 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 scholarship is renewable.

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

*The E. Dyson and Carol Hogeland Herting '38 Scholarship* was created in 1999 by Eugene M. Lang '38. The scholarship is awarded with preference to a junior or senior woman majoring in

political science who plans to attend law school. The scholarship is renewable.

*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 scholarship will be selected from the junior class for their interest in a career in the public or nonprofit sectors and is renewable in the senior year.

*The Betty Stern Hoffenberg Scholarship*, established in 1987 in honor of this member of the Class of 1943, is awarded to a junior or senior with merit and need who shows unusual promise, character, and intellectual strength. Strong preference is given to a student majoring in history.

*The Hollenberg-Sher Scholarship* was created in 1998 and is awarded to a first-year student. The scholarship is renewable.

*The Carl R. Horten '47 Scholarship* was created by the Ingersoll-Rand Company. Preference in the awarding is given to students planning to major in engineering or prelaw.

*The Everett L. Hunt Scholarship*, endowed by the Class of 1937 in the name of its beloved emeritus professor and dean, provides an unrestricted scholarship to be awarded annually by the College.

*The Betty P. Hunter Scholarship Fund*. Betty P. Hunter, Class of 1948, one of the first black students to attend Swarthmore College, established this fund through a bequest "to provide scholarship aid to needy students."

*The Richard M. Hurd '48 Scholarship* was created in 2000. It is awarded with preference to a student majoring in engineering. The scholarship is renewable.

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

*The George B. Jackson '21 Scholarship* has been endowed by Eugene M. Lang '38 in honor of the man who guided him to Swarthmore. It is to be awarded on the basis of need and merit with preference given to a student from the New York metropolitan area.

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*The Howard M. and Elsa P. 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 is the gift of Elsa Palmer Jenkins '22, Swarthmore's first woman graduate in engineering.

*The Howard Cooper Johnson Scholarship*, established by Howard Cooper Johnson '96, is awarded on the basis of all-around achievement to a male undergraduate who is a member of the Society of Friends.

*The Edmund A. Jones Scholarship Fund* 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 1997, this four-year, renewable scholarship was designated for graduates of Strath Haven High School with demonstrated financial need who attend Swarthmore College. Edmund A. Jones was the son of Adalyn Purdy Jones, Class of 1940, and Edmund Jones, Class of 1939, longtime residents of Swarthmore.

*The Jennie Keith Scholarship* is one of several 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 Kennedy Scholarship* is given in honor of the parents and with thanks to the children of Christopher and Jane Kennedy. The scholarship is awarded on the basis of need and merit and is renewable through four years.

*The Clark Kerr '32 Scholarship* was created by an anonymous donor in 2000. It is awarded with preference 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* is endowed in their honor by their son Thomas A. Kershaw, Class of 1960. It is awarded to a first-year student on the basis of need and

merit, with preference to those intending to major in engineering, and is renewable through the senior year.

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

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

*The Walter W. Krider '09 Memorial Scholarship*. Established by his wife and daughter in 1965, 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 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 scholarship is awarded to a needy student showing unusual promise and is renewable through four years.

*The Robert E. 1903 and Walter Lamb 1939 Scholarship* was established by Walter Lamb '39. It 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. It is renewable in the senior year. This scholarship was established by Eugene M. Lang '38 in honor of his sister.

*Eugene M. Lang Opportunity Grants* are awarded each year to as many as six entering 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

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the amount of total college charges. Each Lang Scholar is also eligible for summer or academic-year community service support, while an undergraduate, up to a maximum of \$14,000. 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 the gift of Eugene M. Lang '38.

*The Ida and Daniel Lang Scholarship*, established by their son, Eugene M. Lang of the Class of 1938, provides financial assistance for a man or woman who ranks high in scholarship, character, and personality.

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

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

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

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

*The Scott B. Lilly Scholarship*, endowed by Jacob T. Schless of the Class of 1914 at Swarthmore College, was offered for the first time in 1950. This scholarship is in honor of a former distinguished professor of engineering, and, therefore, students who plan to major in engineering are given preference. An award is made annually.

*The Lloyd Family Scholarship* was established in 2000 by May Brown Lloyd '27, G. Stephen Lloyd '57, and Anne Lloyd '87. It is awarded with preference for a man or woman who gives

great promise. The scholarship is renewable.

*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. It is awarded on the basis of merit and need and is renewable through the senior year.

*Amy Chase Loftin '29 Scholarship*. Established in 1998, the Loftin scholarship is awarded to a sophomore, with preference given to Native Americans and African Americans. The scholarship is renewable through the senior year.

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

*The David Laurent Low Memorial Scholarship*, established by Martin L. Low, Class of 1940; his wife, Alice; Andy Low, Class of 1973; and Kathy Low in memory of their son and brother, is awarded to a man or woman who gives 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 scholarship is awarded to a first-year student and is renewable for the undergraduate years.

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

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

*The Thomas B. McCabe Awards*, established by Thomas B. McCabe '15, are awarded to entering students from the Delmarva Peninsula, and Delaware County, Pa. In making selections, the committee places emphasis on ability, character, personality, and service to school and community. These awards provide a mini-

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mum annual grant of tuition, or a maximum to cover tuition, fees, room, and board, depending on need. Candidates for the McCabe Awards must apply for admission to the College by December 15. The National McCabe Scholarship will be based on a student's financial need.

*The Charlotte Goette '20 and Wallace M. McCurdy Scholarship* is awarded to a first-year student on the basis of need and merit and is renewable annually. It has been endowed by Charlotte McCurdy '20.

*The Cornelia Dashiell and Dino Enea Petech McCurdy, M.D. '35 Family Scholarship* was endowed by Cornelia and Dino E.P. McCurdy, M.D. '35. It 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 McDiarmid '30 Scholarship* is awarded to a first-year man or woman on the basis of merit and need and is renewable through the senior year. It is the gift of the McDiarmid family in commemoration of their close association with Swarthmore College.

*The Helen Osler McKendree '23 Scholarship* was created in 1998. The scholarship is awarded to a junior majoring in a foreign language or languages.

*The Norman Meinkoth Scholarship*, established by his friends and former students, to honor Dr. Norman A. Meinkoth, a member of the College faculty from 1947 to 1978, is awarded annually to a worthy student with an interest in the study of biological problems in a natural environment.

*The Peter Mertz Scholarship* is awarded to an entering first-year student outstanding in mental and physical vigor, who shows promise of spending these talents for the good of the College community and of the larger community outside. The award was established in 1955 by Harold, LuEsther, and Joyce Mertz in memory of Peter Mertz, who was a member of the Class of 1957. It is renewable for the undergraduate years.

*The Mari Michener Scholarship* provides financial support to four students on the basis of merit and need. It is the gift of James Michener '29.

*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 Fund* provides scholarships to foreign students with a preference given to students of South Asian origin.

*The Kathryn L. Morgan Scholarship* was established by an anonymous donor in 2000. The 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 scholarship is renewable.

*The Florence Eising Naumburg Scholarship*, named in 1975 in honor of the mother of an alumna of the Class of 1943, 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 Thomas S. '30 and Marian Hamming Nicely '30 Scholarship* is awarded to a first-year student with need who shows promise of academic achievement, fine character, and athletic ability. Preference will be given to a person who has been on the varsity tennis, squash, racquets, golf, or swimming teams in high or preparatory schools.

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

*The Edward L. Noyes '31 Scholarship* has been endowed 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. It is awarded on the basis of need and merit to students with broad interests and is renewable through four years.

*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 J. Roland Pennock Scholarships* were estab-

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lished by Ann and Guerin Todd '38 in honor of J. Roland Pennock '27, 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 Winnifred Poland Pierce Scholarship Fund* is awarded on the basis of merit and financial need and is renewable through the senior year.

*The Cornelia Chapman and Nicholas O. Pittenger Scholarship*, established by family and friends, is awarded to an incoming first-year man or woman who ranks high in scholarship, character, and personality and who has need for financial assistance.

*Laurama Page Pixton '43 Scholarship* provides financial assistance for foreign students studying at Swarthmore, with preference for those from the former Soviet Union and Eastern Europe. It is a gift of her brother Edward Page, Class of 1946.

*The Anthony Beekman Pool Scholarship*. This scholarship is awarded to an incoming first-year man of promise and intellectual curiosity. It is given in memory of Tony Pool of the Class of 1959.

*The Richard '36 and Helen Shilcock Post '36 Scholarship*, established in 1995 by Helen Shilcock Post '36, Bill '61 and Suzanne ReKate Post '65, Carl '66 and Margery Post Abbott '67, Barbara Post Walton, Betsy Post Falconi, Richard W. '90 and Jennifer Austrian Post '90 and their families, is awarded to a well-rounded first-year student who demonstrates merit, need, and an interest in athletic endeavors. It is renewable through four years.

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

*The Martin S. and Katherine D. Quigley Scholarship* was established by their son, Kevin F.F. Quigley '74, in honor of his parents' steady commitment to family, lifetime learning, and international understanding. The scholarship is awarded each year on the basis of academic

merit and financial need and is renewable. Preference is given to outstanding international students attending Swarthmore.

*The Raruey-Chandra and Niyomsit Scholarships* are given by Renoo Suvarnsit '47 in memory of his parents. They are given 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 or a deceased mother or father.

*The Byron T. Roberts Scholarship*, endowed by his family in memory of Byron T. Roberts '12, is awarded annually to an incoming student and is renewable for his or her years of study at Swarthmore.

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

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

*The Girard Bliss Ruddick '27 Scholarship* is awarded to a junior on the basis of merit and need, with preference to an economics major. It is renewable in the senior year. The Marcia Perry Ruddick Cook '27 Scholarship is awarded to a junior on the basis of merit and need, with preference to an English literature major, and is renewable for the senior year. Both scholarships are endowed by J. Perry Ruddick in memory of his parents.

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

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need who live in the District of Columbia.

*The David Barker Rushmore Scholarship*, established in honor of David Barker Rushmore, Class of 1894, 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 Scholarship* was established by Carl E. Russo '79 in 2000. It is awarded to a man or woman who gives great promise. Preference is given to students demonstrating leadership skills and a desire to pursue entrepreneurship.

*The Katharine Scherman Scholarship* is awarded to a student with a primary interest in the arts and the humanities, having special talents in these fields. Students with other special interests, however, will not be excluded from consideration. Awarded in honor of Katharine Scherman, of the Class of 1938, it is renewable for the full period of undergraduate study.

*The Peter '57 and David '58 Schickele Scholarship* was established by an anonymous donor in 2001. Named for Peter '57 and in memory of his brother David '58, 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 Walter Ludwig Schnaring Scholarship* was established in 1998 by a gift from the estate of Helen Hillborn Schnaring, in memory of her husband. The scholarship is unrestricted and renewable.

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

*The Joe and Terry Shane Scholarship*, created in honor of Joe Shane '25, who was vice president of Swarthmore College's Alumni, Development, and Public Relations from 1950-1972, and his wife, Terry, who assisted him in countless ways in serving the College, 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 merit and need. It is renewable through four years.

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

*The William C. and Barbara Tipping Sieck Scholarship* 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 Nancy Baxter Skallerup Scholarship*, established by her husband and children, is awarded to an incoming first-year student with financial need. It is renewable through four years.

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

*The Courtney C. Smith Scholarship* 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 will be made to a member of the first-year class on the basis of merit and need. It is renewable during the undergraduate years. Holders of this 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 students who qualify on the basis of need and merit.

*The Harold E. and Ruth Calwell Snyder Pre-medical Scholarship* is the gift of Harold E. Snyder, Class of 1929. It provides support up to full tuition and fees for junior or senior pre-medical students and is awarded on the basis of merit and need.

*The Cindy Solomon Memorial Scholarship* is awarded with preference to a young woman in need of financial assistance and who has special talent in poetry or other creative and imaginative fields.

*The Frank Solomon Memorial Scholarship* was created in 1955. The scholarship is awarded on the basis of academic merit and financial need, and is renewable.

*The Helen Solomon Scholarship* is given in her memory by her son, Frank Solomon Jr. of the

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Class of 1950. It is awarded to a first-year student on the basis of merit and need and is renewable through the senior year.

*The Babette S. Spiegel Scholarship Award*, given in memory of Babette S. Spiegel, Class of 1933, 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 determines those eligible.

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

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

*The David Parks Steelman Scholarship Fund*, 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 merit and need, with a preference for someone showing a strong interest in athletics.

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

*The Clarence K. Streit Scholarship* 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 American pre-Revolutionary War 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 Katharine Bennett Tappen, Class of 1931, Memorial Scholarship*, established in 1980 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 Award*, established by Newton E. Tarble of the Class of 1913, 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 in the State of Illinois.

*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 Audrey Friedman Troy Scholarship*, established by her husband, Melvin B. Troy '48, is awarded to a first-year man or woman. The scholarship is renewable through four years at the discretion of the College. In awarding the scholarship, prime consideration 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. Troy '75 Scholarship*, established in 1999, is awarded annually to a deserving student on the basis of merit and need, with preference given to students majoring in art history.

*The Robert C. and Sue Thomas Turner Scholarship* is awarded to a deserving student on the basis of merit and financial need.

*The Vaughan-Berry Scholarship* was established by Harold S. Berry '28 and Elizabeth Vaughan Berry '28 through life income gifts, to provide financial assistance to needy students.

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

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

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

# Financial Aid

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The Rachel Leigh Wightman Scholarship was created by Anne Bauman Wightman '82 and Colin W. Wightman '82 in memory of their daughter. It 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 and is renewable through the senior year.

The Elmer L. Winkler Scholarship Fund, established in 1980 by a member of the Class of 1952, is awarded annually to a deserving student on the basis of merit and need.

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

The Letitia M. Wolverton Scholarship Fund, given by Letitia M. Wolverton of the Class of 1913, 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 Frances '28 and John Worth '30 Scholarship was established by Frances Ramsey Worth in 1993 and is awarded to a first-year student with strong academic credentials and with financial need. The scholarship is renewable through the senior year.

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

The Michael M. and Zelma K. Wynn Scholarship was established in 1983 by Kenneth R. Wynn '73 in honor of his mother and father. It is awarded annually to a student on the basis of need and merit.

The income from each of the following funds is awarded at the discretion of the College.

*The Barcus Scholarship Fund*

*The Belville Scholarship*

*The Alphonse N. Bertrand Fund*

*The Book and Key Scholarship Fund*

*The Leon Willard Briggs Scholarship Fund*

*The John S. Brod Scholarship*

*The Robert C. Brooks Scholarship Fund*

*The Chi Omega Scholarship*

*The Class of 1913 Scholarship Fund*

*The Class of 1914 Scholarship Fund*

*The Class of 1915 Scholarship Fund*

*The Class of 1917 Scholarship Fund*

*The Susan P. Cobbs Scholarship*

*The Cochran Memorial Scholarship Fund*

*The Sarah Antrim Cole Scholarship Fund*

*The Charles A. Collins Scholarship Fund*

*The Stephanie Cooley '70 Scholarship*

*The Ellsworth F. Curtin Memorial Scholarship*

*The Delta Gamma Scholarship Fund*

*The George Ellsler Scholarship Fund*

*The J. Horace Ervien Scholarship Fund*

*The Howard S. and Gertrude P. Evans Scholarship Fund*

*The Eleanor Flexner Scholarship*

*The Joseph E. Gillingham Fund*

*The Mary Lippincott Griscom Scholarship*

*The Stella and Charles Guttman Foundation Scholarships*

*The Hadassah M.L. Holcombe Scholarship*

*The J. Philip Herrmann Scholarship*

*The A. Price Heusner Scholarship*

*The Rachel W. Hillborn Scholarship*

*The Aaron B. Ivins Scholarship*

*The William and Florence Ivins Scholarship*

*The George K. and Sallie K. Johnson Scholarship Fund*

*The Kappa Kappa Gamma Scholarship*

*The Jessie Stevenson Kovalenko Scholarship Fund*

*The John Lafore Scholarship*

*The E. Hibberd Lawrence Scholarship Fund*

*The Thomas L. Leedom Scholarship Fund*

*The Sarah E. Lippincott Scholarship Fund*

*The Mary T. Longstreth Scholarship Fund*

*The Clara B. Marshall Scholarship Fund*

*The Edward Martin Scholarship Fund*

*The Franz H. Mautner Scholarship*

*The James E. Miller Scholarship*

*The Howard Osborn Scholarship Fund*

*The Harriet W. Paiste Fund*

*The Rogers Palmer Scholarships*

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*The Susanna Haines '80 and Beulah Haines  
Parry Scholarship Fund*

*The T.H. Dudley Perkins Scholarship Fund*

*The Mary Coates Preston Scholarship Fund*

*The David L. Price Scholarship*

*The Robert Pyle Scholarship Fund*

*The George G. and Helen Gaskill Rathje '18  
Scholarship*

*The Reader's Digest Foundation Endowed  
Scholarship Fund*

*The Fred C. and Jessie M. Reynolds  
Scholarship Fund*

*The Lily Tily Richards Scholarship*

*The Adele Mills Riley Memorial Scholarship*

*The Edith A. Runge Scholarship Fund*

*The Amelia Emhardt Sands Scholarship Fund*

*The William G. and Mary N. Serrill Honors  
Scholarship*

*The Clinton G. Shafer Scholarship*

*The Caroline Shero Scholarship*

*The Annie Shoemaker Scholarship*

*The Sarah W. Shreiner Scholarship*

*The Walter Frederick Sims Scholarship Fund*

*The Mary Sproul Scholarship Fund*

*The Helen G. Stafford Scholarship Fund*

*The Francis Holmes Strozier Memorial  
Scholarship Fund*

*The Joseph T. Sullivan Scholarship Fund*

*The Titus Scholarships Fund*

*The Daniel Underhill Scholarship Fund*

*The William Hilles Ward Scholarships*

*The Deborah F. Wharton Scholarship Fund*

*The Thomas H. White Scholarship Fund*

*The Samuel Willets Scholarship Fund*

*The I.V. Williamson Scholarship*

*The Edward Clarkson Wilson and Elizabeth T.  
Wilson Scholarship Fund*

*The Mary Wood Scholarship Fund*

*The Roselynd Atherholt Wood '23 Fund*

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## College Life

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# College Life

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## STATEMENT OF STUDENT RIGHTS, RESPONSIBILITIES, AND CODE OF CONDUCT

### Preamble

Under Objectives and Purposes of this publication it is stated that: "The purpose of Swarthmore College is to make its students more valuable human beings and more useful members of society... Swarthmore seeks to help its students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern." Although the College places great value on freedom of expression, it also recognizes the responsibility to protect the structures and values of an academic community. It is important, therefore, that 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 both this statement and the Student Judicial Procedures is to balance all these rights, responsibilities, and community values fairly and efficiently.

Swarthmore College policies and jurisdiction normally apply only to the conduct of matriculated students occurring on Swarthmore College property or at College-sanctioned events that take place off campus. In situations in which both the complainant and accused are matriculated Swarthmore College students, however, College policies and jurisdiction may apply regardless of the location of the incident. Students should also realize that they have the responsibility to ensure that their guests do not violate College policies, rules, and regulations while visiting and that students may be subject to disciplinary action for misbehavior of their guests.

A complaint against a student may be made to the deans by a student, a Public Safety officer, a member of the College's faculty or staff, or a College department. If the alleged incident represents a violation of federal, state, or local law, the complainant also has the option of initiating proceedings in the criminal or civil

court system regardless of whether a complaint is filed within the College system.

The following is a summary and explanation of the rights, responsibilities, and rules governing student conduct at Swarthmore College. This statement serves as a general framework and is not intended to provide an exhaustive list of all possible infractions. Students violating any of the following are subject to disciplinary action. All sanctions imposed by the judicial system must be obeyed or additional penalties will be levied. For a description of the College's judicial process, please see the section below on *Student Judicial System*.

### 1. Academic and Personal Integrity

#### *Academic Freedom and Responsibility*

The following is excerpted from *The Faculty Handbook* (Section II.A.2):

Swarthmore College has long subscribed to the fundamental tenets of academic freedom articulated in the 1940 Statement of Principles on Academic Freedom and Tenure by the American Association of University Professors. This doctrine has been reiterated and amplified in the association's 1970 Statement on Freedom and Responsibility. Swarthmore College adheres to the 1970 Statement, relevant portions of which are reproduced below. The complete texts of the association's 1940 and 1970 Statements may be found in A.A.U.P. publications.

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues. Speakers on campus must not only be protected from violence but also be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student rela-

tionship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, such as personality, race, religion, degree of political activism, or personal beliefs.

If a student has a grievance against a faculty member that cannot be resolved directly through the faculty member involved, the student should take her or his concerns to the department chair. If the grievance remains unresolved, the student should contact the provost.

## **Academic Misconduct**

The following procedures were adopted by the faculty on Feb. 16, 2001, and are excerpted from *The Faculty Handbook* (Section II.B.7):

### **I. Considering Academic Misconduct Cases**

i. Academic misconduct is defined as a violation of the college's standards of academic integrity whether these violations are intentional or unintentional.

ii. The College Judicial Committee (CJC) will adjudicate academic misconduct cases.

iii. In academic misconduct cases the dean of the College, who chairs the CJC, acts as a neutral procedural facilitator, not as an advocate or a judge. The dean of the College, as chair, and the associate dean for student affairs, as observer, are ex officio, nonvoting members of CJC.

### **II. Procedures**

i. An instructor who has good evidence to suspect a student or students of academic misconduct (e.g., cheating on an exam; plagiarism on a paper, lab reports, problem sets, or Honors work) will, at the instructor's discretion, consult the department chair about the case. Mere suspicion on the part of a faculty member that the student's work does not sound right is normally not by itself sufficient grounds to bring a case forward in the absence of good evidence. Good evidence may include, but is not limited to, the following:

a. Some of the student's work coincides with or closely paraphrases a source that is not

properly acknowledged. Sources that must be acknowledged include, but are not limited to, books, articles in books, journal articles, Web pages, graphs, charts, tables, data sets, etc. in any of the sources just mentioned. Proper acknowledgment must indicate both the source and how it served as a source for any specific portions of the student's work that have been based on it.

b. Glaring coincidences in the work of students on exams, papers, problem sets, etc., where cooperation in producing the work was not permitted.

ii. In any event, the instructor will meet with the student (or students) to present evidence to the student and may, at the instructor's discretion, invite the department chair to be present.

iii. After this meeting, if the instructor's suspicions are not allayed, the instructor will submit a report to the associate dean of the College for student life. The report will include a narrative of the incident and evidence supporting the charge.

iv. The associate dean will provide copies of the report to all faculty members of the College Judicial Committee including alternates, and will call a preliminary meeting of the faculty members of the CJC for the purpose of determining the merits of the case. If in the judgment of this group there are sufficient grounds to warrant a hearing, the associate dean will schedule the hearing at a time mutually convenient to the committee members of the CJC and the student charged with academic misconduct. The associate dean will inform the student of the charge and his or her right to have a support person present at the hearing. The support person may be a fellow student, a faculty member, or a member of the staff. Normally, all evidence to be considered must be submitted by the accuser and the defendant to the associate dean for student life prior to the hearing.

v. Before academic misconduct cases are heard, the associate dean will provide the committee with an updated summary of the previous years' cases and their disposition.

### **III. Sanctions**

i. The CJC will consider the case, make a finding of guilty or not guilty on the basis of the preponderance of the evidence, and deter-

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mine an appropriate sanction if a finding of guilty is reached.

ii. In determining a sanction, the committee will consider all the circumstances of the case, including the intent of the student, the character and magnitude of the offense, the considered evidential judgment of the faculty member bringing the accusation, and mitigating circumstances. It is the opinion of the faculty that for an intentional first offense, failure in the course normally is appropriate. Suspension for a semester or deprivation of the degree in that year may also be appropriate when warranted by the seriousness of the offense.

iii. For a second offense, the penalty normally should be expulsion.

#### IV. Appeals

A request for an appeal may be brought to the president and the provost within 10 days following a guilty decision by the CJC, but only on the grounds of new evidence or procedural error. If the president and the provost decide that this new information warrants an appeal, they will appoint a new committee of two faculty and two students to review the case. The decision of the appeal committee is final. The committee may confirm the decision of the CJC, reduce or increase the sanctions, or dismiss the original charges.

#### V. Informing Faculty And Students About Swarthmore's Academic Misconduct Policy

The integrity of a liberal arts education depends on the principle of academic integrity. Educating the community about the academic misconduct policy is essential to the educational goals of the college.

Both students and faculty will be regularly informed about the college's academic misconduct policy in a variety of ways such as the following: by their instructors or advisors, by the Dean's Office, and by means of statements in such places as the College catalog, faculty and student handbooks, the College Web site, departmental or divisional handouts, etc. Discussion of the policy may also be part of such sessions as orientation for first-year students in the fall, orientation for new faculty, and in writing associate and student academic mentor training. Students must finally take the responsibility for understanding the rules with respect to proper citation of sources and the College's academic misconduct policy.

#### Standard Citation Practices

Writers may refer to a handbook on scholarly writing for information about correct citation procedures. The *MLA Handbook* is particularly useful because it also provides examples of plagiarism. Supplementary departmental regulations governing joint projects, etc., may be found on file in departmental offices. The informal nature of some writing may obviate the necessity of rigorously formal citation, but still requires honest attribution to original authors of all borrowed materials. Students should feel free to consult with instructors whenever there is doubt as to proper documentation.

Fear of being charged with plagiarism need not inhibit anyone from appropriately using another's ideas or data in a piece of writing. Even direct quotation frequently serves as an effective device in developing an argument. Academic honesty requires only that writers properly acknowledge their debts to other authors at least by means of quotation marks, footnotes, and references, if not also with in-text phraseology like "Einstein argued in 1900 that...." or "As Melville implies in Chapter 3 of *Moby-Dick*...." Such usage is fully within the tradition of forthright academic work.

#### Submission of the Same Work in More Than One Course

When submitting any work to an instructor for a course, it is assumed that the work was produced specifically for that course. Submission of the same work in more than one course without prior approval is prohibited. If the courses are being taken concurrently, approval of the professors for both courses is required. If a student wishes to submit a paper that was written for a course taken in a previous semester, the student need only obtain the permission of the professor teaching the current course involved.

#### Library/Educational Materials Ethics

Students may not hinder the educational opportunity of other students by behavior such as removing, hiding, or defacing educational materials.

#### Statement on Computing

Use of the Swarthmore College computer system and networks is governed by the general norms of responsible community conduct described in the student, faculty, and staff handbooks, by local, state and federal laws, and by

# College Life

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College policies specific to use of the computer systems and networks, which are described in the following sections.

Swarthmore College normally grants access to its computing network and systems to currently enrolled students, to current and emeritus faculty, and to currently employed staff. By users, this document refers to all who use the computers, networks, and peripherals owned or operated by the College, or who gain access to third-party computers and networks through the College's system, whether these individuals have regular accounts or are system administrators.

1. Users of services operated by Swarthmore College have the following obligations and responsibilities:

a. To respect software copyright. The copying or use of copyrighted software in violation of vendor license requirements is strictly forbidden. Not only does such violation ("software piracy") wrongly appropriate the intellectual property of others, but it places the individual user and the College at risk of legal action.

b. To protect their accounts from unauthorized use by others. Users are responsible for all activities under their user ID, and must take reasonable steps to ensure that they alone, or some authorized person under their direct control, have access to the account.

c. To respect the integrity of other user's accounts. Individuals must not use another person's user ID without express permission or attempt to decode passwords or to access information illegitimately. A system administrator is allowed to decode passwords as part of regular operations.

d. Not to send forged e-mail (mail sent under another user's name) or to read e-mail addressed to another user, for example, by accessing their electronic mailbox or mail residing in system files. Potentially offensive electronic communication shall be considered as it would be if conveyed by other media.

e. To avoid excess use of shared resources, whether through monopolizing systems, overloading networks, misusing printer or other resources, or sending "junk mail." Information Technology Services (ITS) will from time to time issue guidelines to the use of shared resources. Because Swarthmore College provides

and maintains these systems to further its academic mission, using computers for nonacademic purposes has low priority.

f. To avoid engaging in any activity that may reasonably be expected to be harmful to the systems operated by the College or a third party or to information stored upon them. When a system vulnerability is discovered, users are expected to report it to a system administrator.

Violations of these rules that come to the attention of ITS will be referred as appropriate to the offices of the dean, provost, or human resources. These offices will consider violations using information provided by ITS. In cases of violation of "f" above, ITS may temporarily withhold services from students, faculty or staff. The case will then be referred in a timely manner to the appropriate College authorities.

2. Swarthmore College for its part assures users that College personnel are obliged:

a. To grant personal files on College computers (e.g., files in a user's account) the same degree of privacy as personal files in College-assigned space in an office, lab, or dormitory (e.g., files in a student's desk); to grant private communications via computer the same degree of protection as private communications in other media; and to treat an article on a USENET newsgroup or other bulletin board analogously to a poster or a College publication.

b. To take reasonable steps to protect users from unauthorized entry into their accounts or files, whether by other users or by system administrators, except in instances where a system-related problem requires such entry.

c. To take reasonable steps to prevent the dissemination of information concerning individual user activities, for example, records of users entering a bulletin board network.

*Acknowledgments.* Some of the above rules and guidelines have been adapted from earlier statements in the *Swarthmore College Student Handbook* and from materials made available from the Electronic Frontier Foundation, including the policy statements of the American Association of University Professors, Columbia University, the University of Delaware, the University of Southern California at Los Angeles, and Virginia Tech University.

*False Information, Misrepresentation, and*

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### **Identification**

A student may not knowingly provide false information or make misrepresentation to any College office. Students are obligated to provide College personnel with accurate identification upon request.

### **Forgery, Fraud, and Unauthorized Possession**

In addition to the forgery, alteration, or unauthorized possession or use of College documents, records, or instruments of identification, forged communications (paper or electronic mail) are prohibited.

### **2. Violence, Assault, Intimidation, and Harassment** (For sexual violations see Sexual Misconduct)

Swarthmore College seeks to maintain an environment of mutual respect among all its members. All forms of violence, assault, intimidation, and harassment, including that based on sex, race, color, age, religion, national origin, sexual preference, or handicap, undermine the basis for such respect and violate the sense of community vital to the College's educational enterprise. This statement of policy should not be taken to supersede the College's commitment to academic freedom, which it hereby reaffirms. The reasoned expression of different views plays a particularly vital part in a college community. Freedom of expression, fundamental to an exchange of views, carries with it corollary responsibilities equally basic to reasoned debate.

#### **Violence and Assault**

Students may not engage in physical violence against others. Those who do will be subject to serious sanctions.

#### **Intimidation**

Verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person or persons in the group to fear for their physical well-being constitutes intimidation and is prohibited. Anyone who at-

tempts to use intimidation or retaliation against someone who reports an incident, brings a complaint, or participates in an investigation in an attempt to influence the judicial process will be subject to serious sanctions.

#### **Harassment**

The College seeks to sustain an environment in which harassment has no place. Those who harass others will be subject to serious sanctions.

*Definition, principles, and criteria:* Harassment can take many forms, and it needs to be emphasized that harassment can be and often is nonphysical, including words, pictures, gestures, and other forms of expression. To count as harassment, such expression must be reasonably regarded as (a) taunting,<sup>1</sup> vilifying,<sup>2</sup> or degrading<sup>3</sup> whether (b) directed at individuals or groups (subject to the clarification and qualification below) and (c) where reasonable people may suppose that such expression harms its target(s) by substantially interfering with their educational opportunities, peaceful enjoyment of residence and community, or terms of employment. Further, to count as harassment subject to possible formal grievance procedures, such expression must (d) be taken *either* with the intent to interfere with the protected interests mentioned in (c), above, *or* with reckless disregard to the nature of the conduct. Such intent or recklessness must be inferred from all the circumstances. Finally, (e) such expression must be repeated and persistent. To be "repeated and persistent," the offending conduct must have been brought to the attention of the defendant (though not necessarily by the complainant), be of the same kind, and repeated. There are two reasons for adding (e): first, the College wishes to have the opportunity to educate those who may not realize that certain expression constitutes harassment; second, by requiring that the expression be repeated and persistent, the College helps establish intent or recklessness. However: (f) before any expression can be considered for possible

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1 Derisive, mocking, ridiculing, or jeering expression.

2 Forceful defaming or degrading expression with intent to make the target of the offending expression vile or shameful or recklessly

disregarding the effects of one's expression in these respects.

3 Subjecting one to public shame that normally cause feelings of inferiority or loss of self-respect.

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formal grievance procedures, it must be clear that no substantial free expression interests are threatened by bringing a formal charge of harassing expression. This strict criterion for possible formal grievance procedures must be imposed to ensure that the College does nothing that would tend to diminish free expression or compromise principles of academic freedom in the vigorous and often contentious examination and criticism of ideas, works of art, and political activity that marks Swarthmore College. Because *groups* have been included in (b), above, the following clarification and qualification is in order. If expression that would be regarded as harassing if directed at an individual is directed at a group—where no individuals are specifically named or referred to as targets—any member of that group will have an adjudicable complaint *only if* it can be established that a reasonable person would regard that offending expression as harassing each and every member of the group as *individuals*.

### **Stalking**

Stalking is a form of harassment, which, following the Pennsylvania Criminal Code, occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances that demonstrate either of the following: placing the person in reasonable fear of bodily injury; or reasonably causing substantial emotional distress to the person.

### **3. Sexual Misconduct**

Sexual misconduct represents a continuum of behaviors ranging from physical sexual assault and abuse to sexual harassment and intimidation and is a serious violation of the College's code of conduct. Both women and men can be subject to and can be capable of sexual misconduct. It can occur between two people whether or not they are in a relationship in which one has power over the other, or are of different sexes.

Charges of sexual misconduct may be handled according to either informal or formal procedures. Regardless of whether or not options for resolution are pursued within the College system, complainants always have the option of filing charges in civil or criminal court. It is important to note that discussing concerns with or seeking clarification or support from the

gender education adviser, a dean, or others does not obligate a person to file a formal complaint initiating judicial procedures. The gender education adviser will register each request for assistance in resolving a case involving charges of sexual misconduct, whether formal or informal. These records will be kept confidential to the extent permitted by law.

### **Sexual Assault and Abuse**

Students are prohibited from engaging in sexual assault or abuse of any kind.

*Definition:* Sexual assault is defined as any sexual contact that occurs without the consent of the other person. Specifically, it is intentional physical contact with an intimate part of the body or with clothes covering intimate body parts without the consent of the person touched. Sexual assault includes but is not limited to sexual penetration of an unwilling person's genital, anal, or oral openings; touching an unwilling person's intimate parts such as genitalia, groin, breasts, lips, buttocks, or the clothes covering them; or forcing an unwilling person to touch another person's intimate parts or clothes covering them. When sexual assault occurs repeatedly between individuals, it is referred to as sexual abuse.

*Consent:* Students have the responsibility to ensure that any sexual interaction occurs only with mutual consent. If a person indicates that she/he does not want sexual contact, then any further sexual contact is considered to be without the person's consent. If the person has agreed to sexual interaction, she or he has the right to change her/his mind and indicate that she/he no longer wants to continue the interaction. A person has the right to indicate she/he does not want any further sexual contact no matter how much sexual interaction has already taken place. Valid consent cannot be obtained from someone who is asleep, unconscious, coerced, or is otherwise unable to give informed, free, and considered consent. It must be emphasized that the consumption of alcohol and other drugs may substantially impair judgment and the ability to give consent. Those who willingly permit themselves to become impaired by alcohol or other drugs may be putting themselves at greater risk, but this impaired state provides no defense for those who take advantage of people whose judgment and control are impaired.

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### **Sexual Harassment**

The following definition is based on that formulated by the Federal Equal Opportunity Commission. Sexual harassment, a form of discrimination based on sex, gender, or sexual orientation, clearly endangers the environment of mutual respect and is prohibited. Because behavior that constitutes sexual harassment is a violation of federal law (Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972), any individual who feels that she or he has been subjected to sexual harassment has the right to initiate legal proceedings in criminal or civil court in addition to or in lieu of a complaint pursuant to this policy.

*Definition:* Sexual harassment is of two basic types: (a) any action, verbal expression, usually repeated or persistent, or series of actions or expressions that have either the intent, or are reasonably perceived as having the effect, of creating an intimidating, hostile, or demeaning educational, employment, or living environment for a student or College employee, by focusing on that person's gender. A hostile environment is defined as one that interferes with the ability to learn, exist in living conditions, work (if employed by the College), or have access and opportunity to participate in all and any aspect of campus life (harassment creating a hostile environment); (b) any action in which submission to conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's education or employment, or submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that individual. (quid pro quo harassment).

Because at Swarthmore it is not unusual for students to supervise other students or for students to have actual or perceived power or influence over another student's academic performance (e.g., student graders, student laboratory assistants, and student writing associates), there can exist a power imbalance between students that makes it possible for quid pro quo harassment to occur between them.

*Descriptions:* Sexually harassing behaviors differ in type and severity and can range from subtle verbal harassment to unwelcome physical contact. Sexual harassment includes but is not limited to (a) unwelcome verbal or physical advances, persistent leers, lewd comments; (b)

the persistent use of irrelevant references that insult or degrade a person's gender, or the use of sex stereotypes to insult or degrade; (c) the use by a person in authority of his or her position to coerce another person to do something of a sexual nature that she or he would not otherwise do. Coercion need not involve physical force.

*Scope and resolution:* There is a wide range of behaviors that falls within the general definition of sexual harassment and many differing notions of what behaviors are and are not acceptable. Key factors that determine instances of sexual harassment are that the behavior is unwelcome, is gender based, and is reasonably perceived as offensive and objectionable. Such behavior need not produce or threaten some tangible loss to the receiver in order to be deemed harassment. If it is unclear that the behavior constitutes harassment, a person who thinks she or he has been harassed should not spend considerable time struggling alone with this issue. Students are strongly encouraged to bring their issues to the gender education adviser, a dean, or others trained in this area for support, clarification, and to discuss options for informal resolution or formal adjudication.

In cases in which the harassment is subtle, it cannot be assumed that the offending person is aware of the way in which his or her behavior has been interpreted. There are several ways to make a person aware that his or her behavior constitutes sexual harassment. The grievant is never under any obligation to take any steps that would cause him or her to come into contact with the harasser in ways he or she is unwilling to do. Instead, the grievant can consider all the informal and formal means open to him or her for resolution and choose what seems most useful and workable in his or her particular case. The grievant must also weigh, however, the fact that without in some way being made aware of his or her actions, the harasser may continue the offensive behavior. In the most serious instances of sexual harassment, it is unreasonable to expect grievants to confront their perceived harassers; in these cases the grievant should enlist the help of a trained third party such as the gender education adviser, a dean, or another person trained in this area.

It is important to remember that any member of the community can be guilty of sexually ha-

# College Life

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rassing any other member regardless of position of authority or status. Although students have often found it difficult to come forward when the perceived harasser is in a position of authority or is threatening, procedures are in place to respond and to provide support throughout the resolution process.

## **Support**

Support is available through the gender education adviser, a group of trained faculty and staff members comprising the response team, and the deans for students who feel that they have been subjected to any form of sexual misconduct. Consultation with any of these individuals in no way limits a student's options for resolution nor commits the student to a particular course of action. The College also provides support when requested through the Deans Office to those students charged with sexual misconduct. There are specific rights for complainants of sexual misconduct and for those students accused of sexual misconduct; these rights are listed in detail in the *Student Handbook*. In addition, students are encouraged to discuss their concerns with a dean when deciding whether to file a formal complaint.

## **Related Policies**

The College also has sexual misconduct policies as they relate to staff-student behavior and faculty-student behavior. The College policy governing staff and the related grievance procedure can be found in the *Staff Handbook*. The College policy governing faculty and the related grievance procedure can be found in the *Faculty Handbook*.

## **4. Actions Potentially Injurious to Oneself or Others**

### ***Alcohol and Other Drugs***

The possession and use of alcoholic beverages on the campus are regulated by federal, state, and local law and are limited to those areas of the campus specified by Student Council and the dean. The observance of moderation and decorum with respect to drink is a student obligation. In addition to accountability for specific behavior and guidelines described in the College policy on alcohol and other drugs, it is important to note that being under the influence of alcohol or other drugs is not an excuse for violation of the *Statement of Student Rights, Responsibilities, and Code of Conduct* and

does not reduce a student's accountability. For a complete description of the College's alcoholic beverage policy guidelines, please see the section in the *Student Handbook*.

The use, possession, or distribution of injurious drugs or narcotics without the specific recommendation of a physician and knowledge of the deans subjects a student to possible suspension or expulsion.

### **Smoking**

Smoking is prohibited in all public spaces throughout the College: meeting rooms, lounges, offices, and halls. A \$25 fine will be charged for violating this policy, and students can be removed from nonsmoking College housing if they smoke in rooms on nonsmoking halls. Smoking is allowed outdoors and in the student's room (in certain residence halls), provided that the door remains closed.

### **Climbing on College Buildings or Structures**

Climbing on any College building, or being present on building roofs is not allowed. In unusual circumstances, arrangements to climb pre-designated locations may be coordinated through the Public Safety Department.

### **Fire Safety Equipment and Alarms**

Tampering or interference with, as well as destruction or misuse of, fire safety and fire prevention equipment is prohibited and is a violation of state law. An automatic fine of \$125 for each piece of equipment plus the cost of replacement of equipment is charged to any student violating this regulation, and further disciplinary action may be taken. Any student who causes an alarm to be set off for improper purposes is liable for the expenses incurred by the fire department(s) in responding to the alarm. If no individuals accept responsibility when a violation of this policy occurs in a residence hall, all residents of that residence hall are subject to fines and charges for costs incurred by the College and/or fire department(s).

### **Firearms; Fireworks**

No student may possess or use a firearm on Swarthmore College property or its environs. Firearms, including rifles, shotguns, handguns, air guns, and gas-powered guns and all ammunition or hand-loading equipment and supplies for the same are not allowed in any student residence or in any College building. Requests for exceptions must be made to the dean. No stu-

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dent may possess or use fireworks on Swarthmore College property or its environs.

#### ***Reckless Conduct***

Conduct that places oneself or another in imminent danger of bodily harm is prohibited. The standard as to what constitutes imminent danger is solely at the discretion of the dean and/or the judicial body hearing the case.

### **5. College and Personal Property**

#### ***Illegal Entry***

Unauthorized entry into or presence within enclosed and/or posted College buildings or areas, including student rooms or offices, even when unlocked, is prohibited and may subject a student to fines and other sanctions.

#### ***Locks and Keys***

Tampering with locks to College buildings, unauthorized possession or use of College keys, and alteration or duplication of College keys is against college policy.

#### ***Theft or Damage***

Theft and negligent or intentional damage to personal or College property will subject a student to paying for the repair or replacement of the damaged property as well as to disciplinary action. In the event that damage occurs in a residence hall for which no one assumes responsibility, payment for damages will be divided equally among all residents of that hall. For damage that occurs during a student event in a space other than a residence hall and for which no individual student(s) accept(s) responsibility, the sponsoring students and/or organization will be held accountable for the money for replacement or repair of the damaged property and may be subject to further disciplinary action.

#### ***Parking***

No student may park an automobile on College property without permission from the Car Authorization Committee, a student-administration group.

### **6. Guests**

Friends of Swarthmore students are welcome on campus. If a guest of a student will be staying in a residence hall over night, the resident assistant and the housekeeper must be notified. A guest is not permitted to stay in a residence hall more than four consecutive nights. 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.

### **7. Disorderly Conduct**

Students at Swarthmore College have the right to express their views, feelings, and beliefs inside and outside the classroom and to support causes publicly, including by demonstrations and other means.

These freedoms of expression extend so far as conduct does not impinge on the rights of other members of the community or the orderly and essential operations of the College. Disorderly conduct is not permitted.

Violation of the orderly operation of the College includes but is not limited to (1) excessive noise, noise, once identified, which interferes with classes, College offices, dorm neighbors, or other campus and community activities; (2) unauthorized entry into or occupation of a private work area; (3) conduct that restricts or prevents faculty or staff from performing their duties; (4) failure to maintain clear passage into or out of any college building or passageway.

### **8. Violation of Local, State, or Federal Law**

Violation of the laws of any jurisdiction, whether local, state, federal, or (when on foreign study) 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.

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## **STUDENT JUDICIAL SYSTEM**

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.

In all cases of formal adjudication, whether by a dean or by the CJC, the deans will keep records of the violation(s) and of the sanction(s) imposed on a student. Sanctions are cumulative, increasing in severity for repeat offenders. Notational sanctions are recorded permanently on the back of the students record card but do not appear on the face of the academic record. Therefore, an official transcript of an academic record, which is a copy of the face of the record card, does not reflect notational sanctions. Non-notational sanctions are not so recorded but are entered into the students personal file as a separate letter that is destroyed at the time of the student's graduation.

These formal procedures are separate from the various informal methods of conflict resolution available such as facilitated discussion by a dean or other trained facilitators, or mediation, a nonadversarial method of resolving interpersonal disputes. It is important to remember that all possible avenues of conflict resolution be considered thoroughly when deciding on a course of action. A more complete description of the judicial system is available from the Office of the Dean or in the *Student Handbook*.

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## HOUSING

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.

### *Residence Halls*

Twelve residence halls, ranging in capacity from 21 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 Dana and Hallowell halls; one building on the Mary Lyon School property; Mertz Hall, the gift of Harold and Esther Mertz; Palmer, Pittinger, and Roberts halls on South Chester Road; the upper floors in the wings of Parrish Hall; 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; and Worth Hall, the gift of William P. and J. Sharples Worth, as a memorial to their parents.

About 85 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. Other 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 in one-room doubles while juniors and seniors have a wider selection of room types. 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. Permission must also be obtained from the deans to reside outside College housing.

Resident assistants, selected from the junior and senior classes, are assigned to each of the residence hall sections. 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. At the end of the fall semester, students are expected to vacate their rooms within 24 hours after their last scheduled examinations. Freshmen, sophomores, and juniors are expected to leave immediately after their last examination in the spring so that their rooms may be prepared for use by Commencement visitors. Storage areas are provided in each residence

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hall plus a limited-access storage room 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.

More detailed housing rules and regulations are found in the *Student Handbook*, updated and distributed each year, and in the *Guide to the Housing Lottery*, published before the spring housing lottery.

#### **Sharples Dining Hall**

All students living on campus are required to subscribe to the College board plan for meals in the Philip T. Sharples Dining Hall. Students living off campus may purchase the board plan if they wish or a \$400 debit card available from the dining services. Within the contracted 20-meal program, each student has access to three admissions to Sharples Dining Hall Monday through Saturday and two admissions on Sunday, based on our weekly meal programming. Dining Services offers a 14-meal plan with a \$100 declining balance per semester for sophomores, juniors, and seniors. There are 14 meals offered per week that can be used at Sharples for a meal or Essie Mae's in Tarble in exchange for meal credit. The \$100 per semester declining balance can be used as cash at Sharples, Essie Mae's or the coffee bar at Kohlberg Hall. If you do not use the \$100 in a semester, there is no refund or credit.

Although an effort is made to meet the dietary needs of all students, not all special requirements can be accommodated; permission to reside off campus after their first year at Swarthmore will be extended to students not able to participate in the board plan. The dining hall is closed during the fall, winter, and spring breaks.

## **SOCIAL CENTERS**

### ***Tarble Social Center***

Through the original generosity of Newton E. Tarble of the Class of 1913 and his widow, Louise A. Tarble, the reconstructed Tarble Social Center in Clothier Memorial opened in April 1986. The facility includes recreational areas, a snack bar, lounge, student activities offices, a multipurpose performance space as well as the bookstore. Under the leadership of a Student Activities Coordinator, student co-directors, and the Social Affairs Committee, many major social activities (parties, concerts, plays, etc.) are held in Tarble.

### ***Other Centers***

*The Women's Resource Center (WRC)* is a space 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.

*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 the director, Tim Sams, with the assistance of a committee of black students, faculty, and administrators. See the BCC's Web site at [www.swarthmore.edu/admin/bcc/](http://www.swarthmore.edu/admin/bcc/), or contact us at 610-328-8456.

*The Intercultural Center (IC)* is a multipurpose center devoted to developing greater awareness of Asian/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 welcomed to discuss and understand the educational, political, and social concerns that affect their groups. 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 new Intercultural Center Resource Center will be in place by fall 2001. 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 directed by Acting Director Meghna Bhagat with the assistance of three interns and administrative assistants. See the IC Web site at [www.swarthmore.edu/admin/IC](http://www.swarthmore.edu/admin/IC), or telephone (610) 328-7350.

The director, interns, and the administrative assistant are responsible for the center's programming and operational functions. The IC is located in the far southern corner of Tarble in Clothier. The center is open Monday through Sunday, 8:30 a.m. to midnight. To reach the IC director or any of the three organizations, please call (610) 328-7350.

*Adjunct centers:* There are two fraternities at Swarthmore: Delta Upsilon, affiliated with a national organization, and Phi Omicron Psi, a local association. The fraternities are student organizations considered adjuncts to the College social program; they receive no College or Student Activities funds. The fraternities, Delta Upsilon and Phi Omicron Psi, maintain separate lodges on campus that they rent from the College. The lodges do not contain dormitory accommodations or eating facilities. New members usually join fraternities after at least one semester at the College. In recent years, about 7 percent of male students have decided to affiliate with one of the fraternities.

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## RELIGIOUS ADVISERS

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.

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## HEALTH

### *Worth Health Center*

The Worth Health Center, a gift of the Worth family in memory of William Penn Worth and Caroline Hallowell, houses offices of the nurses, consulting physicians, nutritionist, HIV test counselor, outpatient treatment facilities, offices of Psychological Services staff, and rooms for students who require inpatient care. Psychological Services is administered separately from the Health Service and is housed in the North Wing of Worth Health Center. Health and Psychological Services open with the arrival of the first-year class in the fall and close for the winter break and for the summer following commencement in the spring. Students must make their own arrangements for health and psychological care when the Health Center is closed.

The College contracts with the Crozer Keystone Health System for physician services. Should in-hospital treatment be indicated, one of these consultant physicians will oversee the care if the student is admitted to Crozer Chester Medical Center, a medical school-affiliated teaching hospital.

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### **Insurance**

The medical facilities of the College are available to students who are ill or who are injured in athletic activities or otherwise, but the College cannot assume additional financial responsibility for medical, surgical, or psychological expenses that are not covered by an individual's health insurance. We expect most students to be insured through family or other plans. For those who have no health insurance or whose insurance does not meet our specifications, we offer a functional plan at a cost of \$639. Students on financial aid may have a portion of the cost of the premium defrayed.

Students and family are responsible for medical expenses incurred while students are enrolled at college. Students who have no insurance, or students with insurers who have no local office or arrangements with local HMOs, do not provide for emergency and urgent care locally, do not cover hospital admissions locally, or do not provide coverage while studying abroad should enroll in the College Plan. The College provides health insurance for students who are actively participating in intercollegiate and club sports. For further information, please consult the insurance leaflet mailed to all students at the beginning of each academic year, the Health Center administrative assistant, or the trainer.

### **Health Services**

Physicians and nurse practitioners hold hours every weekday at the College, where students may consult them without charge. Students should report any illness to the Health Center staff but are free to seek treatment at another facility if they prefer to do so. Also, the Health Service staff members are willing to coordinate care with personal health care providers.

As a part of the matriculation process, each student must submit a brief medical history and health certificate prepared by the family health care provider on the health certificate supplied by the College. Pertinent information about such matters as medical or psychological problems, handicaps, allergies, medications, or psychiatric disturbances will be especially valuable to the College Health Service in assisting each student. All this information will be kept confidential.

Each student is allowed 10 days in-patient care in the Health Center per term without charge.

Students suffering from communicable disease, such as chicken pox, may not remain in their residence hall room and, therefore, must stay in the Health Center or go home for the period of their illness. Ordinary medications are furnished without cost up to a total of \$300 per semester. A charge is made for special medicines and immunizations, certain laboratory tests, and transportation when necessary to local hospitals.

The Health Center staff cooperates closely with the Physical Education and Athletics Department. Recommendations for limited activity may be made for those students with physical handicaps. Rarely are students excused entirely from the requirements of the Physical Education Department because adaptive programs are offered.

### **Psychological Services**

Services for students include counseling and psychotherapy, after-hours emergency-on-call availability, consultation regarding the use of psychiatric drugs or other concerns, and educational talks and workshops. Psychological Services participates in training resident assistants and provides consultation to staff, faculty, and parents.

The staff of Psychological Services 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.

We maintain a strict policy of confidentiality except where there may be an imminent threat of life or 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).

Information regarding readmission after withdrawal for health related reasons may be found in the section of Student Leaves of Absence, Withdrawal, and Readmissions (pp. 79-80).

For more detailed information about our services, please check our pages on the World Wide Web at <http://swarthmore.edu/Admin/deans/psychservices.html>.

## STUDENT ADVISING

### *Academic Advising*

Each first-year student is assigned to a faculty member or administrator who acts as the academic adviser until this responsibility falls to the chair, or the chair's designate, of the student's major department at the end of the sophomore year. Requests for a change of adviser should be addressed to the associate dean and will be freely granted, subject only to equity in the number of advisees assigned to individual faculty members.

The deans hold overall responsibility for the advising system. They are themselves available to all students for advice on any academic or personal matter and for assistance with special needs, such as those arising from physical disabilities.

### *Academic Support*

A program of academic support is available to help all students with difficulties they might encounter in their courses. Recent innovations include a Student Academic Mentoring program open especially to first-year students as well as upper-class students, and a January Academic Skills Workshop. Additional programs include time management workshops; test-taking workshops; special review sections and clinics attached to introductory courses in the natural sciences, philosophy, and economics; a mathematics lab; an expository writing course; a reading and study skills workshop; and tutors. These programs are overseen by the deans in cooperation with the academic departments. There are no fees required for any of these supportive services.

To meet the needs of writers who would like assistance or feedback, a Writing Center has been established. The center is staffed by writing associates, students trained to assist their peers with all stages of the writing process. The center is located in Trotter Hall and operates on a drop-in basis. Writing associates are assigned on a regular basis to selected courses.

### *Career Services*

The Career Services Office works with students to help them develop knowledge of themselves, of careers, and of the world of work, to advance their career planning and decision-making abilities, and to help them develop job-finding and application skills.

Individual counseling and group sessions help students expand their career options through exploration of their values, skills, interests, abilities, and experiences. Programs are for students in all classes and are developmental in nature.

Career exploration and experiential education are encouraged during summer internships and jobs, during a semester or year off, and during the school year. Students taking a leave of absence from Swarthmore can participate in the College Venture Program, which assists undergraduates taking time off from school with finding worthwhile employment during their time away. Assistance is provided in helping students locate and secure appropriate jobs, internships, and volunteer opportunities and to help students gain the most they can from these experiences. Sophomore and junior students, in particular, are encouraged to test options by participating in the Extern Program. This program provides on-site experience in a variety of career fields by pairing students with an alumnus/a to work on a mutually planned task during one or more weeks of vacation.

Additional help is provided through career information panels and presentations, attendance at off-campus job and career fairs, field trips to work sites, workshops on topics such as resume writing and cover letter writing, interviewing skills, and job search techniques. The office cooperates with the Alumni Office, the Alumni Association, and the Parents Council to help put students in touch with a wide network of people who can be of assistance to them. The Career Resources library includes many publications concerning all stages of the job search process. The office hosts on-campus recruiting by representatives from business, industry, government, nonprofit organizations, and graduate and professional schools. Access is provided to the programs and information of Experience.com, an on-line provider of recruiting and career information. On-campus and off-campus recruiting processes are managed through eRecruiting.com software. Notices of job vacancies are collected, posted, and made available to students, alumni, and the campus community. The office maintains a significant Web site to make information about many of its activities and programs available to students wherever they are around the world. Credential files are compiled for interested stu-

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dents and alumni to be sent to prospective employers and graduate admissions committees.

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## **STATEMENT OF SECURITY POLICIES AND PROCEDURES**

Swarthmore College's Statement of Security Policies and Procedures is written to comply with the (PA) College and University Security Information Act – 24 P.S., Sec. 2502-3©, and the federal "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." This annual report includes statistics for the previous three 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. To obtain a full copy of this document, or to discuss any questions or concerns, contact Owen Redgrave, director of public safety.

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## **COCURRICULAR ACTIVITIES**

### *Student Council*

The 13-member, semiannually elected Student Council is the chief body of student government and exists to serve and represent the students of Swarthmore College. The powers and responsibilities of the Student Council are (1) the administration of the Student Activities Fund; (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 operation of just elections; (5) the execution of referendums; (6) the representation of the student body to the faculty, staff, and administration, and to outside groups, as deemed appropriate; (7) the formulation of rules needed to exercise these powers and to fulfill these responsibilities. Student Council provides a forum for student opinion and is willing to hear and, when judged appropriate, act upon the ideas, griev-

ances, or proposals of any Swarthmore student. Major committees of the Student Council include the Appointments Committee, Budget Committee, and Social Affairs Committee. The five-member Appointments Committee selects qualified student applicants for positions on student, faculty, and administration committees. The Budget Committee, made up of 10 appointed members, a treasurer, and two assistant treasurers, allocates and administers the Student Activity Fund. The Social Affairs Committee (SAC) 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. SAC consists of 10 appointed members and two co-directors who are hired by the Concessions Committee.

### *Music*

The Music Department administers and staffs several performing organizations. *The College Chorus*, directed by John Alston, rehearses three hours per week. *The College Chamber Choir*, a select small chorus drawn from the membership of the chorus, rehearses an additional two hours twice a week. *The College Orchestra*, directed by Daniel A. Wachs, rehearses once a week. *The Chamber Orchestra* gives one concert each semester; its rehearsals closely precede the concert, and its members are drawn from The College Orchestra. The Orchestra (Chamber Orchestra), Chorus (Chamber Choir), and Jazz Ensemble require auditions for membership. *The Wind Ensemble*, which rehearses one night weekly and gives two major concerts each year, is under the direction of Michael Johns. *The Baroque Ensemble*, directed by Richard Stone, meets each week and gives two concerts during the year. *Gamelan Semara Santi* performs traditional and modern compositions for Balinese Gamelan (Indonesian percussion orchestra) under the direction of Thomas Whitman. This group rehearses three hours per week and gives one concert each semester. *The Jazz Ensemble*, the department's large jazz group directed by John Alston, rehearses weekly and gives two concerts each year. More information about joining these performing groups can be found on the bulletin boards on the upper level of Lang.

Instrumentalists and singers can also partici-

pate in the chamber music coaching program coordinated by Dorothy Freeman. Several student chamber music concerts (in which all interested students have an opportunity to perform) are given each semester. These concerts also provide an opportunity for student composers to have their works performed.

*The Swarthmore College String Quartet*, composed of four outstanding student string players who also serve as principal players in the College Orchestra and Chamber Orchestra, performs frequently at the College and elsewhere.

We offer academic credits in conjunction with subsidies to support private instrumental and vocal lessons for qualified students; please refer to pp. 82-89 (Awards and Prizes and Fellowships) and p. 276 (Music Department, MUSI 048).

The Orchestra each year sponsors a *Concerto Competition*, open to all Swarthmore College students. Auditions for the competition are normally held right after winter vacation. The winner performs the entire concerto with the orchestra at its spring concert.

Practice and performance facilities in the Lang Music Building include 16 practice rooms (most with at least one piano), a concert and a rehearsal hall (each with its own concert grand), two organs, and one harpsichord. *The Daniel Underhill Music Library* has excellent collections of scores, books, and records.

*The William J. Cooper Foundation* presents a distinguished group of concerts each year on the campus. The Department of Music and Dance administers a separate series of public concerts.

Orchestra 2001, an acclaimed professional ensemble devoted to the performance of contemporary music, is in residence at the College. Under the direction of Professor of Music James Freeman, the group gives an annual series of four or five concerts in Lang Concert Hall, exploring music of the present time and often including recent works by composers at the College. World renowned soloists are featured, and student musicians are often invited to perform with the ensemble.

## **Dance**

The Swarthmore College Dance Program, directed by Professor Sharon Friedler, strives to foster a cooperative atmosphere in classes and performance situations.

The Swarthmore College Dancers regularly perform public concerts with works choreographed by students, the dance faculty, and other professional choreographers.

Each year, there are a series of formal concerts at the end of each semester as well as informal performances throughout the year, including a series of exchange concerts with other area colleges. Lecture demonstrations for public schools and for organizations within the surrounding communities are also a regular part of the yearly dance performance schedule.

In conjunction with the William J. Cooper Foundation, the Dance program brings outstanding professional dance companies to campus for short-term residencies.

These residencies typically last from three days to two weeks and include master classes; lectures; performances; and, sometimes, the creation of a new work by a guest artist for student performers.

The student organization, Dance Forum, also sponsors classes, workshops, and performances. Scholarships for summer study are available to dance students through funds provided by the Friends of Music and Dance. The Halley Jo Stein Award for Dance and the Melvin B. Troy Award for Composition are also awarded annually by the program.

The Department of Physical Education and Athletics sponsors a class in Folk Dance.

## **Theatre**

Associate Professor Allen Kuharski is director of the Theatre Studies Program. Interested students should consult the departmental statement for Theatre Studies.

The Theatre Studies program provides a variety of cocurricular opportunities for interested students. Students interested in acting are encouraged to participate in student-directed projects in the program's directing workshops taught by Allen Kuharski or Ursula Denzer (THEA 035 and 055) and the Senior Company class (THEA 099). The program also hires qualified students every semester for a variety of jobs related to curricular production projects and other functions. The LPAC staff office is another potential source of theatre-related student employment. For information, contact Susan Smythe.

Professional internships are strongly recom-

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mended to Theatre Studies majors and minors and are available at theatres throughout the Philadelphia area and around the country. See Professor Marshall or Denzer for details.

### ***Athletics***

Swarthmore's athletic policy is based on the premise that any sports program must be justified by the contributions that it can make to the educational development of the individual student who chooses to participate. In keeping with this fundamental policy, Swarthmore's athletic program is varied, offering every student a chance to take part in a wide range of sports. Within the limits of finance, personnel, and facilities, the College feels that it is desirable to have as many students as possible competing on its intercollegiate or club teams, or in intramural sports. Many faculty members serve as advisers for several of the varsity athletic teams. They work closely with the teams, attending practices and many of the scheduled contests.

### ***Extracurricular Activities***

There is a great variety of extracurricular life more fully detailed in the *Guide to Student Life*. The more than 100 student organizations range in scope from Student Council to Amnesty International to WSRN (the student radio station). Social, athletic, political, cultural, and community groups also provide students with a wealth of opportunity and choice. The College encourages students to participate in whatever activities best fit their personal talents and inclinations.

### ***Publications and Media***

The *Phoenix*, the weekly College newspaper; the *Halcyon*, the college yearbook; and WSRN, the campus radio station are completely student-run organizations. In addition, there are more than 14 other student publications, including literary magazines and newsletters. The current list of publications can be found in the *Guide to Student Life*.

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## **OUTREACH PROGRAMS**

### ***The Swarthmore College TRIO/Upward Bound Program***

TRIO/Upward Bound develops young leaders. TRIO/Upward Bound offers academic and cultural enrichment activities to high school students in the surrounding community and primarily the city of Chester. The primary goal of this national program is to prepare urban high school students for postsecondary education.

The TRIO/Upward Bound Program at Swarthmore College began in 1964 and continues with federal support from the U.S. Department of Education. More than 1,200 TRIO programs exist on college campuses throughout the United States. TRIO/Upward Bound is one of the oldest and most active community outreach programs at Swarthmore College.

TRIO/Upward Bound offers both a six-week residential summer school in which Swarthmore students may serve as tutor/counselors and a series of activities during the academic year in which Swarthmore students serve as tutors. For more than 30 years, Swarthmore College students have volunteered time to successfully tutor and mentor hundreds of TRIO/Upward Bound participants. The program is administered by a full-time project director, C. Kemal Nance.

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## **THE OFFICE OF COMMUNITY SERVICE LEARNING PROGRAMS**

One of the College's most tangible examples of its commitment to foster a deep sense of ethical and social concern is its support of student involvement in community service learning, advocacy, and social change. The office of Community Service Learning Programs, located in Parrish 294, connects community-articulated needs with students, faculty, and staff interested in making a difference; and promotes student leadership in development and implementation of community-based initiatives. The office coordinates community-based service and learning initiatives of students, faculty, and staff and is a liaison between the College and community partners. The office is staffed by Director Patricia James.

# College Life

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*Community-based learning.* The office supports the College's commitment to employ community-based learning in the curriculum. The office maintains a clearinghouse of nearly 500 internship and volunteer opportunities and supports students and faculty to identify internship and service learning opportunities congruent with students' interests, skills, and personal and academic goals. The office also supports faculty to develop and implement curricula that employ community-based learning.

The Chester Road Orientation Program (CROP) is a preorientation program for first-year and transfer students interested in multicultural leadership in service and activism. The goals of the program are to foster an early interest in civic involvement, community service, and activism; introduce participants to Swarthmore's commitment to build a welcoming multicultural College community; and forge relationships between participants and community partners that last beyond the scope of the program. CROP combines small-group experiential exercises with intensive, community-based service. Skilled staff trainers, student facilitators, and community leaders coordinate activities, discussions, and guided reflections. Activities include walking from the College to Chester, meeting with community activists, and exploring service and social action opportunities in Chester and the surrounding area.

*Special projects.* The office works with the college community to develop and implement service and social change projects, including the Martin Luther King Day of Service, class projects, and initiatives by student organizations.

*CIVIC (Cooperative Involvement of Volunteers in Communities).* The office works closely with CIVIC, a coalition of student-led organizations engaged in a wide array of service efforts in Chester and the Greater Philadelphia metropolitan area. CIVIC is coordinated by the CIVIC Council, composed of leaders from each organization, and several at-large members.

*CIVIC Groups include the following:*

1. *CCIP/Habitat.* Student volunteers work with Chester Community Improvement Corporation and Habitat for Humanity to build homes for and with families in Delaware County.

2. *Chester Tutorial* works one to one with middle school students in weekly tutoring and homework enrichment sessions.

3. *Chinatown Tutorial* provides academic enrichment program for children in Philadelphia's Chinatown, most of whom are recent immigrants. This is a cooperative program with Bryn Mawr, Haverford, and the University of Pennsylvania.

4. *CHOP Kids* facilitates student volunteerism at the Children's Hospital of Philadelphia.

5. *Learning for Life* pairs trained students with college staff to work on literacy, math, computer, history, and creative writing skills.

6. *Norris Square Alternative Break Project.* Students Participate in Alternative Breaks in Norris Square, a multiethnic neighborhood in North Philadelphia, participating in community projects and children's programs.

7. *Positive Alternatives* in Chester works with girls at the YWCA in Chester.

8. *Science for Kids* introduces science to fourth graders at Stetser Elementary School in Chester.

9. *SHIP (Serving the Homeless in Philadelphia)* volunteers provide food, clothing, referrals, and conversation to homeless people in Philadelphia.

10. *Swarthmore-Rutledge School Program (SRS)* pairs students with children once a week to work on schoolwork or play games.

## **The Swarthmore Foundation**

The Swarthmore Foundation provides grants twice a year to support faculty, staff, and students (including graduating seniors) to undertake community service projects. Recipients may use awards to create new projects, to purchase materials for projects in which they participate, and to cover basic living expenses while working with service or activist organizations. The foundation also administers the Landis Community Service Fellowship and The John W. Nason Community Service Fellowship.

The foundation, administered by the office, provides grants of up to \$2,500 for students, faculty, and staff to conduct community service and social change projects. Grants support program and living expenses and are offered two times per year. The office supports the work of

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*Lang Scholars* and coordinates the *Lang Opportunity Open Competition*, which provides grants of up to \$10,000 to conduct more substantive service and social change projects.

#### ***The John W. Nason Community Service Fellowship***

The John W. Nason Community Service Fellowship celebrates the contribution of Swarthmore's eighth president by supporting students to conduct off-campus community service projects related to their academic programs. The Nason Fellowship was initiated by members of the Class of 1945 in anticipation of their 50th reunion.

#### ***Summer of Service: Let Your Life Speak***

George Fox said to his Quaker congregation, "Let your life speak." During the summer of 2000, the College initiated a program called Summer of Service, pairing 25 students with paid community service internships and giving them the opportunity to "let their lives speak." The eventual goal of the program is to enable all students to participate in one Summer of Service before graduation. The purpose of Summer of Service is to provide opportunities to all students to participate in summer community service, regardless of their financial situations; and to give them valuable hands-on experience in organizational and community settings that make a difference.

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## **ALUMNI RELATIONS**

Alumni Relations 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 hires students as interns and to help at alumni events on campus.

The Alumni Office works closely with Career Services 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, Texas; Boston; Charlottesville, Va.; Chicago; Los Angeles; Metro DC/Baltimore; Metro NYC; North Carolina; Paris, France; Philadelphia; Pittsburgh; San Francisco; and Seattle.

There are 17,425 alumni: 8,946 men, 8,479 women, and 1,206 married to each other, giving substance to the traditional appellation for the College of the "Quaker Matchbox." The College defines an alumnus/a as anyone who has completed one semester.

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## **COLLEGE PUBLICATIONS**

The Publications Office creates a variety of printed communications for the College community. The quarterly *Swarthmore College Bulletin* is sent free of charge to all alumni, parents, friends, and members of the senior class. Other publications produced by the office include an annual engagement calendar, a report of donations to the College, a parents newsletter, and this catalog. Members of the publications staff and a student intern provide editorial, photographic, graphic design, and print production services to other offices on campus.

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## **NEWS AND INFORMATION**

The Office of News and Information works with the faculty, students, and staff to communicate information about Swarthmore to the public, primarily through media relations, the Internet, and direct mailings. The office publicizes campus events, programs, and research and works to position faculty members as expert news sources. The office also responds to information requests from the media, initiates coverage of Swarthmore in the media, and leads the development and maintenance of the College Web site. The News and Information Office prepares two publications. *On Campus*, a monthly schedule of campus activities that are open to the public, is distributed on request to more than 2,000 households in the Philadelphia area. The *Weekly News*, a news-

# College Life

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letter of events and announcements, is distributed to faculty, staff, and students. The office lends support for special events and projects and provides public relations counsel for the College.

# IV

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Educational Program  
Faculty Regulations  
Degree Requirements

Awards and Prizes  
Fellowships

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# Educational Program

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## 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 resident study are normally required for a bachelor's degree (see p. 81), but variation in this term, particularly as a result of Advanced Placement credit, is possible (see p. 25).

The selection of a program will depend upon the student's interests and vocational plans. The purpose of a liberal arts education, however, is not primarily to provide vocational instruction, even though it provides the best foundation for one's future vocation. Its purpose 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 each semester, chosen by the student in consultation with his or her faculty adviser.

All students must fulfill the requirements for the major, and before the end of the senior year, students are required to pass a comprehensive examination or its equivalent, given by the major department.

For Honors candidates, courses and seminars taken as preparation for external evaluation occupy approximately one-half of the student's work during the last two years. In addition to work taken as a part of the Honors program, the students take other courses which provide opportunities for further exploration. During the senior, year many departments offer a spe-

cially 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.

In the spring of 2000, the faculty voted to make minors available to all students, whether Honors or not and to place a limit on the number of majors and minors a student can pursue. Students in the Class of '02 will be governed by the policies of the old program of major(s) and concentration(s). Students in the Class of '04 and thereafter will be governed by the rules of the new program of major(s) and minor(s). Students in the Class of '03 may choose to follow the old program or the new program. For details of the old and new programs, see below under "Majors, Minors, and Concentrations."

The program for engineering students follows a similar basic plan, with certain variations, which are explained on p. 153. Courses outside the technical fields are distributed over all four years.

The course advisers of freshmen and sophomores 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.

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## PROGRAM FOR FRESHMEN AND SOPHOMORES

The major goals of the first two 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. The College distribution requirements are designed to aid students in achieving these goals.

*To meet the distribution requirements, a student must:*

1. Complete at least 20 credits outside the major department before graduation.
2. Take at least 3 credits in each of the three divisions of the College (listed later), the third credit of which can be AP credit or credit awarded for work done elsewhere.

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3. Of the 3 credits in each division, take at least 2 credits that are in different departmental subjects and are also designated primary distribution courses. This will make a total of six primary distribution courses, each in a different department or program, and spanning the three divisions equally.

For purposes of the distribution requirements the three divisions of the College are constituted as follows:

*Humanities:* Art, Classics (literature), English Literature, Modern Languages and Literatures, Music and Dance, Philosophy, Religion.

*Natural Sciences and Engineering:* Biology, Chemistry, Computer Science, Engineering, Mathematics and Statistics, Physics and Astronomy.

*Social Sciences:* Classics (ancient history), Economics, Education, History, Linguistics, Political Science, Psychology, 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.

Primary distribution courses place particular emphasis on the mode of inquiry in a particular discipline. In teaching students to be self-conscious about how knowledge is generated, these courses seek to develop an appreciation of both the power and the limits of each discipline within a broader system of knowledge. In recognition of the importance of writing as an integral part of the learning process in disciplines across the curriculum, primary distribution courses also provide considerable practice in expressing analytic and synthetic thought in writing. Primary distribution courses are intended to be appropriate both for those students who continue in a field and for those who do not. To promote discussion, they are restricted to 25 students or have accompanying small laboratories or discussion sections.

Courses that count for primary distribution are designated in the departmental listings. The requirement of six primary distribution courses must be satisfied by courses taken at Swarthmore and, with the exception of literature courses taught in a language other than English, will normally be completed before the student enters the junior year.

Any course credit in a division (with the

exception of ENGL 001B or C, Music courses numbered 040-051) may be chosen as the third distribution course in that division, including AP credit or credit awarded for work done elsewhere.

Courses that are cross-listed between two departments in different divisions may (with the permission of the instructors, departments, and divisions involved) fulfill the 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 (i.e., a long paper in one of the departmental disciplines). The distributional status of such courses is normally indicated in the catalog description for each course.

Students who have been granted credit and advanced placement in two departments in the same division for work done prior to matriculation at Swarthmore will be exempted from one primary distribution requirement in that division on the condition that they take an additional course in one of those departments. They will be exempted from both primary distribution requirements in that division on the condition that they take an additional course in each of those departments. Students who enter Swarthmore as transfer students with 8 credits of college work will be exempted from one primary distribution requirement in each division. Students who enter Swarthmore with at most four semesters remaining to complete their degree will be exempted from the primary distribution component of the distribution requirement.

It is most desirable that students include in their programs some work in a foreign language, beyond the basic language requirement (see p. 81). A student who intends to major in one of the natural sciences, mathematics, or engineering should take an appropriate mathematics course in the freshman year. Students intending to major in one of the social sciences should be aware of the increasing importance of mathematical background for these subjects. In the freshman and sophomore years, all students not excused for medical reasons are

# Educational Program

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required to complete a four-quarter (two semester) program in physical education. The requirements are stated in full on p. 80.

Early in the sophomore year, the student should identify two or three 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 two years. This plan will be submitted to the chair of the student's proposed major 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 themselves 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.

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## 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, the focus shifts from scope to depth. Students become involved for two years with a discrete field of inquiry and demonstrate their mastery of that field through the completion of courses within the major and courses taken outside the major that serve to expand and deepen the student's perspective on the major.

All students are required to include sufficient work in a single department or program (designated as a "major") to make an equivalent of at least eight courses before graduation.

To complete a departmental major, a student must be accepted as a major and, in addition to the standard eight courses and comprehensive

requirement in the major department, must fulfill other specific departmental requirements. The 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. The completion of two majors is allowed, depending upon the permission of both departments of the proposed double major for the student. Triple majoring is not allowed. A student must accumulate 20 course credits outside his or her major, but there is no other limit on the number of courses that a student may take in his or her major.

With departmental permission(s), 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 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 integral 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; but course requirements central to systematic understanding of the major field will not be waived. Students with special majors must complete the major comprehensive requirement, which may consist of a thesis or other written research project(s) 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, which, in such programs, collaborate in advising and in the comprehensive examination. Students are not

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allowed to pursue more than one individualized special 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.

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## **MAJORS, MINORS, AND CONCENTRATIONS**

In May 2000, the faculty voted to make minors outside of the Honors program available to students and added certain restrictions as to the number of majors and minors that a student could pursue. Most (but not all) departments and programs have developed such minors to offer students.

The timing and implementation of the new program in course minors was left up to the Curriculum Committee. The committee has decided that students in the Class of '02 will operate under the rules of the old program that offers majors and interdisciplinary concentrations. Students in the Class of '04 and thereafter will operate under the rules of the new program, which offers majors and minors (including interdisciplinary minors) but which limits the number of majors and minors a student may pursue. Students in the Class of '03 will be able to choose *either* the old program *or* the new program *but not some mixture of the two*. The old and new program rules are outlined briefly below. All majors, minors, and concentrations, whether under the old program or the new, must be approved by the departments or programs.

### **Old Program: Major(s) and Concentration(s)**

1. Students are required to have one major. This is the only requirement. A second major, concentrations, and Honors are optional.
2. Students may have up to two majors.
3. Students may have one minor, available through the Honors program only.
4. Departmental or interdisciplinary minors in course, outside Honors, are not available.
5. Students may have as many approved concentrations as they can fit into their schedules, though the practical limit is typically one or two.

### **New Program: Major(s) and Minor(s)**

1. Students are required to have one major. This is the only requirement. A second major, minors, and Honors are optional.
2. Students may have up to two majors; a student with two majors may not have a minor.

a. *Exception:* A student who chooses an Honors major plus minor may have a second major outside of Honors if that second major is the same subject as the Honors minor. This is the only circumstance in which a student may major and minor in the same subject.

3. Students may have one or two minors, if they have only one major.

a. A minor may be completed in course or as part of an Honors program.

b. Most departments and programs, though not all, will offer course minors. Those departments or programs that will not offer course minors under the new program are Comparative Literature, Economics, Political Science, Sociology and Anthropology, and Studio Art. (These departments or programs will continue to offer Honors minors.)

c. "Concentrations" under the old program are now considered to be interdisciplinary minors (though the rubric and requirements may have changed).

d. A student who chooses an Honors major plus minor may have an additional course minor outside the Honors program.

4. Minors will include at least 5 credits, 4 of which may not overlap with the student's major or other minor. The overlap rule applies to any two entities taken at one time but not collectively to three entities taken together (it is a pair-wise, not a global overlap rule). This means that a student who has a major in Medieval Studies, for example, and minors in English and Women's Studies, must meet the overlap rule in each possible pairing but not in the three taken together. So a course might overlap between Medieval Studies and English and a different course might overlap between Medieval Studies and Women's Studies. The exceptions to the overlap rule are as follows:

#### *Exceptions*

The overlap constraint is not applicable to courses that *departmental* majors or minors *must* take in other departments; for example, mathematics courses required for an engineering

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major are not automatically excluded from a minor defined by the Department of Mathematics and Statistics.

For an Honors major who is also a double major, the overlap constraint does not apply to the relationship between the Honors minor and the second major because these will always be in the same field (see 2a above). Thus, an English Honors major who is a history Honors minor and also a history course major as part of a double major is not violating the constraint.

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## 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 grade most of the specific preparations, the awarding of honors on a student's diploma is solely based 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. Students offering three preparations in a major

or four preparations in a special or interdisciplinary major will be exempted from comprehensive exams in those majors. (Under the rules of the new program available to the Class of '03 (optional) and required of classes thereafter, a student who chooses an Honors major plus minor may have a second major outside of Honors if that second major is the same as the Honors minor.)

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.

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 exams 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 Senior Honors Study are available in each department office.

Students will normally include their intention to prepare for Honors in their Plan of Study for the Last Two Years, written in the spring of their sophomore year. They must also submit to the Office of the Registrar a formal application for a specific program of Honors preparation. 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 provided for this purpose by the registrar. Normally, Honors programs may not be changed after December 1 of a student's senior year, depending on departmental policies. 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 upon the stu-

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dent'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. Students may not withdraw from Honors after December 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 *Student Handbook of Policies and Procedures for the Honors Program*, which is available in the Registrar's Office.

At the end of the senior year, the decision of the degree of Honors to be awarded 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.

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### **EXCEPTIONS TO THE FOUR-YEAR PROGRAM**

Although the normal period of uninterrupted work toward the bachelor of arts and bachelor of science degrees is four years, graduation in three 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 three years; and (4) signify this intention when she/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 five 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 8 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 are physically handicapped, or who wish to free time for activities relating to their curricular work, although not done for academic credit. Such five-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, p. 27). 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 opportunities for leave takers available through the College Venture Program is in Career Services.

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### **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, though 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 five courses, or three courses, with special permission. College policy does not permit programs of fewer than three course credits within the normal eight semester enrollment. Programs of more than 5 credits or fewer than 4 credits require special permission (see p. 27 on tuition and pp. 78-79 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

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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.

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## 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 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, and 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 half-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.

### *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.

### *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 December 1 (for the spring term) or May 1 (for the fall term) 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 providing 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 half 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 cred-

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it. Alternatively, student-run courses may be started after the beginning of the semester (up to midsemester) for half credit and then be continued, on the same basis, into the following term. Or they may be taken for half credit over a full term. The role of the course supervisor may exceed that in planning and evaluation outlined above 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.

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 course work, and 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 course work; 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.

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### **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 programs (termed "concentrations" under the old program and "interdisciplinary minors" under the new program) in black studies, cognitive science, environmental studies, film and media studies, Francophone studies, German studies, interpretation theory, Latin American studies (interdisciplinary minor only under the new program), peace and conflict studies, public policy, and women's studies. 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; that a considerable number of courses are cross-listed between departments; that each year some courses are taught jointly by members of two or more departments; and that 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.

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### **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

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most medical schools: BIOL 001, 002; CHEM 010, 022, 032, 038; PHYS 003, 004; MATH 005 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*, *Admission Requirements of U.S. and Canadian 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 freshman 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 Prevetterinary 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 Web site.

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## CREATIVE ARTS

Work in the creative arts is available both in the curriculum of certain departments and on an extracurricular basis. Interested students should consult the departmental statements in Art, English Literature (including Theatre), and Music and Dance.

## COOPERATION WITH NEIGHBORING INSTITUTIONS

With the approval of their faculty adviser 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.

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## 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. Selection is made by a committee of the home institution from among applicants who will be sophomores or juniors at the time of the exchange.

With each institution, there is 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. Exchange arrangements do not permit transfer of participants to the institution with which the exchange takes place.

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## 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 Office for Foreign Study, and the foreign study adviser, will help all interested students at every stage—planning, study abroad, and return—of the process.

To be accepted for credit toward the Swarthmore degree, foreign study must meet

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Swarthmore academic standards. With proper planning, this condition normally is readily met. Proper planning begins with seeing the foreign study adviser 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.

*The Swarthmore Program in Grenoble, France*, inaugurated in the fall of 1972. Students entering this program spend either one or two semesters at the University of Grenoble, where their course of study is the equivalent of one or two semesters at Swarthmore. This program, under the auspices of the Modern Languages and Literatures Department, is open to students from any department but especially those in the humanities and social sciences. Should there be places available, applications from students at other institutions are accepted. The number of participants is limited to 25.

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 acts as resident director. The director teaches a course or a seminar, supervises the academic program and the living arrangements of the students, and advises on all educational or personal problems. A coordinator of the program at Swarthmore handles such matters as admissions to the program (in consultation with the deans), financial aid, transfer of academic credit to departments within the College and to institutions whose students participate in the program. Applications for the fall semester must be submitted by March 15 and for the spring semester by October 15.

*Academic Year in Madrid, Spain*. This program is administered by the Romance Language Department of Hamilton College, in cooperation with faculty members of Williams and Swarthmore colleges. Students may enroll for

the full academic year or for either the fall or spring semester. (Credit at Swarthmore must be obtained through the departments concerned.) The program attempts to take full advantage of the best facilities and teaching staff of the Spanish community, while adhering to the code of intellectual performance characteristic of the most demanding American institutions.

A distinguishing aspect of the program is the individual guidance provided students in non-academic areas, especially in (1) the efforts that are made to find homes well suited for student lodging, and (2) the activities that are planned to ensure ample contact with Spanish students.

The program is based in Madrid, where the cultural, educational, and geographic benefits are optimal. Classrooms and office space are located at the International Institute (Miguel Angel 8, Madrid). The institute houses a library eminently suited for study and research, and it sponsors a series of lectures, concerts, and social activities.

The program is under the general guidance of a committee comprising members of the Hamilton College Department of Romance Languages, who, in rotation with professors from Williams and Swarthmore colleges, serve also as directors-in-residence in Madrid.

Applications and further information are available from the Modern Languages and Literatures Department.

In addition to the programs in Grenoble and Madrid, there are a number of excellent foreign study programs throughout the world. The Office for Foreign Study, along with the academic departments and programs of the College, will advise students on this. Information on foreign study programs is available in the Office for Foreign Study.

Financial aid may be applied to study abroad, with the approval of the Office for Foreign Study. For students who are in good academic standing and who plan to attend academically and credit-worthy programs, approval is normally routine.

Study abroad students who wish to receive credit toward the Swarthmore degree for their completed work will pay, for the semester or year abroad, full Swarthmore tuition, room, and board to Swarthmore, and Swarthmore

# Educational Program

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will pay the foreign study programs on their behalf. Complete information on payment procedures for study abroad is available in the Office for Foreign Study.

*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 either the Leningrad or Moscow semester programs. 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 Eugene M. Weber Memorial Fund.* Income from a fund established in 1986 to honor the memory of Eugene M. Weber, professor of German at Swarthmore College from 1973 to 1986, is available to students with demonstrated financial need who wish to attend an academic program in a German-speaking country. Awards based on merit and financial need will be made on the recommendation of the German section of the Modern Languages and Literatures Department.

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## **STUDENT RIGHT TO KNOW**

Swarthmore College's graduation rate is 92.06 percent (this is the percent graduating within six years, based on the most recent cohorts, calculated according to "Student Right to Know" guidelines).

# Faculty Regulations

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## 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. Because first-year students must exercise particular care in this respect and because the faculty recognizes its greater responsibility toward them in the matter of class attendance, it is expected that first-year students, especially, will attend all classes.

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 final grade will be recorded by the registrar exactly as if the student had attended classes normally.

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## GRADES

Instructors report to the Dean's and Registrar's offices at intervals during the year upon the work of students in courses. 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; X means that a student has done unsatisfactory work in the first half of a year 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.

### *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 to indicate "In Progress." Final grades are normally due at the end of the succeeding semester.

### *Incompletes*

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 Incomplete (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 five 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

# Faculty Regulations

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by special permission shall in no case extend beyond one year from the time the Inc. grade was incurred.

## *Credit/No Credit*

The only grades recorded on students' records for courses taken during their first semester of the freshman year are CR (credit) and NC (no credit). 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 two weeks of the term in which the course is taken. Until the end of the ninth week of classes, students may reconsider and opt to receive a formal grade in the course. This course will count as one of the four optional credit/no credit courses. Repeated courses may not be taken credit/no credit. Courses only offered as credit/no credit do not count in the four optional elections. 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 with at least 16 credits, not counting AP credits), the minimum equivalent letter grade for CR will be straight C. Instructors are asked to provide the student and the faculty adviser with evaluation of the student's credit/no credit work. The evaluation for first-semester freshmen 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 grade record. If available, letter-grade equivalents only, for first-semester freshmen courses only, may be provided to other institutions if requested by the student and absolutely required by the other institution. Students should save their copies of these evaluations for their records.

## *Repeated Courses*

Some courses can be repeated for credit; these are indicated in departmental course descriptions. For other courses, the following rules apply: Permission to repeat a course must be obtained from the Swarthmore instructor teaching the repetition. To take a course at another school to serve as a repeat of a course previously taken at Swarthmore, permission must be obtained from the chair of the Swarthmore department in which the original course was taken. For possible credit for

such work done elsewhere, the chair's permission needs to be obtained as a part of the credit approval and validation processes.

For repeated courses in which the student withdraws with the 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 repetition are the grade and credit applicable to the Swarthmore degree. Repeated courses may not be taken credit/no credit.

Reports of grades are sent to students at the end of each semester. They are not routinely sent to parents or guardians, but such information may be released when students request it.

A C (2.0) average 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+ = 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, D- = 0.67). Grades of credit/no credit and grades on the record for work not taken at Swarthmore College are not included in computing this average.

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## REGISTRATION

All students are required to register and enroll at the time 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. If more than 5 or fewer than 4 credits seem desirable, the faculty adviser should be consulted and a petition filed with the registrar.

Applications for late entrance into a course or for withdrawal (with deleted course registration) must be delivered to the Registrar's Office within the first two weeks of the semester. Applications to withdraw from a course and receive the permanent grade notation W (Withdrawn) must be received no

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later than the end of the ninth week of classes or the fifth week of the course if it meets for only one-half of the semester. After that time, late withdrawals are recorded on the student's record with the notation NC (no credit) unless the student withdraws from the College.

Students do not register for audits. Successfully completed audits are recorded (with the notation R) at the end of the semester (except in cases where the student has withdrawn after the first two weeks of the semester, in which cases the appropriate withdrawal notation stands).

A deposit of \$100 is required of all returning students prior to their enrollment in both the spring and fall semesters. This deposit is applied to charges for the semester and is not refundable.

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## EXAMINATIONS

Any student who is absent from an examination, announcement of which was made in advance, shall be given an examination at another hour only by special arrangement with the instructor in charge of the course.

### *Final Examinations*

The final examination schedule specified in official announcements directs the place and time of all finals unless the instructor has made special arrangements otherwise. However, College policy holds that students with three final examinations with 24 hours are allowed to reschedule one of these exams in consultation with the instructor.

By College policy, a student who is not in the Honors program, but who is taking an Honors written exam as a course final and has an exam conflict, should take the course final exam and postpone the Honors written exam until the student's next free exam period; conversely, a student in the Honors program who has a conflict with a course final exam, takes the Honors exam and postpones the course exam in consultation with the professor. In no case may a student take an Honors exam before the Honors written examination period for that exam.

## STUDENT LEAVES OF ABSENCE, WITHDRAWAL, AND READMISSION

### Readmission Following Withdrawal

A student who has withdrawn from the College for any reason, voluntarily or involuntarily, may apply for readmission by writing to the Dean of the College, Robert Gross. 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 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, chaired by Associate Dean Joy Charlton and including Associate Dean Tedd Goundie and Assistant Dean Myrt Westphal. 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.

### *Short-term Health-related Absences*

Students who are hospitalized for a period during the semester are subject to the readmission procedures described above before

# Faculty Regulations

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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.

## *The College Venture Program*

The College Venture Program, supported by Swarthmore College, Bates College, Brown University, Franklin & Marshall, the College of Holy Cross, Sarah Lawrence, Syracuse University, Vassar College, and Wesleyan University, provides work experiences for students taking time away from college. Venture jobs are usually full-time, paid positions in a variety of fields including the environment, education, business, social change, government, and the arts. Students do not receive academic credit for these work experiences. The College Venture coordinator is in the Career Services Office.

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## **SUMMER SCHOOL WORK AND OTHER WORK DONE ELSEWHERE**

Students desiring 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 upon adequate information about the content and instruction of the work to be undertaken. Preliminary approval is tentative. Final validation of the work for credit depends upon evaluation of the materials of the course, including syllabus transcript, written work, exams, indication of class hours, etc. Work in other programs, especially summer school programs, may sometimes be given less credit than work at Swarthmore, but this will depend upon 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.

An official transcript from the other school must be received by the Office of the Registrar 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 constitute Swarthmore accreditation.

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.

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## **PHYSICAL EDUCATION**

In the freshman and sophomore years, all non-veteran students not excused for medical reasons are required to complete a four-quarter (two-semester) program in physical education. All students must pass a survival swimming test or take up to one-quarter of swimming instruction. (See the departmental statement of the Department of Physical Education and Athletics.)

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## **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.

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# Degree Requirements

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## **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. At least an average grade of C in the Swarthmore courses counted for graduation (see p. 78). 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 the major department (see pp. 66-68).
4. Fulfilled the foreign language requirement, having either: (1) passed three years or their equivalent (as determined by the provost) of one foreign language while in grades 9 through 12, (2) achieved a score of 600 or its equivalent in a foreign language on a standard achievement test, or (3) passed one year of a foreign language while at Swarthmore.
5. Met the requirements in the major and supporting fields during the last two years. (For requirements pertaining to majors, minors, and concentrations under the new program and the old, see the previous section on "Majors, Minors, and Concentrations.")
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 on p. 80 and in statements of the Department of Physical Education and Athletics.
9. Paid all outstanding bills and returned all equipment and library books.

## **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 \$26,098.

# Awards and Prizes

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*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.

*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.

*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.

*The McCabe Engineering Award*, founded by Thomas B. McCabe '15, is presented each year to the outstanding engineering student in the senior class. The recipient is chosen by a committee of the faculty of the Department of Engineering.

*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 a good record of achievement in both academic and extracurricular activities and has leadership potential.

*The Adams Prize* of \$200 is awarded each year by the Department of Economics for the best paper submitted in quantitative economics.

*The Stanley Adamson Prize* in Chemistry is endowed in memory of Stanley D. Adamson '65 by his parents, June and George Adamson. It is awarded each spring to a well-rounded junior majoring in chemistry or biochemistry who, in the opinion of the department, gives most promise of excellence and dedication in the field.

*The Jonathan Leigh Altman Summer Grant*, given in memory of this member of the Class of 1974 by Shing-mei P. Altman '76, is awarded by the Department of Art to a junior who has strong interest and potential in the studio arts. It provides up to \$2,000 to support purposeful work in the studio arts during the summer between the junior and senior years.

*American Chemical Society Award* is given to the student who is judged by the Department of Chemistry to have the best performance in chemistry and overall academic achievement.

*American Institute of Chemists Award* is given to the student who is judged by the Department of Chemistry to have the second-best record in chemistry and overall academic performance.

*The Solomon Asch Award* in psychology is given to a student who prepares an outstanding senior thesis.

*Boyd Barnard Music Awards*. Established in 1990, these awards subsidize the entire cost of private instrumental or vocal lessons for a limited number of advanced students. These awards, which are given by the music faculty each semester to approximately six to eight students, are determined through competition. Recipients participate as leaders in performance on campus, normally as members of one of the Music and Dance Department's performing organizations, or, in the case of pianists and organists, as accompanists.

*The Boyd Barnard Prize*. Established by Boyd T. Barnard '17, the Barnard Prize of \$1,000 is awarded by the music faculty each year to a student in the junior class in recognition of musical excellence and achievement.

*The James H. Batton '72 Award*, endowed in his memory by G. Isaac Stanley '73 and Ava Harris Stanley, M.D. '72, is awarded for the personal growth or career development of a minority student with financial need.

*The Paul H. Beik Prize in History* of \$100 is awarded each May for the best thesis or extended paper on an historical subject by a history major during the previous academic year.

*The Black Alumni Prize* is awarded annually to honor the sophomore or junior minority student who has shown exemplary academic performance and community service.

*The Brand Blanshard Prize*, honoring Brand Blanshard, professor of philosophy at Swarthmore from 1925 to 1945, has been established by David H. Scull, of the Class of 1936. The award of \$100 is presented annually to the student who, in the opinion of the department, submits the best essay on any philosophical topic.

*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

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Department, and it carries a cash stipend.

*The Heinrich W. Brinkmann Mathematics Prize*, honoring Heinrich Brinkmann, professor of mathematics, 1933-1969, was established by his students in 1978 in honor of his 80th birthday. Awards of \$100 are presented annually to the student or students who, in the opinion of the Department of Mathematics and Statistics, submit the best paper on a mathematical subject.

*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, since entering College, the best record for scholarship, character, and influence.

*The Anna May Courtney Award*. The Anna May Courtney Award, named in honor of the late singer who performed often in Lang Concert Hall, is given each semester by the music faculty to an outstanding voice student. The award subsidizes the entire cost of private lessons for the semester.

*The Alice L. Crossley Prize* in Asian Studies is awarded annually to the student or students who, in the opinion of the Asian Studies Committee, submit the best essay on any topic in Asian Studies.

*The George P. Cuttino Scholarship*, established in 1992, is awarded by the Department of History to a junior for travel and research in Europe during the summer before the senior year.

*The Deans' Awards* are given to the graduating seniors who, in the judgment of the deans, have made significant and sustained contributions to the building of community at Swarthmore.

*The Rod Dowdle '82 Achievement Award* in tennis is given annually to the male varsity tennis player who best exhibits qualities of perseverance and strong personal effort to achieve a meaningful personal or team goal.

*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.

*The Robert Enders Field Biology Award*, 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 to support the essential costs of the study of

biological problems in a natural environment.

*The Anne and Alexander Faber International Travel Fund*, established by family and friends in honor of Anne Faber and in memory of Alexander L. Faber, parents of three Swarthmore graduates, provides grants for travel outside the United States and Canada for students majoring in the humanities.

*The Arthur Fennimore Award*. The Arthur Fennimore Award, named in memory of the distinguished pianist who lived in Swarthmore, is given each semester by the music faculty to an outstanding pianist. The award subsidizes the entire cost of private lessons for the semester.

*Fetter String Quartet Awards*. The Elizabeth Pollard Fetter String Quartet Awards, endowed by Frank W. Fetter '20, Robert Fetter '53, Thomas Fetter '56, and Ellen Fetter Gille in memory of Elizabeth P. Fetter '25, subsidize the private instrumental lessons of four top-notch student string players at the College. Interested applicants should write to the chair of the Music and Dance Department and should plan to play an audition at the College when coming for an interview. Membership in the quartet is competitive. At the beginning of any semester, other students may challenge and compete for a place in the quartet.

*Friends of Music and Dance Summer Awards*. Each spring, the Music and Dance Department selects recipients of Friends of Music and Dance Summer Awards on the basis of written proposals. These awards provide stipends for attendance at summer workshops in music and in dance and for other further study in these fields.

*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.

*Edwin B. Garrigues Music Awards*. Naming Swarthmore as having one of the top four music programs in the Philadelphia area, the Edwin B. Garrigues Foundation established awards to subsidize the entire cost of private instrumental or vocal lessons for a limited number of gifted students, often incoming first-year students. These awards, which are given each semester by the music faculty to approxi-

# Awards and Prizes

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mately 10-15 students, are determined by competition on campus and by audition (either in person or by tape) for incoming first-year students. Recipients participate as leaders in performance on campus, normally as members of one of the Music and Dance Department's performing organizations, or, in the case of pianists and organists, as accompanists.

*The Dorothy Ditter Gondos Award*, bequeathed by Victor Gondos Jr. in honor of his wife, Class of 1930, is given every other year to a student of Swarthmore College who, in the opinion of a faculty committee, submits the best paper on the subject dealing with a literature of a foreign language. The prize of \$100 or more is awarded in the spring semester. Preference will be given to essays based on works read in the original language. Awarding of the prize will be under the direction of the Literature Committee.

*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.

*The John Russell Hayes Poetry Prizes* are offered for the best original poem or for a translation from any language.

*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 award provides support for student summer research in economics and is administered by the Economics Department.

*The Philip M. Hicks Prizes* are endowed by friends of Philip M. Hicks, former professor of English and chairman of the Department of English Literature. They are awarded to the two students who in the opinion of the department submit the best critical essays on any topic in the field of literature.

*The Jesse H. Holmes Prize in Religion* of \$150, donated by Eleanor S. Clarke of the Class of 1918 and named in honor of Jesse Holmes, professor of history of religion and philosophy at

Swarthmore from 1899 to 1934, is awarded to the student who, in the opinion of the Department of Religion, submits the best essay on any topic in the field of religion.

*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.

*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.

*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 Department of Physical Education and Athletics to the senior man who best exemplifies the society's five principles: Service, Spirit, Scholarship, Society, and Sportsmanship.

*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 Department of Biology.

*The Landis Community Service Fund* was established in 1991 by James Hormel and other friends of Kendall Landis 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 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.

*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).

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*The Genevieve Ching-wen Lee '96 Memorial Fund*, established in her memory by family and friends, 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 Leo M. Leva Memorial Prize*, established by his family and friends, is awarded by the Biology Department to a graduating senior whose major is biology and whose work in the field shows unusual promise.

*The Linguistics Prizes* were established in 1989 by contributions from alumni interested in linguistics. Two awards of \$100 each 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 Norman Meinkoth Field Biology Award*, established by his friends and former students, to honor Dr. Norman A. Meinkoth, a member of the College faculty from 1947 to 1978, is awarded to support the essential costs of the study of biological problems in a natural environment.

*The Monsky Prize* was established by a gift from his children in memory of Morris Monsky, who fell in love with mathematics at Boys' High and at Columbia University and maintained the passion all his life. It is awarded to a first-year student who has demonstrated outstanding promise and enthusiasm.

*The Ella Frances Bunting Extemporaneous Speaking Fund and the Owen Moon Fund* provide income for a poetry reading contest as well as funds for visiting poets and writers.

*The Kathryn L. Morgan Award*. The 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.

*The Lois Morrell Poetry Award*, given by her parents in memory of Lois Morrell of the Class of 1946, goes to that student who is judged to have submitted the best original poem in the annual competition for this \$200 award. The fund also supports campus readings by visiting poets.

*Music 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. All grants subsidize two-thirds of the cost of 10 lessons, as part of the Music 048 program. For more information, please refer to Credit for Performance—Individual Instruction (MUSI 048).

*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 to that undergraduate who, in the opinion of the Committee of Award, 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 upon the skill with which the books are selected and upon the owner's knowledge of their subject matter.

*The Mark L. Osterweil '94 Memorial Fund* was established by his family and friends to assist students conducting historical research. Preference shall be given to independent or joint faculty-student research projects dealing with European history or U.S.-European relations.

*The May E. Parry Memorial Award*, donated by the Class of 1925 of which she was a member, is presented by the faculty of the Department of Physical Education and Athletics to the senior woman who by her loyalty, sportsmanship, and skill in athletics has made a valuable contribution to Swarthmore College.

*The Drew Pearson Prize* of \$100 is awarded by the dean on the recommendation of the editors of *The Phoenix* at the end of each staff term to a member of *The Phoenix* for excellence in journalism. The prize was established by the directors of The Drew Pearson Foundation in memory of Drew Pearson, Class of 1919.

*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.

# Awards and Prizes

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*The John W. Perdue Memorial Prize*, established in 1969 in memory of an engineering student of the Class of 1969, is awarded by the Department of Engineering to the outstanding student entering the junior class with a major in engineering.

*The William Plumer Potter Public Speaking Fund*, established in 1927, in addition to providing funds for the collection of recorded literature described on page 11, sponsors awards for the best student short stories, and is a major source of funds for campus appearances by poets and writers.

*The Dinny Rath Award*. The Rath Award 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. The Rath Award is administered by the Athletics Department.

*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 in satisfaction of 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 Department of Political Science to be of outstanding merit based upon originality, power of analysis and written exposition, and depth of understanding of goals as well as technique.

*The James H. Scheuer Summer Internship in Environmental and Population Studies Endowment*. Established in 1990, the Scheuer Summer Internship supports student research in environmental and public policy issues. Interns are selected by the coordinators of the environmental studies and public policy concentrations in alternate years.

*The Frank Solomon Jr. Student Art Prize Purchase Fund* permits the Art Department to purchase for the College one or two of the most outstanding student works from the year's student art exhibitions.

*The Hally Jo Stein Award*, endowed in her memory by her brother Craig Edward Stein '78, is given to an outstanding student who in the view of the dance faculty best exemplifies Hally Jo's dedication to the ideals of dance. It carries a cash stipend.

*The Karen Dvonch Steinmetz '76 Prize*, endowed in her memory by many friends and family, is

awarded annually to a junior who will be applying to medical school and who demonstrates a special compassion for others.

*The Peter Gram Swing Prize*. At graduation time, the Peter Gram Swing Prize of \$1,000 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.

*The Pat Tarble Summer Research Fund*. Established in 1986 through the generosity of Mrs. Newton E. Tarble, the Tarble Summer Research Fund supports undergraduate research. The fund is administered by the Office of the Provost.

*The Melvin B. Troy Prize in Music and Dance* of \$250 is given each year for the best, most insightful paper in music or dance, or composition or choreography by a student, judged by the Music and Dance Department. The prize was established by the family and friends of Melvin B. Troy '48.

*The Albert Vollmecke Engineering Service Award*. 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 fund is administered by the Engineering Department.

*The Eugene Weber Memorial Fund*. The Eugene Weber Fund was established in honor of the late Eugene Weber, professor of German. The Weber Fund supports foreign study by students of German language and literature.

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## FACULTY AWARD

*The Flack Faculty Award* is given for excellence in teaching and promise in scholarly activity to 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 award itself is to be made by the president 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.

# Fellowships

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Three fellowships (the *Leedom*, *Lippincott*, and *Lockwood* fellowships—see below) are awarded annually by the faculty, and two fellowships (the *Mott* and *Tyson* fellowships—see below) are awarded by the Somerville Literary Society, to seniors or graduates of the College for the pursuit of advanced work. These awards are made on recommendation of the Committee on Fellowships and Prizes for a proposed program of study that has the approval of the faculty. Applications must be in the hands of the committee by March 23. The committee considers applicants for all of these fellowships for which they are eligible and makes recommendations which overall do not discriminate on the basis of sex. These fellowships are:

*The Hannah A. Leedom Fellowship* founded by the bequest of Hannah A. Leedom.

*The Joshua Lippincott Fellowship* founded by Howard W. Lippincott, of the Class of 1875, in memory of his father.

*The John Lockwood Memorial Fellowship*, 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 Lucretia Mott Fellowship*, founded by the Somerville Literary Society and sustained by the contributions of Swarthmore alumnae. It is awarded each year to a woman senior who is to pursue advanced study in an institution approved by the committee.

*The Martha E. Tyson Fellowship*, founded by the Somerville Literary Society in 1913 and sustained by the contributions of Swarthmore alumnae. It is awarded each year to a woman senior or graduate 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.

Other fellowships are awarded under the conditions described below:

*Susan P. Cobbs Prize Fellowship*, established to honor the memory of Dean Susan P. Cobbs, is awarded at the discretion of the Classics Department to a student majoring in classics for study in Greece or Italy.

*The General Electric Foundation Graduate Fellowship*, to be awarded to a graduating senior for the first year of graduate work, is intended to encourage outstanding scholars to pursue an

academic career. The recipient, who must be a U.S. citizen or permanent resident, will receive the amount necessary to cover tuition, fees, and subsistence allowance for study directed toward a Ph.D. in engineering or computer science at another institution in the United States. The precise amount of each fellowship will be based on the costs and policies of the university and department chosen for graduate work.

*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.

*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: Chicago, MIT, Northwestern, University of Pennsylvania, or Stanford. The McCabe Fellowship is subject to application for renewal for a second year on the same program. Yvonne and Thomas B. McCabe Jr. were for a time residents of Cambridge, Mass., and Mr. McCabe received the 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.

*Mellon Minority 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 who choose to enroll in Ph.D. programs and pursue an academic career. 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 very few of the social sciences, and selected physical sciences. A faculty selection committee invites nominations of sophomore students in February and awards

# Fellowships

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the fellowships in consultation with the dean and provost.

*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.

*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 for as much as \$3,500 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.

*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.

*Teachers for Tomorrow Fellowships* are offered to 10 outstanding graduating seniors from member colleges of the Venture Consortium (Swarthmore College, Bates College, Brown University, Connecticut College, Hobart and William Smith colleges, the College of Holy Cross, Vassar College, and Wesleyan University). The program is designed to provide recent graduates, from all academic majors, with a unique opportunity to work in public education without requiring that they be certified to teach. Fellows will work alongside exceptional teachers in alternative East Harlem public schools that are nationally recognized as meeting the challenge of educating children in the inner city.

*The Hans Wallach Research Fellowship,* endowed in 1991 by colleagues and friends, honors the eminent psychologist Hans Wallach (1904-1998), who was for more than 60 years a dis-

tinguished member of the Swarthmore faculty. 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.

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## FACULTY FELLOWSHIPS

*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 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 1953-70. 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 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. Blanshard 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. Upon recommendation of the Selection Committee, there may be a small additional grant 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

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National Endowment for the Humanities.

*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. Upon recommendation of the Selection Committee, there may be a small additional grant for travel and project expenses and for library book purchases. The Selection Committee shall consist of the provost, three divisional chairmen, and three others selected by the president, of whom at least two must be Swarthmore alumni. Any faculty member eligible for leave may apply, and up to four may be chosen. 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 support wholly or in part the cost of publishing any of these papers. These fellowships are made possible by an endowment established by Eugene M. Lang '38.

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## Courses of Instruction

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The semester course credit is the unit of credit. One semester course credit is normally equivalent to four semester hours elsewhere. Seminars and colloquia are usually given for 2 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 freshmen and sophomores.)
- 100 to 199 Seminars for upperclass persons and graduate students.

Yearlong courses, the numbers for which are joined by a hyphen (e.g., 001-002) must be continued for the entire year; 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. They represent offerings projected for a two-year period but are subject to change. A better guide to course offerings in any particular semester is the schedule of classes available before enrollment for that semester.

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### FOOTNOTE KEY

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- 1 Absent on leave, fall 2001.
  - 2 Absent on leave, spring 2002.
  - 3 Absent on leave, 2001-2002.
  - 4 Absent on administrative leave, 2001-2002.
  - 5 Fall 2001 (appointment that semester only).
  - 6 Spring 2002 (appointment that semester only).
  - 7 Joint appointment with Philosophy.
  - 8 Visiting faculty, 2001-2002.
  - 9 Affiliated faculty.
  - 10 Ex-officio.
  - 11 Members of the Steering Committee.
  - 12 Campus coordinator, Swarthmore Program in Grenoble, fall 2001.
  - 13 Campus coordinator, Swarthmore Program in Grenoble, spring 2002.
  - 14 Program director, Swarthmore Program in Grenoble, fall 2001.
  - 15 Program director, Swarthmore Program in Grenoble, spring 2002.
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# Art

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**MICHAEL W. COTHREN**, Professor of Art History

**RANDALL L. EXON**, Professor of Studio Art<sup>3</sup>

**CONSTANCE CAIN HUNGERFORD**, Professor of Art History<sup>4</sup>

**BRIAN A. MEUNIER**, Professor of Studio Art and Chair

**SYDNEY L. CARPENTER**, Associate Professor of Studio Art

**JANINE MILEAF**, Assistant Professor of Art History

**PATRICIA L. REILLY**, Assistant Professor of Art History

**CELIA B. REISMAN**, Assistant Professor of Studio Art

**JOAN WADLEIGH CURRAN**, Visiting Assistant Professor of Studio Art

**ANDA DUBINSKIS**, Visiting Assistant Professor of Studio Art

**NICOLE FABRICAND-PERSON**, Visiting Assistant Professor of Art History

**MICHELLE OOSTERBAAN**, Visiting Assistant Professor of Studio Art

**JUNE V. CIANFRANA**, Administrative Assistant

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<sup>3</sup> Absent on leave, 2001-2002.

<sup>4</sup> Absent on administrative leave, 2001-2002.

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The Department of Art offers historical, critical, and practical instruction in the visual arts. Courses in art history consider questions having to do with the forms, traditions, meanings, and historical contexts of works of art and architecture; studio arts courses explore practical, theoretical processes that arise in the creation of objects in various media.

*List Gallery:* The List Gallery was established to enhance the art curriculum. Each year, the gallery mounts five or six exhibitions of both emerging and nationally known artists; the months of 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. A selection of works from Swarthmore's permanent collection can be viewed in the inner room of the List Gallery. Occasionally, the gallery presents historical exhibitions that offer art history students opportunities for direct observation and analysis.

Both contemporary and historical exhibitions demonstrate excellence in the visual arts and engage the college community in an ongoing dialogue. Because artists raise important questions about history, society, and identity, major

exhibitions offer opportunities for interdisciplinary study and are often co-sponsored by other departments. Located in the 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 by Eugene and Theresa Lang. The Phillip Bruno Fine Art Fund supports work with the permanent collection. The Ann Trimble Warren Exhibition Fund supports List Gallery exhibitions.

*Donald Jay Gordon Visiting Artist; Heilman Artist:* Each year, the Department of Art 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 p. 16.

*Benjamin West Lecture:* See p. 18.

*Jonathan Leigh Altman Scholarship:* See p. 31.

*Jonathan Leigh Altman Summer Grant:* See p. 82.

*Frank Solomon Jr. Student Art Prize:* See p. 86.

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## REQUIREMENTS AND RECOMMENDATIONS

*Prerequisites:* ARTH 001 or ARTH 004 is the prerequisite for most other art history courses

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in the Art Department. STUA 001 is the prerequisite for all studio arts courses, even for seniors; it may be waived only by presenting a portfolio for evaluation. 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 and Studio Arts (with submission of a portfolio), but it does not normally waive the prerequisite.

*Study Abroad:* The Art Department strongly encourages those with an interest in art to consider incorporating foreign study—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 foreign study programs fall considerably below the academic standards of comparable courses at Swarthmore. To aid students in their attempt to gain Swarthmore credit for study abroad, the Art Department has established the following guidelines. (1) No request for transfer credit in art history will be considered unless a student has already taken an art history course at Swarthmore before taking a course abroad. (2) Students who are interested in bettering their chances of gaining a full Swarthmore credit for a course taken in a foreign program are advised to attempt to arrange with a Swarthmore professor, before leaving the campus, to write, if necessary, a supplementary research paper as a part of the course. Such papers will be evaluated by the Art Department as part of the process of determining transfer credit. (3) Students interested in Studio Arts, Design, and Architecture are particularly encouraged to consider the Pitzer College in Parma, Italy, which offers courses at the Istituto dell'Arte Paolo Toschi; a semester of Italian preceding going abroad is well advised.

*The Course Major in Art History:* Art History majors are required to take ARTH 001 or ARTH 004, ARTH 002, 1 credit in Asian Art, ARTH 098, 5 other credits in art history, and 1 course in studio arts. The 5 elective credits must include (1) 1 credit in Western Art

before 1700, (2) 1 credit in Western Art after 1700, and (3) one seminar (2 credits). The comprehensive consists of a special essay, completed in conjunction with ARTH 098 in spring of the senior year.

*The Course Minor in Art History:* The course minor in Art History will consist of 5 credits in Art History, including ARTH 098: Senior Workshop. Four of the 5 credits must be taken at Swarthmore.

*The Course Major in Art:* The course major in Art consists of four courses in Art History (ARTH 001, ARTH 002, ARTH 003, or ARTH 004 or another course on art before 1700, and 3 elective credits) and 7 courses in Studio Arts (including courses in drawing, another two-dimensional medium, and a three-dimensional medium). The comprehensive consists of a senior exhibition and written artist statement prepared during the fall and spring of the senior year. Studio Arts facilities are closed during summer and normally during October, winter, and spring holidays.

*The Course Minor in Art:* Not offered.

*Majors and Minors in the External Examination 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.

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## Art History

### **ARTH 001. Critical Study in the Visual Arts**

This introduction to the study of the visual arts will investigate formal analysis, iconography, and methods of historical interpretation, using examples of art and architecture drawn from a variety of cultures and historical periods. The course will emphasize learning to see vividly and systematically and to write accurately about what is seen. Topics for discussion will include technique and production, visual narrative and didacticism, patronage and biography, and approaches such as psychoanalysis, Marxism, and feminism.

Primary distribution course.

1 credit.

Each semester. Staff.

### **ARTH 002. Western Art**

A historical introduction to the forms, mean-

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ings, functions, and contexts of Western art and architecture from ancient Mediterranean civilizations to the twentieth century.

No prerequisite.

*1 credit.*

*Spring 2002. Reilly.*

### **ARTH 003. Asian Art**

A selective introduction to the forms, functions, and contexts of Asian art, from prehistoric to early modern times. The course introduces a wide geographic range of Asian regional cultures (India, Southeast Asia, China, and Japan) as well as basic art historical strategies for analyzing architecture, sculpture, painting, and the decorative arts.

Counts as a foundation course in Asian Studies.

No prerequisite.

*1 credit.*

*Spring 2002. Fabricand-Person.*

### **ARTH 004. Critical Study: Picasso**

No prerequisite.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002.*

### **ARTH 013. The Art and Architecture of Ancient Greece and Rome**

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.

Prerequisite: ARTH 001, 002, or 004.

*1 credit.*

*Spring 2002. Reilly.*

### **ARTH 014. Medieval Art and Architecture**

An introduction to European art and architecture from late antiquity to the twelfth 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.

Prerequisite: ARTH 001 or 004.

*1 credit.*

*Fall 2001. Cothren.*

### **ARTH 015. Renaissance and Baroque Art**

An introduction to painting, sculpture, drawings, prints, and architecture produced in Europe from the late fourteenth to the seventeenth 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; the context in which these works were used and/or displayed; art and anatomy; art and gender; the critical responses these works elicited; and the theories of art developed by artists and nonartists alike.

Prerequisite: ARTH 001, 002, or 004.

*1 credit.*

*Fall 2001. Reilly.*

### **ARTH 017. Art and Society in Nineteenth-Century Europe**

European art of the nineteenth century will be considered in its political, theoretical, and social contexts. Topics to be considered include the age of revolution, the salon and the academy, the rise of an independent art market, realisms, modernism and modernity, gender, the invention of photography, urbanism, leisure, visionaries, Impressionism, Symbolism, and the decorative.

Prerequisite: ARTH 001, 002, or 004.

*1 credit.*

*Spring 2002. Mileaf.*

### **ARTH 018. Twentieth-Century Western Art: The Cube, The Drip, and the Can of Soup**

This course surveys significant artistic trends in Europe and America from 1905 to the present. We consider such movements and genres as Fauvism, Expressionism, Cubism, Futurism, the Russian Avant-Garde, American Modernism, Abstract Expressionism, Pop art, Minimalism, conceptual art, performance art, and installation in their historical and theoretical contexts. Themes that will be raised include modern/postmodern, formalism, primitivism, abstraction, representation, art and everyday life, the machine, the city, originality, mass media, appropriation, and authorship.

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Prerequisite: ARTH 001, 002, or 004.

1 credit.

Fall 2001. Mileaf.

## **ARTH 025. Arts of Africa**

1 credit.

Not offered 2001-2002.

## **ARTH 027. African-American Art**

1 credit.

Not offered 2001-2002.

## **ARTH 029. Film: Form and Signification**

1 credit.

Not offered 2001-2002.

## **ARTH 031. Traditional Japan**

(Cross-listed as HIST 010)

An interdisciplinary introduction to Japan, from prehistoric times to the early nineteenth century, exploring relationships between visual and material culture and social and political institutions. Topics include archaeology and myth, the imperial system, samurai values, Buddhist and castle architecture, the popular culture of the urban merchant class, and Japan's changing relations to China and the West.

1 credit.

Not offered 2001-2002.

## **ARTH 033. Special Topics in Asian Art**

1 credit.

Not offered 2001-2002.

## **ARTH 038. Ritual and Image in the Buddhist Traditions**

1 credit.

Not offered 2001-2002.

## **ARTH 046. Monasticism and the Arts in the Christian Middle Ages**

(Cross-listed as RELG 029)

This course will investigate the significance of Christian monastic communities as major artistic centers during the middle ages with an emphasis on the way the social context of production and consumption effected the works of art themselves and the way we have traditionally chosen to study them.

Prerequisite: ARTH 001 or 004.

1 credit.

Not offered 2001-2002. Cothren and Ross.

## **ARTH 056. Print Culture in Early Modern Europe**

A study of the role of printed images in the visual culture of early modern Europe. We will consider the ways in which prints actively shaped and reflected the larger social, religious, and political cultures of which they were part. Topics will include the technologies of print-making, the relationship between printed images and texts, the reproductive versus original print, the markets for prints, and prints and the transmission of culture.

Prerequisite: ARTH 001, 002, or 004.

1 credit.

Spring 2003. Reilly.

## **ARTH 064. Philadelphia and American Architecture**

American architecture, especially in Philadelphia, with European parallels: Palladianism, historic revivals and Victorian architecture, the Anglo-American house, the skyscraper, Art Nouveau, Art Deco, the International Style, Kahn and Venturi, and Postmodernism. Lectures and four guided tours; papers.

Prerequisite: ARTH 001 or 004.

1 credit.

Not offered 2001-2002.

## **ARTH 074. The History of Photography: Writing With Light**

This course will offer a history of photography in Europe and the United States from 1839 to the present. We will consider the profound effects of the invention of photography on the visual culture of our times by focusing on such topics as pictorialism, amateurism, documentary and straight photography, technological developments, Western expansion, photojournalism, the nature of objectivity, theories of vision and reproduction, advertising, the relationship of science and art, pornography, and anthropological research.

Prerequisite: ARTH 001, 002, or 004.

1 credit.

Spring 2003. 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

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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, performance, fetishism, masquerade, identity politics, and technology. This course will require careful reading of assigned texts, active participation in regular discussions, and frequent writing assignments.

Prerequisite: ARTH 018 or permission of the instructor.

*1 credit.*

*Spring 2002.* Mileaf.

### **ARTH 077. Exhibiting the Modern**

This course surveys major exhibitions of modern art in Europe and America, along with questions about modernist exhibition strategy and practice. We will consider such watershed exhibitions as the Salon des refusés (Paris), the Armory Show (New York), the First International Dada Fair (Berlin), and the 0.10 Exhibition (Moscow) as well as such venues as the Museum of Modern Art, An American Place, Julian Levy Gallery, Art of this Century, and Leo Castelli Gallery.

Prerequisite: ARTH 001, 002, or 004.

*1 credit.*

*Spring 2004.* Mileaf.

### **ARTH 096. Directed Reading**

*1 credit.*

Staff.

### **ARTH 098. Senior Workshop: Art History**

This capstone colloquium for art history majors will explore various approaches to historical interpretation of the visual arts. Attention will be given to art historiography—both theory and practice—through the critical reading of some important recent texts which propose and/or challenge novel interpretive strategies from a variety of perspectives. As a part of the course, students will write the senior essay, which constitutes the comprehensive requirement for the art history major.

(Students who are not art history majors but have taken ARTH 001 or 004 and three other credits in art history will be admitted to this course with the permission of the instructor.)

*1 credit.*

*Spring semesters.* Cothren.

### **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.

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## **SEMINARS**

Unless otherwise noted, the prerequisite for all seminars is two courses in Art History, including ARTH 001 or 004.

### **ARTH 132. Arts of the Buddhist Temple**

*2 credits.*

*Not offered 2001-2002.*

### **ARTH 138. Islamic Painting**

After a brief general introduction to Islamic art, the seminar will explore the history and evolution of the pictorial narrative tradition within Islamic culture from 691 to 1548.

*2 credits.*

*Offered occasionally.* Cothren.

### **ARTH 145. Gothic Art and Architecture**

The formation of "The Gothic" around 1140 and its development and codification in the Ile-de-France to the middle of the thirteenth 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.

*2 credits.*

*Spring 2004.* Cothren.

### **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

# Art

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Parisian Sainte-Chapelle of ca. 1245, and Giotto's frescos in the Arena Chapel in Padua of 1303-1305.

*2 credits.*

*Spring 2002. Cothren.*

## **ARTH 151. The Visual Culture of Rome: 1400-1700**

From the fourteenth to the seventeenth 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, Michelangelo, Raphael, Bernini, and Caravaggio, 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 re-birth of classical culture, art and the liturgy, private devotion and public ritual, and the construction of the artist as genius.

*2 credits.*

*Spring 2002 and 2003. 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 nineteenth- and twentieth-century painting.

*2 credits.*

*Not offered 2001-2002.*

## **ARTH 166. The Avant-Garde in Art**

This seminar examines case studies in European and American avant-garde art from the nineteenth and twentieth centuries. Major theoretical texts by Poggioli and Bürger will act as a background for discussions about the July Monarchy, the Paris Commune, the Third Reich, and the Russian Revolution as well as such artistic movements as Cubism, Futurism, Die Brücke, Devetsil, Dada, Surrealism, Russian Constructivism, the Bauhaus, and Abstract Expressionism. By developing a working understanding of both historical and conceptual avant-gardes, we will question whether there can be an avant-garde today.

*2 credits.*

*Fall 2003. Mileaf.*

## **ARTH 168. Dada and Surrealism**

Signing a name, going into a trance, collecting dust, shopping in a flea market, dreaming, scribbling, 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 twentieth 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.*

*Fall 2001 and 2002. Mileaf.*

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## Studio Arts

### **STUA 001. Foundation**

A theoretical and practical exploration of the elements of visual thinking. Through weekly assignments, primarily in drawing, attention will be given to the following elements of pictorial and spacial design: value, color, perspective, proportion, figure/ground and volume/mass. (This course is a prerequisite for all other courses in studio art.)

*1 credit.*

*Each semester. Staff.*

### **STUA 002. Projects in Ceramics**

This class examines a variety of technical and conceptual approaches to clay. Students are encouraged to work toward developing their own vocabulary of design and form within a series of class projects. They will acquire a fundamental understanding of processes, contemporary developments, and traditions with an emphasis on hand building. Open to beginning, intermediate, and advanced students.

*1 credit.*

*Spring 2002. Carpenter.*

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**STUA 003. Drawing**

Work in various media directed toward a clearer perception of space, light, and form. A course for all levels of ability. Weekly outside drawing problems and a final project.

*1 credit.*

*Fall 2001. Dubinskis.*

**STUA 004. Sculpture**

A nonfigurative exploration of a large range of modern and contemporary sculptural concepts and techniques. Through individual projects, several different mediums will be explored. These will include clay modeling, plaster casting, woodworking, stone carving, and assemblage.

*1 credit.*

*Spring 2002. Meunier.*

**STUA 005. Ceramics**

This class examines a variety of technical and conceptual approaches to clay. Students are encouraged to work toward developing their own vocabulary of design and form within a series of class projects. They will acquire a fundamental understanding of processes, contemporary developments, and traditions with an emphasis on the potter's wheel. Open to beginning, intermediate, and advanced students.

*1 credit.*

*Fall 20001. Carpenter.*

**STUA 006. Photography**

Introduction to the technical processes and visual and theoretical concepts of photography, both as a unique medium and as it relates to other forms of nonphotographic composition.

Prerequisite: STUA 001, even for seniors.

*1 credit.*

*Each semester. Meunier.*

**STUA 007. The Printed Page**

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.

*1 credit.*

*Spring 2002. Staff.*

**STUA 008. Oil Painting**

Investigation into the pictorial structure of oil painting and the complex nature of color. Included will be a thorough study of texture,

spacial conventions, light, and atmosphere.

*1 credit.*

*Fall 2001. Reisman.*

**STUA 009. Figure Sculpture**

A study of the human figure, from a traditional understanding of human anatomy, to the more contemporary use of the body form as abstraction. Emphasis will be placed on the principles and practice of life modeling in clay. Alternative explorations of human and animal forms in other mediums will be encouraged.

*1 credit.*

*Fall 2001. Meunier.*

**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.

*1 credit.*

*Spring 2002. Staff.*

**STUA 011. Watercolor**

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, hand-made 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. There will be occasional field trips to locales other than the campus.

*1 credit.*

*Not offered 2001-2002. Exon.*

**STUA 012. Figure Composition**

An 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.*

*Not offered 2001-2002. Exon.*

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## **STUA 015. The Potter's Wheel**

This class provides experience on the potter's wheel through intensive practice, demonstrations, and slide lectures. Students gain proficiency as well as insights into the traditional and contemporary application of the art of the potter. Weekly critiques of homework assignments encourage students to consider design and craftsmanship in their developing work. Open to beginning and intermediate students.

Fall 2001. Carpenter.

## **STUA 019. Works on Paper**

Investigations into printmaking and other materials that use paper as a support. Emphasis will be placed on drawing concepts. In addition to class assignments, students will be encouraged to work on independent projects.

1 credit.

Spring 2002. Reisman.

## **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 above. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. Each student will enroll under the guidance of a professor in the chosen medium, to whom a written statement of purpose must be submitted at the time of pre-registration. In addition to individual conferences, a colloquium meeting may be scheduled every two or three weeks. During these gatherings, the entire studio faculty (and occasional visiting artists), all advanced study students, and art majors will critique and share issues of artistic intent.

*Note:* Although this course is for full credit, a student may petition the studio faculty for a 0.5-credit semester.

Prerequisite: Foundation and at least one previous course in the chosen medium.

1 credit.

Each semester. Staff.

## **STUA 021. African Pot**

Traditional forms in a wide range of African pottery making will serve as models for this stu-

dio course in beginning ceramics. Students will learn coil building and surface treatments reflective of African stylistic and formal influences. Through exploration of technical, iconographic, and aesthetic considerations, students will gain insight into the range of visual languages represented in this art form. Guest artists will present lectures and demonstrations.

1 credit.

Not offered 2001-2002. Carpenter.

## **STUA 025. Advanced Studies II**

Continuation of STUA 020 on a more advanced level.

Prerequisite: STUA 020.

1 credit.

Each semester. Staff.

## **STUA 030. Senior Workshop**

A course designed to strengthen critical, theoretical, and practical skills on an advanced level. Critiques by the resident faculty 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 2001. Reisman.

## **STUA 040. Senior Advanced Study**

During the spring semester of the senior art major, students will write their senior artist statement and mount an exhibition in the Vera List Gallery of the 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. Students may choose advanced study credit for work completed for the comprehensive. 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 2002. Staff.

# Asian Studies

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Chair: **ALAN BERKOWITZ** (Modern Languages and Literatures, Chinese)

Faculty: **John Crespi** (Modern Languages and Literatures, Chinese)<sup>8</sup>

**Bruce Grant** (Sociology/Anthropology)<sup>9</sup>

**Steven Hopkins** (Religion)<sup>3</sup>

**Haili Kong** (Modern Languages and Literatures, Chinese)<sup>2</sup>

**Gerald Levinson** (Music)<sup>2</sup>

**Lillian Li** (History)<sup>3</sup>

**Jeanne Marecek** (Psychology)<sup>9</sup>

**Stephen Piker** (Sociology/Anthropology)<sup>9</sup>

**Matthew Sommer** (History)<sup>5</sup>

**Donald Swearer** (Religion)<sup>2</sup>

**Katherine Ulrich** (Religion)<sup>8</sup>

**Larry Westphal** (Economics)

**Tyrene White** (Political Science)

**Thomas Whitman** (Music)

**Jenny Gifford** (Administrative Assistant)

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2 Absent on leave, spring 2002.

3 Absent on leave, 2001-2002.

5 Fall 2001 (appointment that semester only).

8 Visiting faculty, 2001-2002.

9 Affiliated faculty (do not teach courses on Asia but available for independent study projects).

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Asian Studies is an interdisciplinary program that aims to introduce students to the immeasurably vast range of human experience, both historical and contemporary, on the Asian continent—from South Asia, to peninsular and insular Southeast Asia, to East Asia. Courses on Asia are offered by the Asian Studies program and in the Departments of Art, Economics, History, Modern Languages and Literatures (Chinese), Music and Dance, Political Science, Religion, Sociology and Anthropology, and Theatre Studies. Asian Studies offers majors in course and Honors, an Honors minor, and (beginning with the Class of '03) a course minor. Asian Studies majors construct individualized programs of study, with a focus on a comparative theme or on a particular country or region. (Examples of comparative themes include classical traditions in Asian literature and art, Buddhist studies, Asian nationalisms and the emergence of nation-states, or the political economy of Asian development—to name only a few of the possibilities.) In all cases, however, the core of the major lies in exposure to multiple

regions, for cross-cultural comparisons, and multiple disciplines.

Students interested in Asian Studies are urged to consult our Web site, <http://www.swarthmore.edu/Humanities/asian/>, for up-to-date information on courses and campus events related to Asia; you should also meet with the chair well in advance of preparing a sophomore paper, to discuss how to plan an individualized program with intellectual coherence and rigor. Advance planning is especially critical for students contemplating the Honors program and to integrate study abroad into the major.

### *Language Study and Study Abroad*

Although not required, majors are strongly encouraged to consider the study of an Asian language and a period of study abroad in Asia. At Swarthmore, we presently offer only Chinese, but it is possible to study Japanese at Haverford, and many other Asian languages can be studied at UPenn during the regular academic year, in summer language programs, or abroad. (Experience has shown, however, that off-campus language courses may create

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# Asian Studies

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scheduling difficulties; for that reason, many students elect the summer or study abroad option.) For languages offered at Swarthmore (Chinese), 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 faculty.

The Asian Studies faculty can recommend academically rigorous programs in several Asian countries, often tailored to a student's particular interest. Study abroad is the ideal arena for intensive language study; and nonlanguage courses taken abroad may also be applied toward the major, if credit has been granted by the College, subject to the approval of the Asian Studies Committee. However, normally *at least half of the credits toward a student's Asian Studies program (whether major or minor) should be taken at Swarthmore.*

The Alice L. Crossley Prize in Asian Studies: See p. 83.

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## REQUIREMENTS

### *The Asian Studies Course Major*

The Asian Studies major inherently makes greater demands than a departmental major, for the final responsibility falls on each student to make connections between courses that differ widely in content and method. When considering applicants to the major, therefore, the Asian Studies Committee looks for evidence of intellectual flexibility and independence as well as the demonstrated ability to do work at the B- level or above in at least two Asia-related courses, in different departments.

The major in Asian Studies consists of a minimum of 9 credits, with requirements and distribution as follows:

1. *Geographic breadth:* Coursework must be completed concerning more than one of the regions of Asia (South, Southeast, and East 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 other than that of the principal focus in an individual student's program.
2. *Disciplinary breadth:* Classes must be taken

in at least three different departments.

3. *Foundations:* At least 1 credit must be taken from the following range of courses:

#### *Comparative Studies*

- ARTH 003 (Asian Art)
- MUSI 008 (Music of Asia)
- RELG 008 (Patterns of Asian Religions)
- RELG 009 (The Buddhist Tradition)

#### *Focused on a Single Country or Region*

- CHIN 016/LITR 016CH (Substance, Shadow, and Spirit in Chinese Literature and Culture)
- CHIN 018/LITR 018CH (Classical Tradition in Chinese Literature)
- HIST 009A (Chinese Civilization)
- HIST 010 (Traditional Japan)
- RELG 012 and 013 (History, Religion, and Culture of India, I and II)

4. *Intermediate and advanced work:* A minimum of 5 credits of work 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 strongly recommended. Up to 4 credits in language study may be applied toward the major. For languages offered at Swarthmore [Chinese], courses above the first-year level may count toward the major; courses above the second-year level count as "intermediate/advanced." 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 is successfully completed in an approved program; courses above the first-year level count as "intermediate/advanced."
6. *Culminating exercise:* Students in the Asian Studies course major have a choice of culminating exercise.
  - a. *Thesis option:* a 1- (or 2-) credit thesis, followed by an oral examination. The thesis must be interdisciplinary, to the extent that two members of the Asian Studies faculty from different departments participate in the direction of its research and the examination of its results. Students must enroll for the thesis (ASIA 096) no later than fall semester of the senior year. For more information about the thesis, see the

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departmental Web site (<http://www.swarthmore.edu/Humanities/asian/>) or sophomore paper guidelines.

b. *Honors seminar option*: With the prior approval of the Asian Studies Committee, students may fulfill the requirement for a culminating exercise by taking a 2-credit honors seminar in an Asian Studies topic, in either their junior or senior year. (*Note*: A two-course combination for external examination, or a course-plus-directed-reading-attachment, will not satisfy this requirement.) The 2-credit Honors seminar will count as 1 of 9 “credits” toward the Asian Studies course major. (That is, you will still need 8 other credits).

7. *Grade-point average requirement*: A student must have at least a C average across all courses applied to the course major.

*The Asian Studies Course Minor (New for the Class of 2003 and Beyond)*

Students will be admitted to the minor after having successfully completed at least two Asia-related courses, in different departments, with grades of B- or better. Students may apply for the minor as early as the sophomore paper and as late as the first week of the senior year.

*The Asian Studies Interdisciplinary Minor* in course consists of five courses, distributed as follows:

1. *Geographic breadth*: Course work must be completed concerning more than one of the regions of Asia (South, Southeast, and East 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 other than that of the principal focus in an individual student’s program.
2. *Disciplinary breadth*: Courses must be taken in at least two departments outside of the disciplinary major. Only one course may overlap the Asian Studies minor and a disciplinary major.
3. *Foundations*: Students are encouraged, but not required, to include at least one course from the list of “foundation courses” (see earlier).
4. *Intermediate and advanced work*: At least 2 credits of work must be completed at the intermediate or advanced level. Note that

there is no “capstone seminar” or thesis for the interdisciplinary minor in course.

5. *Asian language study*: Asian language study is not required, but courses in Asian languages may count toward the course minor. For languages offered at Swarthmore [Chinese], courses above the first-year level may count toward the minor; courses above the second-year level count as “intermediate/advanced.” 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 is successfully completed in an approved program; courses above the first-year level count as “intermediate/advanced.”
6. *Grade-point average requirement*: A student must have at least a C average across the five courses applied to the minor.

*The Asian Studies Honors Major*

To be admitted to the Honors major, students should have completed at least two Asia-related courses, in different departments, at the level of B+ or above.

The Honors major in Asian Studies consists of a minimum of 10 credits (including 4 Honors preparations).

1. *Geographic and disciplinary breadth requirements* are the same as those for the course major (see earlier).
2. *Foundations*: Normally, at least one course should come from the list of “foundation courses” (see earlier).
3. *Because Asian Studies is an interdisciplinary major*, all four fields presented for external examination must be Asian Studies subjects. The student has the option of omitting a minor field designation. Alternatively, one of the four fields can be designated as a minor, in which case the student must fulfill all the requirements of that department or program for an Honors minor.
4. *Honors preparations must represent at least two different disciplines*: Careful advance planning is essential to make certain that the prerequisites and requirements established by separate departments and/or programs have been met. Honors preparations in Asian Studies may consist of 2-credit seminars, designated pairs of courses, 1-credit attachments to designated 1-credit

# Asian Studies

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courses, a 1-credit thesis in conjunction with a 1-credit course, or a 2-credit thesis. We especially encourage students to consider a course-plus-1-credit thesis combination, when the combination would allow for an interdisciplinary perspective on a particular issue or theme. With the advance approval of the Asian Studies Committee, course work or research done in study abroad may be incorporated into the preparation.

5. *Senior Honors Study (SHS) for majors*, usually done in the spring semester of the senior year, will normally follow the criteria established for minors by the department in which the Honors preparation is done. SHS for interdisciplinary preparations will be determined in consultation with the relevant professors and the Asian Studies program chair. No course credit will be given for SHS for majors. A student may choose to have one of the four preparations serve as a minor in a discipline; if so, the SHS for that preparation will be governed by the host department's practice. SHS materials may be examined in regular written exams; they must be examined in oral exams.
6. *Grade-point average requirement*: A student must have at least a B+ in all courses applied to the Honors major.

## *The Asian Studies Honors Minor*

To be admitted to the Honors minor, students should have completed at least two Asia-related courses, in different departments, at the level 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. Students should specify which track they intend to pursue when writing sophomore papers.
  - a. *Comparative Asian cultures*: The selection of courses and Honors preparation should allow a comparative perspective on the traditional or modern cultures of Asia. Individual programs should be worked out in close consultation with the Asian Studies chair. (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. Up to 2 cred-

its of language study may be counted.

2. *Disciplinary breadth*: Courses must be taken in at least two departments outside of the disciplinary Honors major. Only one course may overlap with the Honors minor and the Honors major.
3. *Foundations*: Normally at least one of the five courses should come from the list of "foundation courses" (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], courses above the second-year level count toward the minor. 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 faculty.
5. *Honors preparation*: An Honors minor in Asian Studies will submit one preparation, normally a 2-credit seminar, for examination. For alternative formats of Honors preparations, see section (4) of the Asian Studies Honors major (earlier).
6. *Senior Honors Study (SHS) for minors*, normally done in the spring semester of the senior year, will follow the norms established by the department in which the Honors preparation is done. No course credit will be given for SHS for minors. SHS materials may be examined in regular written exams; they must be examined in oral exams.
7. *GPA requirement*: A student must have at least a B+ in all courses applied to the honors minor.

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## COURSES

(See descriptions under individual departments to determine offerings for each semester.)

### Art (Art History)

ARTH 003. Asian Art

### ASIAN STUDIES

#### ASIA 093. Directed Reading

1 credit.

Each semester. Staff.

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**ASIA 096. Thesis**

*1 credit.*

*Fall 2001 and 2002. Staff.*

**ASIA 180. Thesis**

*2 credits.*

*Fall 2001 and 2002. Staff.*

**ASIA 199. Senior Honors Study**

*0.5 credit.*

*Fall 2001 and 2002. Staff.*

**Chinese Language and Literature**

- CHIN 003B. Second-year Mandarin Chinese (first semester)
- CHIN 004B. Second-year Mandarin Chinese (second semester)
- CHIN 011. Third-year Chinese
- CHIN 011A. Third-year Chinese Conversation
- CHIN 012. Advanced Chinese
- CHIN 012A. Advanced Chinese Conversation
- CHIN 016. Substance, Shadow, and Spirit in Chinese Literature and Culture
- CHIN 017. Legacy of Chinese Narrative Literature: The Story in Dynastic China
- CHIN 018. The Classical Tradition in Chinese Literature
- CHIN 020. Readings in Modern Chinese
- CHIN 021. Topics in Modern Chinese
- CHIN 023. Modern Chinese Literature
- CHIN 025. Contemporary Chinese Fiction: Mirror of Social Change
- CHIN 027. Women Writers in Twentieth-Century China
- CHIN 033. Introduction to Classical Chinese
- CHIN 055. Contemporary Chinese Cinema
- CHIN 056. History of Chinese Cinema (1905-1995)
- CHIN 063. Comparative Perspectives: China in the Ancient World
- CHIN 066. Chinese Poetry
- CHIN 081. Transcending the Mundane: Taoism in Chinese Literature and Culture

- CHIN 091. Special Topics in Chinese Literature and Culture in Translation
- CHIN 093. Directed Reading
- CHIN 104. Lu Xun and Modern Chinese Literature
- CHIN 105. Topics in Traditional Chinese Literature

**Economics**

- ECON 081. Economic Development\*
- ECON 083. Asian Economies
- ECON 181. Economic Development+

**History**

- HIST 001G. Women, Family, and the State in China
- HIST 009A. Chinese Civilization
- HIST 009B. Modern China
- HIST 010. Traditional Japan
- HIST 073. Mao's Cultural Revolution
- HIST 075. Modern Japan
- HIST 076. Topics in Japanese History
- HIST 077. Orientalism East and West
- HIST 078. Beijing and Shanghai: Tale of Two Cities
- HIST 144. State and Society in China, 1750-2000

**Linguistics**

- LING 004. Comparative Phonology of the East Asian Languages
- LING 033. Introduction to Classical Chinese

**Literature**

- LITR 016CH. Substance, Shadow, and Spirit in Chinese Literature and Culture
- LITR 017CH. Legacy of Chinese Narrative Literature: The Story in Dynastic China
- LITR 018CH. The Classical Tradition in Chinese Literature
- LITR 023CH. Modern Chinese Literature
- LITR 025CH. Contemporary Chinese Fiction: Mirror of Social Change
- LITR 027CH. Women Writers in Twentieth-Century China

# Asian Studies

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- LITR 055CH. Contemporary Chinese Cinema  
LITR 066CH. Chinese Poetry  
LITR 081CH. Transcending the Mundane: Taoism in Chinese Literature and Culture

## Music and Dance

- DANC 048. Performance Dance: Kathak  
MUSI 008. The Music of Asia  
MUSI 049. Balinese Gamelan

## Political Science

- POLS 055. China and the World  
POLS 056. Patterns of Asian Development  
POLS 064. American-East Asian Relations\*  
POLS 108. Comparative Politics: East Asia Religion

## Religion

- RELG 008. Patterns of Asian Religions  
RELG 009. The Buddhist Traditions of Asia  
RELG 012. History, Religion, and Culture of India, I  
RELG 013. History, Religion, and Culture of India, II  
RELG 026B. Buddhist Social Ethics  
RELG 027B. Asian Religions in America\*  
RELG 028. Ritual and Image in Buddhist Traditions  
RELG 030B. The Power of Images: Icons and Iconoclasts\*  
RELG 031B. Religion and Literature: From the Song of Songs to the Hindu Saints\*  
RELG 037. Buddhism and Ecology\*  
RELG 049. Goddesses and Gods of India  
RELG 104. Buddhism and Society in Southeast Asia  
RELG 108. Poets, Saints, and Storytellers: Religious Literatures of India  
RELG 110. Religious Belief and Moral Action+  
RELG 113. From Buddha's Relics to the Body of God: Hindu and Buddhist Devotion

## Sociology and Anthropology

- SOAN 003B. Nations and Nationalisms\*  
SOAN 020E. Comparative Study of China and Japan  
SOAN 043B. Shamanism  
SOAN 093. Southeast Asia: Culture and History, Independent Study  
SOAN 102. History and Myth+

## Theatre Studies

- THEA 015. Directing I/Performance Theory\*

\* *Cognate course*: Counts toward Asian Studies if all papers/projects are focused on Asian topics. No more than 2 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; does not count toward Honors minor.

# Biology

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**SCOTT F. GILBERT**, Professor  
**MARK JACOBS**, Professor<sup>1</sup>  
**JOHN B. JENKINS**, Professor and Chair  
**RACHEL A. MERZ**, Professor<sup>3</sup>  
**TIMOTHY C. WILLIAMS**, Professor  
**SARA HIEBERT**, Associate Professor<sup>3</sup>  
**KATHLEEN SIWICKI**, Associate Professor  
**AMY CHENG VOLLMER**, Associate Professor  
**JOSE-LUIS MACHADO**, Assistant Professor  
**COLIN PURRINGTON**, Assistant Professor<sup>1</sup>  
**ELIZABETH A. VALLEN**, Assistant Professor  
**PHILIP JOHNS**, Visiting Assistant Professor  
**MARCUS McFERREN**, Visiting Assistant Professor and Minority Scholar in Residence  
**DIANE O'BRIEN**, Visiting Assistant Professor  
**DARLENE BRAMUCCI**, Laboratory Instructor/Academic Coordinator  
**JOCELYNE MATTEI-NOVERAL**, Laboratory Instructor  
**THOMAS VALENTE**, Laboratory Instructor  
**RACHEL HEATH WALLACE**, Laboratory Instructor  
**MARIA MUSIKA**, Administrative Assistant

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<sup>1</sup> Absent on leave, fall 2001.

<sup>3</sup> Absent on leave, 2001-2002.

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Students are introduced to biology by enrolling in BIOL 001 and 002, which serve as prerequisites for all intermediate and advanced biology courses. Intermediate courses are numbered 010-050; courses numbered beyond 100 are advanced and may be used to prepare for the Honors program. Advanced Placement 5 is accepted for placement in some intermediate courses. See individual instructors for permission.

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## REQUIREMENTS AND RECOMMENDATIONS

Students electing to major in biology must have a grade-point average of C in BIOL 001 and 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 06A and 06B, or 06C). One semester of statistics (STAT 002 or 002C) is strongly recommended.

Students majoring in biology must take at least one course or seminar in each of the following three groups: I. Cell and Molecular Biology, II. Organismal Biology, and III. Population Biology. Course majors must take at least one advanced course or seminar in biology and satisfy the general college requirement of a comprehensive experience and examination in biology by participation in BIOL 097: Senior Comprehensive Exam.

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 002 are required. There are no requirements for chemistry, math, or physics, and no distribution requirement within the department. Only one course numbered BIOL 003-009 is allowed and only one course in either BIOL 093 or 094.

Special majors in biochemistry, psychobiology,

biostatistics, and environmental science are also offered. We offer teacher certification in biology through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will need to fulfill somewhat different course requirements from those who complete certification in 2004 and beyond. For further information about the relevant set of requirements, please contact the Education program director, the Biology Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

## 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 exams. Qualified students will prepare for two external exams from the following areas: Animal Orientation, Animal Physiology, Behavioral Ecology, Biomechanics, Cell Biology, Developmental Genetics, Human Genetics, Microbiology, Neurobiology, Plant Physiology, 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 199.

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).

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## COURSES

### 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.

*Primary distribution course. 1 credit.*

Fall 2001. 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.

*Primary distribution course. 1 credit.*

Spring 2002. Staff.

#### **BIOL 005. Biotechnology and Society: The Case of Agriculture**

(Cross-listed as PHIL 015)

An introduction to biotechnology, as it pertains to agricultural (and not biomedical) applications and to issues in the ethics and philosophy of science. Topics to be presented and discussed include biotechnological methods, ethical problems raised by recent innovations in biotechnology in agricultural practices and associated legal matters, consumer rights, biodiversity and environmental impact, long-term conduct of agricultural practices and the growth of agribusiness, patents/intellectual properties and their effects on the conduct of science, and Third World perspectives. Students will be evaluated on presentations, participation in discussions, and written work. Prerequisites: BIOL 001 or approval of instructors.

*1 credit.*

Spring 2002. Vollmer and Lacey.

#### **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 002.

*1 credit.*

Spring 2002. Gilbert.

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## **GROUP I: CELLULAR AND MOLECULAR BIOLOGY (010-019)**

### **BIOL 010. Genetics**

An introduction to genetic analysis and molecular genetics. The course 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.

*1 credit.*

*Fall 2001. Jenkins.*

### **BIOL 014. Cell Biology**

A study of the ultrastructure, molecular interactions and function of cell components, focusing primarily on eukaryotic cells.

One laboratory period per week.

Prerequisites: BIOL 001 and CHEM 022.

*1 credit.*

*Spring 2002. Vallen.*

### **BIOL 016. Microbiology**

Biology of microorganisms with an emphasis on 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 017 for credit.

One laboratory period per week.

Prerequisites: BIOL 001 and CHEM 022.

*1 credit.*

*Spring 2002. 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 agents. Laboratory exercises include techniques for detecting, isolating, cultivating, quantifying, and identifying bacteria. Students may not take both BIOL 016 and 017 for credit.

One laboratory period per week.

Prerequisites: BIOL 001 and 002; CHEM 022 recommended.

*1 credit.*

*Not offered 2001-2002. 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. Possible topics include metabolism, thermoregulation, endocrine regulation, digestion, cardiovascular physiology, and muscle physiology.

Prerequisites: BIOL 001, BIOL 002, CHEM 010 recommended.

Primary distribution course.

*1 credit.*

*Fall 2001. O'Brien.*

### **BIOL 021. Plants in Traditional and Modern Medicine**

This seminar-styled course is a detailed exploration of the phytochemical and pharmacological aspects of medicinal and toxic plants. Lab periods will examine methods of phytochemical isolation, standardization, and the development of biological assays.

Prerequisites: BIOL 001 and 002; BIOL 023 is recommended.

*1 credit.*

*Spring 2002. McFerrren.*

### **BIOL 022. Neurobiology**

A study of the basic principles of neuroscience, with emphasis on the electrical and chemical signaling properties of neurons and their underlying cellular and molecular mechanisms as well as the functional organization of selected neural systems.

One laboratory period per week.

Prerequisites: BIOL 001, CHEM 010.

*1 credit.*

*Spring 2001. Siwicki.*

# Biology

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## **BIOL 023. The Biology and Diversity of Plants**

Plant form and diversity are emphasized from an evolutionary and taxonomic perspective. Attention will be paid to floral structure and its role in taxonomy, gamete development, plant growth, life cycles, adaptations, and the evolutionary history of plant life.

One laboratory period per week.

Prerequisites: BIOL 001 and 002.

*1 credit.*

*Fall 2001. McFerren.*

## **BIOL 024. Embryology**

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 002.

*1 credit.*

*Not offered 2001-2002. Gilbert.*

## **BIOL 026. Invertebrate Zoology**

Evolution, morphology, ecology, and physiology of invertebrate animals.

One laboratory period per week; some all-day field trips.

Prerequisites: BIOL 001 and 002.

*1 credit.*

*Not offered 2001-2002. Merz.*

## **BIOL 028. Plant Physiology**

A study of the principle physiological processes of higher plants, including photosynthesis, gas exchange, water and nutrients transport, internal metabolism, plant hormone action, and environmental responses.

One laboratory period per week.

Prerequisites: BIOL 001, 002; CHEM 022 recommended.

*1 credit.*

*Not offered 2001-2002. Jacobs.*

## **BIOL 029. Insect Biology**

In this small intermediate-level course, students will examine aspects of insect biology, including aspects of growth and development, locomotion, feeding, reproduction, behavior, and systematics. Laboratories will meet once a

week, sometimes going off-campus, with occasional weekend or other excursions required.

Prerequisites: BIOL 001 and 002 or instructor's approval.

*1 credit.*

*Spring 2002. Johns.*

## **GROUP III: POPULATION BIOLOGY (030-039)**

### **BIOL 030. Field Studies in Animal Behavior**

An introduction to the biological study of animal behavior under natural conditions. Observation of the behavior and natural history of animals, including insects, birds, and primates leads to an understanding of ethology, behavioral ecology, orientation, and migration.

Three to six hours of field work per week.

Prerequisite: BIOL 002.

*1 credit.*

*Fall 2001. Williams.*

### **BIOL 032. Field Ornithology**

The biology of birds in their natural habitats. The course will emphasize the diversity of birds, their ecology, evolution, adaptive physiology and behavior. At least three Saturday or Sunday field trips are required.

Prerequisites: BIOL 002 or consent of instructor.

*1 credit.*

*Not offered 2001-2002. Williams.*

### **BIOL 032-A. Spring Ornithology**

A field course in bird songs, identification, and behavior.

Prerequisite: BIOL 032.

*0.5 credit.*

*Spring 2002. Williams.*

### **BIOL 033. Chemical Ecology**

Chemical ecology is the multidisciplinary field that asks fundamental questions about how chemicals mediate biotic interactions. This lecture and laboratory course is designed to provide a survey of the theory and research problems in the field. Lectures will concentrate on theories of plant defense, means of identifying allelochemical agents, and the design of

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biological assays. The experimental component will emphasize chemical aspects of plant defense, plant-insect interactions, and plant-plant interactions through both field and laboratory experiences.

Prerequisites: BIOL 001 and 002; CHEM 022 preferred.

*1 credit.*

*Not offered 2001-2002.* McFerren.

### **BIOL 034. Evolution**

This course focuses on how the genetic structure of a population changes in response to mutation, natural selection, and genetic drift. Other topics, such as evolutionary rates, speciation, and extinction provide a broader view of evolutionary processes.

One laboratory period or field trip per week.

Prerequisites: BIOL 001 and 002.

*Fall 2001.* Johns.

### **BIOL 036. Ecology**

The scientific study of the relationships that determine the distribution and abundance of organisms, with a focus on plants. Topics include population dynamics, species interactions, community ecology, and nutrient cycles.

One laboratory period or field trip per week.

Prerequisites: BIOL 001 and 002.

*1 credit.*

*Fall 2001.* Machado.

### **BIOL 038. Paleobiology**

Introduction to the fossil record and the techniques and theories used by paleontologists. Current issues in paleontology will also be examined.

One laboratory period or field trip per week.

Prerequisites: BIOL 001 and 002.

*1 credit.*

*Not offered 2001-2002.* Merz.

### **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 002.

*Not offered 2001-2002.* 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**

With the permission of the department, qualified students may pursue a research program for course credit. The student will present a written report to the biology faculty member supervising the work.

*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**

095, 097, and 199 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 for satisfaction of the requirement of a comprehensive examination for graduation.

### **BIOL 097. Senior Seminar**

A consideration of a topic from the perspectives of several biological subdisciplines. Serves as the senior comprehensive and exam; required of all biology majors in course.

*Fall 2001.* Staff.

# Biology

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## HONORS STUDY

### BIOL 199. Senior Honors Study

An interactive, integrative program to allow Honors students to finalize their research thesis spring semester. Staff.

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## SEMINARS

### BIOL 110. Human Genetics

A seminar exploring the genetic analysis of the human genome. Nonhuman model systems will be examined along with human systems.

Attendance at medical genetics rounds and seminars at the University of Pennsylvania School of Medicine is required.

Prerequisites: BIOL 010 or consent of instructor.

*2 credits.*

*Spring 2001. Jenkins.*

### BIOL 111. Developmental Genetics

This year's topic will be evolutionary developmental genetics. The arrival of the fittest is predicated on inherited changes in development. This means that the expression of developmental regulatory genes is changed. We will be discussing such phenomena as the fin-to-limb transition, the evolution of the eyes and hearts, and the nature of co-option and homology. The laboratory will use molecular techniques to find genes involved in the production of evolutionary novelties such as the turtle shell.

Prerequisites: BIOL 010, 014, 024, or consent of the instructor.

One laboratory per week.

*2 credits.*

*Fall 2001. Gilbert.*

### BIOL 114. Regulation of Cell Division

A study of events of the cell cycle necessary for cell division and the mechanisms of regulation that function to control these processes. The critical evaluation of original research literature and the examination of current issues in the field will be emphasized.

One laboratory per week.

Prerequisites: BIOL 014, 015, or consent of instructor.

*2 credits.*

*Fall 2001. Vallen.*

### BIOL 116. Microbial Processes and Biotechnology

A study of microbial mechanisms regulating gene expression in response to natural and experimental stressors; technical and ethical applications of these concepts in biotechnology.

Independent laboratory projects.

Prerequisites: BIOL 016 or 017.

*2 credits.*

*Fall 2001. Vollmer.*

### BIOL 120. Biological Rhythms

An examination of the properties of biological clocks, including the molecular basis of the clock, neural control, and the evolutionary significance of the rhythms they generate.

One seminar meeting each week and ongoing independent projects.

Prerequisites: BIOL 001, 002, and one of the following courses: BIOL 014, 016, 017, 020, or 022.

*Spring 2002. O'Brien.*

### BIOL 121. Physiological Ecology

Physiological basis for interactions between animals and the environment, including thermoregulation, seasonality, foraging, reproduction, and energetics. Laboratory exercises and independent projects.

Prerequisites: BIOL 001, 002, and 020 or permission of instructor.

*2 credits.*

*Not offered 2001-2002. Hiebert.*

### BIOL 122. Developmental Neurobiology

Seminars focusing on cellular and molecular mechanisms of nervous system development and plasticity.

Independent laboratory projects.

Prerequisites: BIOL 022 or 111.

*2 credits.*

*Not offered 2001-2002. Siwicki.*

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**BIOL 123. Learning and Memory**

Seminars focusing on the anatomy, physiology and molecular biology of neural systems underlying learning and memory.

Independent laboratory projects.

Prerequisites: BIOL 022 or permission of instructor.

*2 credits.*

*Fall 2001. Siwicki.*

**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, 002, and one other Group II or Group III Biology course.

*2 credits.*

*Not offered 2001-2002. Merz.*

**BIOL 128. Control of Plant Development**

An examination of cellular, intercellular, and environmental control mechanisms operating in plant growth and development. Particular examples will be studied in depth, with an emphasis upon critical evaluation of original research literature.

One seminar meeting each week and continuing laboratory projects.

Prerequisites: BIOL 001, 002, and one other biology course.

*2 credits.*

*Spring 2001. Jacobs.*

**BIOL 130. Behavioral Ecology**

The study of the evolution of behavior as an adaptation to an environment. Topics include bioeconomics, gender roles, mating systems, cooperation, and communication.

Prerequisites: BIOL 030 or 032, or 034 or 036.

Students with preparation outside biology should seek permission of the instructor.

*2 credits.*

*Spring 2002. Williams.*

**BIOL 134. Plant Defense**

This seminar focuses on ecological and evolutionary issues relating to defensive characteristics of plants.

One seminar meeting each week and continuing, independent laboratory projects.

Prerequisites: Any biology course numbered 010 or higher.

*2 credits.*

*Spring 2002. Purrington.*

**BIOL 137. Biodiversity**

The ecology of patterns in species diversity and their causes at global, regional, and local scales. Readings and presentations also encompass problems in paleobiology; systematics; biogeography; geology; macroevolution; extinction; and ethical, cultural, and economic issues pertaining to biodiversity and its conservation. Attendance is required on several all-day field trips (returning as late as 7 p.m.). Students form small research groups; each group designs and implements an independent field research project or a component of a larger project conducted by more than one group.

Prerequisites: BIOL 002 and BIOL 036 or equivalent.

*2 credits.*

*Not offered 2001-2002.*

# Black Studies

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Coordinator: **TIMOTHY BURKE** (History)  
**Jenny Gifford** (Administrative Assistant)

Committee: **Syd Carpenter** (Art)  
**Maurice Eldridge** (President's Office)<sup>10</sup>  
**Charles James** (English Literature)  
**Stephen O'Connell** (Economics)  
**Micheline Rice-Maximin** (Modern Languages)  
**Timothy Sams** (Dean's Office)<sup>10</sup>  
**Peter Schmidt** (English Literature)  
**Sarah Willie** (Sociology and Anthropology)<sup>3</sup>

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3 Absent on leave, 2001-2002.

10 Ex-officio.

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The purpose of the Black Studies program is (1) to introduce students to the history, culture and society, and political and economic conditions of black people in Africa, the Americas, and elsewhere in the world; and (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 a range of sometimes nontraditional methodological tools and have pursued knowledge that assumes the peoples and cultures of Africa and the African diaspora are central to accurately understanding the world. The courses in the Black Studies program at Swarthmore enhance the liberal arts tradition of the College, acknowledging positivist, comparative, progressive, modernist and post-modernist, postcolonial, and Afrocentric approaches.

Students in any department may add an interdisciplinary minor in Black Studies 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.

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## REQUIREMENTS

All Interdisciplinary minors in Black Studies

are required to take BLST 015 (Introduction to Black Studies), BLST 091 (Special Topics in Black Studies)—ordinarily in the last semester of the senior year—and three additional courses listed in the catalog that gain Black Studies credit. Of these three additional courses, at least one of them must be outside of the departmental major, and at least one of them must be taken at Swarthmore. We strongly advise students to take a course in African or African diasporic history.

BLST 091, Special Topics in Black Studies, may take the form of a tutorial (if there are three or fewer students in any given class) or a seminar (if there are four or more students), with all senior minors participating. The tutorial or seminar will normally be conducted in the spring term of the senior year and will culminate in a thesis administered by the Black Studies Committee. It is often possible to combine the Black Studies thesis with the senior project for the major. Students who apply their thesis credit to both the major and the minor must receive advanced approval from the Black Studies Committee and the major department in the fall of the senior year.

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## 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 do a single, 2-credit preparation. This preparation may be based on two units of academic

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credit selected from the course offerings within the Black Studies program, or it may be a 2-credit thesis written under program supervision. Honors minors must meet all other requirements of the interdisciplinary minor in course. For an Honors minor in Black Studies, the 2 credits that the student uses for the minor must come from outside of the student's major department. One of these credits may be BLST 091. The student may also pair Black Studies courses together. Such course combinations could include HIST 008B and RELG 010 or FREN 077 and ENGL 078 or ECON 082 and POLS 058. With respect to course combinations, it should be noted that all Honors work is normally done during the junior or senior years.

The 2-credit Honors thesis option 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 upon a discipline that is outside of the student's major. One unit of the 2-credit preparation by minors will satisfy the BLST 091 requirement. The proposal for either the 2-credit Honors thesis or the Honors course combination must be approved by the Black Studies Committee, normally in the fall of the student's senior year. In the case of the thesis, a Black Studies Committee faculty adviser will be appointed to work with the student. In the spring of the senior year, the student's Honors thesis will be examined with a written and oral exam by an outside examiner. (An Honors thesis may include a video or audio tape of a creative performance activity in dance or music or other approved creative work.)

Courses in the Black Studies program are listed subsequently. Courses of independent study, special attachments on subjects relevant to Black Studies, and courses offered by visiting faculty (those courses not regularly listed in the *College Bulletin*) may, at the discretion of the Black Studies Committee, be included in the program. Students who wish to pursue these possibilities should consult with the coordinator of the Black Studies Committee.

## COURSES

The following courses may be counted toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter.) Descriptions of courses listed can be found in each department's course listings in this catalog.

### Art

ARTH 025. Arts of Africa  
ARTH 027. African-American Art  
STUA 021. African Pot

### Black Studies

#### **BLST 015. Introduction to Black Studies**

This course introduces students to the breadth and depth of the discipline of Black Studies using primary sources. It begins with an examination of current debates that define theory, method, and goals in Black Studies; it 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 anticolonialist movements in Africa, the Caribbean, and Europe. The course examines the challenges that were levied against traditional academic disciplines with the rise of antiracist 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 2002. Willie.*

#### **BLST 091. Special Topics in Black Studies (Thesis)**

*1 credit.*

*Spring 2002. Burke.*

### Dance

DANC 009. Music and Dance of Africa  
DANC 021. Dance: Africa and Asia  
DANC 043. African Dance I  
DANC 049. Performance Dance: Repertory  
*Section 1. Fall 2001: Dancing and Drumming.*  
*Section 2. Spring 2002: African.*  
DANC 053. African Dance II

# Black Studies

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## **Economics**

- ECON 071. Labor Economics
- ECON 073. Race, Ethnicity, and Gender in Economics
- ECON 082. The Political Economy of Africa
- ECON 171. Labor and Social Economics
- ECON 181. Economic Development

## **Education**

- EDUC 068. Urban Education

## **English Literature**

- ENGL 057. The African-American Writer
- ENGL 059. The Harlem Renaissance
- ENGL 060. Sites of Memory: Contemporary African-American Writing
- ENGL 078. The Black African Writer
- ENGL 121. The Harlem Renaissance and the Jazz Age

## **French**

- FREN 012L. Introduction à l'analyse littéraire
- FREN 028. Francophone Cinema: Configurations of Space in Postcolonial Cinema
- FREN 033. Fictions d'enfance dans le monde francophone
- FREN 036. Poésies d'écritures françaises
- FREN 070F. Caribbean and French Civilization and Cultures
- FREN 075F. Haiti, the French Antilles and Guyane in Translation
- FREN 076. Ecritures au féminin
- FREN 077. Prose francophone: littérature et société
- FREN 078. Théâtre et société
- FREN 080. Social Issues in Caribbean Texts
- FREN 110. Ecritures françaises hors de France: Fiction et réel
- FREN 114. Théâtre d'écritures françaises
- FREN 115. Paroles de femmes

## **History**

- HIST 001I. First-Year Seminar: African American Women's History

- HIST 007A. History of the African American People, 1619-1865
- HIST 007B. History of the African American People, 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 053. Topics in African-American Women's History
- HIST 087. Development and Modern Africa: Historical Perspectives
- HIST 137. Topics in African-American History
- HIST 140. The Colonial Encounter in Africa

## **Linguistics**

- LING 052. Historical and Comparative Linguistics

## **Literature**

- LITR 028F. Francophone Cinema: Configurations of Space in Postcolonial Cinema
- LITR 070F. Caribbean and French Civilization and Cultures
- LITR 075F. Haiti, the French Antilles and Guyane in Translation

## **Music**

- MUSI 003. Jazz History
- MUSI 061. Jazz Improvisation

## **Political Science**

- POLS 033. Race, Ethnicity, and Public Policy
- POLS 034. Race, Ethnicity, Representation, and Redistricting in America
- POLS 058. African Politics
- POLS 110. Comparative Politics: Africa

## **Religion**

- RELG 010. African-American Religions
- RELG 024B. From Vodun to Voodoo: African Religions in the Old and New World
- RELG 025B. Black Women and Religion
- RELG 109. Afro-Atlantic Religions

# Black Studies

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## **Sociology and Anthropology**

SOAN 007B. Introduction to Race and  
Ethnicity in the United States

SOAN 007C. Sociology Through African-  
American Women's Writing

SOAN 020D. Cuba and Puerto Rico:  
"The Two Wings of a Single Bird?"

SOAN 020F. Spirits in Exile: Afro-Latin  
Religions in the Americas

SOAN 037B. Twentieth-Century Black  
Political Thought

# Chemistry

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**ROBERT F. PASTERNAK**, Professor<sup>3</sup>  
**JUDITH G. VOET**, Professor  
**ROBERT S. PALEY**, Associate Professor and Chair  
**THOMAS A. STEPHENSON**, Professor  
**KATHLEEN P. HOWARD**, Assistant Professor<sup>1</sup>  
**ELIZABETH A. OTTINGER**, Assistant Professor  
**PAUL R. RABLEN**, Associate Professor  
**KAREN R. HATWELL**, Visiting Assistant Professor  
**SHERYL A. HEMKIN**, Visiting Assistant Professor  
**VIRGINIA M. INDIVERO**, Lecturer  
**MARY E. ROTH**, Lecturer and Director of Introductory Laboratories  
**DONNA T. PERRONE**, Laboratory Instructor  
**BRENDA L. WIDO**, Laboratory Instructor  
**KATHERINE R. MCGINTY**, Administrative Assistant

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<sup>1</sup> Absent on leave, fall 2001.

<sup>3</sup> Absent on leave, 2001-2002.

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The aim of the Chemistry Department is to provide sound training in the fundamental principles and basic techniques of the science and to provide interested students with the opportunity for advanced work in the main subdisciplines of modern chemistry.

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## REQUIREMENTS AND RECOMMENDATIONS

The normal route for entrance to the advanced-level program is to take CHEM 010 followed by 022, 032, and 038. Students with an especially strong precollege background in chemistry are advised to begin with CHEM 010H. Such students will normally be asked to take a placement examination. Students seeking Advanced Placement credit may also be required to take this examination. Consult with the department chair.

The minimum requirement for a major in chemistry is 9 credits in the department. These must include CHEM 010, 022, 032, 034, 038, 045A/B, 046, 050, and one single-credit seminar. Students should note the mathematics and physics prerequisites for Inorganic and Physical Chemistry. *Those considering a major in chemistry are strongly urged to complete MATH 005, 006A, 006B, 018 and PHYS 003, 004 (or 007, 008) by the end of the sophomore year.* In addition, all students must complete CHEM 010, 022, and 034 before enrolling in a Chemistry

Department seminar. Students should complete these requirements by the fall semester of the junior year.

Those students planning professional work in chemistry should include in their programs a fourth semester of mathematics and at least two additional credits in chemistry. Accreditation by the American Chemical Society (ACS) is useful for those who intend to pursue a career in chemical industry and requires a year of independent research through CHEM 094, 096, or 180. Further, proficiency in reading scientific German, Russian, or French is an asset to the practicing chemist.

We offer teacher certification in chemistry through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will need to fulfill somewhat different course requirements from those who complete certification in 2004 and beyond. For further information about the relevant set of requirements, please contact the Education program director, the Chemistry Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

Research opportunities with individual staff members are available through CHEM 094, 096, and 180. Majors are encouraged to consult the staff about current research problems under investigation.

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## BIOCHEMISTRY SPECIAL MAJOR

In collaboration with the Department of Biology, the Department of Chemistry also offers a special major in biochemistry (see discussion of special major, p. 68), which provides the student with the opportunity 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, 034, 038, 045A/C, 046, 050, and 108. Biochemistry majors must also complete either (1) a biochemically related, sophomore-level biology course (with lab) and a *biochemically related* advanced biology seminar (with lab), or (2) two *biochemically related*, sophomore-level biology courses (with labs). The term *biochemically related* is defined here to include all Biology Group I courses and other courses that are deemed appropriate by consultation among members of the Chemistry and Biology departments. Students should note the mathematics, physics, chemistry, and biology prerequisites for these courses. Those considering a major in biochemistry are strongly urged to complete MATH 005, 006A, 006B, 018 and PHYS 003, 004 (or 007, 008) by the end of the sophomore year. In addition, all students must complete CHEM 010, 022, and 034 before enrolling in a Chemistry Department seminar. Students should complete these requirements by the fall semester of the junior year. Research opportunities are available in both the Biology and Chemistry departments. Interested students should consult the chairs of the two departments.

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## CHEMICAL PHYSICS SPECIAL MAJOR

In collaboration with the Physics and Astronomy Department, the Chemistry Department also offers a special major in chemical physics (see discussion of special major, p. 68), which provides the student with the opportunity to gain a strong background in the study of chemical processes from a microscopic and molecular point of view. The special major combines course work in chemistry and physics at the introductory and intermediate levels, along with advanced work in physical chemistry and physics, for a total of between 10 and 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 by the end of the sophomore year: (1) CHEM 010/010H and 022; (2) PHYS 006, 007, 008 (PHYS 003, 004 can substitute, but the 006, 007, 008 sequence is strongly recommended); (3) further work appropriate to the major in either chemistry (CHEM 034, 045A/B and/or 046) or physics (PHYS 014 and 050); (4) MATH 016 and 018. An example of a major in chemical physics follows: CHEM 022, 034, 045A/B, 046, 050, 104; PHYS 007, 008, 014, 050, 111, 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 046, CHEM 050, or PHYS 082.

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## CHEMISTRY MINOR (IN COURSE)

A chemistry minor in the course program is also available. It is a 5-credit minor, plus any prerequisites necessary. The chemistry credits must include 010, 022, and 034, plus 2 other credits, one of which must be numbered 040 or higher. CHEM 001, CHEM 050, and research credits (094, 096, 180) may not be used to fulfill this requirement. Four of the 5 credits must be obtained here at Swarthmore.

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## HONORS PROGRAM

*Fields Available for Examination:* The fields offered by the Chemistry Department for examination as part of the Honors program are Topics in Modern Organic Chemistry; Topics in Bioinorganic and Organometallic Chemistry; Chemical Dynamics; Theory and Applications of Spectroscopy; Topics in Biochemistry; and Biophysics. The department will offer 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 in chemistry will be 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 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, 022, and 034; MATH 005, 006A, and 006B; PHYS 003 and 004. Individual preparations carry additional requirements and prerequisites, as noted below:

Topics in Modern Organic Chemistry: CHEM 032, 102 (seminar). Chemical Dynamics: CHEM 045B, 104 (seminar); MATH 018. Theory and Applications of Spectroscopy: CHEM 045B, 105 (seminar); MATH 018. Topics in Bioinorganic and Organometallic Chemistry: CHEM 032, 046, 106 (seminar). Topics in Biochemistry: CHEM 032, 038, 045 A/B or A/C, 0108 (seminar); BIOL 001. Biophysics: CHEM 034, 038, 110 (seminar).

*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 Honors majors in chemistry are required to complete CHEM 010, 022, 032, 034, 038, 045A/B, 046, and 050.

*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 Biophysics (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/or Biology departments; and (4) one additional preparation chosen from the Chemistry 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 045A/C, 046, and 050. 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 wishing to minor in chemistry in the 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.

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## COURSES

### **CHEM 001. Chemistry in the Human Environment**

This course will include the study of the central concepts of chemistry in the context of current problems that impact on the human environment. This list includes the greenhouse effect, ozone depletion, acid rain, energy utilization, waste disposal, air and water quality, nutrition, food production, toxic substances, drugs, AIDS, brain chemistry, and medicine. Class discussion into the philosophical and public policy aspects of these problems as well as the chemistry will be encouraged. Assigned reading material will be nonmathematical and emphasize organic and biochemistry as well as general chemical principles. Students may not receive credit for CHEM 001 if they have received credit for CHEM 010.

One laboratory period every second week.

*Primary distribution course. 1 credit.*

*Spring 2002. Howard.*

### **CHEM 010. General Chemistry**

A study of the general concepts and basic principles of chemistry; 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, transition metal, and biological chemistry.

One laboratory period weekly.

*Primary distribution course. 1 credit.*

*Fall 2001. Hatwell, Hemkin.*

### **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 biological, transition metal, and environmental chemistry. Some familiarity with elementary calculus concepts will be assumed.

Open to first-year students only.

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One laboratory period weekly.

Prerequisites: A score of at least 4 on the Advanced Placement chemistry exam or at least 6 on the International Baccalaureate advanced chemistry exam or equivalent performance on the departmental placement exam or permission of the instructor.

*Primary distribution course. 1 credit.*

Fall 2001. Ottinger.

### **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.

*1 credit.*

Spring 2002. 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 bioorganic chemistry.

One laboratory period weekly.

Prerequisite: CHEM 022.

*1 credit.*

Fall 2001. Paley.

### **CHEM 034. Principles of Physical Chemistry**

A survey of some basic concepts of physical chemistry including states of matter, the laws of thermodynamics, chemical equilibria, electrochemistry, chemical kinetics and introductions to quantum theory, atomic and molecular structure, and spectroscopy.

One laboratory period weekly.

Prerequisites: CHEM 010, MATH 005, 006A, 006B, PHYS 003, 004 (or 007, 008).

*1 credit.*

Fall 2001. Stephenson.

### **CHEM 038. Biological Chemistry**

An introduction to the chemistry of living systems: protein conformation, principles of bio-

chemical preparation techniques, enzyme mechanisms and kinetics, bioenergetics, intermediary metabolism, and molecular genetics.

One laboratory period weekly.

Prerequisite: CHEM 032 (BIOL 001 recommended).

*1 credit.*

Spring 2002. Ottinger, Voet.

### **CHEM 045A. Intermediate Physical Chemistry I**

Continued discussion of the principles introduced in CHEM 034, focusing on thermodynamics, the properties of condensed matter, and nonideal systems.

One laboratory period weekly.

Prerequisites: CHEM 034, MATH 018.

*0.5 credit.*

Spring 2002, first half. Hemkin.

### **CHEM 045B. Intermediate Physical Chemistry II**

Continued discussion of the principles introduced in CHEM 034, focusing on chemical bonding, spectroscopic methods, statistical thermodynamics, and chemical reaction dynamics.

One laboratory period weekly.

Prerequisites: CHEM 034, MATH 018.

*0.5 credit.*

Spring 2002, second half. Stephenson.

### **CHEM 045C. Biophysical Chemistry**

Continued discussion of the principles introduced in CHEM 034, focusing on the application of physical chemistry to the study of biological problems such as the determination of macromolecular structure and the measurement of both intramolecular and intermolecular interactions important in stabilizing biological structures.

One laboratory period weekly.

Prerequisites: CHEM 034, 038.

*0.5 credit.*

Spring 2002, second half. Howard.

### **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: CHEM 034.

*1 credit.*

*Spring 2002. Hatwell.*

## **CHEM 050. Modern Instrumental Methods in Chemistry and Biochemistry**

This laboratory-intensive course centers on modern instrumental methods, including fluorescence, infrared, ultraviolet, and mass spectrometry. Special emphasis is given to Fourier-transform nuclear magnetic resonance.

Approximately five hours of laboratory weekly.

Prerequisites: CHEM 032 and either 038 or 046. Prior or concurrent registration in CHEM 034 is required.

*1 credit.*

*Fall 2001. Rablen, Voet. Tentatively not offered 2003-2004.*

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## **SEMINARS**

The following single-credit seminars may be taken for credit toward a degree in course or for papers in the External Examination program. All students should note that CHEM 010, 022, and 034 constitute a minimum set of prerequisites for enrollment in any Chemistry Department seminar. These requirements should be completed by the end of the fall semester of the junior year. Individual seminars carry additional prerequisites, as listed below.

### **CHEM 102. Topics in Modern Organic Chemistry**

This course will address selected advanced topics of current interest in the fields of synthetic and bioorganic chemistry. Materials will be drawn both from textbooks and from the current research literature and may cover such topics as methods for forming carbon-carbon bonds, control of relative and absolute stereochemistry, applications of stoichiometric and catalytic organometallic chemistry in synthesis, self-assembly, carbohydrates, approaches to drug design, combinatorial chemistry, and

peptidomimetics.

Prerequisite: CHEM 032.

*1 credit.*

*Alternate years. Ottinger, Paley.*

### **CHEM 104. Chemical Kinetics and Reaction Dynamics**

An examination of the theories and experimental techniques that explore chemical reactivity, focusing on microscopic and macroscopic time-resolved phenomena. Examples will be drawn from solution and gas-phase systems, ranging from atmospheric chemistry and molecular beam scattering to electron transfer and chemical substitution reactions in solution.

Prerequisites: CHEM 045B, MATH 018; CHEM 038 or 046 recommended.

*1 credit.*

*Alternate years. Stephenson.*

### **CHEM 105. Theory and Applications of Spectroscopy**

An examination of topics in molecular spectroscopy, beginning with quantum mechanical principles and extending to chemical applications of NMR, electronic and ro-vibrational spectroscopies.

Prerequisites: CHEM 045B, MATH 018.

*1 credit.*

*Alternate years. Not offered 2001-2002.*

### **CHEM 106. Topics in Bioinorganic and Organometallic Chemistry**

Topics at the interface of inorganic, bio- and organic chemistry, including bonding theory for transition metal complexes, physical methods for their study, mechanistic and synthetic aspects of Werner and organometallic complexes, self-assembly processes, and bioinorganic chemistry.

Prerequisites: CHEM 032, 046.

*1 credit.*

*Alternate years. Not offered 2001-2002. Paley, Pasternack.*

### **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, nucleic

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acids, carbohydrates, and lipid membranes 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.

Prerequisites: CHEM 038, BIOL 001. Prior or concurrent enrollment in BIOL 010 or 014 or 016 or 017 and/or CHEM 045A/B or A/C is recommended.

*1 credit.*

*Spring 2001. Voet.*

### **CHEM 110. The Physical Basis of Biomolecular Structure and Function**

(Cross-listed as PHYS 139)

Introduction to the interdisciplinary field of biophysics in which biological systems are explored using the quantitative perspective of the physical scientist. Rather than provide a comprehensive overview of an extremely large field, the seminar presents a consistent perspective by focusing on two important examples of biophysical problems that have dominated the literature: (1) How is the three-dimensional conformation of a protein formed and stabilized? (2) What are the physical forces responsible for the unique properties of lipid bilayer membranes? Topics will include electrostatics of solvated biomolecules, statistical thermodynamics of polymers, physical methods for studying macromolecules and biological energy transduction. The seminar will be largely textbook based, with regularly assigned problem sets.

Prerequisites: CHEM 034 and CHEM 038, or CHEM 010 and PHYS 014, or permission of the instructors.

*1 credit.*

*Not offered 2001-2002. Stout and Howard.*

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## **STUDENT RESEARCH**

All students who enroll in one or more research courses during the academic year are required to attend weekly colloquium meetings and to present the results of their work 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 Department, one of whom is to act as the student's research mentor. Although the details of the research thesis program will be determined by the committee and the student, certain minimum requirements must be met by all students selecting this option:

1. A minimum of 2 credits of CHEM 096 to be taken during the last three semesters of the student's residence at Swarthmore.
2. A thesis based upon the student's research activity to be submitted prior to the last week of classes of the final semester. Guidelines for the preparation of the thesis will be provided to the student.

*1 credit.*

*Each semester. Staff.*

### **CHEM 180. 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 some member of the staff and approved early in the semester preceding the one in which the work is to be done.

*1 credit.*

*Each semester. Staff.*

# Classics

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**GILBERT P. ROSE**, Professor

**WILLIAM N. TURPIN**, Professor<sup>2</sup>

**ROSARIA V. MUNSON**, Professor and Acting Chair

**GRACE M. LEDBETTER**, Assistant Professor<sup>3,7</sup>

**ROBERT J. SKLENAR**, Visiting Assistant Professor

**ANDROMACHE KARANIKA**, Visiting Instructor (part-time)

**FRANCESCA GIEGENGACK**, Administrative Assistant

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<sup>2</sup> Absent on leave, spring 2002.

<sup>3</sup> Absent on leave, 2001-2002.

<sup>7</sup> Joint appointment with Philosophy.

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Classics is the study of the ancient Greeks and Romans, who produced some of the world's greatest literature and who shaped Western history and culture. The Department of Classics teaches the Greek and Latin languages and literatures from the beginning level through Honors seminars. 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 literature by the end of one year. After two years, students are usually prepared for seminars, in which they read and discuss in depth such authors as Homer, Aeschylus, Sophocles, Euripides, Plato, Thucydides, Herodotus, Cicero, Tacitus, Catullus, Horace, and Vergil.

Greek and Latin are studied in courses numbered from 001 to 019 and in seminars. Courses listed as Classics (designated CLAS and numbered 020 and over) have no prerequisites and assume no knowledge of Greek or Latin; instead, English translations are used to introduce students to the history, literature, philosophy, mythology, religion, and archaeology of the ancient world. CLAS courses listed under ancient history count as prerequisites toward advanced courses in the Department of History and as part of a major in history.

The Department of Classics encourages students to spend a semester, usually during their junior year, at the Intercollegiate Center for Classical Studies in Rome. Here students from many American colleges study Latin, Greek, Italian, art history, and the ancient city; they also take field trips in Rome and Italy. Swarthmore College also helps to support the American Academy in Rome and the Amer-

ican School of Classical Studies in Athens, and its students have privileges at those institutions. Classics students are eligible for the Susan P. Cobbs Scholarship, the Susan P. Cobbs Prize Fellowship, and the Helen F. North Award, for study abroad or for intensive beginning language study in the summer.

The Classics Department participates in the Medieval Studies program, the Women's Studies program, the comparative literature major, and a special major in linguistics and languages.

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## REQUIREMENTS FOR MAJORS AND MINORS

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 consists of at least 8 credits in Greek beyond GREK 001-002 and at least three seminars. A major in Latin consists of at least 8 credits in Latin beyond LATN 001-002, and at least three seminars. A major in ancient history consists of four ancient history courses (CLAS 031, 032, 042, 044, or 056); a 1-credit attachment (a substantial, independent project consisting of a thesis or a set of two or three related, shorter papers) 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, specifically LATN 102, LATN 105, or GREK 113. Admittance to seminars is based upon the student's ability to read Greek or Latin with the needed speed and comprehension. Those who intend to major or minor in

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Greek or Latin, or to major in ancient history, should complete the appropriate language courses numbered 011 and 012 (or their equivalent) as early as possible.

In their last semester, majors who are not in the Honors program take a comprehensive examination, including written final exams in three fields (usually corresponding to seminars taken) and an oral exam.

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.

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## THE HONORS PROGRAM IN CLASSICS

For a major in Greek or Latin, preparation for Honors exams will normally consist of three seminars (students may take a fourth seminar 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, in order to be adequately prepared for the examination.

For a major in ancient history, one of the three preparations for Honors, as for the major itself, 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 exam. No ancient language is required for this minor.

Senior majors and minors in Greek or Latin 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 college Senior Honor Studies [SHS] limit

of 4,000 words). Majors will, therefore, submit three such papers, and minors will submit one. SHS is not required for students whose 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 (three-hour) written and oral exams will be the mode of external assessment for seminars. For course-plus-attachment, the exam will be just an oral.

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## Greek

### **GREK 001-002. Intensive First-year Greek**

Students learn the basics of the language, begin reading major classical writers, and are introduced to the culture and thought of the Greeks. 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.

*Primary distribution course, humanities.*

*1.5 credits.*

*Year course 2001-2002. Rose.*

### **GREK 010. Greek Prose Composition**

Extensive translation of English into Greek. Meets 1 hour per week.

*0.5 credit.*

*Spring 2002. Sklenar.*

### **GREK 011. Intermediate Greek**

The chief reading is usually a work of Plato. The course emphasizes both language skills and the discussion of literature and philosophy. Other readings may include selections from the Greek historians, orators, or tragedians (e.g., Euripides' *Medea*).

*Primary distribution course, humanities. 1 credit.*

*Fall 2001. Rose.*

### **GREK 012. Homer**

Selections from either the *Iliad* or the *Odyssey* are read in Greek; the remainder of the poem is read in translation.

*Primary distribution course, humanities. 1 credit.*

*Spring 2002. Staff.*

# Classics

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## **GREK 013. Plato and Socrates**

The course will focus on one or more dialogues of Plato and will examine Plato's use of the dialogue form both as a literary and a philosophical device. In addition, we will explore the question of the historic Socrates and his relationship to the culture of fifth-century Athens and the Sophistic movement in particular.

Prerequisite: GREK 011 or equivalent.

*1 credit.*

*Not offered 2001-2002.*

## **GREK 093. Directed Reading**

Independent work for advanced students under the supervision of an instructor.

*1 credit.*

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## 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.*

*Primary distribution course, humanities.*

*1.5 credits.*

*Year course 2001-2002. Sklenar.*

### **LATN 009. Latin Prose Composition**

Extensive translation of English into Latin. Meets one hour per week.

*0.5 credit.*

*Fall 2001. Sklenar.*

### **LATN 011. Introduction to Roman Poetry**

After a review of grammar, students read and discuss some of the major poets of the Golden Age of Roman literature (e.g., Catullus, Ovid, and Vergil). The course emphasizes both language skills and literary criticism, focusing on the special characteristics and concerns of Roman poetry. Normally taken after LATN 002 or three to four years of high school Latin.

*Primary distribution course, humanities. 1 credit.*

*Fall 2001. Sklenar.*

### **LATN 012. The Latin Novel**

This course will consider the Roman novel and its relation to prose and verse satire. Texts will be studied both as products of Roman imperial society and as part of a broader literary tradition that extends from the ancient Greek novel down to Cervantes, Fielding, and Fellini. Readings in Latin will be drawn from the *Satyricon* of Petronius and Apuleius' *Metamorphoses*.

Prerequisite: LATN 011 or equivalent.

*1 credit.*

*Not offered 2001-2002.*

### **LATN 013. Literature of the Augustan Age**

A portrait of the Age of Augustus from the viewpoint of one or more contemporary poets, such as Ovid, Vergil, Horace, and Propertius, who contributed to the greatness of the period while often questioning its assumptions.

Prerequisite: LATN 011 or equivalent.

*Primary distribution course, humanities. 1 credit.*

*Not offered 2001-2002.*

### **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 equivalent.

*Primary distribution course, humanities. 1 credit.*

*Spring 2002. Staff.*

### **LATN 015. Latin Elegy**

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 equivalent.

*Primary distribution course, humanities. 1 credit.*

*Not offered 2001-2002.*

### **LATN 016. Republican Prose: Cicero**

Cicero stood at the political and cultural center of the late Roman Republic. Readings are chosen from his speeches, philosophical works, or letters. We examine his prose style, especially his use of rhetoric and invective as a means of persuasion. We also study his role in transmitting Greek culture to the Romans and by extension to ourselves.

Prerequisite: LATN 011 or equivalent.

*1 credit.*

*Not offered 2001-2002.*

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**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 equivalent.

*Primary distribution course, humanities. 1 credit.*

*Not offered 2001-2002.*

**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.

*1 credit.*

*Fall 2001. Karanika.*

**LATN 093. Directed Reading**

Independent work for advanced students under the supervision of an instructor.

*1 credit.*

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## Ancient History

All of the courses in ancient history are primary distribution courses in social sciences. They also count as prerequisites for advanced courses in the Department of History and as part of a major in history.

**CLAS 031. Greece and the Barbarians**

A study of the political and social history of Greece from the Mycenaean Age to the creation of the Athenian Empire of Pericles. Topics will include the Trojan War, the origins of hoplite warfare, the rise of the Greek city-state, and the ideal of personal freedom. Particular attention will be given to the connections between Greeks and non-Greeks and to the Greek perceptions of their "barbarian" neighbors. Readings include Homer, Hesiod,

the lyric poets (including Sappho), and Herodotus.

*Primary distribution course, social sciences.*

*1 credit.*

*Not offered 2001-2002.*

**CLAS 032. The Roman Republic**

A study of Rome from its origins to the civil wars and the establishment of the principate of Augustus (753-27 B.C.). 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.

*Primary distribution course, social sciences.*

*1 credit.*

*Not offered 2001-2002.*

**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.

*Primary distribution course, social sciences.*

*1 credit.*

*Spring 2002. Munson.*

**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.-A.D. 192). Ancient authors read include Petronius; Apuleius; Suetonius; and, above all, Tacitus.

*Primary distribution course, social sciences.*

*1 credit.*

*Fall 2001. Turpin.*

**CLAS 056. Pagans and Christians in the Roman Empire**

This course considers the rise of Christianity and its encounter with the religions and the 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,

# Classics

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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*.

There is no prerequisite, though CLAS 044 (Early Roman Empire) and RELG 004 (New Testament and Early Christianity) provide useful background.

*Primary distribution course, social sciences.*

*1 credit.*

*Not offered 2001-2002.*

## **CLAS 093. Directed Reading**

Independent work for advanced students under the supervision of an instructor.

*1 credit.*

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## Literature in Translation and Classical Archaeology

### **CLAS 020. Plato**

(Cross-listed as PHIL 020)

*1 credit.*

*Spring 2002. Schuldenfrei.*

### **CLAS 033. Homer and Greek Tragedy**

The two most popular types of literature among the ancient Greeks were epic and tragedy. This course studies the major works of both genres in detail through English translations. We place them into their cultural and performance contexts and discuss their exploration of such fundamental human issues as the relations between humans and divinity, individual and state, and men and women as well as their differing conceptions of the hero. Readings include the *Iliad* and *Odyssey* and plays by Aeschylus, Sophocles, and Euripides, no prior knowledge of which is assumed.

*Primary distribution course, humanities. 1 credit.*

*Not offered 2001-2002.*

### **CLAS 034. Women in Classical Literature**

Helen, Penelope, Clytemnestra, Electra, Antigone, Deianira, Medea, Phaedra, Ariadne, and Dido—these Greek and Roman women, admirable or dangerous, are among the most complex literary creations of any period. This

course concentrates on the representations of women in the epic poems and dramas of Greece and Rome, but it also explores the relation between such portrayals and the lives of actual women in those societies.

*1 credit.*

*Not offered 2001-2002.*

### **CLAS 036. Classical Mythology**

The myths of the Greeks and Romans are central to the study of the ancient world and have had an enormous influence upon subsequent literature and other arts. This course examines selected myths in such major works of Greek and Latin literature as the *Iliad* and the *Odyssey*, the tragedies of Aeschylus, Sophocles, and Euripides, and Ovid's *Metamorphoses*. Myths are treated both as traditional tales about gods and heroes and as evolving narratives, subject to the influences of political, social, and sexual ideologies.

*1 credit.*

*Spring 2002. Staff.*

### **CLAS 052. Introduction to Greek Archaeology**

This course traces the development of Greek civilization as documented by archaeology and includes data ranging from monumental art and architecture to coins and potsherds. There is special emphasis on such important sites as Knossos, Mycenae, Delphi, Olympia, and Athens.

*Primary distribution course, humanities. 1 credit.*

*Not offered 2001-2002.*

### **CLAS 060. Dante and the Classical Tradition**

This course explores the ways in which Dante and other fourteenth-century Italian authors reinterpreted the classical tradition to create revolutionary works of immense influence for later times. The entire *Divine Comedy* and possibly selections from Petrarch and Boccaccio are read in English.

*1 credit.*

*Fall 2001. Munson.*

### **CLAS 093. Directed Reading**

Independent work for advanced students under the supervision of an instructor.

*1 credit.*

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## SEMINARS

### **LATN 102. The Roman Emperors**

This seminar explores Latin authors of the first and second centuries A.D., 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.

Fall 2001. Turpin.

### **LATN 103. Latin Epic**

This seminar usually focuses on Vergil's *Aeneid*, although it may include other major Latin epics.

2 credits.

Not offered 2001-2002.

### **LATN 104. Ovid**

This seminar is devoted to the *Metamorphoses*, which is read against the background of Ovid's Roman and Greek literary predecessors.

2 credits.

Spring 2001. Munson.

### **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.). 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 2001-2002.

### **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.

Spring 2002. Sklenar.

### **GREK 111. Greek Philosophers**

This seminar is devoted mainly to the study of Plato, which is supplemented by study of the pre-Socratic philosophers and of Aristotle and the Hellenistic schools. The orientation of the seminar is primarily philosophical, although the literary merits of the Greek philosophers receive consideration.

2 credits.

Not offered 2001-2002.

### **GREK 112. Greek Epic**

This seminar studies either the entirety of Homer's *Odyssey* in Greek or most of the *Iliad*.

2 credits.

Not offered 2001-2002.

### **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.

Fall 2001. Munson.

### **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.

Spring 2002. Rose.

# Cognitive Science

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Coordinator: **FRANK H. DURGIN** (Psychology)

Committee: **Edward T. Kako** (Psychology)  
**Hugh M. Lacey** (Philosophy)  
**Donna Jo Napoli** (Linguistics)  
**Tia Newhall** (Computer Science)  
**Kathy Siwicki** (Biology)  
**Janet C. Talvacchia** (Mathematics and Statistics)

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The concentration (Class of '02 or '03) or minor (Class of '03 or thereafter) in cognitive science has been developed to guide the programs of those who are interested in the interdisciplinary study of mind, brain, and language with an emphasis on formal structure and computation. The program in cognitive science is designed to emphasize both guided breadth across various disciplines that contribute to cognitive science as well as depth within a chosen discipline. The requirements for the concentration are identical to those for the minor, and the word concentration (or concentrate) may be substituted for minor throughout the following for the Class of '02 or '03.

There are many different reasons that one might wish 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 achieves the requirements of the minor sensibly.

We conceive of cognitive science as a loose federation of six specific disciplines. The disciplines included are neuroscience (biology or psychobiology), computer science (including computer engineering), linguistics, mathematics and statistics, philosophy, and cognitive psychology. To demonstrate breadth, students concentrating in cognitive science are required to complete at least 2 credits in three of these six disciplines (see the list of courses). Students wishing 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 subarea 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.

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## REQUIREMENTS

A total of 8 credits are required for the minor. One of these is a required introductory course, one is a capstone thesis, and the remaining six are to be distributed across three different disciplines as described subsequently. Several of these credits may also count toward the student's major field, however, so only 5 credits need be earned outside the major in many cases.

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.

All minors must normally take Introduction to Cognitive Science.

### **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: 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 such that we may know it? What kinds of explanations are necessary to explain cognition?

*1 credit.*

*Spring 2002. Kako.*

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In addition, all minors must normally complete a 1-credit thesis in cognitive science in their senior year. This credit may either overlap with (be embedded within) a thesis in the major department, or it may be independent (COGS 090). In either case, non-Honors theses in cognitive science will normally be examined by Cognitive Science Committee members from within at least two different departments to fulfill this requirement.

### **COGS 090. Senior Thesis**

The remaining 6 required credits are to be distributed equally 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. 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. There are many more courses taught on campus that are closely relevant to cognitive science. This list is subject to periodic re-evaluation.

### **Computer Science/Computer Engineering**

CPSC 022. Structure and Interpretation of Computer Programs  
ENGR 027/CPSC 027. Computer Vision  
CPSC 063. Artificial Intelligence  
ENGR 028/CPSC 081. Robotics  
CPSC 128/PSYC 128. Computational Models of Learning

### **Linguistics**

LING 040/108. Semantics  
LING 043/106. Morphology and the Lexicon  
LING 045/105. Phonetics and Phonology  
LING 050/109. Syntax

### **Mathematics and Statistics**

The subareas of mathematics and their eligible seminars and courses are the following:

*Algebra:* MATH 037, 048, 049, 102.  
*Analysis:* MATH 030, 047, 081, 085, 101, 103.  
*Discrete Mathematics:* MATH 009, 046, 065, 072.  
*Geometry:* MATH 045, 106.  
*Statistics:* STAT 002, 002C, 027, 053, MATH 105, STAT 111.

*Topology:* MATH 104.

### **Neuroscience**

BIOL 022. Neurobiology  
PSYC 030. Physiological Psychology  
PSYC 130. Physiological Seminar  
BIOL 123. Learning and Memory

### **Philosophy**

PHIL 012. Logic (Eldridge or Lacey)  
PHIL 024/113. Theory of Knowledge  
PHIL 026/116. Language and Meaning  
PHIL 086. Philosophy of Mind and Psychology  
PHIL 118. Philosophy of Psychology

### **Psychology**

PSYC 032/132. Perception  
PSYC 033/133. Cognitive Psychology  
PSYC 034/134. Psychology of Language/Psycholinguistics  
PSYC 039. Developmental Psychology  
PSYC 043. Evolutionary Psychology

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## **REQUIREMENTS OF THE 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.

# Comparative Literature

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Coordinator: **CAROLYN LESJAK** (English Literature)

Committee: **Alan Berkowitz** (Chinese-Modern Languages and Literatures)  
**Elizabeth Bolton** (English Literature)  
**Marion Faber** (German-Modern Languages and Literatures)  
**Sibelan Forrester** (Russian-Modern Languages and Literatures)<sup>2</sup>  
**George Moskos** (French-Modern Languages and Literatures)<sup>12,15</sup>  
**Rosaria Munson** (Classics)  
**Philip Weinstein** (English Literature)  
**Hansjakob Werlen** (German-Modern Languages and Literatures)

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<sup>2</sup> Absent on leave, spring 2002.

<sup>12</sup> Campus coordinator, Swarthmore Program in Grenoble, fall 2001

<sup>15</sup> Program director, Swarthmore Program in Grenoble, spring 2002.

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The comparative literature major is administered by a Comparative Literature Committee made up of the coordinator and faculty representing the Classics, English Literature, and Modern Languages and Literatures 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 and 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 005A-X, 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.

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## REQUIREMENTS FOR A 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 Chinese must do all of their work in the original languages. Because of the special demands of Chinese language and literature, students working in Chinese may propose a program based on attachments (in Chinese) to literature courses taught in translation.

2. A 1- or 2-credit thesis of 50-60 pp., 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

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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 advisors 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 on the courses and seminars comprising the major.

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### REQUIREMENTS FOR A 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 50-60 pp., 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 are offered below.

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### SAMPLE: COMPARATIVE LITERATURE COURSE MAJOR

Focus: The Black Atlantic

ENGL 005R: Fictions of Identity

FREN 012L: Introduction à l'analyse littéraire

ENGL 054: Faulkner, Morrison, and the Representation of Race

FREN 025: Centers and Peripheries in the Francophone World

ENGL 059: The Harlem Renaissance

FREN 077: Prose francophone

ENGL 079: Fiction from the Black Atlantic

FREN 110: Écritures françaises hors de France (Caribbean)

ENGL 086: Postcolonial Theory and Literature

*1-credit thesis.*

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### SAMPLE: COMPARATIVE LITERATURE HONORS MAJORS

Focus: Modernism

*Courses*

GERM 013: Introduction to German Literature

GERM 052: The Body Machine: Deconstructing the Body Politic in Postwar German Drama

ENGL 045: Modern British Poetry

ENGL 053: American Poetry

*Seminars*

ENGL 115: Modern Comparative Literature

ENGL 121: The Harlem Renaissance and the Jazz Age

GERM 109: Rise of the Modern German Novel

*2-credit thesis.*

# Comparative Literature

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## **SAMPLE: COMPARATIVE LITERATURE HONORS MINOR**

### *Background Courses*

GERM 013: Introduction to German  
Literature

GERM 091: Rethinking Representation  
(plus attachment in German)

SPAN 013: Introduction to Spanish  
American Literature

SPAN 070: Rebeldía y renovación artística: la  
generación de 98

*2-credit thesis:* Kant's influence on Hölderlin  
and Pio Baroja.

# Computer Science

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**CHARLES F. KELEMEN**, Professor and Chair  
**LISA MEEDEN**, Associate Professor<sup>3</sup>  
**TIA NEWHALL**, Assistant Professor  
**ALI ERKAN**, Visiting Instructor  
**JEFFREY KNERR**, System Administrator  
**BRIDGET ROTHERA**, Administrative Assistant

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<sup>3</sup> Absent on leave 2001-2002.

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Computer science is the study of algorithms and the issues involved in implementing them. 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 offerings in computing that can be tailored to satisfy interests in various areas and at several levels of depth. All the 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. There are three entry points to the computer science curriculum at Swarthmore.

*CPSC 010: Great Ideas in Computer Science* is designed for freshmen with little or no experience in computer science. It is an introduction that emphasizes breadth of coverage over depth or skill building. Most appropriate for first- or second-year students who lack confidence in their abilities in computer science.

*CPSC 021: The Imperative Paradigm: UNIX and C* falls between CPSC 010 and CPSC 022 in pace. No previous experience with computers is necessary. CPSC 021 will introduce fundamental ideas in computer science while building skill in software development. This course is appropriate for all students who want to be able to write programs. It is for students who are comfortable with computers. This 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 022: Structure and Interpretation of Computer Programs* is designed for students who plan to take several courses in computer science. This course is a fast-paced introduction to the kind of abstraction used in all areas of computer science. The language used is a dialect of LISP. For students who intend to be computer science majors or minors *and* are fluent in a language like C *and* feel comfortable about their abilities, this is the best first course. 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 program 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 program as early in their Swarthmore years as possible. 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 a number of intellectual skills useful in many disciplines.

Students electing to do a course major or minor in computer science must have a grade-point average of B or better in CPSC 021 (if exempted from CPSC 021, then replace it with another computer science course, other than CPSC 010), CPSC 022, and CPSC 035.

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## MAJOR IN COMPUTER SCIENCE

The requirements for a major in computer science consist of the following:

A. Two mathematics courses numbered above

# Computer Science

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- 008 (MATH 009 and MATH 016 recommended).
- B. Each of CPSC 021, CPSC 022, CPSC 025, CPSC 035, CPSC 046, and CPSC 097.
  - C. Three of CPSC 024, CPSC 027, CPSC 040, CPSC 041, CPSC 043, CPSC 044, CPSC 045, CPSC 063, CPSC 075, CPSC 081, CPSC 129, CPSC 140.

## MINOR IN COMPUTER SCIENCE

The requirements for a minor in computer science consist of the following:

- A. One mathematics course numbered above 008 (MATH 009 recommended).
- B. Each of CPSC 021, CPSC 022, CPSC 025, and CPSC 035.
- C. Either CPSC 041 or CPSC 046.
- D. One of the following (must be different than choice in part C): CPSC 024, CPSC 027, CPSC 040, CPSC 041, CPSC 043, CPSC 044, CPSC 045, CPSC 046, CPSC 063, CPSC 075, CPSC 081, CPSC 129, CPSC 140.

## JOINT SPECIAL MAJORS

Students desiring to integrate computer science with another discipline in a more formal manner are encouraged to develop a special major combining computer science and another area. Such special majors require the approval of computer science and the other department involved. Special majors should be designed in consultation with the chair of the Computer Science program as early in the student's program as possible. Approval of a special major is not guaranteed. It will depend upon the availability of resources (both faculty and equipment) and the student's demonstrated ability to work independently.

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## HONORS PROGRAM

Honors majors and minors in computer science are available.

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## HONORS MAJOR

An Honors major in computer science will consist of: two 2-credit preparations, one 2-credit research report or thesis, Senior Honors

Study, and a minor preparation.

The following will be submitted to external examiners to be evaluated:

1. Two 2-credit preparations to be selected from the combinations of courses listed below. Each of these 2-credit preparations will be examined by a three-hour written exam and an oral exam.

The two 2-credit preparations must include four distinct courses. In certain circumstances, the Computer Science program 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 program must approve the student's plan of study.

2. One 2-credit research report or thesis to be read by an external examiner and examined orally.

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. We hope that 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 in the fall of the senior year to complete the work and write the paper. It is expected that the paper will be completed by the end of the fall semester.

To be eligible for an Honors major in computer science students must:

1. Have a B+ average in all computer science courses completed by the end of junior year. These must include: CPSC 021, CPSC 022, CPSC 035, and at least one of CPSC 025 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:
  - a. Passed MATH 009 and MATH 016 with a grade of B+ or better or

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## DETAILS

Currently approved preparations for part A. These may not all be available for every student because of leave schedules of faculty.

Preparation	Course Combination
Algorithms	CPSC 041 Algorithms MATH 072 Combinatorial Optimization
Algorithms and Theory	CPSC 041 Algorithms CPSC 046 Theory of Computation
Intelligent Systems	CPSC 081 Robotics CPSC 063 Artificial Intelligence
Compiler Design and Theory	CPSC 046 Theory of Computation CPSC 075 Compiler Design and Construction
Computer Architecture	ENGR 024 Digital Logic Design CPSC 025 Computer Architecture
Programming Languages	CPSC 043 Programming Languages CPSC 075 Compiler Design and Construction
Perception and Action Systems	CPSC 027 Computer Vision CPSC 081 Robotics
Systems	CPSC 025 Computer Architecture CPSC 045 Operating Systems
Visual Information Systems	CPSC 027 Computer Vision CPSC 040 Computer Graphics
Graphics	CPSC 040 Computer Graphics CPSC 140 Advanced Computer Graphics
Natural Language Models	CPSC 063 Artificial Intelligence CPSC 129 Computational Models of Language

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- b. Passed MATH 016H with a grade of B or better or
- c. Completed MATH 047 or MATH 049 with a grade of B- or better.
3. Complete by the end of the senior year both of CPSC 025 and CPSC 046 as well as CPSC 180 (Thesis) and CPSC 199 (Senior Honors Study, which will consist of full participation in CPSC 097 (Senior Conference) with course students in the spring semester of the senior year).

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## HONORS MINOR IN COMPUTER SCIENCE

One 2-credit preparation to be selected from combinations of courses listed above. An examiner will set both a three-hour written

- exam and an oral exam for the preparation. To be eligible for an Honors minor in computer science a student must:
1. Have a B+ average in all computer science courses completed by the end of junior year. These must include CPSC 021, CPSC 022, CPSC 035, and at least one of the CPSC 025 or CPSC 046.
  2. Have demonstrated some proficiency in mathematical argument and reasoning by the end of the junior year. Ordinarily, this proficiency will be assumed if the student has:
    - a. Passed MATH 009 or MATH 016 with a grade of B or better; or
    - b. Passed MATH 016H or MATH 047 or MATH 049 with a grade of B- or better.

# Computer Science

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## STUDY ABROAD

Students planning to major or minor in computer science may opt to study abroad for one semester or a whole year. Because advanced courses in computer science are offered only in alternate years, some selections will be unavailable to some students. A course of study abroad should be agreed upon with the chair of Computer Science program before it is taken. The Computer Science program will give credit for appropriate courses taken abroad. The program determines credit earned by students on their return to Swarthmore on the basis of evidence presented by the student. Depending on the resources available to the program, independent study and/or reading courses may occasionally be offered to accommodate students who are unable to take desired offerings because of study abroad.

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## GRADUATE STUDY

Students interested in graduate study in computer science will be well prepared by a major in computer science. 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 on the student's interests and should be made in consultation with the chair of the Computer Science program. 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 as early as possible with the chair of the program in order to be sure of taking the mathematics and computing courses necessary to be prepared for graduate work in computer science.

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## COMPUTER SCIENCE COURSES

### **CPSC 010. Great Ideas in Computer Science**

This course will introduce a number of fundamental ideas in computer science. Topics to be

covered include history, applications, the basic design of a digital computer, the programming process, theory of computability, artificial intelligence, and the social implications of computing. Students will contribute to and modify the emphasis of the course by writing and presenting papers in the last third of the semester. No previous experience with computers or computing will be assumed, and programming will not be emphasized in this course. Nonetheless, much of the material will be encountered in laboratory sessions in addition to the lecture-discussion sessions.

Lab work required. It is designed for freshmen, and they will be given enrollment preference. Prerequisite: None. Not open to students with college-level computer science credit.

*Primary distribution course. 1 credit.*

*Each semester. Staff.*

### **CPSC 021. The Imperative Paradigm: Unix and C**

This course introduces students to fundamental aspects of the field of computing, focusing on problem solving, software design concepts, and their realization as imperative programs run on the Unix operating system. An introduction to the Unix operating system and the C programming language for the purpose of gaining mastery of these principles will be provided. Topics to be covered include Von Neumann architecture, operating system overview, Unix, C programming, control structures, arrays, procedural abstraction, pointers, iteration, recursion, sorting, data types and their representation, elementary data structures, Lists, Stacks, Queues, informal analysis of algorithms, elementary Unix tools (such as grep, sort, tr), and introduction to shell scripts.

Lab work required. Prerequisites: None.

*Primary distribution course. 1 credit.*

*Each semester. Staff.*

### **CPSC 022. 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. This is a skill that is essential in

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writing computer programs and will be useful in all intellectual endeavors. Topics to be covered include programming idioms and paradigms (functional and object-oriented), recursion, abstract data structures (lists, queues, trees, and sets), information retrieval, binding and scope, and interpreters.

Lab work required. Prerequisite: Comfort with your computing abilities.

*Primary distribution course. 1 credit.*

*Each semester. Staff.*

### **CPSC 024. Digital Systems Design**

(Cross-listed as ENGR 024)

This course covers digital systems design. Topics include Boolean logic, digital representations, and techniques for design of combinational, sequential, and asynchronous circuits. We also study I/O interfaces, communication protocols, and micro-controller architecture. Labs focus on CAD techniques, VHDL (very high-speed integrated circuit hardware description language), and programmable logic devices.

Prerequisites: CPSC 021, or ENGR 011, or permission of the instructor.

*1 credit.*

*Offered every fall semester. Maxwell.*

### **CPSC 025. Principles of Computer Architecture**

(Cross-listed as ENGR 025)

This course covers the physical and logical design of a computer. Topics include current microprocessors, CPU design, RISC and CISC concepts, pipelining, superscalar processing, cache, paging, segmentation, virtual memory, parallel architectures, bus protocols, and I/O devices. Labs cover analysis of current systems and microprocessor design using CAD tools, including VHDL.

Prerequisites: CPSC 021, or CPSC 024/ENGR 024, or permission of the instructor. A course beyond CPSC 21 is strongly recommended.

*1 credit.*

*Offered every spring semester. Maxwell.*

### **CPSC 027. Computer Vision**

(Cross-listed as ENGR 027)

This course studies how computers can analyze and perceive the world using input from imaging devices. Topics include line and region ex-

traction, stereovision, 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.

Prerequisites: ENGR 012, or CPSC 021, or permission of the instructor. Mathematics background at the level of MATH 016 or MATH 018 is strongly recommended.

*1 credit.*

*Next offered in 2003-2004. Maxwell.*

### **CPSC 035. Algorithms and Object-Oriented Computing**

This course completes the broad introduction to computer science begun in CPSC 021 and CPSC 022. 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, software design and verification. Students will be expected to complete a number of programming projects illustrating the concepts presented.

Lab work required. Prerequisites: CPSC 021 or permission of instructor. MATH 009 strongly recommended.

*1 credit.*

*Each semester. Staff.*

### **CPSC 040. Computer Graphics**

(Cross-listed as ENGR 026)

Computer graphics deals with the manipulation and creation of digital imagery. We cover drawing algorithms for 2D graphics primitives, 2D and 3D matrix transformations, projective geometry, 2D and 3D 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 3D hierarchical modeling system that incorporates realistic lighting models and fast hidden surface removal.

Lab work required. Prerequisites: ENGR 012, or CPSC 021, or permission of the instructor. Mathematics background at the level of MATH 005/006 and MATH 016 is strongly

recommended.

*1 credit.*

*Fall 2002. Maxwell.*

## **CPSC 041. Algorithms**

The study of algorithms found to be useful in many diverse areas. Considerable attention is paid to correctness and time and space resources required. 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.

Lab work required. Prerequisites: CPSC 022 and CPSC 035.

*1 credit.*

*Fall 2001 and 2002. Rieger.*

## **CPSC 043. Foundations of Programming Language Design**

A study of the organization and structure of modern programming languages with an emphasis on semantic issues. Topics include specifying syntax and semantics, conventional and abstract data types, control structures, procedural languages, functional languages, object-oriented languages, other classes of languages, program correctness, concurrency and synchronization, language design and evaluation, and implementation issues.

Lab work required. Prerequisites: CPSC 022 and CPSC 035.

*1 credit.*

*Offered when staffing permits.*

## **CPSC 044. Relational 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 large component of the course is a project that involves implementing and testing components of a relational database management system.

Lab work required. Prerequisite: CPSC 035.

*1 credit.*

*Next offered in 2003-2004. Newhall.*

## **CPSC 045. Operating Systems Concepts**

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.

Lab work required. Prerequisite: CPSC 035. CPSC 025 recommended.

*1 credit.*

*Fall 2001. Newhall.*

## **CPSC 046. Theory of Computation**

The study of various models of computation leading to a characterization of the kinds of problems that can and cannot be solved by a computer and, for those problems that can be solved, a means of classifying them with respect to how difficult they are to solve. Topics to be covered include formal languages and finite state devices, Turing machines and other models of computation, computability, and complexity.

Prerequisite: CPSC 035.

*1 credit.*

*Spring 2003. Kelemen.*

## **CPSC 063. Artificial Intelligence**

The unifying theme of this course is the concept of an intelligent agent. Based on this perspective, the problem of AI is seen as describing and building agents that receive perceptions from an environment and perform appropriate actions based on them. This course will examine many different methods for implementing this mapping from perceptions to actions including production systems, reactive planners, logical planners, and neural networks. We will use robots to explore these methods.

Lab work required. Prerequisites: CPSC 022 and CPSC 035.

*1 credit.*

*Fall 2002. Meeden.*

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**CPSC 075. Principles of Compiler Design and Construction**

This course presents an introduction to 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, compiler writing tools. Lab work required. Prerequisite: CPSC 035.

*1 credit.*

*Spring 2001.* Newhall.

**CPSC 081. Robotics**

This course addresses the problem of controlling robots that will operate in dynamic, unpredictable environments. In laboratory sessions, 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 lecture/discussion sessions, students will examine the major paradigms of robot control through readings with an emphasis on adaptive approaches.

Lab work required. Prerequisite: CPSC 035 or permission of instructors.

*1 credit.*

*Next offered 2002 or 2003.* Maxwell and Meeden.

**CPSC 091. Special Topics in Computer Science**

In general, subject matter for CPSC 091 is dependent on a group need or individual interest. Normally restricted to upper-level students and only offered when staff interests and availability make it practicable to do so.

**CPSC 093. Directed Reading and/or Research Project**

With the permission of a staff member who is willing to supervise it, a qualified student may undertake a program of extra reading and/or a project in an area of computer science.

**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. Recent topics have been networking (2001); evolutionary computation (1998, 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.

*Spring semester.* Staff.

**CPSC 129. Computational Models of Language**

Language is among the most complex and robust of all human cognitive capacities. One way to understand this capacity better is by using computers to model it. In this course, we'll examine various attempts to model language using connectionist (neural network) architectures as well as efforts to build computer systems that can understand the natural language produced by users. This course includes a laboratory component in which hands-on experiments with various architectures will be conducted.

Prerequisite: CPSC 035, or PSYC 028, or permission of instructors.

*1 credit.*

*Offered when staffing permits.* Meeden and Kako.

**CPSC 140. Advanced Computer Graphics**  
(Cross-listed as ENGR 126)

This course takes an in-depth look at a series of current topics in computer graphics, determined, in part, by student interests. Topics can include shading models, radiosity, ray tracing, image-based rendering, modeling, texture, animation, physically based modeling, hybrid computer vision and graphics techniques, non-photo realistic rendering, and special effects. The course is taught as a seminar, and meetings revolve around computer graphics papers from technical proceedings, such as ACM SIGGRAPH, and other computer graphics journals. Students will be responsible for reading and preparing presentations of papers. In addition, there will be several significant projects where students implement computer graphics programs based on the papers and topics covered in the course.

Prerequisite: CPSC 040/ENGR 026.

*1 credit.*

*Offered when staffing permits.* Maxwell.

**CPSC 180. Thesis****CPSC 199. Senior Honors Study**

# Economics

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**JOHN P. CASKEY**, Professor<sup>3</sup>  
**STEPHEN S. GOLUB**, Professor  
**ROBINSON G. HOLLISTER JR.**, Professor  
**MARK KUPERBERG**, Professor and Chair  
**ELLEN B. MAGENHEIM**, Professor<sup>3</sup>  
**STEPHEN A. O'CONNELL**, Professor  
**BERNARD SAFFRAN**, Professor  
**LARRY E. WESTPHAL**, Professor  
**AMANDA BAYER**, Associate Professor  
**PHILIP N. JEFFERSON**, Associate Professor  
**THOMAS S. DEE**, Assistant Professor  
**PEGGY DEPROPHETIS**, Visiting Associate Professor (part-time)  
**ERNEST ARYEETEY**, Cornell Visiting Professor  
**NANCY CARROLL**, Administrative Assistant

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<sup>3</sup> Absent on leave, 2001-2002.

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The courses in economics have three main goals: (1) to provide insight into the processes and accompanying institutions through which productive activity is organized; (2) to develop a set of tools for analyzing economic processes and institutions; and (3) to build a foundation for reaching informed judgments on issues of public policy.

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 by taking ECON 031 (Statistics for Economists) or its equivalent or STAT 053 (STAT 001 or STAT 002 do not meet the requirement). The statistics course in the Economics Department focuses more on the application of statistical tools to economic problems; the statistics courses in the Mathematics and Statistics Department focus more on the derivation of the mathematical and statistical properties of various estimators.

To read the literature in economics critically, a knowledge of elementary calculus is extremely useful. The department very strongly recommends that students take MATH 005 and either MATH 006A and 006C (basic calculus) or the series of MATH 006A and 006B and MATH 018. MATH 016 (Linear Algebra) and MATH 018 (Several Variable Calculus) are

valuable for those intending to focus on the more technical aspects of economics. Students planning to attend graduate school in economics should give serious thought to taking additional mathematics courses such as MATH 030 (Differential Equations) and MATH 047 (Introduction to Real Analysis).

Students contemplating careers in business or law may wish to take accounting. In turn, students contemplating careers in international economics or business are strongly urged to have a mastery of at least one modern foreign language.

To graduate as a major, a student must have at least 8 credits in economics; meet the theory and statistics requirements; and, in the senior year, pass the comprehensive examination given 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 exam, course students are strongly advised to complete ECON 011, ECON 021, and ECON 031 (or its equivalent) 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) for additional information regarding the details of the program.

Economics majors can complete the require-

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ments for teacher certification through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to and 2003 will fulfill the requirements for Social Studies certification, and those who complete certification in 2004 and beyond will complete the requirements for Citizenship Education. For further information about the relevant set of requirements, please contact, the Education program director, the Economics Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci/Education](http://www.swarthmore.edu/SocSci/Education). The Economics Department will not offer a minor in economics except in the Honors program.

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## **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.

*Primary distribution course. 1 credit.*

*Fall 2001 and spring 2002. Staff.*

### **ECON 003. The World According to Economics**

This course explores, from an economic perspective, the economic content of subjects addressed by other disciplines throughout the College. Topics include pollution, the use of nonrenewable resources and economic growth, international trade and underdeveloped countries, and markets and social and moral development.

*1 credit.*

*Not offered 2001-2002.*

### **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 edu-

ational attainment. It examines the facts about student achievement and educational expenditure in the United States and the relationship between them. It studies what is known about 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. This course may be counted toward a concentration in Public Policy.

Prerequisites: ECON 001 and any statistics course (or the consent of the instructor); EDUC 014 is strongly recommended.

*1 credit.*

*Not offered 2001-2002.*

### **ECON 010. Current Issues in Economic Policy**

Examines current microeconomic and macroeconomic policy issues. Topics vary year to year, depending on developments in the economy. Recent topics have included flagging economy-wide performance, health care, tax reform, and personal finance. The format is seminar-like. Reading material includes the economic and financial pages of current periodicals, reports of think tanks, and other current literature.

*1 credit.*

*Fall 2001. Saffran.*

### **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 2001. Westphal.*

### **ECON 012. Games and Strategies**

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 situa-

# Economics

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tions 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. This course may be counted toward a concentration in Peace and Conflict Studies.

*1 credit.*

Fall 2001. 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 tradeoffs.

*1 credit.*

Spring 2002. Kuperberg.

## **ECON 022. Banking and Financial Markets**

This course examines the economics of financial institutions and markets. Among the topics considered are (1) economic explanations for the existence and operations of banks; (2) the regulation of financial institutions and markets; and (3) theories of stock, bond, futures, and option prices.

*1 credit.*

Not offered 2001-2002.

## **ECON 031. Statistics for Economists**

The focus of this course is on understanding how simple and multiple regression can be used to estimate economic relationships (e.g., price or interest elasticities, returns to assets, or education) and test their statistical significance. Problems and estimation with real data sets will be stressed. Majors may instead satisfy the department's statistics requirement by taking STAT 053.

*1 credit.*

Fall 2001 (Dee) and spring 2002 (Hollister).

## **ECON 032. Operations Research**

(Cross-listed as ENGR 057)

The principles of operations research as applied in defining optimal solutions to engi-

neering and economic problems to assist decision making. The working principles of engineering economics are introduced in conjunction with operations research topics. Normally for junior and senior students.

Prerequisites: Elementary linear algebra and high school algebra.

Primary distribution course, natural sciences only and only if enrolled for ENGR 057. *1 credit.*

Not offered 2001-2002.

## **ECON 033. Accounting**

This course surveys financial and managerial accounting. Covered are concepts and methods of financial accounting following generally accepted accounting principles and the effects of alternative principles on the measurement of periodic income and financial status. Recent changes in accounting methods such as those stimulated by manufacturing advances are examined, as are concerns about ethical standards. (This course cannot be used to satisfy the College's distribution requirements.)

*1 credit.*

Spring 2002. deProphetis.

## **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 053.

*1 credit.*

Fall 2001. Jefferson.

## **ECON 041. Public Finance**

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. This course may be counted toward a concentration in public policy.

Recommended: ECON 011.

*1 credit.*

Spring 2002. Dee.

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**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. This course may be counted toward a concentration in public policy.

Recommended: ECON 011.

*1 credit.*

*Fall 2001. 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.

*1 credit.*

*Not offered 2001-2002.*

**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. This course may be counted toward a concentration in public policy.

Prerequisite: ECON 011 or ECON 021; both recommended.

*1 credit.*

*May be offered spring 2002. Golub.*

**ECON 053. International Political Economy**  
(Cross-listed as POLS 068)

This course uses political and economic perspectives to analyze the international economy. Topics include the rise and decline of hegemonic powers, the controversy over "free" versus "fair" trade under the World Trade Organization, foreign debt and default, the role of the state in economic development, international financial markets, and the history of the international monetary system.

Prerequisite: POLS 004 and ECON 001.

*1 credit.*

*Spring 2002. Golub and Hopkins.*

**ECON 061. Industrial Organization**

This course examines why firms and markets are organized as they are and how their organization affects the way they operate. Topics include the relationship between market structure and firm behavior; particular aspects of firm behavior—pricing, advertising, and collusion; and the effects of regulation. This course may be counted toward a concentration in public policy.

Recommended: ECON 011.

*1 credit.*

*Not offered 2001-2002.*

**ECON 073. Race, Ethnicity, and Gender in Economics**

This course focuses on the roles of gender, ethnicity and race in economic systems. Topics include the economic status of women and of various racial and ethnic groups; sources of inequality, including wage and job discrimination; public policy issues (e.g., comparable worth, affirmative action, child care, and welfare reform); and bias in economic theory and policy. This course may be counted toward concentrations in public policy, women's studies, and black studies.

*1 credit.*

*Spring 2002. Bayer.*

**ECON 075. Health Economics**

Topics addressed in this course include the economics of health care demand and supply, the changing organization of health care delivery, demographic change and demands on the health care system, problems of access to health care services, economic analysis of standard and new medical treatments, supply and demand for doctors and nurses, government financing and regulation, health insurance, and comparative analysis of health care systems in different countries. This course may be counted toward a concentration in public policy.

*1 credit.*

*Not offered 2001-2002.*

**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

# Economics

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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. This course may be counted toward concentrations in environmental studies and public policy.

Recommended: ECON 011.

*1 credit.*

*Spring 2002. Westphal.*

## **ECON 081. Economic Development**

A survey covering the principal theories of economic development and the dominant issues of public policy. Within a perspective that emphasizes choice and transfer of technology as well as technological development, emphasis is given to agricultural and industrial development, to interactions among sectors, and to international trade and capital flows (including foreign aid). This course may be counted toward a concentration in public policy or peace and conflict studies as well as programs in black studies and Asian studies.

*1 credit.*

*Spring 2002. O'Connell.*

## **ECON 082. Political Economy of Africa**

A survey of economic development experience in Sub-Saharan Africa, focusing on the postindependence period. We study policy choices in their political and institutional context using case study evidence and the analytical tools of positive political economy. Topics of current interest include the economic role of the state, risk management by firms and households, devaluation in the CFA zone, and international financial flows. This course may be counted toward concentrations in peace and conflict studies, black studies, or public policy.

*1 credit.*

*Fall 2001. Aryeetey and O'Connell.*

## **ECON 083. Asian Economies**

Examines economic development and current economic structure, along with major policy issues (domestic plus vis-à-vis the United States), in some of the principal economies of Asia, focusing on those in East Asia but including at least one South Asian country as well. This course may be counted toward a concentration in public policy as well as a program in

Asian studies.

*1 credit.*

*Spring 2002. Westphal.*

## **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.*

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## **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 at least one of the following: MATH 016, MATH 018, or MATH 030.

*2 credits.*

*Not offered 2001-2002.*

### **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 021 and at least one of the following: MATH 016, MATH 018, or MATH 030.

*2 credits.*

*Spring 2002. Jefferson.*

### **ECON 122. Financial Economics**

The seminar examines modern developments in the theory of asset prices and the economics of financial institutions. Topics include (1) economic explanations for the existence and operations of banks; (2) the regulation of financial institutions and markets; and (3) theories of stock, bond, futures, and option prices.

Prerequisites: ECON 011, MATH 06A and 06C, and ECON 031.

*2 credits.*

*Not offered 2001-2002.*

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**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. Studies applying econometric methods to major economic issues are evaluated by students. An individual empirical research project is required.

Prerequisite: ECON 035, MATH 016, and either ECON 031 or STAT 053.

*1 credit.*

*Spring 2002. Jefferson.*

**ECON 141. Public Finance**

This seminar focuses on the analysis of government expenditure, tax, and debt policy. This seminar may be counted toward a concentration in public policy.

Prerequisite: ECON 011. Recommended: ECON 021.

*2 credits.*

*Spring 2002. Dee.*

**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; macroeconomic interdependence; and case studies of selected industrialized, developing, and Eastern bloc countries. This seminar may be counted toward a concentration in public policy.

Prerequisite: ECON 011 and ECON 021.

*2 credits.*

*Spring 2002. Golub.*

**ECON 161. Industrial Organization and Public Policy**

The seminar examines the organization of firms and markets and the relationship between organization and outcomes with respect to pricing, advertising, product differentiation, and other aspects of behavior. Other topics include the effects of antitrust policy; and economic regulation and deregulation. This seminar may be counted toward a concentration in public policy.

Prerequisite: ECON 011.

*2 credits.*

*Not offered 2001-2002.*

**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; government policies with respect to health, education, and welfare. This seminar may be counted toward a concentration in public policy (1 credit) and black studies.

Recommended: ECON 011.

*2 credits.*

*Fall 2001. Hollister.*

**ECON 181. Economic Development**

A survey of theories of growth, stabilization, income distribution, trade policy, and household behavior in developing countries. Issues of current interest include the Asian "miracle," technological change, and the political economy of government policy. Students write several short papers examining the literature and a longer paper analyzing a particular country's experience. This seminar may be counted toward a concentration in public policy or black studies or in the Asian studies program.

Prerequisite: ECON 011 or ECON 021.

*2 credits.*

*Fall 2001. O'Connell.*

**ECON 198. Thesis**

With consent of a supervising instructor, Honors majors may undertake a senior thesis for double credit.

*Fall 2001 and spring 2002. Staff.*

**ECON 199. Senior Honors Study**

Senior Honors Study for majors consists of a 1-credit seminar taken in the second semester of senior year with a faculty member in attendance. In this seminar, majors rewrite and present one seminar paper from each of their three preparations. These rewritten seminar papers will be sent to the examiner who is examining that preparation.

Senior Honors Study for minors consists of a 0.5-credit seminar in which the student rewrites and presents one seminar paper from their one preparation. This rewritten paper will be sent to the examiner who is examining that preparation. Participation in Senior Honors Study for minors is optional. Even if a minor does not participate in Senior Honors Study, a seminar paper will be submitted to the examiner.

# Education

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**K. ANN RENNINGER**, Professor  
**LISA SMULYAN**, Professor<sup>3</sup>  
**EVA F. TRAVERS**, Professor and Program Director  
**DIANE ANDERSON**, Assistant Professor  
**ROBERT GROSS**, Dean of Students  
**ELAINE METHERALL BRENNEMAN**, Visiting Assistant Professor (part-time)<sup>8</sup>  
**ROBERT TEMPLETON**, Visiting Instructor (part-time)<sup>6</sup>  
**MARY ANN BLACK**, Supervisor of Student Teachers  
**NANCY DONALDSON**, Supervisor of Student Teachers  
**CAROLYN SHERMAN**, Supervisor of Student Teachers  
**KAE KALWAIC**, Administrative Assistant

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<sup>3</sup> Absent on leave, 2001-2002.  
<sup>6</sup> Spring 2002 (appointment for that semester only).

<sup>8</sup> Visiting faculty, 2001-2002.

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The Program in Education has three purposes: to expose 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 to be certified for entry into public school teaching, in accordance with the requirements of Pennsylvania Chapters 354, 49, and 4. Courses in the Program in Education are intended to be integral to the College's academic offerings, and, with the exception of Practice Teaching and the Curriculum and Methods Seminar, all education courses include large numbers of students who do not intend to become teachers. Introduction to Education, for instance, is taken by approximately one-third of each graduating class. The program'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 necessarily draw on the distinctive approaches of psychology, sociology, anthropology, political science, economics, and history. Because students major in a variety of disciplines, courses in education offer both an opportunity to apply the particular skills of one's chosen field to a new domain and interaction with other students whose disciplinary approaches may differ significantly from one's own. There is a limit of four field-based education credits (currently EDUC 016 and 091A)

that can be counted toward graduation. EDUC 014: Introduction to Education is generally considered a prerequisite for further work in the program.

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## SPECIAL MAJORS

There is no major in education, but special majors with history, linguistics, political science, psychology, sociology and anthropology, and English literature are regularly approved, and special majors with other fields such as art, computer science, math, and biology also have been designed. Special majors involving education usually include 10 to 12 credits, at least 4 of which must be in education, though typically there are 5 to 6 credits in each of the two departments that make up the major. A thesis or a comprehensive examination integrating work in the two fields is required. Both departments collaborate in advising students pursuing special majors.

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## HONORS PROGRAM

Students may pursue the Honors program in education either as a part of a special major or as a minor. *Special major Honors programs* will take one of the following forms: (1) two preparations in education and two in the other discipline that is part of their special major; (2)

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three preparations in education and one in the other discipline; or (3) two-and-a-half preparations in education and one-and-a-half in the other discipline (or vice versa) when an integrative, 2-credit thesis receives 1 credit from both departments. *All education special majors* in the Honors program will complete a 2-credit thesis and write a short intellectual autobiography that will be submitted to the Honors examiner. *Education minors* in the Honors program will take a 2-credit seminar, a course and an attachment, or write a 2-credit thesis to prepare for the external examination. They will also write an intellectual autobiography.

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### **COURSE MINORS**

The Program in Education will support two kinds of minors: (1) a teaching and field-based minor and (2) an educational studies minor.

*Teaching and field-based minor.* Students will complete at least 5 education credits that focus on educational practice and the integration of theory and practice in school placements. This minor will normally be done in conjunction with teacher certification. The credits that comprise this minor are Educational Psychology, Curriculum and Methods seminar, Practice Teaching (2 credits), and one of the following: Educating the Young Learner, Adolescence or Child Psychology and Practice.

*Educational studies minor.* Students will take at least 5 credits in discipline-based education courses. For this minor, students will identify a focus and describe how two or more of the courses or seminars they are proposing for the minor are related to this focus. Possible foci include but are not limited to educational policy, educational psychology, school and society, urban education, environmental education, literacy, gender and education, and special education. EDUC 016 and 017 will not count toward an educational studies minor.

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### **FOREIGN STUDY**

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. The Swarthmore course may be taken prior to study abroad or subsequent to it. Credit will be granted once Introduction to Education has been completed.

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### **TEACHER CERTIFICATION**

Swarthmore offers a competency-based teacher preparation program for students who seek secondary certification from the Commonwealth of Pennsylvania. Competency is judged by an interdisciplinary committee of the faculty whose members include education faculty and faculty from the majors in which we certify students. The Teacher Education Committee has established criteria for certification in biology, chemistry, English, French, German, mathematics, physics, Spanish, and social studies that meet both the "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 education staff. 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 as well as complete college-level math and English courses before being admitted to the program. They must also pass the specific PRAXIS exams required by Pennsylvania for their certification area, either before or after they complete the teacher education course requirements at the College. A full description of the Swarthmore teacher education requirements (in education and in specific content fields/majors) is available on the Education program Web site: <http://www.swarthmore.edu/SocSci/Education/>.

*Ninth-semester option:* Students who have completed all the requirements for certification in their discipline and in education, except for Student Teaching (EDUC 016) and Curric-

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# Education

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ulum 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, 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 Education Office.

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## REQUIREMENTS FOR SECONDARY TEACHER CERTIFICATION

Students planning to seek secondary certification should 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 in their senior year or during a ninth semester. In addition, they must complete the following sequence of courses:

EDUC 021. Educational Psychology

EDUC 023. Adolescence

An additional elective course from the following:

1. EDUC 025. Counseling: Principles and Practices
2. EDUC 026. Special Education Issues and Practice
3. EDUC 042. Educating the Young Learner
4. EDUC 045. Literacies and Social Identities
5. EDUC 061. Gender and Education
6. EDUC 063. School and Society
7. EDUC 065. Environmental Education
8. EDUC 068. Urban Education

An Honors seminar in education may be substituted for the elective course.

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 faculty in education who have taught the student. Placement of students for practice teaching is contingent on successful interviews with the

director of the Education program and with appropriate secondary school personnel.

## Elementary Certification Option

Swarthmore College does not offer certification in elementary education. However, if students complete the Swarthmore courses, listed below, and enroll for two courses at Eastern College (Communication Arts for Children and Teaching of Reading), they can receive elementary certification through Eastern College. The required Swarthmore courses for elementary certification are Introduction to Education; Educational Psychology; Developmental Psychology; Teaching the Young Learner; Practice Teaching; Curriculum and Methods Seminar; and a series of workshops in Math, Social Studies, and Science Methods.

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## 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 cohort of students who completed the teacher certification program between September 1999 and August 2000. Swarthmore College secondary certification students had a 100 percent pass rate on all of the required PRAXIS tests: Reading, Writing, Math, Listening, and the Principles of Learning and Teaching 7-12. They also had a 100 percent pass rate on all of the subject specialty tests taken by program completers, although because there were fewer than 10 individuals taking the tests in any of the subject areas, these could not be officially reported. Swarthmore students in the 1999-2000 cohort took and passed the PRAXIS subject area tests in biology, English, math, and social studies. 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. In this cohort, all of the Swarthmore College graduates who were certified held teaching positions in the academic year following certification, except for two who chose to take nonteaching jobs. The majority chose to teach in the Philadelphia metropolitan area, though in a typical year, many Swarthmore teacher education graduates teach out of state, all over the country. For further information

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included in this report, please see the Program in Education Web site: <http://www.swarthmore.edu/SocSci/Education/>.

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## **COURSES**

### **EDUC 001C. The Writing Process**

(See ENGL 001C.)

*Fall semester. Staff.*

### **EDUC 014. Introduction to Education**

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, and sociological questions in American education and discusses alternative policies and programs. The course gives students an opportunity to determine their own interest in preparing to teach and furnishes them with first-hand experience in current elementary and secondary school practice. Fieldwork is required. This course is normally a prerequisite for further course work in Education.

*Primary distribution course. 1 credit.*

*Each semester. Staff.*

### **EDUC 016. Practice Teaching**

Supervised 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 secondary certification.)

*2 credits.*

*Each semester. Staff.*

### **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, nonsexist educa-

tion; 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.

*1 credit.*

*Each semester. Staff.*

### **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 tutor in local schools and participate in a laboratory section that provides an introduction to the process of research.

*1 credit.*

*Fall 2001. Renninger.*

### **EDUC 023. Adolescence**

(Cross-listed as PSYC 023)

This course uses a developmental perspective to examine salient characteristics of adolescence. The goal is to obtain a theoretical understanding of adolescence and an overview of major research. 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 adaptation in major social contexts (e.g., family, peer group, school, etc.).

*1 credit.*

*Spring 2002. Brenneman.*

### **EDUC 025. Counseling: Principles and Practice**

An introductory course that critically examines 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.*

*Fall 2001. Brenneman.*

### **EDUC 026. Special Education: Issues and Practice**

This course explores current definitions, issues, and approaches in the field of special educa-

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tion, focusing mainly on students with learning and behavioral and emotional disabilities. Class work includes readings from both education and psychology. Field placement is required.

*1 credit.*

*Not offered 2001-2002.*

## **EDUC 042. Educating the Young Learner**

This course explores the ways in which children construct meaning within their personal, community, and school lives. Areas to be explored include conditions of learning, constructivist theory, problem solving, reading, schema theory, the intersection of school, home, and community contexts, ways in which we can learn from the learner, and the similarities and differences in learning in various disciplines. Field placement is required. Required for elementary teaching certification.

*1 credit.*

*Spring 2002. Anderson.*

## **EDUC 045. Literacies and Social Identities**

This course explores the intersections and meanings of literacies and sociocultural worlds and identities. Topics will include orality and literacy; race, gender, class, religious, sexual orientation, and political identities; literacy programs and policies; academic literacy; situated, participatory, and daily literacy practices; and practice and sacred views of literacies. This course will draw readings from anthropology, sociology, sociolinguistics, literary and reader response theory, and education. Field work is required.

*1 credit.*

*Fall 2001. Anderson.*

## **EDUC 054. Oral and Written Language**

(See LING 054.)

Prerequisite: LING 001, 040, 045, or 050.

*1 credit.*

*Fall 2001. Napoli.*

## **EDUC 061. Gender and Education**

This course uses historical, psychological, and social frameworks to explore the role of gender in the educational process. It examines how gender influences experiences of teaching and

learning and how schools both contribute to and challenge social constructions of gender.

*1 credit.*

*Not offered 2001-2002. Smulyan.*

## **EDUC 063. School and Society**

(Cross-listed as SOAN 069)

This course examines various aspects and perspectives of K-12 education in the United States. We look at the multiple and contradictory purposes and functions of schools, focusing on the ways in which schools claim to be meritocratic while reproducing the class, racial, gender, and sexual orders of the U.S. society. In the second half of the course, we turn to experiences of teachers and students and ask what role schools can play in challenging different forms of social oppression.

*1 credit.*

*Not offered 2001-2002. Smulyan.*

## **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. Field work is required.

*1 credit.*

*Not offered 2001-2002.*

## **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. Field work is required.

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1 credit.  
Spring 2002. Travers.

**EDUC 069. Savage Inaccuracies: The Facts and Economics of Education in America**

(See ECON 005.)  
Prerequisites: ECON 001 and any statistics course (or the consent of the instructor). EDUC 014 is strongly recommended.

1 credit.  
Not offered 2001-2002. Kuperberg.

**EDUC 071. Special Projects (Issues in Music and Dance Education)**

(Cross-listed as DANC 091 and MUSI 091)  
An introduction to the fields of music and dance education. This course will involve frequent visits to schools, studios and other educational institutions in the Philadelphia area. We will observe a variety of teaching methods and discuss the guiding principles of music and dance education. We will also address such questions as the place of music and dance in higher education in general and at Swarthmore in particular. In some cases, coursework may include practice teaching, depending on student experience and inclination. Open to any student who has taken at least one course in music, dance, or education.

0.5 credits (CR/NCR).  
Spring 2002. Arrow, Whitman.

**EDUC 091A. Special Topics**

With the 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 the 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.

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**EDUC 096-097. Thesis**

1 or 2 credits, normally in conjunction with a special major.  
Each semester. Staff.

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**SEMINARS**

**EDUC 121. Child Psychology and Practice**

This seminar focuses on (1) general developmental principles revealed in and applicable to contexts of practice as well as (2) practical applications of research and theory in developmental psychology. Through field work, directed readings, and a literature review on a question of their choice, members of the seminar work together to consider topics in education (e.g., motivation, professional learning, instructional practice), topics in cognitive science (e.g., strategy use, metacognition, and individual variation) and topics in social policy (e.g., evaluation, community initiatives, and educational reform). The field work for the seminar focuses on the evaluation of an issue or problem identified by the local community.

Prerequisites: EDUC 014 and 021.  
2 credits.

Not offered 2001-2002. Renninger.

**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. Topics that will be considered include definition and role of literacy in schools, school-community-home relationships, culturally relevant education and multiculturalism, and the social construction of gender in the schools.

Prerequisites: EDUC 014 and an additional course in the 060s.  
2 credits.

Not offered 2001-2002. Smulyan.

**EDUC 141. Educational Policy**

This seminar will explore 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, the course will examine topics, including finance and equity,

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# Education

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school governance, the standards movement, high-stakes testing, school choice, systemic reform, curricular reform, early childhood education, immigrant and bilingual education, and special education from the perspectives of several social science disciplines and political perspectives. Field work in a policy-related educational organization is required.

Prerequisites: EDUC 014 and an additional course in the 060s; EDUC 068 is strongly recommended.

*2 credits.*

*Fall 2001. Travers.*

## **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 education and 1 credit in the other discipline in the student's Honors program.

*2 credits.*

*Each semester. Staff.*

# Engineering

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**ERIK CHEEVER**, Professor  
**NELSON A. MACKEN**, Professor<sup>2</sup>  
**ARTHUR E. MCGARITY**, Professor<sup>3</sup>  
**FREDERICK L. ORTHLIEB**, Professor  
**FARUQ M.A. SIDDIQUI**, Professor and Chair  
**WLODZIMIERZ WOJCIK**, Visiting Professor  
**ERICH CARR EVERBACH**, Associate Professor  
**LYNNE A. MOLTER**, Associate Professor  
**MICHAEL J. PIOVOSO**, Visiting Associate Professor  
**BRUCE A. MAXWELL**, Assistant Professor<sup>3</sup>  
**HOLLY CASTLEMAN**, Administrative Assistant

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<sup>2</sup> Absent on leave, spring 2002.

<sup>3</sup> Absent on leave, 2001-2002.

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The professional practice of engineering requires creativity and confidence in applying scientific knowledge and mathematical methods to the solution of 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 potential economic and social consequences that may follow from resolving significant and analytically well-defined technical issues. A responsibly educated engineer must, therefore, 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.

*Mission of the Engineering Program:* As stated in the introduction on p. 9 of this catalog, Swarthmore seeks to help its students realize their fullest intellectual and personal potential, combined with a deep sense of ethical and social concern. Within this context, the Department of Engineering seeks to graduate students with a broad, rigorous education emphasizing strong analysis and synthesis skills. Our graduates will be well rounded and responsible and able to adapt to new technical challenges, communicate effectively, and collaborate well with others.

*Objectives of the Engineering Program:* Graduates with the bachelor of science degree in Engineering will have the following:

1. Proficiency in the analysis of engineering systems
2. Proficiency in engineering design
3. Broad background in the liberal arts
4. Effective oral and written communications skills
5. Ability to adapt to changing situations and new technical challenges

Our departmental major program leading to the degree of bachelor of science in engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

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. About half of our majors pursue either a minor or a double major leading to two degrees, the bachelor of science in engineering, and a bachelor of arts in a second academic discipline within their four-year course of study. Departmental approval of a double major requires a B average among courses in mathematics, science, and engineering. The department's physical facilities include laboratories for general instruction and individual student projects in electronics, electromagnetism, optics, systems dynamics and control, communications, engineering materials, solid and structural mechanics, fluid mechanics,

# Engineering

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fossil and solar energy conversion, acoustics, nonlinear dynamics, and environmental water and air pollution control. Within these laboratories is a wide variety of modern measurement equipment configured for computer-assisted data acquisition and process control; data files are directly accessible from the college computer network. A workstation laboratory with high performance color graphics and industry-standard engineering design, analysis, and graphics software is also part of our departmental facilities. 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 Minorng in Engineering*

High Performance Composites (001), Exploring Acoustics (002), Problems in Technology (003), and Art and Science of Structures (007) are designed chiefly 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 the Environmental Studies minor. Students interested in computers, including Computer Science majors or minors, may wish to consider Digital System Design (024), Principles of Computer Architecture (025), Computer Graphics (026), Computer Vision (027), and 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.

## *Majoring or Minorng in Engineering*

Requirements for a course major or minor:

### *Course Major*

General departmental requirements fall into two categories: successful completion of at least (1) 12 engineering courses and (2) 8 courses in science and mathematics. Within category (2) students must receive 2 credits in Physics, one in Chemistry and 4 in Math. They must also receive credit or placement for PHYS 003 & 004 or 007 & 008, CHEM 010, and MATH 005, 006, 018, & 030. The unspecified course in category (2) should be chosen to complement the student's overall program of study and will normally be from one of the following Swarthmore departments: Biology, Chemistry, Computer Science, or Physics and Astronomy. Furthermore, this unspecified course must be acceptable for credit toward a minimal major in the offering department to be admissible toward an Engineering major. No courses intended to satisfy these departmental requirements, except those taken fall semester in the first year, may be taken Credit/No Credit.

Within category (1), the following core courses are required of all students: Mechanics, Electric Circuit Analysis, Linear Physical Systems Analysis, Experimentation for Engineering Design, Thermofluid Mechanics, and Engineering Design (ENGR 006, 011, 012, 014, 041, and 090). Of these, the first four are normally taken as follows: Mechanics in the spring semester of first year, Electric Circuit Analysis in the fall semester of sophomore year, and Linear Physical Systems Analysis and Experimentation for Engineering Design in the spring semester of sophomore year. Thermofluid Mechanics can be taken in the fall of junior year or senior year, and Engineering Design, the culminating experience for engineering majors, must be taken in the spring of senior year. Submission and oral presentation of the Final Project Report in Engineering Design constitutes the comprehensive examination for majors in Engineering.

*Elective Program for Course Majors:* In consultation with his or her adviser, each student devises a program of advanced work in the department. These programs, normally including six courses, are submitted for departmental approval as part of the formal application for a major in

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engineering during the spring semester of sophomore year.

A student's elective program may or may not conform to some traditional or conventional area of engineering specialization (e.g., electrical, mechanical, or civil). Thus, for each plan of advanced work, the department requires a coherent, well-justified program that, in its judgment, meets the student's stated educational objectives.

*Typical elective program plans include the following:*

1. *Electrical engineering group:* Electronic Circuit Applications, Physical Electronics, Electrodynamics, 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 Digital System Design, Principles of Computer Architecture, or Computer Graphics.
2. *Computer engineering group:* Digital System Design, Principles of Computer Architecture, Computer Graphics, Computer Vision, and Robotics. Students with an interest in computer hardware may include Electronic Circuit Applications, Physical Electronics, Digital Signal Processing, VLSI Design, 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, Fluid Mechanics, and Engineering Materials.

#### *Course Minor*

*Academic advising:* Students interested in pursuing a minor are responsible for finding 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. If a student encounters difficulties in identifying an adviser, s/he should seek the assistance of the chair of the Engineering Department. Students planning to minor in Engineering should consult their Engineering advisers regularly, and 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 two must be core courses (ENGR 006, 011, 012, 014, 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.

- Supporting work in mathematics, physics, chemistry, and computer science is only necessary 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.
- At most, 1 transfer credit, which must be preapproved by the Engineering Department, will be accepted in partial fulfillment of the requirements for the minor. Transfer credits may not be used 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 seeking to use foreign study or domestic exchange work in partial fulfillment of the requirements for the minor should consult their academic advisors 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 students interested in a minor in engineering, students may tailor their programs to meet individual needs and interests in consultation with their adviser(s).

*Requirements for an Honors Major or Minor*

Students with a B+ average among courses in

# Engineering

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the Division of Natural Sciences and Engineering may apply to stand for Honors in engineering. This B+ average must be maintained 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 a course major in engineering. In addition:

- The Honors major in engineering is a four-examination program, including three preparations in engineering (the major) and one minor preparation. Each area comprises 2 credits of work.
- The minor preparation must comprise at least 2 credits of work in any department or program outside engineering, and be among those approved by that department or program.
- 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. All engineering graduates will therefore receive an ABET-accredited bachelor of science degree.
- One of the major preparations must include ENGR 090, plus an appropriate 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 B.S.; candidates electing an Honors thesis will, therefore, complete at least 13 credits in engineering and 33 college wide. The two additional major preparations are each to 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 that 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 is to 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 upon 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. Honors examination of engineering minors will consist of a three-hour written exam covering the engineering preparation, plus a subsequent oral examination of each candidate by the author of the written exam—either alone if need be to assure adequate evaluation of the engineering preparation or as an invited member of an examining panel convened by the major department.

More specific information about Course and Honors programs is distributed by the department to prospective engineering majors and minors in December of each year. Additional information is also available on the engineering Web site, <http://www.engin.swarthmore.edu>.

## *Poland Foreign Study Program*

A program of study is available at the Technical University of Krakow Poland for students who desire an engineering foreign study experience in a non-English-speaking country. Normally occurring in the spring of the junior year, students take courses taught in English consisting of two engineering electives and the survey course Environmental Science and Technology in Poland plus an intensive orientation course

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on Polish language and culture provided by the Jagiellonian University. Coordinator: McGarity.

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## COURSES

### **ENGR 001. High-Performance Composites**

Introduction to the structure, properties, and performance of modern composites in sports equipment, automotive, and aerospace applications. Simple models of material behavior are developed and used to examine products like ski poles, fishing rods, tennis racquets, radial tires, and human-powered aircraft. Labs include making and testing a number of polymer and ceramic matrix composites, plus a research project of the student's choice. Primarily for students not majoring in engineering. High school physics recommended.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002.*

### **ENGR 002. Exploring Acoustics**

(Cross-listed as LING 002)

A course to provide students with exposure to basic scientific and engineering principles through an exploration of the acoustics of musical instruments, the human voice, structures, and the environment. Emphasis on hands-on analysis with a minimum use of mathematics. For students not majoring in engineering. Includes laboratory.

*1 credit.*

*Not offered 2001-2002.*

### **ENGR 003. Problems in Technology**

For students not majoring in science or engineering. This year, the course will concentrate on the automobile and its impact on society. Technical, political, and socioeconomic aspects will be discussed. Class members will also work on teams with engineering students in designing, building, and testing a hybrid electric car. Enrollment limited.

*Primary distribution course. 1 credit.*

*Fall 2001. Macken.*

## **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 non-primary distribution course (PDC) requirement in the Division of Natural Sciences and Engineering. Some may also meet requirements for minors in Environmental Studies or public policy and special majors in environmental science or environmental policy and technology. They may not normally be used to satisfy requirements for the major or minor in engineering.*

### **ENGR 004A. Introduction to Environmental Protection**

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. Scientific concepts necessary to understand local and global pollution problems. Pollution control and renewable energy technologies. Public policy developments related to regulation of pollutants. Methods of computer-based systems analysis for developing economically effective environmental protection policies. Counts toward distribution credit (non-PDC) in the Division of Natural Sciences and Engineering and satisfies the environmental science/technology component of the Environmental Studies minor.

No prerequisites.

*1 credit.*

*Spring 2002. Everbach.*

### **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. Cross-listed in the instructors' departments. Does not count toward distribution requirements.

No prerequisites.

*1 credit.*

*Offered when demand and staffing permit.*

# Engineering

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## **ENGR 004C. Environmental Policy and Politics**

(Cross-listed as POLS 043)

Topics in environmental analysis, policy formulation, and pollution regulation.

*1 credit.*

*Not offered 2001-2002.*

## **ENGR 004E. Introduction to Sustainable Systems Analysis**

Definitions of sustainability and sustainable development. Quantitative indicators for evaluating sustainable policy, projects, technology, products, and education. Interactions between ecology, society, and economy. Alternatives to economic valuation, including energy and eMergy analysis. Dematerialization and recycling, life-cycle analysis, sustainable industrial production, waste minimization, clean technologies, sustainable habitation and communities, sustainable international, national, and local policies. Includes laboratory, computer-based simulation exercises, field trips, and international Internet discussion groups. Counts toward distribution credit (non-PDC) in the Division of Natural Sciences and Engineering and satisfies the environmental science/technology component of the Environmental Studies minor.

No prerequisites.

*1 credit.*

*Fall 2001. Wojcik.*

## **ENGR 005. Engineering Methodology**

A fall 0.5-credit 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. Offered in the fall semester. This course is not to be used to fulfill the requirements for the engineering major or minor.

*0.5 credit.*

*Fall 2001. Everbach.*

## **ENGR 006. Mechanics**

Fundamental areas of statics and dynamics. Elementary concepts of deformable bodies including stress-strain relations, flexure, tor-

sion, and internal pressure. Laboratory work includes a MATLAB workshop, experiments on deformable bodies, and a truss bridge team design competition.

Prerequisite: PHYS 003 or equivalent.

*Primary distribution course. 1 credit.*

*Spring 2002. Siddiqui/Orthlieb.*

## **ENGR 007. Art and Science of Structures**

An introduction to the basic principles of structural analysis and design including an emphasis on the historical development of modern structural engineering. Suitable for students planning to study architecture, architectural history, or with an interest in structures. Includes laboratory. For students not majoring in engineering. Offered in the fall semester.

*1 credit.*

*Offered when demand and staffing permit.*

## **ENGR 011. Electrical Circuit Analysis**

An introduction to the analysis of electrical circuits that include resistors, capacitors, inductors, op-amps, and diodes. The student will learn to develop equations describing electrical networks. Techniques for the solution of differential equations resulting from linear circuits are taught. Solutions will be formulated both in the time domain and in the frequency domain. There is a brief introduction to digital circuits. Includes laboratory. ENGR 011 offered in the fall semester. Prerequisites: MATH 006B and PHYS 004 (or equivalents) or permission of the instructor.

*1 credit.*

*Fall 2001. Molter/Cheever.*

## **ENGR 012. Linear Physical Systems Analysis**

Involves the study of engineering phenomena that may be represented by linear, lumped-parameter models. It builds upon 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. Includes laboratory. Offered in the

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spring semester.

Prerequisites: ENGR 011 (or equivalent) or permission of the instructor.

*1 credit.*

*Spring 2002.* Molter/Cheever.

### **ENGR 014. Experimentation for Engineering Design**

Introduction 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, single and multivariable linear and nonlinear regression. Includes laboratory. Offered in the spring semester.

Prerequisites: ENGR 011.

*1 credit.*

*Spring 2002.* Orthlieb/Everbach.

### **ENGR 024. Digital System Design**

(Cross-listed as CPSC 024)

This course covers digital system design. Topics include Boolean logic, digital representations, and techniques for design of combinational, sequential, and asynchronous circuits. We also study I/O interfaces, communication protocols, and microcontroller architecture. Labs focus on CAD techniques, VHDL (very high-speed integrated circuit hardware description language), and programmable logic devices. Offered in the fall semester every year.

Prerequisites: CPSC 021, ENGR 011, or permission of the instructor.

*1 credit.*

*Fall 2001.* Piovoso.

### **ENGR 025. Principles of Computer Architecture**

(Cross-listed as CPSC 025)

This course covers the physical and logical design of a computer. Topics include current microprocessors, CPU design, RISC and CISC concepts, pipelining, superscalar processing, cache, paging, segmentation, virtual memory, parallel architectures, bus protocols, and input/output devices. Labs cover analysis of current systems and microprocessor design using CAD tools, including VHDL. Offered in the spring semester every year.

Prerequisites: CPSC 021, ENGR 024, or permission of instructor. A course beyond CPSC

021 is strongly recommended.

*1 credit.*

*Spring 2002.* Staff.

### **ENGR 026. Computer Graphics**

(Cross-listed as CPSC 040)

Computer graphics deals with the manipulation and creation of digital imagery. We cover drawing algorithms for two-dimensional graphics primitives, 2D and three-dimensional matrix transformations, projective geometry, 2D and 3D 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 3D hierarchical modeling system that incorporates realistic lighting models and fast hidden surface removal.

Prerequisites: CPSC 021, or permission of the instructor. Recommended: Linear algebra and some calculus is strongly recommended. Offered fall semester, alternate years.

*1 credit.*

*Not offered 2001-2002.*

### **ENGR 027. Computer Vision**

(Cross-listed as CPSC 027)

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.

Prerequisites: ENGR 012, CPSC 021, or permission of the instructor. Math background at the level of MATH 016 or MATH 018 is strongly recommended. Offered twice every four years.

*1 credit.*

*Not offered 2001-2002.*

### **ENGR 028. Robotics**

(Cross-listed as CPSC 081)

# Engineering

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This course addresses the problems of controlling and motivating robots to act intelligently in dynamic, unpredictable environments. Major topics will include robot perception using vision and sonar, kinematics and inverse kinematics, navigation and control, optimization and learning, and robot simulation environments. 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, explore, and interact with their environment.

Prerequisites: ENGR 027/CPSC 027, CPSC 063, CPSC 128, or permission of the instructor. Offered when demand and staffing permit.

*1 credit.*

*Not offered 2001-2002.*

## **ENGR 035. Solar Energy Systems**

Fundamental physical concepts and system design techniques of solar energy systems. 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. Includes laboratory.

Prerequisites: PHYS 004, MATH 006, or equivalent or consent of the instructor.

*1 credit.*

*Fall 2001. Orthlieb.*

## **ENGR 041. Thermofluid Mechanics**

Introduction to macroscopic thermodynamics; first and second laws, properties of pure substances, applications using system and control volume formulation. Introduction to fluid mechanics; development of conservation theorems, hydrostatics, dynamics of one-dimensional fluid motion with and without friction. Includes laboratory.

Prerequisites: ENGR 012 and ENGR 014 (or equivalent background). Offered in the fall semester.

*1 credit.*

*Fall 2001. Macken/Everbach.*

## **ENGR 057. Operations Research**

(Cross-listed as ECON 032)

Introduces students to computer-based modeling and optimization for the solution of complex, multivariable problems such as those

relating to efficient manufacturing, environmental pollution control, urban planning, water and food resources, and arms control. Includes case study project. Offered in the fall semester.

No prerequisite.

*Primary distribution course (natural sciences only and only if enrolled for ENGR 057).*

*1 credit.*

*Not offered 2001-2002.*

## **ENGR 058. Control Theory and Design**

Introduction to the control of engineering systems. Analysis and design of linear control systems using root locus, frequency response, and state space techniques. Also provides an introduction to digital control techniques, including analysis of A/D and D/A converters, digital controllers, and numerical control algorithms. Includes laboratory. Offered in the spring semester.

Prerequisite: ENGR 012 or equivalent.

*1 credit.*

*Spring 2002. Piovoso.*

## **ENGR 059. Mechanics of Solids**

Internal stresses and changes of form that occur when forces act on solid bodies or when internal temperature varies. State of stress and strain, strength theories, stability, deflections, and photoelasticity. Elastic and plastic theories. Includes laboratory. Offered in the fall semester.

Prerequisite: ENGR 006 or equivalent.

*1 credit.*

*Fall 2001. Siddiqui.*

## **ENGR 060. Structural Theory and Design I**

Fundamental principles of structural mechanics. Statically determinate analysis of frames and trusses. Approximate analysis of indeterminate structures. Virtual work principles. Elements of design of steel and concrete structural members. Includes laboratory. Offered in the spring semester.

Prerequisite: ENGR 059 or permission of the instructor.

*1 credit.*

*Spring 2002. Siddiqui.*

## **ENGR 061. Geotechnical Engineering: Theory and Design**

Soil and rock mechanics, including soil and rock formation, soil mineralogy, soil types, compac-

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tion, soil hydraulics, consolidation, stresses in soil masses, slope stability, and bearing capacity. Application to engineering design problems. Includes laboratory. Offered in the fall semester, alternate years.

Prerequisite: ENGR 006 or permission of the instructor. May be taken concurrently with ENGR 059.

*1 credit.*

*Not offered 2001-2002.*

### **ENGR 062. Structural Theory and Design II**

Advanced structural analysis. Classical and matrix methods of analysis. Digital computer applications. Design of steel and concrete structures. Includes laboratory. Offered in the fall semester.

Prerequisite: ENGR 060.

*1 credit.*

*Not offered 2001-2002.*

### **ENGR 063. Water Quality and Pollution Control**

Elements of water quality management and treatment of wastewaters. 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 on natural waters. Environmental impact assessment. Laboratory and field studies included.

Prerequisite: CHEM 010, MATH 006, or equivalent or consent of instructor. Offered in the fall semester, alternate years.

*1 credit.*

*Not offered 2001-2002.*

### **ENGR 064. Solid and Hazardous Waste Management**

Solid waste characteristic and composition. Collection methods and segregation; waste recycling; resource conservation and recovery. Hazardous waste characteristics. Disposal by landfilling; biochemical processes within landfill; landfill design and operation; landfill gas generation, leachate management including control, recycling, and treatment; landfill reclamation. Waste incineration including hazardous waste incineration and air pollution control. Aerobic and anaerobic waste processing; sludge utilization. Integration of waste management with wastewater sludge management. Hazardous waste treatment technologies.

Brownfields and soil remediation including chemical and biological methods. Groundwater contamination and remediation including oil and toxic organics. Includes laboratory.

Prerequisite: CHEM 010, MATH 006, or permission of instructor.

*1 credit.*

*Spring 2002. Wojcik.*

### **ENGR 066. Environmental Systems**

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 included. Laboratory included. Offered in the spring semester, alternate years.

Prerequisite: ENGR 057, or equivalent.

*1 credit.*

*Not offered 2001-2002.*

### **ENGR 071. Digital Signal Processing**

Introduction to difference equations and discrete-time transform theory; the Z-transform and Fourier representation of sequences; fast Fourier transform algorithms. Discrete-time transfer functions and filter design techniques are introduced. Provides an introduction to architecture and programming of digital signal processors. Laboratory included.

Prerequisite: ENGR 012.

*1 credit.*

*Spring 2002. Cheever.*

### **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. Includes laboratory. Offered in the fall semester.

Prerequisite: ENGR 011 or PHYS 008.

*1 credit.*

*Fall 2001. Cheever.*

## **ENGR 072A. Electronic Circuit Applications**

ENGR 072A is a 0.5-credit course comprising only the laboratory section of ENGR 072. It is intended for physics or other nonengineering majors only. This course is taken in place of ENGR 072, not in addition to it. 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. Includes laboratory. Offered in the fall semester.

Prerequisite: ENGR 011 or PHYS 008.

0.5 credit.

Fall 2001. Cheever.

## **ENGR 073. Physical Electronics**

Physical properties of semiconductor materials, semiconductor devices, and simple circuits. 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 photodetectors. Modeling and fabrication processes. Includes laboratory. Offered in the spring semester.

Prerequisites: ENGR 011 or PHYS 008.

1 credit.

Spring 2002. Molter.

## **ENGR 075, 076. Electromagnetic Theory I and II**

Static and dynamic treatment of engineering applications of Maxwell's equations. 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. 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, and other current technologies. 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 is offered in the fall semester of alternate years. ENGR 076 is offered in the spring semester when student interest and staffing permit.

Prerequisite: ENGR 012 or equivalent. ENGR 075 or Physics equivalent is a prerequisite for ENGR 076.

1 credit.

ENGR 075: Fall 2001. Molter.

ENGR 076: Not offered 2001-2002.

## **ENGR 077. VLSI Design**

This course is an introduction to the design, analysis, and modeling of integrated circuits, both analog and digital. The course will focus on CMOS technology. The course will introduce sophisticated models of MOS transistors and discuss how they can be used to develop analog and digital circuitry. There will be a heavy emphasis on computer modeling of devices and circuits. Includes laboratory. Prerequisite: ENGR 011 or PHYS 008.

1 credit.

Fall 2001. Staff.

## **ENGR 078. Communication Systems**

Theory and design principles of analog and digital communication systems. 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. Includes laboratory. Offered in the spring semester.

Prerequisite: ENGR 012 or equivalent.

1 credit.

Not offered 2001-2002.

## **ENGR 081. Thermal Energy Conversion**

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. Includes laboratory. Offered in the spring semester, alternate years.

Prerequisite: ENGR 041.

1 credit.

Spring 2002. Staff.

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**ENGR 082. Engineering Materials**

Introduction to material structure, properties, and processing. Analysis of microstructures, physical properties, thermal and mechanical transformation of metals, polymers, concrete, wood, and a variety of composites. Material selection in design, laboratory testing for quality assurance, and performance evaluation in service are included through labs and a semester project. Offered in the fall semester, alternate years.

Prerequisite: ENGR 059 or permission of the instructor.

*1 credit.*

*Fall 2001. Orthlieb.*

**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. Applications to the study of inviscid and viscous, incompressible, and compressible fluids. Includes laboratory. Offered in the spring semester, alternate years.

Prerequisite: ENGR 041.

*1 credit.*

*Not offered 2001-2002.*

**ENGR 084. Heat Transfer**

Introduction 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. Includes laboratory. Offered in the fall semester, alternate years.

Prerequisite: ENGR 041.

*1 credit.*

*Not offered 2001-2002.*

**ENGR 090. Engineering Design**

Students work on a design project that is the culminating exercise for all senior engineering majors. Under the guidance of a faculty member, students investigate a problem of their choice in an area of interest to them. A comprehensive written report and an oral presentation are required. Offered in the spring semester.

*1 credit.*

*Spring 2002. Staff.*

**ENGR 091. Special Topics**

Subject matter dependent on a group need or individual interest. Normally restricted to seniors.

*1 credit.*

*Offered only when staff, interest, and availability make it practicable.*

**ENGR 093. Directed Reading or Project**

With the permission of the department and a willing faculty supervisor, qualified students may do special work with theoretical, experimental, or design emphasis in an area not covered by regular courses.

*1 credit.*

*Offered only with department approval and faculty supervision.*

**ENGR 096. Honors Thesis**

With approval of the department and a faculty adviser, an Honors major may undertake, in addition to ENGR 090, an Honors thesis in the fall semester of the senior year. A prospectus of the thesis problem must be submitted and approved not later than the end of junior year.

*1 credit.*

*Offered only with department approval and faculty supervision.*

**ENGR 126. Advanced Computer Graphics**

This course takes an in-depth look at a series of current topics in computer graphics, partially determined by student interests. Topics may include shading models, radiosity, ray tracing, image-based rendering, modeling, texture, animation, physically based modeling, hybrid computer vision and graphics techniques, non-photorealistic rendering, and special effects. The course is taught as a seminar, and meetings revolve around computer graphics papers from technical proceedings, such as ACM SIGGRAPH and other computer graphics journals. Students will be responsible for reading and preparing presentation of papers. In addition, there will be several significant projects where students implement computer graphics programs based on the topics covered.

Prerequisite: ENGR 026 and permission of instructor.

*1 credit.*

*Not offered 2001-2002.*

# Engineering

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## **ENGR 199. Senior Honors Study**

Senior Honors Study is available for only 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 only be taken in the spring of the senior year.  
*0.5 or 1 credit.*

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## **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.

### **Circuits and Systems**

Control Theory and Design  
Electronic Circuit Applications

### **Communications and Electromagnetic Fields**

Communication Systems  
Electromagnetic Theory

### **Communications and Signal Processing**

Communication Systems  
Digital Signal Processing

### **Computer Design**

Digital Systems Design  
Microprocessors and Computer Architecture

### **Digital Systems**

Digital System Design  
VLSI Design

### **Electromagnetic Theory**

Electromagnetic Theory I and II

### **Electronics**

Electronic Circuit Applications  
Physical Electronics

### **Environmental Systems**

Operations Research  
Environmental Systems

### **Heat Transfer and Fluid Mechanics**

Heat Transfer  
Fluid Mechanics

### **Materials Engineering**

Mechanics of Solids  
Engineering Materials

### **Robotics and Machine Vision**

Computer Vision  
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 Soils

### **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

# English Literature

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**NATHALIE ANDERSON**, Professor  
**CHARLES L. JAMES**, Professor and Chair  
**PETER J. SCHMIDT**, Professor  
**PHILIP M. WEINSTEIN**, Professor  
**CRAIG WILLIAMSON**, Professor  
**ELIZABETH BOLTON**, Associate Professor  
**NORA JOHNSON**, Associate Professor<sup>2</sup>  
**PATRICIA WHITE**, Associate Professor<sup>3</sup>  
**EDMUND CAMPOS**, Assistant Professor  
**RAIMA EVAN**, Visiting Assistant Professor (part-time)  
**JILL GLADSTEIN**, Assistant Professor and Director of Writing Associates Program  
**KENDALL JOHNSON**, Assistant Professor  
**CAROLYN LESJAK**, Assistant Professor  
**JAMES B. PETERSON II**, Visiting Instructor (part-time)  
**CAROLYN ANDERSON**, Administrative Coordinator  
**NANCY BECH**, Administrative Assistant (part-time)

## THEATRE STUDIES

**LEE DEVIN**, Professor<sup>3</sup>  
**ALLEN KUHARSKI**, Associate Professor, Director of Theatre Studies, Resident Director,  
Co-Director of Semester Abroad in Poland  
**JACEK LUMINSKI**, Lang Visiting Professor of Social Change<sup>5</sup>  
**WILLIAM MARSHALL**, Associate Professor, Resident Designer  
**URSULA NEUERBURG DENZER**, Instructor  
**ROGER BABB**, Visiting Lecturer (part-time)  
**GABRIEL QUINN BAURIEDEL**, Visiting Lecturer (part-time)<sup>6</sup>  
**CARLA BELVER**, Visiting Lecturer (part-time)  
**JAMES SCHLATTER**, Visiting Lecturer (part-time)<sup>5</sup>

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2 Absent on leave, spring 2002.

3 Absent on leave, 2001-2002.

5 Fall 2001 (appointment that semester only).

6 Spring 2002 (appointment that semester only).

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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, theatre, 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. In addition, the Theatre Program offers both practical and theoretical courses in performance studies.

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## ENGLISH LITERATURE REQUIREMENTS AND RECOMMENDATIONS

Any introductory course—ENGL 005A through 005Z and 006A through 006Z—is the prerequisite for all other courses in literature. (Exempted from this prerequisite are seniors, juniors). Introductory courses attempt in a

# English Literature

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variety of ways to reflect the diversity of interests—with respect to subject matter, theoretical approach, literary genre, historical period, and race and gender—characteristic of the departmental offerings as a whole. Introductory courses are characterized by syllabi with less reading than in advanced courses, by frequent short papers with some emphasis upon rewriting, by self-conscious examination of methodology, and by considerable attention to class discussion; they are viewed by the Department as particularly appropriate for freshmen; they are primary distribution courses. Enrollments are limited to 25 students per course; priority is given to freshmen and sophomores. Students will not normally take a second introductory course. Only one such course may be counted towards the major. The minimum requirement for admission as a major or as a minor in English is two semester-courses in the Department—normally an introductory course and an advanced literature course. (Students with AP scores of 4-5 in English Literature and/or English Language receive credit toward graduation. Only the credit for English Literature may count toward the major 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 one or two additional English courses during the sophomore year. 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. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will need to fulfill somewhat different course

requirements from those who complete certification in 2004 and beyond. For further information about the relevant set of requirements, please contact the Education program director, the English Department Chair or the Education Program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

Students wishing to study abroad should consult with the Departmental 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 undertake preparations for papers 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 Office of Foreign Studies.

*Major in the Course Program:* The work of a major in Course consists of a minimum of eight units of credit in the Department including at least three units in literature written before 1830 (such courses are marked with a \*), and three in literature written after 1830. Students should also read some critical theory, but such theory is now an important element in most of our courses. Courses marked with a \*\*\* may be counted as pre-1830 or post-1830 but not both. Introductory courses may not be counted as part of the pre-1830 or post-1830 requirement. Students must also write a senior essay. Details about the essay are available in the Department Office.

*Minor in the Course Program:* The work of a minor in Course consists of a minimum of five units of credit in the Department including at least one unit in literature written before 1830 (such courses are marked with a \*), and one in literature written after 1830.

*Major in the Honors Program:* 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 six units of credit) will be constituted as

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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. Honors majors, as part of their overall work in the Department, must meet the general major requirement of three units of credit in literature written before 1830 and three units of credit in literature written after 1830. The departmental requirements for Honors, including instructions about Senior Honors Study, are spelled out in detail in a departmental handout.

Students who wish to write a thesis or pursue a creative writing project under faculty supervision as part of their 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.

*Minor in the Honors Program:* Minors must do a single, 2-credit preparation in the Department by means of a seminar (or, under special circumstances, a creative writing project). Minors are required to do a total of at least five units of work in English (including their Honors preparation).

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.

*Creative Writing Emphasis:* Students who want to major in English with an emphasis in creative writing—whether Course or Honors majors—must complete three units of creative writing in addition to the usual departmental requirements of pre-1830 and post-1830 units. The creative writing credits will normally consist of two workshops (ENGL 070A, B, C, D, E, or G) and ENGL 070K, Directed Creative Writing Projects. Students may count towards the program no more than one workshop

offered by departments other than English Literature. Admission into the program will depend upon 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.

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## The English Department Curriculum

The English Department courses are grouped together by historical period, genre, or course level as follows:

- 001A, B, C: Special Courses that do not count toward the major
- 005A, B, C, and 006A, B, C, etc.:  
Introductory Courses: all primary distribution courses (PDCs)
- 010-096: Advanced Courses
- 010,011: Survey Courses in British Literature
- 014-019: Medieval
- 020-029: Renaissance and 17th Century
- 030-039: Restoration, 18th Century, Romantic
- 040-049: Victorian to Modern
- 050-069: American (including African American, Asian American, and Native American)
- 070A, 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 only with approval of the Department Chair)

# English Literature

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## 001: SPECIAL COURSES

*These courses are special writing intensive courses that count toward graduation credit but not toward the English major. They may not be substituted for the English introductory course requirement, and they are not PDCs.*

### **ENGL 001A. Insights into Academic Writing**

This course offers students 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 purposes 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 the distribution requirements but does not count toward the major.

*1 credit.*

*Each semester. Gladstein.*

*Fall 2001. Peterson.*

### **ENGL 001B. English for Foreign Students**

Individual and group work on an advanced level for students with non-English backgrounds.

Does not meet distribution requirements or count toward the major.

*1 credit.*

*Each semester. Evans.*

### **ENGL 001C. The Writing Process**

(Cross-listed as EDUC 001C)

This course combines study of theories of composition and the teaching of writing with supervised experience applying the skills derived from that study in paper comments and conferences. Enrollment limited to students selected as Writing Associates.

Meets distribution requirements but does not count toward the major.

*1 credit.*

*Fall 2001. Gladstein.*

## 005 and 006: INTRODUCTORY COURSES

*These courses are all introductory courses and PDCs. Freshmen and sophomores must take one of these courses before taking an advanced course. Normally, a student is allowed to take only one introductory course.*

### **ENGL 005C. Cultural Practices and Social Texts**

What constitutes "culture"? Who is entitled to it? What are the effects of not having it? This course will look at how different conceptualizations of culture—in theory and in practice—have at stake questions of identity (individual and collective), political practice and agency, structures of power, and possibilities for social transformation. Authors will include Shakespeare, Arnold, Kipling, Raymond Williams, Brecht, and Zora Neale Hurston.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Lesjak.*

### **ENGL 005E. The Subject in Question**

How do we become who we are? What social discourses and practices enable the shaping of identity? How does reading affect this process? This course will explore the ways in which subjectivity and ideology interpenetrate within a range of texts and our commentary upon them. Writers will include Shakespeare, Flaubert, Kafka, Faulkner, Rich, Morrison, and DiLillo. Theoretical essays may also be assigned.

*Primary distribution course. 1 credit.*

*Fall 2001. Weinstein.*

### **ENGL 005F. Fairy Tales and Magic Fictions**

This course will explore the encounter with the fantastic. How does fantasy comment upon our fears and desires? How does it challenge our habits of perception? What does it teach us about the nature of knowing? How do magic fictions critique the social problems of the real world? We will read fairy tales and contemporary reworkings of them, children's literature, science fiction, and magic realism. Selected authors:

Grimm, Carroll, Shakespeare, Butler, Kafka, Rowling, Gaarder.

*Primary distribution course. 1 credit.*

*Each semester. Evan.*

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**ENGL 005G. Rites of Passage**

The course will focus on various rites of passage, symbolic actions that chart crucial changes in the human psyche, as they are consciously depicted or unconsciously reflected in different literary modes and will examine the shared literary experience itself as ritual process. Authors will include Shakespeare, Blake, Conrad, Lawrence, and Walker.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Williamson.*

**ENGL 005H. Portraits of the Artist**

We will study a wide variety of works portraying artists in different cultures and contexts and media. Works read will tentatively include *The Odyssey*, selected tales from the *Arabian Nights* and Ovid's *Metamorphoses*, essays and tales by Oscar Wilde, and contemporary fiction by Charles Johnson and Ursula K. LeGuin.

*Primary distribution course. 1 credit.*

*Fall 2001. Schmidt.*

**ENGL 005J. The Ironic Spirit**

This course is interested in the risky business of irony as discursive practice or strategy—why and how ironies are used and understood and the consequences of attributing interpretations. “Ironists” include Shakespeare (*Othello*) Toni Morrison (*Sula*), Emily Dickinson (poetry), Mark Twain (*Pudd'nhead Wilson*), Ralph Ellison (*Invisible Man*), Stephen Crane (stories) and Audre Lorde (poetry). Required viewing: *Apocalypse Now*.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. James.*

**ENGL 005K. Literature and the Grotesque**

Exploring ways the grotesque may be used to redefine the human or dramatize the limits of human understanding, this course tracks the comic, uncanny, and generative elements of the grotesque through works by García-Márquez, Shakespeare, Baudelaire, Browning, Kafka, Wright, and O'Connor.

*Primary distribution course. 1 credit.*

*Fall 2001. Bolton.*

**ENGL 005L. Reading Nature**

This course explores the broad and often paradoxical field of nature writing, ranging from Shakespeare's “green world” through English and American Romanticism (Wordsworth,

Thoreau, etc.) to the environmental legislation these writers helped produce and including the work of contemporary writers such as Terry Tempest Williams. We'll explore the aims and strategies informing attempts to translate the natural world into marks on a page, and students will be asked to produce some nature writing of their own over the course of the semester.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Bolton.*

**ENGL 005N. Illicit Desires in Literature**

This course will examine literary expressions of a range of sexual desires from the 17th century to the present day. Among other questions, we will ask what differences race and gender have made, noting, for instance, that works by canonical writers can depict and even celebrate forms of sexuality that are much more problematic for those who speak from positions of less privilege.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. N. Johnson.*

**ENGL 005Q. 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 Chaucer's *Tales* to Cocteau's *Orpheus*, from Barrett Browning's *Aurora Leigh* to Dove's *Darker Face of the Earth*, from Darwin's *Loves of the Plants* to Seth's *Golden Gate*—to explore our assumptions about the nature of genre.

*Primary distribution course. 1 credit.*

*Fall 2001. Anderson.*

**ENGL 005R. Fictions of Identity**

What are the assumptions behind and limits to the modern Western understanding of the individual? How can we reconcile psychoanalytic and postmodern conceptions of the fragmented subject with the urgency of identity politics for people of color, women, lesbians, and gay men? We will examine how identity and difference are constructed, communicated, and contested through language and literature and through structures of seeing and being seen in film and video. Texts by Shakespeare, Mary Shelley, Freud, Woolf, Baldwin, Orson Welles,

# English Literature

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and others.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. White.*

## **ENGL 005T. The Mask of Love**

This course will examine the relationship between love and performance. How does the search for a loved one involve the creation of a mask or persona? What is the mask's relation to the self? Can this character be repeatedly performed and sustained? How is the mask a response to the desired Other? Selected authors: Shakespeare, Hwang, Pinter, Wharton, and Walker. Films by Nunn and Wenders. Versions of *Cinderella* and *Beauty and the Beast*.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Evan.*

## **ENGL 006A-006Z**

*Reserved for subsequent introductory courses.*

## **ENGL 006A. Legal Fictions: Law and Literature in the United States**

In 1776, Thomas Jefferson asserted the self-evident truth that "all men are created equal." In this course we will read autobiographies, novels, plays, poems, and slave narratives of people who found their personhood challenged by federal law. Through their stories we will examine how these writers used words to resist historical circumstances and to fight for legal and social recognition. Authors include: Franklin, Jefferson, Wheatley, Poe, Shakespeare, Apess, Douglass, Jacobs, Twain, Zitkala-Sa, Sone, and Petry.

*Primary distribution course. 1 credit.*

*Each semester. K. Johnson.*

## **ENGL 006B. Utopias**

This course explores utopia on uncharted islands, in dark futures and in the virtual nowhere of cyberspace. What is the place of desire, technology, and the individual in utopian fictions? The textual range embraces philosophical treatises, political satires, travel narratives, and science fiction. Authors may include Plato, Thomas More, Daniel Defoe, Jules Verne, Aldous Huxley, George Orwell, Margaret Atwood, Samuel Delany, Toni Morrison, and William Gibson.

*Primary distribution course. 1 credit.*

*Each semester. Campos.*

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## **010-096: ADVANCED COURSES**

*These courses are open to freshmen and sophomores who have successfully completed an introductory course and to juniors and seniors without the introductory prerequisite.*

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## **010-011. SURVEY COURSES IN BRITISH LITERATURE**

### **ENGL 010. 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.*

*Not offered 2001-2002. Williamson.*

### **ENGL 011. Survey II: Neo-Classical to Post-Colonial**

A historical and critical survey of poetry, prose, and drama from Pope to Rushdie, focusing on progress, modernity, and the subject as central concepts which British literature of this period confronts whether in form or content.

*1 credit.*

*Fall 2001. Lesjak.*

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## **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.

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Counts as HU distribution credit under this listing.

*1 credit.*

*Not offered 2001-2002.* Williamson.

**ENGL 016. Chaucer\***

Readings in Middle English of most of Chaucer's poetry with emphasis on *The Canterbury Tales* and *Troilus and Criseyde*. We place the poems in a variety of critical and cultural contexts—both medieval and modern—which help to illuminate Chaucer's art. In the manner of Chaucer's Oxford Clerk, we hope "to gladly lerne and gladly teche."

*1 credit.*

*Not offered 2001-2002.* Williamson.

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**020-029: RENAISSANCE AND 17TH CENTURY**

**ENGL 020. Shakespeare\***

We'll cover many topics in this survey of Shakespeare's plays, including kingship, comedy and tragedy, father-daughter relationships, sexuality, race, performance, the roles of women, language, and the rewriting of history. We will frequently return to the question of theater's place in 16th and 17th century England as represented on stage and in other writings of the period. We will also examine Shakespeare's place in the cultures we inhabit.

*1 credit.*

*Fall 2001.* Campos.

**ENGL 022. Literature of the English Renaissance\***

This course will begin with More's *Utopia* and end with selections from *Paradise Lost*, paying particular attention to literature's political contexts, gender, genre, and the relation of women's writing to the male canon. Among the other writers included will be Wyatt, Surrey, Philip Sidney, Mary Herbert, Mary Wroth, Spenser, Elizabeth Cary, Jonson, Bacon, Donne, Herrick, George Herbert, and Marvell.

*1 credit.*

*Not offered 2001-2002.* N. Johnson.

**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.*

*Not offered 2001-2002.* N. Johnson.

**ENGL 026. English Drama Before 1642\***

English drama began as a communal religious event, but the theaters were shut down in 1642 because of their reputation for impiety and social disorder. This course will trace the drama from its medieval forms up through its commercial success in the Renaissance and its ultimate dissolution in the Civil War.

*1 credit.*

*Not offered 2001-2002.* 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, socio-political, and literary contexts; just as important, we will look at how the plays have been and continue to be performed.

*1 credit.*

*Not offered 2001-2002.* N. Johnson.

**ENGL 028. Milton\***

Study of Milton's poetry with particular emphasis on *Paradise Lost*.

*1 credit.*

*Not offered 2001-2002.* Staff.

**ENGL 029. Renaissance Travel and Discovery\***

High seas adventure, first contact, conquest, colonization, and imperial expansion. This course examines transatlantic literature in the Age of Discovery by charting the influence of the newly discovered Americas over the literary production of Renaissance England. Readings explore the interplay between travel narratives (Columbus, Raleigh, Drake) and a wide range of literary forms, including drama (Shakespeare, Marlowe, Heywood) romance (Spenser, Lodge) and poetry (Donne).

# English Literature

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*1 credit.*  
*Spring 2002. Campos.*

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## **030-039: RESTORATION, 18TH CENTURY, ROMANTIC**

### **ENGL 031. Topics in the “New” 18th Century\***

The 18th century has been seen as the age of reason *and* the age of exaggerated emotion; an era of imperialism *and* expanding political participation; a time of progress *and* melancholy, technical advances, and spiritual necrophilia. We'll examine the 18th century's schizophrenic “spirit of the age” and its implications for our own time.

*1 credit.*  
*Not offered 2001-2002. Bolton.*

### **ENGL 033. The Romantic Sublime\***

“The essential claim of the sublime is that man [sic] can, in speech and feeling, transcend the human” (Weiskel). What does this transcendence look like? How is it achieved? What resources does it offer us, and at what cost? Authors: Burke, Blake, the Wordsworths, Coleridge, Byron, the Shelleys, and Keats.

*1 credit.*  
*Spring 2002. Bolton.*

### **ENGL 034. Restaging Romanticism\***

During the Romantic period, the number of women writing in all genres increased dramatically: many of these women writers were connected with the stage as actresses, dramatists, or critical spectators. This course explores some of the connections between theatre and politics, between genre and gender in the work of both male and female writers of the period.

*1 credit.*  
*Not offered 2001-2002. Bolton.*

### **ENGL 035. Rise of the Novel\***

This course will look at classic 18th-century novels considered to constitute the origins of the novel in relation to less canonical texts—mainly by women—in order to examine the debate over the cultural legitimacy of the novel and questions regarding high/low art (and concomitant distinctions of gender) raised by it. Novelists include Behn, Burney,

Defoe, Richardson, Fielding, Haywood, and Austen.

*1 credit.*  
*Not offered 2001-2002. Lesjak.*

### **ENGL 036. The Age of Austen\***

First we'll read Austen's novels and other relevant texts in order to sketch the general contours of “The Age of Austen.” Then we'll turn to recent film and television remakes of Austen novels to explore what's gained and lost in the translation to film—and the reasons behind Austen's resurgent appeal to late 20th-century audiences.

*1 credit.*  
*Not offered 2001-2002. Bolton.*

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## **040-049: VICTORIAN TO MODERN**

### **ENGL 040. Victorian Studies**

An interdisciplinary study of British cultural formation during the Victorian period. This semester will focus on how and why certain cultural boundaries were drawn between civilized and savage, man and machine, normal and deviant, paying particular attention to some of the more unsuspecting forms (gothic horror, “sensational” mysteries, the detective story, children's literature)—in and through which ideas of gender, sexuality, domination, and violence are approached.

*1 credit.*  
*Not offered 2001-2002. Lesjak.*

### **ENGL 041. The Victorian Poets: Eminence and Decadence**

From Tennyson's mythic moralizing to Robert Browning's vivid ventriloquism, from Elizabeth Barrett Browning's sharp-eyed social commentary to Oscar Wilde's tragic outrageousness, this course examines the responses of the Victorian poets to the stresses peculiar to their era.

*1 credit.*  
*Fall 2001. Anderson.*

### **ENGL 044. Modern Bodies in the Making: The 19th-Century Novel**

Covering a wide range of Victorian novels, this course will examine how these narratives understand and represent class and gender for-

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mation, national and racial definition, productive and reproductive labors and sexualities, and issues of representation as they are redefined through these narratives. Authors will include Austen, the Brontës, Dickens, Eliot, Hardy, Wilkie Collins, William Morris, and Wilde.

*1 credit.*

*Not offered 2001-2002.* Lesjak.

#### **ENGL 045. Modern British Poetry**

Steven Spender called them “recognizers,” creating a complex, fractured art out of circumstances they experienced as extraordinary, unprecedented. This course examines the responses of British male and female poets—and some American expatriates—to the wars, shifting beliefs, complicated gender roles, and other dislocations of early 20th-century life.

*1 credit.*

*Not offered 2001-2002.* Anderson.

#### **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 2002.* Anderson.

#### **ENGL 049. Contemporary Irish Poetry**

Ireland’s complicated historical divisions have provided fertile ground for extraordinary poetry, both in the Republic and in the North. This course will consider poetry by Heaney, Boland, Carson, McGuckian, Muldoon, and ni Dhomnaill (among others) within the socio-political contexts of contemporary Ireland.

*1 credit.*

*Not offered 2001-2002.* Anderson.

#### **050-069: AMERICAN (INCLUDING AFRICAN AMERICAN, ASIAN AMERICAN, AND NATIVE AMERICAN)**

#### **ENGL 050. Borders Within: Literatures of Euro-American and Native American Collaboration and Conflict\***

This course is an overview of the complex interaction between Euro-Americans and Native Americans in selected geographical locations and historical moments. We will consider how the idea of literature worked both to resist and reinforce the westward expansion of the United States. In our analysis of novels, autobiographies, and political tracts, we will consider what is at stake in the authors’ competing definitions of self, culture, and nation. Authors may include: Rowlandson, Locke, Jefferson, Lewis and Clark, Irving, Catlin, Black Hawk, Jemison, Apess, Child, Cooper, Eastman, S.W. Hopkins, Sekaquaptewa, Peltier, and Silko.

*1 credit.*

*Spring 2002.* K. Johnson.

#### **ENGL 051. Fictions in American Realism**

This course considers some basic and probably unanswerable questions about late 19th-century relationships between art and conscience, when rapid national expansion and social dislocations rendered American romance obsolete. The chosen narratives portray individuals confronted by hardships or moral dilemmas peculiar to early modernism. Writers include W.D. Howells, Henry James, Kate Chopin, Theodore Drieser, Stephen Crane, Edith Wharton, and Charles Chesnutt.

*1 credit.*

*Not offered 2001-2002.* James.

#### **ENGL 052A. Studies in American Prose**

A study of 19th- and 20th-century American narratives exploring the consequences of forbidden border crossings—cultural, racial, sexual. Nineteenth-century texts: a feminist look at the Puritans and Indians (*Hobomok*); Douglass’ *The Heroic Slave*; Hawthorne’s *Scarlet Letter*; Melville’s “Benito Cereno”; and James’ *Portrait of a Lady*. More modern works: Cather’s *The Professor’s House*; Hemingway’s *The Garden of Eden*; Charles Johnson’s tribute to Douglass and Melville (*Middle Passage*); and Leslie Marmon Silko’s *Gardens in the Dunes*.

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*1 credit.*

*Not offered 2001-2002. Schmidt.*

## **ENGL 052B. American Fiction: Melville and Pynchon**

The big books course, from M-D to M&D. A study of two writers with many shared ambitions, interests, and compulsions, with emphasis on their epics *Moby-Dick*, *Gravity's Rainbow*, and *Mason & Dixon*, along with selected secondary sources, concordances, and reader's guides.

*1 credit.*

*Fall 2001. Schmidt.*

## **ENGL 052C. American Women's Fiction**

A look at romance and realism and race in women's fiction over two centuries. Tentative syllabus: Lydia Maria Child's *A Romance of the Republic* (1867); the "local color" short stories of Mary Wilkins Freeman; Edith Wharton, *The Age of Innocence* (1920); Zora Neale Hurston, *Their Eyes Were Watching God* (1937); plus selected contemporary work by Toni Morrison, Dorothy Allison, Rebecca Wells, and others.

*1 credit.*

*Not offered 2001-2002. Schmidt.*

## **ENGL 053. American Poetry**

A study of the poetry and prose of selected U.S. writers, including Whitman, Dickinson, and a few other nineteenth-century poets to be determined, plus twentieth-century poets such as Williams, Stevens, H.D., and Hayden.

*1 credit.*

*Spring 2002. Schmidt.*

## **ENGL 054. Faulkner, Morrison, and the Representation of Race**

This course has two aims: to explore in some depth the fiction of two major American novelists and to work towards aesthetic criteria attentive to both racial dynamics and formal achievement.

*1 credit.*

*Spring 2002. Weinstein.*

## **ENGL 055. Captive Audiences: Narratives of Captivity and the Imagining of America\***

The history of national identity in the United States has been deeply impressed by captivity narratives in which an individual is removed

from their home and struggles to return. We will define and trace the ideas of home, captivity, and release from the early narratives of exploration to the years before Civil War. We will consider how the trope of captivity worked in different geographical spaces and in various historical contexts to stabilize national identities and promote ideas of American selfhood. Authors may include de Vaca, Smith, Shakespeare, Rowlandson, Foster, Brown, Tyler, Child, Jemison, Black Hawk, Hawthorne, Douglass, Jacobs, and Stowe.

*1 credit.*

*Fall 2001. K. Johnson.*

## **ENGL 056. American Feelings: The Power of Sympathy in Early United States Literature\***

This course explores the role of sentiment in formulating national American identity from the colonial period to the early nineteenth century. We will read fiction, poetry, and political tracts in which authors appeal to their readers' emotions in order to convince and entertain. We will also consider warnings against the unreliability of feelings as well as the politics of race, class, and gender that pervaded the power of sympathy in texts selected from: Rowlandson, Bradstreet, Locke, A. Smith, Burke, Paine, Jefferson, Wheatley, W.H. Brown, C.B. Brown, Freneau, Foster, Irving, Sedgwick, Emerson, Stowe, Kemble, Jacobs, Douglass, Lincoln, and Whitman.

*1 credit.*

*Spring 2002. K. Johnson.*

## **ENGL 057. The African American Writer**

This century-long overview considers the way African American writers frame their double-faced culture, foreground their history and heritage, and portray their community's way of knowing itself. Writers range from Chesnut to Morrison and may include J.W. Johnson, W.E.B. DuBois, Jean Toomer, Richard Wright, Langston Hughes, or Alice Walker.

*1 credit.*

*Not offered 2001-2002. James.*

## **ENGL 059. The Harlem Renaissance**

Through the lens of the Harlem Renaissance era, this course considers African American modernism and cultural nationality in the decade following World War I. We will focus

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largely on writings, but lectures on art and music are included, and views concerning the meaning of Harlem as locale are pertinent. A day trip to Harlem will be arranged.

*1 credit.*

*Not offered 2001-2002. James.*

**ENGL 060. Sites of Memory:  
Contemporary African American Writing**

Imaginative texts that remap the terrain of African American cultural and social history since the 1970s are central to this study of contemporary writing that focuses on “memories” of slavery as a way of understanding the present. Writers may include, among others, Ernest Gaines, Paule Marshall, Charles Johnson, Toni Morrison, Alice Walker, David Bradley, Ishmael Reed, or Octavia Butler.

*1 credit.*

*Not offered 2001-2002. James.*

**ENGL 069. Blues, Jazz, and American Culture**

Can words help us understand musicians and the power of music? Is Wynton Marsalis right—jazz is the musical form that best teaches democratic values? This course will study how blues and jazz have shaped key modes and ideas in American culture, including American literature. The syllabus may include Ralph Ellison, James Baldwin, George Lipsitz, and Tricia Rose; an anthology of poetry and prose celebrating jazz; excerpts from Ken Burns’ documentary *Jazz*; novels about musicians by Albert Murray, Paule Marshall, and Rafi Zabor; and cultural histories such as Angela Davis’ *Blues Legacies and Black Feminism*, Daniel Belgrade’s *The Culture of Spontaneity*, Jon Panish’s *The Color of Jazz: Race and Representation in Postwar American Culture*, and Nathaniel Mackey’s *Discrepant Engagement: Dissonance, Cross-Culturalism, and Experimental Writing*.

*1 credit.*

*Not offered 2001-2002. Schmidt.*

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**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, do not require the submission of manuscripts, and have as their prerequisite (for freshmen and sophomores but not for juniors or seniors) an English introductory course. Students may normally take only one workshop at a time.*

**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, at a time announced during fall semester. The workshop will meet once a week for four hours. Admission and credit are granted at the discretion of the instructor.

*1 credit.*

*Spring semester each year.*

*Spring 2002. Schmidt.*

**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. Twelve students are admitted to the class on the basis of a writing sample submitted during fall semester.

*1 credit.*

*Spring semester each year.*

*Spring 2002. 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. Admission and credit are granted at the discretion of the instructor.

*1 credit.*

*Not offered 2001-2002. Schmidt.*

## **ENGL 070D. Grendel's Workshop (New Texts From Old)#**

John Gardner rewrote the ancient epic *Beowulf* in modern idiom from the monster's point of view. Shapers like Césaire and Auden have brought Shakespeare's *Tempest* into the 20th century. Angela Carter's Beauty liked the Beast better than the Prince. Students will study old texts and their modern revisions and then, using these models as starting points, reshape their own beautiful or beastly visions.

*1 credit.*

*Fall 2001.* Williamson.

## **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.*

*Not offered 2001-2002.* Anderson.

## **ENGL 070G. Writing Nature#**

Writing about nature forces us to attend to both. We'll work in four different modes of writing: journals, nonfiction prose, poetry, and experimental fiction. Most weeks, we'll spend the first class analyzing famous models of nature writing and the second discussing student writing. Three times during the semester, we'll go on field walks to help ground our writing in specific observation.

*1 credit.*

*Not offered 2001-2002.* 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 exam for the creative writing project; the student's portfolio will be sent directly to the examiner, who will then give the student an oral exam 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.

*2 credits.*

Staff.

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## **071: GENRE STUDIES**

*See also ENGL 081. Theory of the Novel.*

### **ENGL 071B. The Lyric in English\*\*\***

A survey of the history of the lyric poem in English from its origins in Old and Middle English to contemporary poetry, using an anthology. There will also be special emphasis on the essentials of prosody, the study of meter and rhythm. Each version of the course will also feature the in-depth study of one poet. Poets who were featured in earlier versions of this course: Elizabeth Bishop, John Keats, and Langston Hughes.

*Note:* By arrangement with the professor, this course may be counted as either pre-1830 or post-1830, but not both.

*1 credit.*

*Not offered 2001-2002.* Schmidt.

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**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; the refutation of time and mortality.

*1 credit.*

*Not offered 2001-2002.* Bolton.

**ENGL 071E. Autobiographical Acts**

What compels the act of writing the self? What do the acts have in common across race, culture, or gender? This course examines impulses to testify and considers a range of ethnic and cultural instances in its questioning, but examples will vary from time to time.

*1 credit.*

*Not offered 2001-2002.* James.

**ENGL 071F. Gothic Possibilities**

"High Gothic" flourished in England in the 1790s; "Southern Gothic" adapted the conventions of the form to the demands of modernist fiction and the culture of the American South. Among the Gothic possibilities we will consider: sensationalism (Lewis), domestication (Radcliffe), parody (Austen), autobiography (Porter), fragmentation (Faulkner), and cultural critique (Toomer).

*1 credit.*

*Not offered 2001-2002.* Bolton.

**ENGL 071G. Satire: Spirit and Art**

In satire, folly lives undisturbed with wit, blasphemy with adoration, dullness with ingenuity, and whimsy with gravity. This course speculates about the odd nature of this formless and ambiguous genre—its problematical standing, its claims to moral purpose, its power or impotence. Texts, from verse to narratives in fiction and film, include futuristic works of Aldous Huxley and Margaret Atwood; anachronistic views of Ishmael Reed and Gore Vidal; extended ironies of Shirley Jackson and Jonathan Swift; dark and comic views of urban culture by Nathanael West, Langston Hughes, John Kennedy Toole, and Homer Simpson.

*1 credit.*

*Fall 2001.* James.

**ENGL 071J. Cherchez la femme: The "Mystery" of Women in the Mystery Genre**

From Eden on, our cultural narratives of deception and discovery have often centered on Woman, vulnerable, culpable, and duplicitous. The concept of woman as potential victim and perpetrator powered many detective novels popular in the 19th and 20th centuries and has paradoxically enabled startling re-visions of the genre by contemporary women writers. Our investigation of this "mystery" will involve male authorities—Conan Doyle, Chandler, Hammett—and female private "I"s—Sara Paretsky, Sue Grafton, Barbara Wilson.

*1 credit.*

*Spring 2002.* Anderson.

**ENGL 071K. Lesbian Novels Since World War II**

This course will examine a wide range of novels by and about lesbians since World War II. Of particular concern will be the representation of recent lesbian history; how, for instance, do current developments in cultural studies influence our understanding of the lesbian cultures of the 50s, 60s, and 70s? What is at stake in the description of the recent lesbian past?

*1 credit.*

*Not offered 2001-2002.* N. Johnson.

**ENGL 071M. James Merrill and the Epic Poem**

An introduction to what may be the most important epic poem published in our lifetime, James Merrill's *The Changing Light at Sandover* (1984). It is a moving mixture of tragedy and comedy featuring conversations with the dead via an Ouija board and the heroic exploits of God Biology recycling souls and cloning genius. We will begin the course with a brief look at Dante's *Inferno*, one earlier epic poem important to *Sandover*.

Enrollment limited to 15.

*1 credit.*

*Not offered 2001-2002.* Schmidt.

**ENGL 071R. Feminist Theatre**

Feminist playwrights have used the stage to critique a patriarchal discourse founded upon woman as spectacle. At the same time, they have created a new theatrical language de-

voted to staging women as subjects. We will start our readings with a backward glance at the modern drama canon, then focus upon 20th-century playwrights and performance artists, such as Glaspell, Churchill, Terry, Fornes, Shange, Kennedy, Yamauchi, Wong, Smith, and Split Britches.

*1 credit.*

Spring 2002. Evan.

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## **072-079: COMPARATIVE LITERATURE/ LITERATURE IN TRANSLATION**

### **ENGL 072. Proust, Joyce, and Faulkner**

Selections from Proust's *Remembrance of Things Past*, Joyce's *Dubliners* and *Ulysses* entire, and Faulkner's *The Sound and the Fury* and *Absalom, Absalom!* Emphasis on the ideological and formal tenets of modernism.

*1 credit.*

Not offered 2001-2002. Weinstein.

### **ENGL 073. Modernism: Theory and Practice**

Drawing on a range of theorists and practitioners, this course will explore some salient energies and problems of modernism. Theorists will include Nietzsche, Freud, Weber, Simmel, Adorno, Benjamin, Bakhtin, and de Certeau, among others. Practitioners will be chosen from among the following writers: Joyce, Kafka, Proust, Rilke, Mann, Woolf, and Faulkner.

*1 credit.*

Not offered 2001-2002. Weinstein.

### **ENGL 073A. Mapping the Modern**

(Cross-listed as SOAN 052)

The course seeks to explore some of the salient issues, achievements, and problems that serve to map Western modernity. Beginning with "prophetic voices" from the mid-19th century, we then concentrate upon "urban fables" of early 20th-century high modernism, concluding briefly with late-20th-century "postmodern lenses." Texts will be chosen from among the following writers: Marx, Baudelaire, Nietzsche, and Dostoevsky; Rilke, Kafka, Freud, Joyce, and Woolf; Weber, Simmel, Adorno, Benjamin, and Lukacs; Bakhtin, Arendt, Canetti, and de Certeau; Calvino and Borges;

Berman and Harvey. The central topics under study are the phenomena of the modern subject and the modern city, as expressed in literature, analyzed in sociology and critical theory, and represented in a range of cultural practices.

*1 credit.*

Not offered 2001-2002. Weinstein and Wagner-Pacifici.

### **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 transform 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 interrogate some of the salient procedures of realism, modernism, and postmodernism.

*1 credit.*

Not offered 2001-2002. Weinstein.

### **ENGL 078. The Black African Writer**

The texts in this course reflect the shared need of women and men to come to terms with a past usurped by colonial regimes and traditions tested by modernist visions. Writers of narratives and poetry meditate on the national present as well as on the shape of things to come even as they search the past. Authors include Chinua Achebe, Buchi Emecheta, Ama Ata Aidoo, Amos Tutuola, Sembene Ousmane, Ngugi wa Thiong'o and Nuruddin Farah.

*1 credit.*

Not offered 2001-2002. James.

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## **080-096: CRITICAL THEORY, FILM, AND MEDIA STUDIES**

### **ENGL 080. 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.*

Not offered 2001-2002. White.

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**ENGL 081. Theory of the Novel**

A study of novels representative of the novel's development as a form in conjunction with different theories of the novel. We will consider the origins of the novel, the relationship between the history of the novel and the history of sexuality, and debates regarding the novel and the politics of realism, modernism, and contemporary postmodernism. Authors include: Watt, Lukacs, Brecht, Armstrong, Jameson, Richardson, Eliot, and Woolf.

*1 credit.*

*Spring 2002. Lesjak.*

**ENGL 083. Feminist Theory**

Close readings of a range of feminist theory, from early feminist texts which attempt to establish the fact of sex-based oppression to later works addressing psychoanalysis and the problem of "master discourse"; the issue of what is "woman"; and questions of how class, sex, gender, imperialism, and race intersect.

*1 credit.*

*Not offered 2001-2002. Lesjak.*

**ENGL 085. "Whiteness" and Racial Difference**

A look at the history of how "racial" identities and differences have been constructed in past and contemporary cultures, especially in the United States. Includes writings on the subject by cultural critics of all races.

*1 credit.*

*Not offered 2001-2002. Schmidt.*

**ENGL 086. Postcolonial Literature and Theory**

A comparative study of postcolonial literature and theory within a global framework, emphasizing the political, historical, and cultural dimensions of these texts. Of central concern will be how the "empire writes back": its representations of political and literary histories, nationalism, race, and gender. Readings by Said, Aijaz Ahmad, Amin, Rushdie, Emecheta, Ousmane, Dangarembga, Achebe, Nwapa, and Mariamma Ba.

*1 credit.*

*Not offered 2001-2002. Lesjak.*

**ENGL 087. American Narrative Cinema**

Considers film as narrative form, audiovisual medium, industrial product, and social prac-

tice, 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 2001-2002. White.*

**ENGL 088. American Attractions: Leisure, Technology, and National Identity**

Visual spectacles such as Barnum's museum, minstrel, and Wild West shows and vaudeville shaped American "identity" from ethnic, racial, religious, geographical, and gender differences and hierarchies, anticipating the national audiences of the Hollywood studio system and television networks. This team-taught interdisciplinary class focuses on the history and analysis of U.S. popular culture from the Civil War to the present.

*1 credit.*

*Not offered 2001-2002. Sharon Ullman (History, Bryn Mawr) and Patricia White.*

**ENGL 089. Women and Popular Culture: Fiction, Film, and Television**

This course looks at Hollywood "women's films" and television soap operas, their sources in 19th and 20th century popular fiction and melodrama, and the cultural practices surrounding their promotion and reception. How do race, class, and sexual orientation intersect with gendered genre conventions, discourses of authorship and critical evaluation, and the paradoxes of popular cultural pleasures? *Uncle Tom's Cabin, Gone With the Wind, Rebecca, The Joy Luck Club.*

*1 credit.*

*Not offered 2001-2002. White.*

**ENGL 090. Queer Media**

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

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the American and European avant-gardes, AIDS activism, and diasporan film and video movements.

1 credit.

Not offered 2001-2002. White.

## **ENGL 091. Feminist Film and Media Studies**

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.

Not offered 2001-2002. White.

## **ENGL 092. Film Theory and Culture**

A survey of major paradigms in classical and contemporary film theory and historiography: realism, montage, authorship, genre, narratology, semiotics of image and sound, the cinematic apparatus, spectatorship, feminism, and cultural studies. Directors include Eisenstein, Vertov, Welles, Ophuls, Godard, Akerman, Lanzman, Jarman, Trinh. Capstone in Film and Media Studies Concentration. Background in film studies required.

1 credit.

Not offered 2001-2002. White.

## **ENGL 093. Studies in Film and Literature**

A study of the complex ways in which film and literature interact. *Heart of Darkness* as the source and inspiration for *Apocalypse Now*. The collaboration of Handke and Wenders on *Wings of Desire*. The self-reflexive meta-forms of Pirandello and Resnais. Dramatic and cinematic treatments of Kaspar Hauser and the *Elephant Man*. Versions of *Beauty and the Beast* by Cocteau and Disney.

1 credit.

Spring 2002. Williamson.

## **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.

0.5-1 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 one (40-50 pages) or two (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.

1 or 2 credits. Staff.

### **ENGL 099. Senior Culminating Essay**

During the fall and spring terms of the senior year, each course major is required to write a senior essay. Proposals are due in the fall, and completed essays are due in the spring. Details about the essay are available in the Department Office. One-half credit will be awarded for the essay, normally in the spring term; the essay will receive a regular letter grade.

0.5 credit.

Spring semester. Staff.

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## **SEMINARS**

*Honors seminars are open to juniors and seniors only and require approval of the Department*

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*Chair. Priority is given to Honors majors and minors.*

**Group I: (Pre-1830)**

**ENGL 101. Shakespeare\***

Study of Shakespeare as dramatist and poet. 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 through all the plays before entering the seminar.

*2 credits.*

*Fall 2001: N. Johnson. Spring 2002: Campos.*

**ENGL 102. Chaucer and Medieval Literature\***

A survey of English literature, primarily poetry, from the 8th through the 15th century 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.

*2 credits.*

*Not offered 2001-2002. Williamson.*

**ENGL 106. Renaissance Epic\***

The two major English epics of the period, Spenser's *Fairie Queene* and Milton's *Paradise Lost*, considered in contexts of social and literary history, including two epic antecedents, Virgil's *Aeneid* and Tasso's *Jerusalem Delivered*.

*2 credits.*

*Not offered 2001-2002. Staff.*

**ENGL 107. Renaissance Literature\***

Covers a range of Renaissance writing, emphasizing relations between texts and their social realms. We'll study the private exchange of elite poetic texts, the relation between fame and stigma for published authors, the profession of the playwright, the roles of women who wrote, and the uses of writing in the Civil War. Our readings will include significant amounts of Shakespeare, non-Shakespearean drama, criticism, and theory.

*2 credits.*

*Not offered 2001-2002. N. Johnson.*

**ENGL 110. Romantic Poetry\***

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.

*2 credits.*

*Spring 2002. Bolton.*

**Group II (Post-1830)**

**ENGL 111. Victorian Literature and Culture**

This seminar will treat novels, non-fictional works, and visual art from the Victorian period in the context of Britain's age of empire. We will consider the major issues of the day—the "Condition of England" question, the "woman question," theories of evolution and revolution, the role of aesthetics—and how they are engaged and represented by different media and disciplines. Works by Carlyle, Mill, Marx, Darwin, Gaskell, Eliot, Gissing, Schreiner, Wilde, among others.

*2 credits.*

*Fall 2001. Lesjak.*

**ENGL 112. Women and Literature**

Women's Poetry of the Twentieth Century: "Tell it slant," Emily Dickinson advises, and women poets—whether or not they have read her work—have typically taken her subversive advice to heart. How women "slant" their truth, and how their poetic methods differ—if at all—from those of their male counterparts will form the center of this inquiry into Modernist and post-Modernist feminist aesthetics.

*2 credits.*

*Not offered 2001-2002. Anderson.*

**ENGL 115. Modern Comparative Literature**

The fall semester will focus on fiction responsive to colonial and postcolonial conditions associated with British and American empire and hegemony. Writers will include Conrad, Forster, Achebe, Emecheta, Faulkner, García-Márquez, Morrison, Silko, Erdrich, and Rushdie. Considerable attention will also be paid to ancillary theoretical and critical materials.

# Theatre Studies

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The spring semester will focus on Modernism: theory and practice. 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, Baudelaire, Dostoevsky, Weber, Nietzsche, Rilke, Kafka, Proust, Woolf, Adorno, and Benjamin. Secondary readings will include essays by 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.

2 credits.

Each semester. Weinstein.

## **ENGL 116. American Literature**

Advanced work in U.S. literary history. Students who enroll in this course should nominate one or two works of literature to be considered for the syllabus. These will be supplemented by other primary and secondary works of American literature and history chosen by the instructor. Prior work in U.S. literature and/or history is recommended.

2 credits.

Fall 2001. Schmidt.

## **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.

2 credits.

Fall 2001. Anderson.

## **ENGL 120. Critical and Cultural Theory**

"Culture is one of the two or three most complicated words in the English language" concedes Raymond Williams in *Keywords*. The influence of linguistics on philosophy and anthropology will lead us to the subject of culture—and the subject in culture. Marx, Freud, Saussure, Benjamin, Levi-Strauss, Fanon, Irigaray, Foucault, Sedgwick, and de Lauretis.

2 credits.

Not offered 2001-2002. White.

## **ENGL 121. The Harlem Renaissance in The Jazz Age**

This study extends and challenges received conceptions of the Harlem Renaissance by reading the era in relation to The Jazz Age—African American modernism side by side with American cultural nationalism. It weighs the effects of focusing on intersections between American/African American (and African) cultural positions and their impact on each following World War I. Texts may range from Hughes and Hurston to Stein and O'Neill.

2 credits.

Spring 2002. James.

## **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 80-100 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.

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## **THEATRE STUDIES**

The Theatre Studies major uses the study of all aspects of dramatic art 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 program address the processes of play production, especially as they involve collaborative making; all production for performance in the program is part of course work.

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Theatre Studies emphasizes writing as an important aspect of discursive thinking and communication. All courses have a significant writing component, the nature of which varies from course to course.

Because, in practice, public performance engages theatre artists for less time and is less complicated than rehearsal and other preparations, it receives proportionally less attention in this curriculum. Because all work in theatre eventually issues in a public occasion, classes are usually open to visitors.

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## REQUIREMENTS AND RECOMMENDATIONS

Planning a program in Theatre Studies can be complicated. First- and second-year students thinking about a Theatre Studies major should read these requirements and recommendations closely and should consult with the director of Theatre Studies early and often. Leave schedules, a wide variety of intern and apprentice programs, and the importance of course sequences make long-range planning essential. The requirements for the Theatre Studies Program will be significantly revised beginning with the Class of 2005. Students from the Class of 2005 are welcome to contact Professor Kuharski regarding the revised requirements, as well as to consult the postings on the Theatre Studies bulletin boards across from 308 Lang Performing Arts Center. NB: The requirements below still apply to all classes through 2004.

THEA 001 (Theatre & Performance) is a prerequisite for *all* intermediate and advanced classes and seminars.

Courses numbered 001 through 010 are introductory and are prerequisite to intermediate courses.

Courses numbered 011 through 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 professional theatre, whether academic, not-for-profit, or commercial, internships in professional theatres 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.

The Pig Iron Theatre Company and other guest artists are typically in residence on campus during the summer. 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.

*Major in the Course Program:* Eleven credits of work including THEA 001 (Theatre & Performance), THEA 002 (Acting I), THEA 004A (Set Design) or THEA 004C (Costume Design), THEA 004B (Lighting Design), THEA 015 (Performance Theory & Practice), THEA 016 (Playwrights' Lab), THEA 106 (Theatre History Seminar) or THEA 121 (Production Dramaturgy Seminar) and THEA 099 (Senior Company). In addition, each major will choose an area of specialization and take the intermediate and advanced courses in that area.

The areas of specialization are Acting, Directing, Scenography, Playwriting/Dramaturgy, and Theatre History. Special arrangements will be made for students who seek secondary school certification. Prospective majors should consult with the program director 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 Theatre faculty and visitors.

*Minor in the Course Program:* Seven credits of work including THEA 001 (Theatre & Performance), THEA 002 (Acting I), THEA 004B (Lighting Design), THEA 015 (Performance Theory & Practice), and THEA 016 (Playwrights' Lab). In addition, each minor will choose an area of specialization and take the intermediate and advanced courses in that area. Senior Company (THEA 099) is an elective course for Course Minors in Theatre Studies who have completed their course work

in the Program by the end of the junior year.

*Major in Honors:* Honors students majoring in Theatre Studies will make three preparations as follows:

1. Theatre History Seminar, written examination, and an oral set by an outside examiner.
2. THEA 121 or a thesis attachment to a course to be read by an outside examiner along with an oral.
3. A production project in one of the following fields:

*Directing from a script.* The student will, under faculty supervision, read in the 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. The Program will hire one or more professional actors 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 Theatre. 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. The student will support both interviews with an extensive production journal.

*Design from a script.* The student will prepare all research, sketches, and preliminary writing for a production in a designated venue. He or she will make renderings, working drawings, and a model and will prepare detailed budgets, schedules, and so on. In addition to the model, the student will supervise the construction of a buildable portion of the design. The local instructor will supervise these activities appropriately, on the model of a special project in Theatre. The external examiner will receive copies of all materials as the student generates

them and will pay special attention to the way in which the project develops under continual revision. During the Honors weekend, the examiner will see the full-sized portion and the model. The examination proper will be an extensive presentation by the student, of the entire project, with special attention to processes of development and revision. During this presentation, the examiner (probably a professional designer, not necessarily an academic) will question the student, on the model of advanced classes in architecture.

*Dramaturgy.* This project will be associated with Dramaturgy Seminar, Directing, or Playwrights' Lab. 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. For a community, education, or other project, the student, in consultation with an instructor, will create and fulfill a protocol suited to the work. On a production project, the student will continue work in rehearsal. The external examiner will receive all materials as they are generated. If the work is rehearsed, the examiner will attend as many rehearsals as possible. If the work is performed, or the project presented in some other way, the examiner will attend. The examination proper, given during the Honors weekend, will consist of an extended oral presentation similar to a design presentation.

*Acting.* This student, with the advice of an advisor, will select and prepare a role from an appropriate script. The program will hire one or more professional actors for a set number of rehearsal hours, which the student will supplement with practice and other acting "homework." The advisor 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 student will keep a journal (an expanded version of the private "book" actors keep) to support discussion with the examiner in an extended interview immediately following an in-house presentation of the work. During the Honors weekend, the examiner will conduct a second oral examination focusing on the student's reconsideration of the work after some time has passed.

One of these combinations will constitute the normal Honors major in Theatre Studies.

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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, Theatre History Seminar; fall of senior year, THEA 099 and project planning; and spring of senior year, thesis and production project.

Double majors taking three examinations in Theatre will also follow that schedule.

For double majors taking one examination and comps in Theatre, the examination may be a production project, depending on available resources.

*Minor in Honors.* Theatre Studies minors are required to take a minimum of 7 credits, consisting of THEA 001 (Theatre & Performance), THEA 002 (Acting I), THEA 004B (Lighting Design), THEA 015 (Performance Theory & Practice), THEA 016 (Playwrights' Lab), and *either* THEA 106 (Theatre History Seminar) *or* THEA 121 (Production Dramaturgy Seminar). Honors minors that have completed these minimum requirements and completed 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).

Co-curricular and extracurricular work in Theatre, although not specifically required, is strongly recommended for majors. Opportunities include paid and volunteer staff positions with the Theatre, in-house projects for various classes, production work in The Eugene M. and Theresa Lang Performing Arts Center, and Drama Board production.

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.

**SEMESTER ABROAD IN POLAND.** The Programs in Theatre Studies and Dance have jointly developed a new semester-abroad program for interested Swarthmore students based at the Silesian Dance Theatre (Slaski Teatr Tanca) in Bytom in conjunction with the Jagiellonian University of Cracow and other institutions in the vicinity. The program is intended to provide participating students with a combination of foreign study with the exper-

ience of working in various capacities (dance performance, arts administration, scenography, etc.) within the environment of a professional dance theatre company for credit. Participating students would be housed in Bytom, and have the option of taking additional courses in Cracow. 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). Participation in the Annual International Dance Conference and Performance Festival hosted by Silesian Dance Theatre in June and July is highly recommended for certain types of credit. Beyond credits in Theatre Studies and Dance, and intensive Polish, a menu of possible tutorials is being developed in Polish literature and history, Environmental Studies, Film, Religion, Jewish and Holocaust Studies, and other fields. Interested students should contact Professor Allen Kuharski, director of Theatre Studies, as early as possible for advising purposes and updated information on the status of the program. See course listings in both the Theatre Studies Program and the Music and Dance Department for types of academic credit being offered.

Theatre Studies majors and minors can also enroll in a semester of theatre-related study conducted in English at the Jagiellonian University in Cracow. 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. Intensive study of Polish is required of all participating students.

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.

Jacek Luminski, the founder and artistic director of Silesian Dance Theatre, will be the Lang Visiting Professor for Social Change in Theatre Studies and Dance in the fall semester of 2001.

A separate but parallel semester-abroad option in Cracow, Poland, is being offered through the Engineering and Environmental Studies Departments. Interested students should contact Professor Arthur McGarity in the Engineering Department for details.

## INTRODUCTORY COURSES

### **THEA 001. Theatre & Performance**

Combining a survey of classical and cross-cultural approaches to theatrical performance with the hands-on study of how theater is made. Classroom study will include history, performance theory, and production dramaturgy in relationship to play scripts and videotaped or live performances. Weekly lab sessions will include exercises in acting, design, directing, and text adaptation/ playwriting, applying them to the miniature format of toy theaters as well as to the stage. Writing requirements will include journal keeping; responses to readings, performances, and your own projects; and research papers.

*Primary distribution course. 1 credit.*

Fall 2001: Denzer. Spring 2002: Babb.

### **THEA 002. Acting I**

Work on the self through fundamental exercises in acting: vocal and physical warm-up; focus and release; sense and affective memory; journals. Work toward collaborative models and the use of improvisation as a tool for invention and discovery. Short papers on local rehearsals and performances. This class meets 6 hours a week.

*1 credit.*

Fall 2001: Schlatter. Spring 2002: TBA.

### **THEA 004A. Set Design**

The purpose of this course is to introduce students to the rich history and creative world of scenography. Students taking this course will explore design principals and the artistry used in taping their dramatic imagination. This course will examine theatrical rendering, research, model making, and computer-aided design. Reading and class discussion provide a theoretical basis for such creativity while the assignments and projects provide the practice for this artistic endeavor.

Required reading will include *Theatrical Design and Production* (J. Michael Gillette), *From Page to Stage* (Rosemary Ingham), and *Plays By American Women: 1900-1930* (Edited by Judith Barlow).

*1 credit.*

Fall 2001. Marshall.

### **THEA 004B. Lighting Design**

This is an exploratory class in the fundamentals of lighting design. The course objective is to introduce lighting concepts and how to express them for both Theatre 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.

Text: *Designing with Light* by J. Michael Gillette, *Draw Sketches* by Hans Schwarz; Software: *Power CADD* and *MacLux Pro* (both provided on the server network).

*1 credit.*

Spring 2002. Marshall.

### **THEA 004C. Costume Design**

The purpose of this course is to introduce students to the form and procedures used in creating costume design for both theatre and dance. Students in this class will explore costume history and develop a relationship with their creative imagination. Reading and class discussion provide a theoretical basis for such creativity while the assignments and projects provide the practice for this artistic endeavor.

Required text: *The Costume Designer's Handbook* by Rosemary Ingham, and *A Handbook of Costume Drawing* by Georgia O'Daniel Baker. Suggested text: *From Page to Stage* by Rosemary Ingham, and *Historic Costume for the Stage* by Lucy Barton.

*1 credit.*

Fall 2001. Marshall.

### **THEA 007. Dance Theatre Workshop**

(Cross-listed as DANC 049)

The theory and practice of dance/movement theatre performance. To be taught in fall 2001 by choreographer Jacek Luminski, of Poland's Silesian Dance Theatre and the Lang Visiting Professor for Social Change, and in spring 2002 by Gabriel Quinn Bauriedel of the Pig Iron Theatre Company in Philadelphia. The class is open to both theatre and dance students.

Prerequisites: THEA 001 or 002; or any dance course numbered 040-044; or consent of instructor.

*0.5 credit.*

Fall 2001: Luminski. Spring 2002: Bauriedel.

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**THEA 008. Dance Theatre Workshop Lab**

(Cross-listed as DANC 049)

The theory and practice of dance/movement theatre performance. To be taught in fall 2001 by choreographer Jacek Luminski of Poland's Silesian Dance Theatre and the Lang Visiting Professor for Social Change, and in spring 2002 by Gabriel Quinn Bauriedel of the Pig Iron Theatre Company in Philadelphia. The class is open to both theatre and dance students, and will culminate in a public performance. Must be taken together with THEA 007 (Dance Theatre Workshop).

Prerequisites: THEA 001 or 002; or any dance course numbered 040-044; or consent of instructor.

*0.5 credit.*

*Fall 2001: Luminski. Spring 2002: Bauriedel.*

**THEA 010. Movement Improvisation Lab**

(Cross-listed as DANC 010)

Designed as a laboratory for both actors and dancers to explore the elements of movement and dance: space, time, force, and form. Members of the class will investigate improvisation as a technique and as a tool for performance composition. Individuals work on a personal vocabulary and on developing a sense of ensemble. A journal and paper are required, and a concurrent course in dance technique (including THEA 007/008) or basic acting (THEA 002) is strongly recommended. Three hours per week.

*0.5 credit.*

*Fall 2001: Arrow.*

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**INTERMEDIATE COURSES****THEA 012. Acting II**

Work on playscripts through scene study and rehearsal process: given circumstances, character biography; objectives; tasks and behavior; activities and actions; vocal and physical warm-up; focus, release, and body awareness. Short papers on local rehearsals and performances. This course meets 6 hours a week.

Prerequisites: THEA 001 and 002.

*1 credit.*

*Fall 2001 and spring 2002: Belver.*

**THEA 015. Performance Theory & Practice**

(Cross-listed with Asian Studies)

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.

Prerequisite: THEA 001.

*1 credit.*

*Spring 2002: Kuharski.*

**THEA 016. Playwrights' Lab**

Exercises in writing, improvisational rehearsal, plotting, and dramaturgy, which result in a performance. Traditional playscript construction as well as organizing and recording improvisations.

Prerequisite: THEA 001.

*1 credit.*

*Fall 2001: Babb.*

**THEA 035. Directing I: Directors' Lab**

This course focuses on the theatre 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, 002, and 015.

*1 credit.*

*Fall 2001: Kuharski.*

# Theatre Studies

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## ADVANCED COURSES

### **THEA 052. Acting III: Ensemble Work with an Audience**

Rehearsal of a full-length work for public performance: ensemble techniques; improvisation; using the audience as part of the given circumstances.

Prerequisites: THEA 001, 002, and 012.

1 credit.

Spring 2002. Denzer.

### **THEA 054. Advanced Design: Production Studio**

This course is an advanced study in one of the three introductory courses in scenography (THEA 004A Set Design, 004B Lighting Design, or 004C Costume Design). This class will examine complex forms and techniques of the highest levels of theatrical expression. Students will collaborate, develop, explore, and create the scenography for Acting III. The class will meet once a week in studio as class, as well as in collaboration with other members of the production and technical staff. Lab times will be scheduled independently as a practical expression of the work needed to execute the designs.

Prerequisites: THEA 001, 004B, and 004A or 004C.

Text: *Theatrical Design and Production* by J. Michael Gillette.

Required reading list before attending the class: *The History and Theory of Environmental Scenography* by Arnold Aronson, *The Theatre of the Bauhaus* by Arthur S. Wensinger, and *Zen in the Art of Archery* by Eugene Herrigel.

1 credit.

Spring 2002. Marshall.

### **THEA 055. Directing II: Advanced Directors' Lab**

Director's lab requires students to apply the exercises from Directing II (THEA 035) to a variety of scene assignments. These will address a variety of theatrical genres (farce, epic theatre, verse drama, etc.) and various approaches to dramatic text (improvisation, cutting, and/or augmentation of playscripts, adaptation of nondramatic texts for performance, etc.). Projects will usually be presented for public performance.

Prerequisites: THEA 001, 002, 004B, 015, and

035.

1 credit.

Spring 2002. Kuharski.

### **THEA 070. Theatre of Witness**

(Cross-listed as DANC 070)

Open to juniors and seniors, Theatre of Witness is a model of theatre performance that presents the personal and collective life stories of people whose voices are usually not heard in our society. The stories, woven together in spoken word, music and dance are collaboratively crafted into an original theatre piece and performed by the people themselves. The form can be used with people of any background and performances are presented in theatres, community centers, schools and religious institutions as a vehicle to stimulate discussion and inspire connection and healing. The class will focus both on the process of creating original theater from real life stories as well as exploring the social, political, psychological and spiritual effects of Theatre of Witness as a community building process of healing, education, and transformation. Three hours per week plus internship.

Prerequisites: THEA 001; THEA 015 or 016.

1 credit.

Spring 2002. Sepinuck.

### **THEA 073. Arts Administration for Performance**

(Cross-listed as DANC 073)

Available to students enrolled in the College's semester abroad program in Poland. Students enrolled are encouraged to extend their stay in Poland through early July 2002 to participate in the Annual International Contemporary Dance Conference and Performance Festival hosted by Silesian Dance Theatre in Bytom.

By arrangement with Allen Kuharski.

Spring 2002.

### **THEA 074. Scenography for Dance Theatre Performance**

(Cross-listed as DANC 074)

Available to students enrolled in the College's semester abroad program in Poland. Students enrolled are encouraged to extend their stay in Poland through early July 2002 to participate in the Annual International Contemporary Dance Conference and Performance Festival hosted by Silesian Dance Theatre in Bytom.

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By arrangement with William Marshall.

Prerequisites: THEA 004B and one other Theatre Studies course in design.

Spring 2002.

**THEA 076. Polish Theatre & Drama**

Available to students participating in the semester abroad in Poland. No reading knowledge of Polish required.

By arrangement with Allen Kuharski.

Prerequisite: THEA 001 or 015.

1 credit.

Spring 2002.

**THEA 092. Off-Campus Projects in Theatre**

Residence at local arts organizations and theatres. 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 2001 and spring 2002. Staff.

**THEA 093. Directed Reading**

1 credit.

**THEA 094. Special Projects in Theatre**

1 credit.

**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 theatre company. Work with an audience in performance of a single project, or a series of projects.

This course is required of all Theatre Studies majors in their senior year and will not normally be taken for external examination. Class members will consult with the instructor during spring semester of their junior year, before registration, to organize and make preparations. Non-majors and Honors minors may petition to enroll, provided they have met the prerequisites.

Prerequisites: THEA 001, 002, 004B, 015, 016, and the completion of one three-course sequence in Theatre Studies.

1 credit.

Fall 2001. Denzer.

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**SEMINARS**

**THEA 106. Theatre History Seminar**

(Cross-listed with Francophone Studies and Women's Studies)

A critical and comparative survey of selected theatrical companies from the early Renaissance to the 20th century. Emphasis on collaborative relations within a given theatrical company, placement of theatrical performance within specific cultural contexts, and their relevance to contemporary theatrical practice. Readings will include, but not be limited to, dramatic texts as one form of artifact of the theatrical event.

The fall 2001 and 2002 seminars will focus on the work of Ariane Mnouchkine and the Théâtre du Soleil.

Prerequisites: THEA 001 and 015.

2 credits.

Fall 2001. Kuharski.

**THEA 121. Production Dramaturgy Seminar**

Fundamentals of dramaturgy (Lessing's Hamburg Dramaturgy, Piscator and Brecht's production dramaturgy, Peter Stein, Eugenio Barba, etc.), including script preparation and analysis, given circumstances and subject related research. There will be several writing assignments and papers. As the semester progresses, students will have the opportunity to work with theatre department projects and possibly local professionals on planning and production.

Prerequisites: THEA 001 and 016.

2 credits.

Spring 2002: Denzer. Spring 2003: Devin.

**THEA 180. Honors Thesis Preparation**

Credit either for Honors attachments to courses or for Honors thesis projects in directing, scenography, acting, and so on. By arrangement with the student's faculty advisor in Theatre Studies.

Fall and spring semesters. Staff.

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**THEA 181. Honors Thesis Project**

Credit for Honors thesis projects in directing, scenography, acting, and so on. By arrangement with the student's faculty advisor in Theatre Studies.

*Fall and spring semesters. Staff.*

# Environmental Studies

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Coordinator: **CARR EVERBACH** (Engineering)  
**Holly Castleman** (Administrative Assistant)

Committee: **Elizabeth Bolton** (English)  
**Raymond Hopkins** (Political Science)  
**Wendy Horwitz** (Psychology)  
**Arthur McGarity** (Engineering)<sup>3</sup>  
**Carol Nackenoff** (Political Science)  
**Hans Oberdiek** (Philosophy)  
**Frederick Orthlieb** (Engineering)  
**Colin Purrington** (Biology)<sup>1</sup>  
**Michael Speirs** (Sociology and Anthropology)  
**Don Swearer** (Religion)<sup>2</sup>  
**Richard Valelly** (Political Science)  
**Mark Wallace** (Religion)  
**Larry Westphal** (Economics)

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1 Absent on leave, fall 2001.

2 Absent on leave, spring 2002.

3 Absent on leave, 2001-2002.

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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 Environmental Studies concentration is one way that 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, all of which must be addressed. The concentration 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.

A concentration in Environmental Studies consists of an integrated program of five courses plus a capstone seminar that a student takes in addition to a regular major.

Concentrators must take five courses from the list below, 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 in these two categories. Up to two courses may be chosen from the list of adjunct courses. Students should regularly check the program's Web site for additions and changes to course lists. Students may petition the Faculty Committee on Environmental Studies to have courses taken at other institutions fulfill some of these requirements. At least three of the five courses must be outside the major. (The interdisciplinary minor will require four courses outside the major for the Class of 2004 and optionally for 2003.) One of the courses may be independent work or a field study (in the U.S. 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.

# Environmental Studies

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## **COURSES IN ENVIRONMENTAL SCIENCE/TECHNOLOGY**

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.

- CHEM 001. Chemistry in the Human Environment
- BIOL 036. Ecology
- BIOL 037. Systematic Botany
- BIOL 039. Marine Biology
- BIOL 116. Microbial Processes and Biotechnology
- BIOL 121. Physiological Ecology
- BIOL 130. Behavioral Ecology
- BIOL 137. Biodiversity
- ENGR 004A. Introduction to Environmental Protection
- ENGR 004E. Introduction to Sustainable Systems Analysis
- ENGR 063. Water Quality and Pollution Control
- ENGR 064. Solid and Hazardous Waste Management
- ENGR 066. Environmental Systems
- GEOL 103 (Bryn Mawr College). Environmental Geology

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## **COURSES IN ENVIRONMENTAL SOCIAL SCIENCES/HUMANITIES**

The Environmental Social Science/Humanities category includes courses that are central to Environmental Studies and that 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. Economics of the Environment and Natural Resources
- EDUC 065. Environmental Education

- ENGR 004C/POLS 043. Environmental Policy and Politics
- ENGL 005L. Reading Nature
- POLS 222 (Bryn Mawr College). Introduction to Environmental Issues
- PSYC 057. Psychology of Environmental Problems
- RELG 022. Religion and Ecology
- SOAN 030E. Ethnoecology: The Resurrection of Traditional Environmental Knowledge
- SOAN 030B. Seeds of Change: The Environmental Consequences of the Agricultural Revolution in Prehistory

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## **ADJUNCT COURSES**

There are other courses that are relevant to Environmental Studies that can be included in the five courses required for the concentration but are not central enough to justify their inclusion in the preceding groups.

- BIOL 016. Microbiology
- BIOL 017. Microbial Pathogenesis and Immune Response
- BIOL 026. Invertebrate Zoology
- BIOL 027. Crop Plants
- ENGR 003. Problems in Technology
- ENGR 004B. Swarthmore and the Biosphere
- ENGR 035. Solar Energy Systems
- ENVS 090. Directed Reading in Environmental Studies (Advanced permission of instructor is required.)
- ENVS 092. Research Project
- MATH 061. Modeling
- PHYS 020. Principles of the Earth Sciences
- POLS 047. Politics of Famine and Food Policy
- POLS 065. Politics of Population

## **Poland Environmental Studies Foreign Study Program**

A program of study is available at universities in Krakow, Poland, for students who desire a foreign study experience in environmental studies. Students usually take three courses taught in English consisting of the survey

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course Environmental Science and Technology in Poland plus two other courses that depend on student interests. In addition, students are required to take an intensive orientation course on Polish language and culture.

# Film and Media Studies

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Coordinators: **PATRICIA WHITE** (English Literature)<sup>3</sup>  
**SUNKA SIMON** (German)  
Committee: **MIGUEL DÍAZ-BARRIGA** (Sociology/Anthropology)  
**MARION FABER** (German)  
**KENNETH GERGEN** (Psychology)  
**BRUCE GRANT** (Sociology/Anthropology)  
**JENNIFER HORNE** (Visiting Instructor, Film and Media Studies)  
**HAILI KONG** (Chinese)<sup>2</sup>  
**CRAIG WILLIAMSON** (English Literature)  
**CARINA YERVASI** (French)

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2 Absent on leave, spring 2002.

3 Absent on leave, 2001-2002.

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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, with some emphasis on other moving-image genres such as video, television, and computer-based media; introduces research and analytical methods; and encourages cross-cultural comparison of media forms, histories, institutional contexts, and audiences. Film and Media Studies incorporates courses from visual ethnography, psychology, and literary and cultural studies and offers core courses in the field, providing some opportunity for training in production to enhance critical studies.

Students may add a minor in Film and Media Studies to any major, and students in the Honors program may pursue an Honors minor in Film and Media Studies, by meeting the requirements set forth below. Students interested in pursuing a Special Major in Film and Media Studies should consult the guidelines below 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 advisors from the Film and Media Studies Committee and is subject to approval.

## REQUIREMENTS FOR THE MINOR

All students must take a minimum of 5 credits credits, which may be selected from the courses and seminars listed below or from those taken abroad, at Bryn Mawr, Haverford, or University of Pennsylvania, when the work is approved by the committee. The five 5 credits should include: Film and Media Studies FMST 001: Introduction to Film and Media Studies, normally taken in the first or second year; and FMST 092: Film Theory and Culture, normally taken in the senior year. Additional courses in aesthetics, film/media history, national cinemas, production, visual ethnography, and cultural studies should be selected with a broad program in mind. Students in the Class of 2003 may choose to graduate with either the concentration or the minor in Film and Media Studies; the requirements are identical.

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## HONORS MINOR

Students in the Honors program may minor in Film and Media Studies by meeting the requirements set forth above and by preparing for and taking one external exam. The preparation usually consists of FMST 092: Film Theory and Culture plus the 1-credit Honors attachment 092A but may incorporate a 1- or 2-credit thesis or other course combination or seminar work with the approval of the Film and Media Studies coordinator. At least 2 credits of the work in the Honors minor must be in

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a department or field outside the student's Honors major. Senior Honors Study (SHS) may consist of a revised essay submitted for a course or seminar in the preparation or may follow the SHS procedures for the seminar in question. There is no SHS for a thesis.

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## **SPECIAL MAJOR**

Special course or Honors majors in Film and Media Studies must be approved by the Film and Media Studies Committee and by the departments from which the applicant intends to draw 2 or more credits for the program. Students must take a minimum of 9 credits. FMST 001 and FMST 092 are required, and students must also take at least 1 course in a national cinema. Special majors will write a thesis or do a thesis project (FMST 098 or FMST 180) to fulfill the senior comprehensive requirement. Students are encouraged to take FMST 002 or a film/video production course at another institution. Remaining courses and seminars may be drawn from a range of departments (work in at least two departments in addition to Film and Media Studies is required for each program). Such courses do not have to be selected from the list below if they are approved by the Film and Media Studies Coordinator (e.g., Directing or Lighting Design in Theatre or Photography in Art).

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## **COURSES**

### **FMST 001. Introduction to Film and Media Studies**

Provides groundwork for further study in the discipline. Introduces students to concepts, theories, and methods of film, video, and television studies such as formal analysis of image and sound, aesthetics, historiography, genres, authorship, issues of gender, race, ethnicity, and nation, economics, and reception and audience studies. Emphasis on developing writing, analytical, and research skills. Required biweekly discussion sections. Films and videos by Benning, Hitchcock, Godard, Murnau, Sembene, Scorsese, Trinh, Welles, and others and selected television genres.

*Fall 2001. Simon.*

### **FMST 002. Video Production Workshop**

Provides instruction in basic technical aspects of digital video production and background in formal properties of film- and videomaking. Exercises are designed to ensure a sound technical foundation as well as to familiarize students with the aesthetic principles underlying a variety of film styles and traditions. Prerequisite: A prior film studies course and permission of instructor. Limited to eight students.

*Spring 2002.*

### **FMST 092. Film Theory and Culture**

Capstone course covering major paradigms and debates in classical and contemporary film theory and historiography: realism, montage, narratology, semiotics, apparatus theory, theories of the avant-garde, Third Cinema, spectatorship, and cultural studies. For senior minors and special majors, and other seniors and juniors with background in film studies and instructor's permission. Authors: Bazin, Benjamin, de Laetis, Deleuze, Eisenstein, Hansen, Kracauer, Wollen. Directors: Akerman, Eisenstein, Frampton, Haynes, Godard, Lanzman, Ophuls, Powell, Vertov, Welles.

*Spring 2002. Horne.*

### **FMST 092A. Honors Attachment to Film Theory and Culture**

*1 credit.*

*Spring 2002. Horne.*

### **FMST 097. Independent Study**

*0.5-1 credit.*

### **FMST 098. Thesis**

For students completing a special major in course.

*1 credit.*

### **FMST 180. Thesis**

For students completing a special major in Honors.

*2 credits.*

For descriptions and scheduling of courses below, please consult the appropriate section of the course catalog.

CHIN 055. Contemporary Chinese Cinema (Kong)

CHIN 056. History of Chinese Cinema (Kong)

ENGL 087A. American Narrative Cinema (White)

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# Film and Media Studies

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- ENGL 087B. Topics in American Cinema  
(White)
- ENGL 088. American Attractions  
(White/Ullman)
- ENGL 089. Women and Popular Culture:  
Fiction, Film, and Television (White)
- ENGL 090. Queer Media (White)
- ENGL 091. Feminist Film and Media  
Studies (White)
- ENGL 093. Studies in Film and Literature  
(Williamson)
- FREN 073. Roman et cinéma:  
Revolutionizing Everyday Life (Yervasi)
- GERM 088. Frauen und Film (Faber)
- GERM 056. Populärkultur (Simon)
- LITR 028F. Francophone Cinema:  
Configurations of Space in  
Postcolonial Cinema (Yervasi)
- LITR 051G. Race and Gender in European  
Cinema (Simon)
- LITR 055G. Film and Literature in Weimar  
Germany (Faber)
- PSYC 048. Technology, Self, and Society  
(Gergen)
- PSYC 068. Reading Culture (Gergen)
- SOAN 091. Practicum in Visual  
Ethnography (Díaz-Barriga)
- SOAN 096. Soviet Cinema (Grant)
- SOAN 111. Visual Ethnography  
(Díaz-Barriga)

# Francophone Studies

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- Coordinator: **BERNOUSSI SALTANI** (French) (2001-2002)  
**Eleonore Baginski** (Administrative Coordinator)
- Committee: **Jean-Vincent Blanchard** (French)<sup>14</sup>  
**Robert DuPlessis** (History)<sup>11</sup>  
**James Freeman** (Music)  
**Bruce Grant** (Sociology/Anthropology)  
**Cynthia Halpern** (Political Science)  
**Sally Hess** (Dance)  
**Tamsin Lorraine** (Philosophy)  
**George Moskos** (French)<sup>11, 12, 15</sup>  
**Micheline Rice-Maximin** (French)<sup>11</sup>  
**Mark Wallace** (Religion)  
**Philip Weinstein** (English)  
**Carina Yervasi** (French)<sup>13</sup>
- 

11 Members of the Steering Committee.

12 Campus coordinator, Swarthmore Program in Grenoble, fall 2001.

13 Campus coordinator, Swarthmore Program in Grenoble, spring 2002.

14 Program director, Swarthmore Program in Grenoble, fall 2001.

15 Program director, Swarthmore Program in Grenoble, spring 2002.

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The concentration (Class of '02 or '03) or the minor (Class of '03 or '04 and thereafter) in Francophone Studies explores areas and peoples significantly influenced by and participant in Francophone cultures throughout the world: Africa, the Americas, Europe, and Southeast Asia. It takes a broad view of cultural achievements and thus will examine cultural diversity and identity at all community levels. Through the use of analytical methods drawn from both the humanities and the social sciences, the concentration encourages interdisciplinarity in courses, seminars, and student programs of study. Within a cultural studies approach, various perspectives will be used to establish new critical and theoretical paradigms to understand better the complex relations and reciprocal influences between "centers" and "peripheries."

Through the study of an important transnational culture, the concentration/minor will prepare students for graduate education and careers in international relations, business, law, and academic disciplines and enable them to participate better in our increasingly globalized world. Besides the study of Francophone language, literature, and culture courses offered in

the Department of Modern Languages, students will have the opportunity of using French-language materials in many of the courses and seminars offered by other departments.

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## GENERAL REQUIREMENTS

A concentration/minor in Francophone Studies consists of 5 credits from courses designated below. *Students should note that most courses have prerequisites, which must be satisfied before courses may be taken.* No more than 2 credits may be from the student's major department, and at least 2 credits must come from courses marked #. Only 1 credit taken abroad may count toward the concentration. At least 3 credits must come from *core* courses and seminars, whereas only 2 credits may come from *cognate* courses or seminars. Students are expected to work in at least two departments.

To ensure a strong groundwork for all concentrators/minors, one of the credits must be a core course; we particularly recommend FREN 025 and HIST 022, but any of the core courses or seminars can function as an introductory

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# Francophone Studies

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course. In addition to the 5 credits, each concentrator will complete a 15- to 20-page independent, interdisciplinary senior paper. The initial proposal and bibliography, which are due immediately after the Thanksgiving break, must be approved by two professors in two different departments. The completed paper is due at the end of spring break.

Students are required to be proficient in the French language: to complete FREN 004 or the equivalent. They are strongly encouraged to study abroad in a French-speaking country. In addition, they must either take an advanced literature or culture course in French or use French-language sources in the senior paper. In any case, students are encouraged to read French-language materials in the original language whenever possible.

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## NEW MINOR IN COURSE

The new Francophone minor in course is the same as the concentration as previously defined. Courses and seminars that may be offered for a Francophone Studies concentration/minor are the following (# indicates courses that cover Francophone material outside of France and/or multicultural material):

### CORE COURSES AND SEMINARS

(75 percent to 100 percent Francophone content): *At least 3 credits required.*

#### Courses in Disciplines Other Than French

ARTH 017. Nineteenth-century European Art

HIST 022. Early Modern France and the Francophone New World#

HIST 027. To the Barricades: The European Revolutionary Tradition

HIST 030. France Since 1789: Revolutions, Republics, and Empires

#### Seminars in Disciplines Other Than French

ARTH 145. Gothic Art and Architecture

ARTH 164. Modern Art Seminar

PHIL 145. Feminist Theory Seminar

THEA 106. Theatre History Seminar

#### French Courses Numbered 012 and Above

FREN 012C. Literature and Culture of Quebec#

FREN 012C. Cultures française et maghrébine#

FREN 012L. Introduction à l'analyse littéraire

FREN 022. Le Cinéma français: Le Cinéma de la ville

FREN 023. Topics in French Civilization#

FREN 024. Mysticisme et littérature maghrébine#

FREN 025. Introduction to the Francophone World#

FREN 028. Francophone Cinema: Configurations of Space in Postcolonial Cinema #,+

FREN 030. Topics in Seventeenth- and Eighteenth-century Literature: L'invention de la modernité féminine en France (16e-18e)

FREN 033. Le Monde francophone: fictions d'enfance#

FREN 036. Poésies d'écritures françaises#

FREN 037. Culture et civilisation#

FREN 040. French Theatre and Cultural Studies

FREN 060. Le Roman du 19ème siècle

FREN 061. Odd Couplings: Writing and Reading Across Gender Lines

FREN 062. Le Romantisme

FREN 065. Poésie de la modernité: de Baudelaire aux Surréalistes

FREN 067. Twentieth-Century French Theater: Reading and Performance

FREN 070. Théâtre Moderne

FREN 070F. Caribbean and French Civilizations and Cultures\*

FREN 071F. French Critical Discourse: From Barthes to Baudrillard

FREN 072. Le Roman du 20ème siècle: Women in the Literary Field

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FREN 073. Roman et cinéma:  
 Revolutionizing Everyday Life  
 FREN 075F. Haïti and the French Antilles  
 and Guyane in Translation#  
 FREN 076. Ecritures au féminin#  
 FREN 077. Prose francophone:  
 Littérature et société#  
 FREN 078. Théâtre et société#  
 FREN 079F. Scandal in the Ink: Queer  
 Traditions in French Literature  
 FREN 080. Social Issues in Caribbean Texts  
 (Cross-listed as LITR 080F; cross-listed  
 with Black Studies)  
 FREN 091. Special Topics (Counting as #  
 depending on the topic of the year)

#### French Seminars

FREN 102. Baroque Culture and Literature  
 FREN 104. Stendhal et Flaubert  
 FREN 105. Proust  
 FREN 106. Poésie symboliste: Autour de  
 Mallarmé  
 FREN 108. Le Roman du 20<sup>ème</sup> siècle:  
 Modern and Contemporary Novels  
 FREN 109. Le Romantisme  
 FREN 110. Ecritures françaises hors de  
 France: Fiction et réel#  
 FREN 111. Espaces Francophones#  
 FREN 112. Ecritures Francophones:  
 Fiction and History in the French-  
 speaking World#  
 FREN 113. Voyage et littérature#  
 FREN 114: Théâtre d'écritures françaises#  
 FREN 115: Paroles de Femmes#

**COGNATE COURSES AND SEMINARS**  
 (30 percent Francophone content minimum):  
*No more than 2 credits may count toward the  
 concentration.*

#### Cognate Courses

DANC 022. History of Dance:  
 Europe's Renaissance Through 1900  
 DANC 036. Dance and Gender  
 ECON 082. Political Economy of Africa#  
 ENGL 72. Proust, Joyce and Faulkner  
 HIST 008B. Modern Africa, 1880 to  
 Present#

HIST 020. Official and Popular Cultures in  
 Early Modern Europe  
 LITR 014. Modern European Literature  
 MUSI 004. Opera  
 MUSI 009. Music of the Caribbean  
 MUSI 022. Nineteenth-century Music  
 MUSI 023. Twentieth-century Music  
 MUSI 038. Color and Spirit  
 PHIL 039. Existentialism  
 POLS 003. Introduction to European  
 Politics  
 POLS 012. Modern Political Thought  
 SOAN 003B. Nations and Nationalisms  
 SOAN 023B. History of the Cultural Concept

**Cognate Seminars** (30 percent Francophone  
 content minimum)

HIST 117. State and Society in Early  
 Modern Europe  
 HIST 122. Revolutionary Europe  
 1750-1870  
 HIST 124. Europeans and Others  
 Since 1750  
 HIST 140. The Colonial Encounter in  
 Africa#  
 PHIL 139. Phenomenology,  
 Existentialism, and Poststructuralism  
 POLS 101. Political Theory: Modern  
 RELG 112. Postmodern Religious Thought  
 SOAN 102. History and Myth  
 SOAN 103. Gift and Fetish

*Note: Among all the courses listed above, those  
 satisfying the requirement of at least 2 credits cov-  
 ering Francophone material **outside of France**  
 and/or **multicultural materials** are marked #.  
 These can be courses in French or in other dis-  
 ciplines. FREN 091 (Special Topics) may count  
 among this category, depending on the topic of  
 the year.*

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### MINOR IN FRANCOPHONE STUDIES

To be eligible to *minor* in Francophone Studies  
 for the Honors program, students must com-  
 plete all the requirements for the Francophone  
 Studies concentration/minor. This entails the  
 completion of 5 credits and the writing of the

# Francophone Studies

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senior paper. The senior paper deadlines are as follows: Initial proposal and bibliography are due immediately after the fall break. The first draft is due to the director immediately after Thanksgiving break. The last draft is due to all French faculty by the end of spring break. The completed paper is due mid-April. The defense will take place in May.

Candidates for an Honors minor will offer a *single 2-credit preparation outside the designated Honors major*. The student will follow the requirements for SHS for the minor in the department in which the seminar is offered and take that exam.

# German Studies

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Coordinator: **SUNKA SIMON** (German)  
**Eleonore Baginski** (Administrative Coordinator)

Committee: **Richard Eldridge** (Philosophy)  
**Marion Faber** (German)  
**James Freeman** (Music)<sup>1</sup>  
**Pieter Judson** (History)  
**James Kurth** (Political Science)  
**Tamsin Lorraine** (Philosophy)  
**Michael Marissen** (Music)<sup>1</sup>  
**Braulio Muñoz** (Sociology and Anthropology)<sup>3</sup>  
**Hansjakob Werlen** (German)

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1 Absent on leave, fall 2001.

3 Absent on leave, 2001-2002.

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The concentration in German Studies grows out of the connection between German thought and art of the nineteenth and twentieth centuries. Figures such as Goethe, Wagner, Nietzsche, Marx, and Freud, for example, go beyond the boundaries of particular disciplines. In addition, the study of German history and politics enriches and is enriched by the study of German literature and art. A combination of approaches to German culture introduces the student to a field of knowledge crucial to contemporary society and prepares the student for graduate work in a good number of academic disciplines as well as for various international careers. The concentration may be undertaken in the course program or in the Honors program. Concentrators should consult the program coordinator during the sophomore year to plan their work toward the concentration.

#### *General Requirements*

Students are required to take 5 credits from designated courses in German Studies, 3 of which must be outside the student's major department. To ensure a common groundwork for all concentrators, students must take the core course, GERM 014: Introduction to German Studies. To ensure work in depth, at least 1 credit must be a thesis on an interdisciplinary topic, normally to be proposed at the end of the junior year and written in the fall semester of the senior year. An interdisciplinary thesis for the student's major department may fulfill this requirement.

It is required that students do substantial work in the German language (GERM 004 or the equivalent). It is also strongly recommended that students study in Germany (for a summer or, preferably, for a semester) if at all possible. After studying abroad, concentrators must take at least one additional class in German Studies. Students who do not take an advanced literature course must either use original German sources in the thesis or add an attachment in German to one course in the concentration.

*Note:* A student can accomplish a special major in German Studies by taking 5 additional credits from the courses listed below.

#### *German Studies Course Minor*

*Requirements:* The requirements for the German Studies course minor are identical to the general requirements (5 credits, including the core course GERM 014) except that students need *not* write an interdisciplinary thesis.

#### *German Studies Minor in the Honors Program*

*Requirements:* The German Studies concentration offers only a minor in the Honors program. Students in the German Studies Honors program are expected to be sufficiently proficient in spoken and written German to complete all their work in German and 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 course work both in the department and at the College.

# German Studies

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*Prerequisites:* GERM 014 and an advanced course in German Studies.

*Preparations:* A seminar in German Studies (or, in lieu of the seminar, two advanced courses in German Studies).

## *Senior Honors Study and Examination*

Honors preparation will include a revised version of a seminar paper (approximately 3,000 words) from the seminar for which the student is being examined. Otherwise, preparation for the examination will be discussed with the director of German Studies on a case-by-case basis to ensure adequate preparation for the Honors examination. There will be no credit given for the revised paper.

The Honors examination will take the form of a 3-hour written examination based on a German Studies seminar or, in lieu of the seminar, two advanced courses in German Studies and a 30- to 45-minute oral examination based on all previous work in the field.

The following courses and seminars may be offered for a German Studies concentration:

## **COURSES** (1 credit)

German courses numbered 004 and above.

**LITR(G)** courses taught in English.

HIST 028. Nations and Nationalism in Eastern Europe

HIST 035. The Jew as Other

HIST 036. Modern Germany

HIST 037. History and Memory:  
Perspectives on the Holocaust/  
LITR 037G

MUSI 006. Beethoven and the Romantic Spirit

MUSI 022. Nineteenth-century Music

MUSI 033. Lieder

MUSI 034. Bach

MUSI 035. Late Romanticism

PHIL 029. Philosophy of Modern Music\*

PHIL 039. Existentialism\*

PHIL 049. Marx, Nietzsche, and Freud

SOAN 083. Senior Colloquium on Art and Society\*

## **SEMINARS** (2 credits)

HIST 122. Revolutionary Europe+

HIST 124. Europeans and Others Since 1750+

HIST 125. Fascist Europe

MUSI 101. Bach

PHIL 114. Nineteenth-century Philosophy

PHIL 137. German Romanticism and Idealism

PHIL 139. Phenomenology, Existentialism, and Poststructuralism

RELG 106. Contemporary Religious Thought

SOAN 101. Critical Modern Social Theory

SOAN 105. Modern Social Theory

SOAN 115. Freud and Modern Social Theory

GERM 104. Goethe und seine Zeit

GERM 105. Die deutsche Romantik

GERM 108. German Studies Seminar: Wien und Berlin

GERM 110. German Literature After World War II

GERM 111. Genres

\* *Cognate course:* No more than two may be counted toward the German Studies concentration.

+ *Cognate seminar:* No more than one may be counted toward the German Studies concentration.

# History

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**STEPHEN P. BENSCH**, Professor  
**ROBERT S. DUPLESSIS**, Isaac H. Clothier Professor of History and International Relations  
**LILLIAN M. LI**, Professor<sup>3</sup>  
**MARJORIE MURPHY**, Professor<sup>3</sup>  
**TIMOTHY J. BURKE**, Associate Professor  
**FREDERICK R. DICKINSON**, Visiting Associate Professor<sup>6</sup>  
**PIETER M. JUDSON**, Associate Professor and Chair  
**MATTHEW SOMMER**, Visiting Associate Professor<sup>5</sup>  
**ROBERT E. WEINBERG**, Associate Professor<sup>3</sup>  
**DIEGO ARMUS**, Assistant Professor  
**KATHLEEN CROWTHER-HEYCK**, Mellon Visiting Assistant Professor<sup>2</sup>  
**ALLISON DORSEY**, Assistant Professor  
**BRUCE DORSEY**, Assistant Professor  
**THERESA BROWN**, Administrative Assistant

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2 Absent on leave, spring 2002.  
3 Absent on leave, 2001-2002.

5 Fall 2001 (appointment that semester only).  
6 Spring 2002 (appointment that semester only).

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## COURSE OFFERINGS AND PREREQUISITES

The courses and seminars offered by the History Department attempt to give students a sense of the past; an acquaintance with the social, cultural, and institutional developments that have produced the world of today; and an understanding of the nature of history as a discipline. The discipline of history is a method of analysis that focuses on the contexts in which people have lived and worked. Our courses and seminars emphasize less the accumulation of data than the investigation, from various points of view, of those ideas and institutions—political, religious, social, economic, and cultural—by which people have endeavored to order their world. The History Department's curriculum introduces students to historical methodology and the fundamentals of historical research and writing.

The study of history prepares students for a wide range of occupations and professions because it develops their analytical, writing, and research skills. Former Swarthmore history majors can be found in all sectors of the economy, ranging from Wall Street to the world of medicine, from elementary and high schools to trade unions and public interest foundations and institutes, from journalism and publishing to consulting, and from the private to the public

sector. In particular, many of our former majors claim that studying history was excellent preparation for law school and enabled them to succeed as attorneys.

Courses and seminars offered by the History Department are integral to most interdisciplinary programs, such as Black Studies, Francophone Studies, German Studies, Latin American Studies, Peace Studies, and Women's Studies as well as to the majors in Asian Studies and Medieval Studies. 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 section on Teaching Certification for more information).

*Survey Courses:* Survey courses (002-011) are open to all students without prerequisites and are designed to serve the needs of students who seek a general education in the field as well as to provide preparation for a range of upper-level courses. Survey courses provide broad chronological coverage of a particular field of history. 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. First-year seminars (HIST

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001A-001Z) explore specific historical issues or periods in depth in a seminar setting; they are open to first-year students 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. Students with scores of 4 or 5 in Advanced Placement examinations (or scores of 6 or 7 in International Baccalaureate [IB] examinations) may receive preference in admission to certain first-year seminars. Upper-division courses (HIST 012-099; 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) taken *one* of the courses numbered 001-011; (2) received an Advanced Placement score of 3 in the same area as the course they wish to take; (3) received an Advanced Placement score of 4 or 5 in any area; (4) received the permission of the instructor; *or* (5) taken Classics courses 031, 032, 042, 044, or 056. Exceptions are courses designated “not open to first-year students” or where specific prerequisites are stated.

*Seminars:* Admission to double-credit history 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 is required of all students entering seminars. In addition, the opinions of department 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. The department will weigh the merit of each request on the basis of the importance of the seminar to the student’s proposed program as well as the student’s qualifications. Seminar enrollments are normally limited to nine. If you are placed in a seminar at the end of your sophomore year, you will be one of nine 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 FOR HISTORY MAJORS

Admission to the department as a major normally requires at least two history courses taken at Swarthmore and a satisfactory standard of work in all courses. Beginning with the Class of 2002, one of these two courses will normally be a first-year seminar. *However, students who do not take a first-year seminar can still major in history.* 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 now generally assumed for admission to graduate school.

All majors (course and Honors programs) in history must take at least 9 credits in the department, chosen to fulfill the following requirements:

1. At least 6 of the 9 credits are normally done at Swarthmore.
2. At least one course or seminar at Swarthmore from each of the following categories: (a) all courses and seminars before 1750 (including CLAS 031, 032, 042, 044, and 056) and (b) all courses and seminars in areas outside Europe and the United States, specifically Africa, Asia, Latin America, and the Near East. This distribution requirement is designed to have students explore various fields of history and engage in comparative historical analysis. A list of these distribution courses is on file in the department office. The department expects students to concentrate in topics or areas of special interest to them and to specify them in their sophomore papers.

### *Course Major*

Complete the Senior Research Seminar (HIST 091) in which students write a research paper based on primary and secondary sources. The department strongly believes that majors should develop their expertise in a chosen field of history by producing a piece of historical writing and analysis. This course satisfies the College’s requirement that all majors and concentrations have a culminating exercise for their majors. *The research paper should build upon a cluster of courses that the student has defined. The department encourages students to*

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*suggest possible research topics in their sophomore papers and requires them to select topics by the end of their junior year.* Possible research themes include but are not limited to colonialism and imperialism, nations and nationalism, popular culture, urbanization, politics and diplomacy, revolution and rebellion, and economic history.

#### *Course Minor*

A minor in history consists of 5 history credits taken at Swarthmore College (AP, transfer credit, and foreign study courses do not count). Two of the 5 history credits must be above the introductory level and must include HIST 091 and/or an Honors seminar. A "B" average and approval of the department are required to be a minor.

#### *Thesis*

A student who wishes to write a thesis should state her or his intention by submitting a proposal at 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 on completion of the thesis.

#### *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 three double-credit preparations and revise one paper per preparation 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. Students may substitute an Honors Thesis (HIST 180) for one of their seminars. The thesis and revised seminar papers are due by May 3.

Minors in the Honors program will complete one double-credit preparation and include one revised paper from that preparation in their portfolio. We strongly advise minors to take additional work in the History Department as part of their preparation for Honors.

Students in seminars must take a three-hour written examination at the end of each seminar and will 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 and discuss their progress.

Seminars are a collective, collaborative, and cooperative venture among students and faculty members designed to promote self-directed learning. Active participation in seminar is, therefore, required of all students. Evaluation of performance in 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 seminar, completion of all reading assignments before seminar, respect of the needs of other students who share the reserve binders and readings, and eagerness to engage in a scholarly discussion of the issues raised by the readings and seminar papers. 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 must confer with their seminar instructor as to what papers they are preparing for Honors and what revisions they 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 May 3. The department will assume that students failing to submit their revised

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papers by the deadline have decided not to complete the Honors program.

In addition, the department expects 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. Once again, this is in keeping with the department's belief that Honors is a collaborative, self-learning exercise that relies on the commitment of students.

Students enrolled as minors in history will submit one revised paper as part of their portfolio. It is due by May 3. The instructions for the preparation of portfolio papers are the same for minors as they are for majors. The department also encourages minors in Honors to form self-directed study groups. The department will assume that students failing to submit their revised papers by the deadline have decided not to complete the Honors program.

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## FOREIGN STUDY

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, or at other colleges and universities in the United States, a student must have departmental pre-approval and have taken at least one history course at Swarthmore (normally before going abroad). The department is unable to offer credit for courses taken abroad or elsewhere in the United States in which no department member has expertise. Beginning with the Class of 2002, students who want to receive credit for a second course taken abroad or elsewhere in the United States must take a second history course at Swarthmore. Students must receive a grade of C or higher to receive History credit at Swarthmore.

## ADVANCED PLACEMENT/ INTERNATIONAL BACCALAUREATE

The History Department will automatically grant 1 credit for incoming students who have achieved a score of 4 or 5 in either the U.S. or European History Advanced Placement examinations if they take any course numbered 001 through 011. Beginning with the Class of 2002, students who want credit for two Advanced Placement history examinations for which they scored a 4 or 5 must take a second history course at Swarthmore. This course need not be a survey course. Moreover, a grade of C or higher must be earned in the Swarthmore course(s) for the credit(s) to be granted. Advanced Placement credit may be counted toward the number of courses required for graduation and may be used to help fulfill the College's distribution requirements. Students with Advanced Placement credit may elect to take HIST 003 or 005A, 005B, or 005C (but not more than one of these U.S. history survey courses). A grade of 3 allows students to take an upper-division course in the same area as the Advanced Placement credit; a grade of 4 or 5 allows students to take any upper-division course in the History Department.

The History Department will also grant 1 credit for incoming students who have achieved a score of 6 or 7 in the IB examinations if they take any course numbered 001 through 010. Moreover, a grade of C or higher must be earned in the Swarthmore course for the credit to be granted. IB credit may be counted toward the number of courses required for graduation and may be used to help fulfill the College's distribution requirements. Students with IB credit may elect to take HIST 003 or 005A, 005B, or 005C (but not more than one of these U.S. history survey courses).

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## LANGUAGE ATTACHMENT

Certain designated courses offer the option of a foreign language attachment, normally for 0.5 credit. Permission to take this option will be granted to any student whose reading ability promises the profitable use of historical sources in a foreign language. Arrangements for this option should be made with the instructor at the time of registration.

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## TEACHER CERTIFICATION

History majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will fulfill the requirements for Social Studies certification, and those who complete certification in 2004 and beyond will complete the requirements for Citizenship Education. For further information about the relevant set of requirements, please contact the Education program director, the History Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

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## 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 from ca. 100 to 1050 A.D. Writings concerning saints, scholars, kings, and warlords of the period will be stressed.

This course may count toward a major or minor in Medieval Studies.

*1 credit.*

*Fall 2001. Bensch.*

### **HIST 001B. First-Year Seminar: Radicals and Reformers in America**

Visions of social change from the American Revolution to the twentieth century.

*1 credit.*

*Spring 2002. Bruce Dorsey.*

### **HIST 001C. First-Year Seminar: Sex and Gender in Western Traditions**

How have perceived natural differences between the sexes contributed historically to real social and legal inequalities among men and women?

This course may count toward a concentration in Women's Studies (Class of '02 or '03) or a minor in Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Judson.*

### **HIST 001D. First-Year Seminar: The Cold War Era**

A focused examination of the origins and persistence of the Cold War from the globalization of containment to the pressure of domestic conflict.

*1 credit.*

*Not offered 2001-2002. Murphy.*

### **HIST 001G. First-Year Seminar: Women, Family, and the State in China**

This seminar will consider the roles of Chinese women and family both in traditional times and in the twentieth century, including elite and peasant society. Drawing from diverse sources (literary, philosophical, anthropological, etc.), the seminar will examine the ways in which culture and the state have defined these roles.

This course may count toward a major or minor in Asian Studies. It may also count toward a concentration in Women's Studies (Class of '02 or '03) or a minor in Asian Studies and Women's Studies (Class of '03 or '04 and thereafter).

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Li.*

### **HIST 001I. First-Year Seminar: African American Women's History**

An examination of the uniqueness of the black female experience in American society from slavery to the contemporary period.

This course may count toward a concentration in Black Studies and Women's Studies (Class of '02 or '03) or a minor in Black Studies and Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Allison Dorsey.*

### **HIST 001N. First-Year Seminar: The Production of History**

In this course, we will examine public productions of history and historical knowledge and the complex dialogue between these visions of history and the professional work of academic historians.

*1 credit.*

*Not offered 2001-2002. Burke.*

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## **HIST 001P. First-Year Seminar: History of the Left**

This seminar focuses on the people and events that shaped the history of the Left in the United States.

*1 credit.*

*Not offered 2001-2002. Murphy.*

## **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. Particular attention is paid to assessing the impact of Lenin and Stalin on developments in the Soviet Union and the interplay among socioeconomic, cultural, and ideological currents. Course materials include documents, novels and short stories, monographs, and films.

*1 credit.*

*Not offered 2001-2002. Weinberg.*

## **HIST 001S. First-Year Seminar: The American West, 1830-1950**

An introduction to the history of the American West, beginning with the forced removal of the Cherokee and tracing the development of an "American" culture in the region between the Mississippi and the Pacific Ocean. Focuses on the diversity of traditions in the West, including the experiences and contributions of first nation peoples, African Americans, Latinos, and Asian Americans.

*1 credit.*

*Spring 2001. Allison Dorsey.*

## **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.

This course may count toward a major or minor in Medieval Studies.

*1 credit.*

*Not offered 2001-2002. Bensch.*

## **HIST 001U: First-Year Seminar: The Atlantic World**

Study of the cultural, social, political, and economic movements that created a new world in the Atlantic basin between the fifteenth and

nineteenth centuries.

*1 credit.*

*Spring 2002. DuPlessis.*

## **HIST 001X. First-Year Seminar: Women and Medicine**

Survey of the relationship between women and medicine from antiquity to the present. This course examines the interrelated histories of women as medical practitioners, patients, and objects of medical knowledge. We explore the different ways women functioned as health care providers, as domestic healers, nurses, midwives, and physicians. At the same time, we discuss how women experienced illness in the past and the expectations and norms that shaped their illness experiences. Finally, we look at medical knowledge about women and how ideas about gender have been constructed by the medical professions.

This course may count toward a concentration in Women's Studies (Class of '02 or '03) or a minor in Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Fall 2001. Crowther-Heyck.*

## **HIST 001Y. First-Year Seminar: The History of the Future**

It is the year 2001, but there is no moonbase, no cryogenics, no intelligent computer, no manned mission to Jupiter. The future has arrived, but it is not what it used to be. In this seminar, we will trace the cultural and intellectual history of the future, how past societies imagined their own evolution over time and how representing the future eventually became a major feature of Western modernity. We will deal with four major questions. When and where did imagining the future become important and why? What does a past society's ideas about their future tell us about that society? Has envisioning a particular future actually helped to bring that future about? Finally, does trying to imagine the future still serve any productive end, and are we coming to the end of the future? Topics covered include cross-cultural ideas about time and progress, Christian millennialism, Enlightenment and Victorian ideas about progress and change, early twentieth-century utopian communities, pre-1945 modernism and dystopias, postwar modernization theory and technological utopianism, and

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postmodern visions of the future.

*1 credit.*

*Fall 2001. 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 fifteenth centuries). Topics will include the rise of Christianity, the invention of Western government, the rise of vernacular culture, and the creation of romance.

This course may count toward a major or minor in Medieval Studies.

*Primary distribution course. 1 credit.*

*Fall 2001. Bensch.*

### **HIST 002B. Early Modern Europe**

The modern world began to be born in Europe between the fifteenth and eighteenth centuries—replete with all the contradictions that have marked modernity ever since. Using primary sources, recent scholarship, and film, this course explores the manifestations of that paradoxical civilization: Renaissance and Reformation, secular state building and religious war, Scientific Revolution and witch hunts, emergence of capitalism and renewed serfdom, Enlightenment and enslavement, and revolution and restoration.

*Primary distribution course. 1 credit.*

*Spring 2002. DuPlessis.*

### **HIST 003. Modern Europe**

A survey that covers the nineteenth and twentieth centuries, with an emphasis on the political, social, and cultural forces that have shaped modern Europe. Topics may include industrialization and its social consequences, nationalism and state building, imperialism, mass consumerism, revolutions, socialism and fascism, the two world wars, the Holocaust, and the collapse of communism.

Recommended for teacher certification.

*Primary distribution course. 1 credit.*

*Spring 2002. Staff.*

### **HIST 004A. Colonial Latin America**

A survey of Latin America, from the pre-Columbian civilizations to the 1820s. Course explores the encounter of Amerindian and European peoples and cultures and the process

of conquest, resistance and mutual transformation that ensued over the next three centuries. Topics may include economic and social aspects of the major indigenous civilizations, the impact of the Iberian conquest, the emergence of a colonial society, slavery, the imperial efforts to reform and adjust the colonies to a changing international order, and the process that culminated in the wars of independence.

This course may count toward a concentration in Latin American Studies (Class of '02 or '03) or a minor in Latin American Studies (Class of '03 or '04 and thereafter).

*Primary distribution course. 1 credit.*

*Fall 2001. Armus.*

### **HIST 004B. Modern Latin America**

Thematic course on the independence period of Latin American history. It emphasizes the neo-colonial context in which regional experiences, particular issues, and national histories took place. Topics include changes and continuities in the formation of nation-states, paths of economic development, racial and ethnic issues, revolutionary and reformist agendas, gender and religious changes, international and rural-urban migrations, popular and elite cultures, and the peripheral position of the region vis-à-vis hegemonic European and U.S. powers.

This course may count toward a concentration in Latin American Studies (Class of '02 or '03) or a minor in Latin American Studies (Class of '03 or '04 and thereafter).

*Primary distribution course. 1 credit.*

*Spring 2002. Armus.*

### **HIST 005A. The United States to 1877**

A thematic survey of American society, culture, and politics from the American Revolution through the American Civil War and Reconstruction.

Recommended for teacher certification.

*Primary distribution course. 1 credit.*

*Fall 2001. Bruce Dorsey.*

### **HIST 005B. The United States from 1877 to 1945**

A survey of American society, culture, and politics from the Compromise of 1877 to the Japanese internment. Primary sources, literature, song, and historical monographs will help students explore and deepen their understand-

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ing of the history of the decades following the “second American revolution.”

Recommended for teacher certification.

*Primary distribution course. 1 credit.*

Spring 2002. Allison Dorsey.

## **HIST 005C. The United States Since 1945**

World War II, recovery, the Cold War, McCarthyism, domestic politics from Truman to Reagan, suburbanization, the New Left, and the counterculture, Civil Rights, Black Power, Women’s liberation, Watergate, and the imperial presidency, Vietnam, and the rise of the Right.

Recommended for teacher certification.

*Primary distribution course. 1 credit.*

Not offered 2001-2002. Murphy.

## **HIST 006. The Formation of the Islamic Near East**

An introduction to the history of the Near East from the seventh to the fifteenth centuries. The course will examine the life of Muhammad, the political dimensions of Islam, and the diversification of Islamic culture through law, mysticism, philosophy, and the religious sciences.

This course may count toward a major or minor in Medieval Studies.

*Primary distribution course. 1 credit.*

Fall 2001. Bensch.

## **HIST 007A. History of the African American People, 1619-1865**

A 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.

This course may count toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter).

*1 credit.*

Fall 2001. Allison Dorsey.

## **HIST 007B. History of the African American People, 1865-Present**

A study of the history of African Americans from Reconstruction through the present. Emancipation, industrialization, cultural iden-

tity and political activism are studied through monographs, autobiography, and literature.

This course may count toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter).

*1 credit.*

Spring 2002. Allison Dorsey.

## **HIST 008A. West Africa in the Era of the Slave Trade, 1500-1850**

This survey course focuses on the development of the slave trade and its impact on Africa.

This course may count toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter).

*1 credit.*

Spring 2002. Burke.

## **HIST 008B. Mfecane, Mines, and Mandela: Southern Africa from 1650 to the Present**

A survey of southern African history from the establishment of Dutch rule at the Cape of Good Hope to the present day, focusing on the nineteenth and twentieth centuries.

This course may count toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter).

*1 credit.*

Not offered 2001-2002. Burke.

## **HIST 008C. From Leopold to Kabila: Central Africa’s Bad Twentieth 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 2001-2002. Burke.

## **HIST 009A. Chinese Civilization**

The history of Chinese civilization and culture from prehistoric times until the early nineteenth 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.

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This course may count toward a major or minor in Asian Studies.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Li.*

### **HIST 009B. Modern China**

The course examines the tumultuous changes in China from the early nineteenth century until the present. Topics include the Opium War, the treaty ports and imperialism, the Taiping and Boxer rebellions, the reform movement, the Communist revolution, and the post-Maoist era. Emperors, scholar-officials, rebels, peasants, Maoist, and entrepreneurs are the figures in this tale.

This course may count toward a major or minor in Asian Studies.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Li.*

### **HIST 010: Traditional Japan**

(Cross-listed as ARTH 031)

An interdisciplinary introduction to Japan, from prehistoric times to the early nineteenth century, exploring relationships between visual and material culture and social and political institutions. Topics include archaeology and myth, the imperial system, samurai values, Buddhist and castle architecture, the popular culture of the urban merchant class, and Japan's changing relations to China and the West.

This course may count toward a major or minor in Asian Studies.

*1 credit.*

*Not offered 2001-2002. Li.*

### **HIST 011. Modern Medicine: A Historical Introduction**

This course examines the history of modern medicine in Europe and America from the 18th century, a period in which traditional, holistic views of the body prevailed and the most common therapy was bloodletting; to the late twentieth century, a time when understandings of the body have been transformed by developments in genetics and biochemistry and the therapeutic arsenal includes antibiotics, AZT, and organ transplants. Throughout the course, we will seek to connect medical ideas and medical practices to the broader social and cultural contexts in which they were developed.

*1 credit.*

*Fall 2001. Crowther-Heyck.*

### **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.

This course may count toward a major or minor in Medieval Studies.

*1 credit.*

*Not offered 2001-2002. Bensch.*

### **HIST 014. Friars, Heretics, and Female Mystics: Religious Turmoil in the Middle Ages**

An exploration of radical movements of Christian perfection, poverty, heresy, and female mystics that emerged in Europe from the eleventh to the fifteenth centuries.

This course may count toward a major or minor in Medieval Studies.

*1 credit.*

*Spring 2002. Bensch.*

### **HIST 015. Medieval Towns**

From the twelfth to the fifteenth centuries, the medieval Church confronted radically new versions of Christianity and religious movements inspired by evangelical poverty, preaching, and a need to find a place for women in ecclesiastical institutions. The course will explore the aspirations, doctrines, and forms of expression of these religious manifestations and the Church's response to them.

This course may count toward a major or minor in Medieval Studies.

*1 credit.*

*Not offered 2001-2002. Bensch.*

### **HIST 016. Sex, Sin and Kin in Early Europe**

Western kinship and sexual mores will be examined as they crystallized from Roman, Christian, Germanic, and Celtic traditions.

This course may count toward a major or minor in Medieval Studies or a concentration in Women's Studies (Class of '02 or '03) or a minor in Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Bensch.*

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## **HIST 019. The Italian Renaissance**

The emergence of a new culture in the city-states of Italy between the fourteenth and sixteenth centuries.

*1 credit.*

*Not offered 2001-2002. DuPlessis.*

## **HIST 020. Official and Popular Cultures in Early Modern Europe**

Explorations of thought and practice in Western Europe between the later fifteenth and eighteenth centuries.

*1 credit.*

*Not offered 2001-2002. DuPlessis.*

## **HIST 022. Early Modern France and the Francophone New World**

France and its North American and Caribbean colonies from the late fifteenth to the eighteenth centuries.

This course may count toward a concentration in Francophone Studies (Class of '02 or '03) or a minor in Francophone Studies (Class of '03 or '04 and thereafter).

Optional Language Attachment: French.

*1 credit.*

*Not offered 2001-2002. DuPlessis.*

## **HIST 023. The Sacred and the Social in Early Modern Europe**

Examination of changes in European religious beliefs and practices between the fifteenth and eighteenth centuries. Topics include theological and ecclesiological Reformations, women in religious movements, religious roots of rebellion, Inquisition and witch hunts, toleration and skepticism, Protestantism and capitalism, Christian confessionalism, and trends within Judaism.

*1 credit.*

*Fall 2001. DuPlessis.*

## **HIST 024. Transitions to Capitalism**

Capitalism, now the globally dominant form of economic organization, was born in early modern Europe. This course analyzes the complex, protracted, uneven, and contested emergence of the new economic and social order. Among the topics considered are the end of feudalism, the agricultural and consumer "revolutions," capitalism and slavery, gender divisions of labor, proletarianization, work cultures and consciousness, labor protest, mercantilism and

economic ideology, proto-industries, and early factories, and theories of capitalism.

*1 credit.*

*Spring 2002. DuPlessis.*

## **HIST 027. To the Barricades: The European Revolutionary Tradition**

An examination of Europe's revolutionary tradition, starting with the French Revolution and ending with the Russian Revolution. Topics include class formation, revolutionary ideologies, and the cultures and mythologies of revolution, such as socialism, anarchism and socialist-feminism, and the culture of mythology of revolution.

This course may count toward a concentration in Francophone Studies (Class of '02 or '03) or a minor in Francophone Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Weinberg.*

## **HIST 028. Nations and Nationalism in Eastern Europe, 1848-1998**

This class traces the historical construction of nationalist identities, social movements and self-proclaimed nation-states out of multiethnic communities and multicultural empires in Eastern Europe, from the revolutions of 1848 to the fall of Yugoslavia.

First-year students admitted with permission of professor.

Optional language attachment: German.

This course may count toward a concentration in Peace Studies (Class of '02 or '03) or a minor in Peace Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Fall 2001. Judson.*

## **HIST 029. Sexuality and Society in Modern Europe**

This class examines historical constructions of sex, sexual identities, and sexual practices in Western societies since 1700.

This course may count toward a concentration in Women's Studies (Class of '02 or '03) or a minor in Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Judson.*

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**HIST 030. France Since 1789: Revolution and Empire**

The political, social, cultural, and economic history of France and its global empire since the great revolution.

This course may count toward a concentration in Francophone Studies (Class of '02 or '03) or a minor in Francophone Studies (Class of '03 or '04 and thereafter).

Optional language attachment: French.

*1 credit.*

*Not offered 2001-2002. Judson.*

**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 eighteenth century to the Holocaust. Major themes include the process of emancipation, Jewish and non-Jewish responses to emancipation, religious reform, the transformation of Jewish identity, and Jewish reactions to modern anti-Semitism. Readings include primary documents, memoirs, and literature.

This course may count toward a concentration in German Studies (Class of '02 or '03) or a minor in German Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Weinberg.*

**HIST 036. Modern Germany**

German politics, society, and culture in the nineteenth and twentieth centuries. Topics include the revolutions of 1848, industrial society and the Imperial state, German political culture and its critics, World War I and revolution, politics, culture and society under the Weimer and Nazi regimes, the social costs of postwar reconstruction in East and West Germanys, recent reunification, and the legacy of the Holocaust.

This course may count toward a concentration in German Studies (Class of '02 or '03) or a minor in German Studies (Class of '03 or '04 and thereafter).

Optional Language Attachment: German.

*1 credit.*

*Not offered 2001-2002. Judson.*

**HIST 037. History and Memory: Perspectives on the Holocaust**

(Cross-listed as LITR 037G)

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. Authors include Primo Levi, Art Spiegelman, and Nietzsche. Films include *Triumph of the Will*, *Shoah*, *The Wannsee Conference*, and *Jud Suss*.

This course may count toward a concentration in German Studies or Peace Studies (Class of '02 or '03) or a minor in German Studies or Peace Studies (Class of '03 or '04 and thereafter) and toward the social science or humanities distribution requirements.

*1 credit.*

*Not offered 2001-2002. Faber and Weinberg.*

**HIST 038. Russia in the Twentieth Century**

This course focuses on the Bolshevik seizure of power, consolidation of communist rule, rise of Stalin, de-Stalinization, and the collapse of the Soviet Union.

*1 credit.*

*Not offered 2001-2002. Weinberg.*

**HIST 041. The American Colonies**

The history of the mainland British American colonies within an Atlantic colonial world from 1600 to 1760.

*1 credit.*

*Not offered 2001-2002. Bruce Dorsey.*

**HIST 042. The American Revolution**

Revolutionary developments in British North America between 1760 and 1800.

*1 credit.*

*Spring 2002. Bruce Dorsey.*

**HIST 045. Themes in U.S. History: The 1950s**

Postwar America, suburbanization, rock 'n roll, baby boom, the revival of Hollywood, television, the Red Scare, cold war politics, and domestic bliss.

*1 credit.*

*Not offered 2001-2002. Murphy.*

# History

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## **HIST 046. The Coming of the Civil War**

Social change on the eve of the Civil War; the conflict over free and slave labor; slavery and an African-American culture; and causes of the Civil War.

*1 credit.*

*Not offered 2001-2002. Bruce Dorsey.*

## **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 America between the American Revolution and the Civil War.

*1 credit.*

*Fall 2001. Bruce Dorsey.*

## **HIST 049. Race and Foreign Affairs**

A history of U.S. foreign affairs with attention paid to the origins of racialism and the impact of expansionism on various ethnic and racial groups.

This course may count toward a concentration in Public Policy or Peace Studies (Class of '02 or '03) or a minor in Public Policy or Peace Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Murphy.*

## **HIST 050. The Making of the American Working Class**

A colloquium on the history of the industrial revolution in America.

This course may count toward a concentration in Public Policy (Class of '02 or '03) or a minor in Public Policy (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Murphy.*

## **HIST 052. History of Manhood in America, 1750-1920**

Examines the meanings of manhood and the various constructions of masculine identity in America between the eighteenth and twentieth centuries.

This course may count toward a concentration in Women's Studies (Class of '02 or '03) or a minor in Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Bruce Dorsey.*

## **HIST 053. Topics in African American Women's History**

Black women in the modern civil rights movement (1945-1975). Study of black women's experiences in the struggle for equal rights in mid-twentieth-century America. Examines gendered notions of political activism, leadership styles, and the rise of black feminism.

This course may count toward a concentration in Black Studies and Women's Studies (Class of '02 or '03) or a minor in Black Studies and Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Allison Dorsey.*

## **HIST 054. Women, Society, and Politics**

Women in American society from the colonial period to the present, with emphasis on the changing nature of work and the separation of spheres, the rise of feminism, and the resistance to women's rights.

This course may count toward a concentration in Women's Studies (Class of '02 or '03) or a minor in Women's Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Murphy.*

## **HIST 062. Health, Medicine, and the Body in Modern Africa**

This course examines the history of African practices and ideas of healing in the nineteenth and twentieth centuries and their encounter with European medical institutions in the colonial and postcolonial eras.

*1 credit.*

*Spring 2002. Burke.*

## **HIST 064. Migrants and Migrations: Europeans 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. We will focus on two movements of people: those who emigrated from Europe to certain areas in Latin America and Latin Americans who moved to the United States and are becoming Latinos. Topics may include problems of urban ecology; ethnic segregation; class formation; the reproduction of social inequalities; the use of social networks; patterns of socializing;

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work, cultural, social, and political citizenship; nationalism; assimilationism and cultural pluralism; and the construction of ethnicity.

This course may count toward a concentration in Latin American Studies (Class of '02 or '03) or a minor in Latin American Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Spring 2002. Armus.*

### **HIST 067. The Urban Experience in Modern Latin America**

This course will focus on the transformation of the Latin American urban world from the 1870s to the 1980s. Topics include social conditions of urban life and labor, international and rural-urban migration, modernity in the periphery, urban economies, and popular protests and responses to new forms of social control, state repression, and professional expertise. Readings include books and articles written by historians, sociologists, urban planners, and anthropologists.

This course may count toward a concentration in Latin American Studies (Class of '02 or '03) or a minor in Latin American Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Fall 2001. Armus.*

### **HIST 068. Primary Text Workshop**

This is a course in applied history. Working with materials in McCabe library and in close cooperation with the McCabe staff, students will create a joint project intended to be of some practical use to a wider community. This project will be based on historical documents and archival materials. In fall 2002, we will be creating an annotated hypertext version of an important document from colonial African history, Frederick Lugard's *The Dual Mandate in British Tropical Africa*, with the intent of making the resulting document available for online use by the public. In 2002-2003, we will be working on assembling the materials for a three-dimensional interactive simulation of eighteenth-century Philadelphia. Enrollment in this class is restricted to 12 students, juniors and seniors only. History majors will be given preference.

*1 credit.*

*Not offered 2001-2002. Burke.*

### **HIST 073. Mao's Cultural Revolution**

The "Great Proletarian Cultural Revolution" (official dates: 1966-76) can be seen as the culmination of Maoist idealism, with faith in Chairman Mao Zedong and in human capacity for self-improvement reaching the level of religious mania. At the same time, the Cultural Revolution developed the most vicious and dishonest aspects of the Maoist regime to their logical extreme. The revolution turned on and devoured its own true believers, the best people it had—and the lies that justified such violence became too absurd to be believed by anyone for long. As a result, the Chinese Communist party today must reckon with an almost complete lack of faith in socialism on the part of the people whose support it seeks.

To try to make sense of this paradoxical period of recent Chinese history, students will read a variety of memoirs, propaganda literature, and scholarly analyses. The course will emphasize the historical background and human experience of the Cultural Revolution rather than the details of elite power struggle.

The prerequisite for this course is a prior course in either history (of any type) or Asian Studies, or permission of the instructor.

This course may count toward a major or minor in Asian Studies.

*1 credit.*

*Fall 2001. Sommer.*

### **HIST 075. Modern Japan**

The amazing transformation of Japan from a feudal society to a modern nation-state from the early nineteenth century to the late twentieth, including both its successful and its tragic elements. Topics include Tokugawa feudalism, the Meiji restoration, the Japanese empire, economic and social development, Japanese militarism and the Pacific War, Japan's postwar growth, and its contemporary society.

This course may count toward a concentration in Asian Studies (Class of '02 or '03) or a minor in Asian Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Li.*

# History

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## **HIST 076. Empire, War, and National Identity in Modern Japan**

This course examines the history of modern Japan, 1868-1950, from the perspective of its two most salient national experiences, war and empire building. Special emphasis will be given to the role of imperialism and war in the formation and transformation of a modern national identity.

This course may count toward a major or minor in Asian Studies.

*1 credit.*

*Spring 2002. Dickinson.*

## **HIST 077. Orientalism East and West**

From Marco Polo to Madame Butterfly, from Pearl Buck to Fu Manchu, Westerners have constructed images of the "Orient" that have ranged from fantastic to demonic. Using images mainly from China to Japan, and occasionally from India and the Middle East, this course will consider their contexts; their authors; and the political, ideological, and other purposes that they served. Materials will include literature, memoirs, wartime and Cold War propaganda, art, opera, and film. This course will also consider the "Oriental's Orientalism"—Asian self-images that have been influenced by the West.

Prerequisite: An introductory history course or permission of the instructor.

This course may count toward a major or minor in Asian Studies.

*1 credit.*

*Not offered 2001-2002. Li.*

## **HIST 078. Beijing and Shanghai: Tale of Two Cities**

Study of China's two major cities since the early nineteenth century: Beijing—the imperial capital, twice marauded by foreign troops, contested by warlords, and later the capital of the People's Republic of China—and Shanghai—treaty port governed by Western powers, center of business and labor, radical politics, crime and corruption, and modern culture. In the second half of the course, students will develop research projects using English-language sources.

History majors anticipating HIST 091 or 092 and Asian Studies majors developing thesis topics may find this useful preparation, but this

course is also open to other students.

This course may count toward a major or minor in Asian Studies.

*1 credit.*

*Not offered 2001-2002. Li.*

## **HIST 086. The Whole Enchilada: Debates in World History**

In the first part of the course, we will read a number of the major attempts at writing comprehensive world history, including works by Braudel, McNeill, and Wolf. For the balance of the semester, we will discuss various debates in the field of world history, ranging from the timing and location of the Industrial Revolution to the nature of contemporary globalization.

*1 credit.*

*Not offered 2001-2002. 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.

This course may count toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter).

*1 credit.*

*Not offered 2001-2002. Burke.*

## **HIST 088. The Social History of Consumption**

This course examines the role of consumption and commodities in the making of the modern world, focusing largely but not exclusively on the history of European and North American societies.

*1 credit.*

*Not offered 2001-2002. Burke.*

## **HIST 089. The History of Reading**

We will examine the intertwined histories of reading, writing and printing, with particular attention to the global dissemination and evolution of practices and institutions of literacy since the invention of the printing press.

*1 credit.*

*Not offered 2001-2002. Burke.*

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**HIST 091. Senior Research Seminar**

Students are expected to write a 25-page paper based on primary and secondary sources.

Required of all course majors.

*1 credit.*

*Fall 2001. Burke.*

**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 2001 and spring 2002. 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. The consent of the department chair and of the instructor is required.

HIST 093 may be taken for 0.5 credit as HIST 093A.

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**SEMINARS****HIST 111: The Medieval Mediterranean**

Beginning with common Roman traditions, the Mediterranean during the Middle Ages became divided into three great civilizations: Byzantium, Islam, and Western Christendom. The course will examine the interchange and friction among these three cultures as the sea passed from Islamic to Christian control from the seventh to the fourteenth centuries.

This course may count toward a major or minor in Medieval Studies.

*2 credits.*

*Spring 2002. Bensch.*

**HIST 116. The Italian Renaissance**

Topics in the development of the Renaissance state, society, and culture in Italian communes between the fourteenth and sixteenth centuries.

*2 credits.*

*Fall 2001. DuPlessis.*

**HIST 117. State and Society in Early Modern Europe**

Comparative analysis of state formation, eco-

nomie development, and social change in continental Europe and England from the sixteenth to the eighteenth centuries.

*2 credits.*

*Not offered 2001-2002. DuPlessis.*

**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.

This course may count toward a concentration in German Studies and Francophone Studies (Class of '02 or '03) or a minor in German Studies and Francophone Studies (Class of '03 or '04 and thereafter).

*2 credits.*

*Not offered 2001-2002. Weinberg.*

**HIST 125. Fascist Europe**

This seminar studies European fascism in the context of societies torn by world war and economic depression. The primary focus will be on fascist movements, regimes, and cultural policy in Italy and Germany, with a secondary comparative focus on Hungarian, Romanian, and French varieties of fascism.

This course may count toward a concentration in German Studies (Class of '02 or '03) or a minor in German Studies (Class of '03 or '04 and thereafter).

*Spring 2002. Judson.*

**HIST 128. Russian Empire in the Nineteenth and Twentieth Centuries**

Focus 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.

*2 credits.*

*Not offered 2001-2002. Weinberg.*

**HIST 133. U.S. Political and Diplomatic History I: The Age of Nationalism**

The history of nation building, national identity, political ideologies and movements, party politics, expansionism, empire, and imperialism from the American Revolution through the U.S.-Philippines War (1899-1902).

*2 credits.*

*Spring 2002. Bruce Dorsey.*

# History

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## **HIST 134. U.S. Political and Diplomatic History II: The Rise of Globalism**

The emergence of the United States as a world power, with emphasis on expansionism, national interest, and global mission.

This course may count toward a concentration in Peace Studies (Class of '02 or '03) or a minor in Peace Studies (Class of '03 or '04 and thereafter).

*2 credits.*

*Not offered 2001-2002. Murphy.*

## **HIST 135. American Social History**

Everyday life in America from the colonial era to the present. Topics include conflicts between Native American and European American cultures, slavery and its aftermath, constructions of race, and industrialization and changing patterns of work. Other themes include religious revivalism and reform, working-class culture, gender, family and sexuality, immigration, urbanization and suburbanization, and popular culture.

*2 credits.*

*Not offered 2001-2002. Murphy.*

## **HIST 137. Topics in African American History**

Seminar focused on the study of slavery in the United States between 1550 and the end of the Civil War. Emphasis placed on the link between black enslavement and the development of democracy, law, and economics. Topics addressed include the Atlantic Slave Trade, development of the southern colonies, black cultural traditions, and slave community.

This course may count toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter).

*2 credits.*

*Fall 2001. Allison Dorsey.*

## **HIST 140. The Colonial Encounter in Africa**

Focus on the social, economic, and cultural dimensions of the colonial era in modern Africa. Topics discussed include the complicated construction of the colonial state, migrancy and colonial labor systems, struggles over religious and cultural practices, the making of African modernities, gender and sexuality, and the contemporary legacy of colonial rule.

This course may count toward a concentration in Black Studies (Class of '02 or '03) or a minor in Black Studies (Class of '03 or '04 and thereafter).

*2 credits.*

*Spring 2002. Burke.*

## **HIST 144. State and Society in China, 1750-2000**

From the height of imperial grandeur, through the turmoil of rebellion, war, and foreign domination, to the upheavals of the Maoist era, the relationship between state and society in China has undergone many changes while retaining familiar characteristics. Some have seen in China "a state stronger than society," whereas others have found signs of an emerging "civil society." Using the latest historical scholarship, this seminar will explore the last emperors, the bureaucracy and examination system, law and family, local elites, cities and merchants, popular religion and rebellions, political reform and revolution, and other topics spanning three periods: the mid-Qing (1750-1850), late Qing and Republic (1850-1950), and the People's Republic of China (1950-2000).

This course may count toward a major or minor in Asian Studies.

*2 credits.*

*Not offered 2001-2002. Li.*

## **HIST 148. Race, Class, and Nationalism in Modern Latin America**

Explores the conflictive process of nation making in multiracial societies from the early nineteenth century wars of independence through the revolutionary upheavals of the twentieth century. Takes a comparative approach focusing on the role of diverse actors in struggles over citizenship and nationhood in neocolonial contexts.

This course may count toward a concentration in Latin American Studies (Class of '02 or '03) or a minor in Latin American Studies (Class of '03 or '04 and thereafter).

*2 credits.*

*Not offered 2001-2002.*

## **HIST 180. Honors Thesis**

For students writing an Honors thesis.

*2 credits. 2001-2002. Staff.*

# Interpretation Theory

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Coordinator: **BRUCE GRANT** (Sociology and Anthropology)

Committee: **Jean-Vincent Blanchard** (Modern Languages and Literatures)<sup>14</sup>

**Timothy Burke** (History)

**Michael Cothren** (Art)

**Nathaniel Deutsch** (Religion)

**Richard Eldridge** (Philosophy)<sup>1</sup>

**Sibelan Forrester** (Modern Languages and Literatures)<sup>2</sup>

**Kenneth Gergen** (Psychology)

**Scott Gilbert** (Biology)

**Bruce Grant** (Sociology and Anthropology)

**Cynthia Halpern** (Political Science)

**Carolyn Lesjak** (English Literature)

**Tamsin Lorraine** (Philosophy)

**Braulio Muñoz** (Sociology and Anthropology)<sup>3</sup>

**Robin Wagner-Pacifci** (Sociology and Anthropology)

**Mark Wallace** (Religion)

**Patricia White** (English Literature)<sup>3</sup>

**Philip Weinstein** (English Literature)

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1 Absent on leave, fall 2001.

2 Absent on leave, spring 2002.

3 Absent on leave, 2001-2002.

14 Program director, Swarthmore Program in Grenoble, fall 2001.

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Since 1992, the concentration in Interpretation Theory has been providing students and faculty with an interdisciplinary forum for exploring the nature and politics of representation. Whether it be through art, biology, cinema, ethnography, literature, historiography, philosophy, politics, psychology, religion, or sociology, work done in the concentration reflects a long-standing drive to understand the world through the constructs of its interpretive propositions.

Propositions about persons, texts, works of art, or nature inevitably require acts of interpretation. All fields of knowledge, then, are wedded to interpretive processes. A program in Interpretation Theory provides students with the opportunity to explore processes of interpretation, inquiring into their nature across the disciplines, forces impinging upon interpretive acts, and the results of varying forms of interpretation both within knowledge-generating communities and the culture more generally.

Students in any major may add either a concentration or a minor for External Examination in Interpretation Theory to their

program by fulfilling the requirements stated subsequently. Students should submit their proposed program to the coordinator of the concentration.

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## CONCENTRATION REQUIREMENTS

Students complete 6 credits toward the concentration. Three general rules guide the selection.

1. All concentrators take a 1-credit capstone seminar, team taught by two faculty from different departments. Students complete this capstone in the spring of the senior year.

2. With a view to both historical depth and methodological breadth, students select at least one course from the "one-asterisk" group (historical development of interpretive practices) and at least one course from the "two-asterisk" group (breadth of current interpretive perspectives across the disciplines). "Asterisked" courses must be chosen from different departments. These depth/breadth re-

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# Interpretation Theory

quirements are normally completed by the end of the junior year.

3. The three remaining courses are elective but draw on at least one further department. All told, at least 4 of the 6 Interpretation Theory credits must be outside the major.

Currently offered courses relevant to the concentration include:

## **INTP 091. Capstone Seminar: Mind, Body, Machine**

This seminar fosters a discussion on the relationship between intellect, living matter, and technical artifacts by bringing forward concepts of the mind, body, and machine from the Ancient Greeks to the Postmoderns. To provide a historical understanding of these issues, we will read from the works of Aristotle, Descartes, La Mettrie, Sade, Marx, and Freud. The course materials also include texts by Jean Baudrillard, Walter Benjamin, Michel Foucault, Donna Haraway, Jacques Lacan, Evelyn Fox Keller, and phenomenologically oriented thinkers. This permits us to consider the following questions: How are discoveries in biology, medicine, and computer technology shaping the human subject? Can we still assume that bodies and machines are distinct, or are cyborgs and cyberpunks among us already? What are the progressive political consequences, but also the perils, of such changes? Who owns the body?

*1 credit.*

*Spring 2002.* Blanchard and Gilbert.

ARTH 001. Critical Study in the Visual Arts (Staff)\*/\*\*

BIOL 006. History and Critique of Biology (Gilbert)

CLAS 036. Classical Mythology (Munson)\*\*

ENGL 073A. Mapping the Modern (Wagner-Pacifici, Weinstein)\*\*

ENGL 073. Modernism: Theory and Practice (Weinstein)\*\*

ENGL 081. Theory of the Novel (Lesjak)\*\*

ENGL 083. Feminist Theory (Lesjak)\*\*

ENGL 085. "Whiteness" and Racial Differences (Schmidt)\*\*

ENGL 086. Postcolonial Literature and Theory (Lesjak)\*

ENGL 092. Film Theory and Culture (White)\*\*

ENGL 115. Modernism (Weinstein)\*\*

ENGL 120. Critical and Cultural Theory (White)\*\*

FMST 091. Feminist Film and Media Studies (White)\*\*

FREN 061. Writing and Reading Across Gender Lines (Moskos)

FREN 076. Femmes et écrivains (Rice-Maximin)

FREN 079. Scandal in the Ink: Queer Traditions in French Literature (Moskos) \*/\*\*

FREN 116. La critique littéraire (Blanchard)

HIST 029. Sexuality and Society in Modern Europe (Judson)

HIST 068. Primary Text Workshop (Burke)

HIST 088. Social History of Consumption (Burke)

INTP 090. Directed Reading

INTP 091. Capstone Seminar

INTP 092. Thesis

LITR 071F. French Critical Discourse: From Barthes to Baudrillard (Blanchard)\*\*

PHIL 017. Aesthetics (Eldridge)\*

PHIL 019. Philosophy of Social Sciences

PHIL 026. Language and Meaning (Eldridge)

PHIL 079. Poststructuralism (Lorraine)\*\*

PHIL 106. Aesthetics (Eldridge)\*

PHIL 114. Nineteenth-Century Philosophy (Eldridge)

PHIL 116. Language and Meaning (Eldridge)

PHIL 139. Phenomenology, Existentialism, and Poststructuralism (Lorraine)\*

PHIL 145. Feminist Theory Seminar (Lorraine)

PHYS 029. Gender and Physical Science (Bug)\*\*

POLS 011. Ancient Political Theory (Halpern)\*\*

POLS 012. Modern Political Theory (Halpern)\*\*

POLS 013. Feminist Political and Legal Theory (Halpern and Nackenhoff)

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POLS 100. Ancient Political Theory  
(Halpern)\*\*

POLS 101. Political Theory: Modern  
(Halpern)\*\*

PSYC 037. Concepts of the Person  
(Gergen)\*\*

PSYC 044. Psychology and Women  
(Marecek)\*\*

PSYC 048. Technology, Self, and Society  
(Gergen)

PSYC 068. Reading Culture (Gergen)\*\*

PSYC 089: Psychology, Economic Rationality,  
and Decision Making (Schwartz)\*\*

PSYC 106. Personality Theory and  
Interpretation (Gergen)\*

RELG 005. Problems of Religious Thought  
(Wallace)\*\*

RELG 015B. Philosophy of Religion  
(Wallace)\*

RELG 018B. Modern Jewish Thought and  
Literature (Deutsch)\*\*

RELG 112. Postmodern Religious Thought  
(Wallace)\*\*

SOAN 003B. Nations and Nationalisms  
(Grant)\*\*

SOAN 006B. Symbols and Society (Wagner-  
Pacifi)\*\*\*

SOAN 026B. Discourse Analysis (Wagner-  
Pacifi)\*\*\*

SOAN 026D. Mapping the Modern (Wagner-  
Pacifi, Weinstein)\*\*

SOAN 023B. History of the Culture Concept  
(Grant)\*

SOAN 022B. Cultural Representations (Diaz-  
Barriga)\*\*

SOAN 026C. Power, Authority, and Conflict  
(Wagner-Pacifi)

SOAN 043B. Shamanism (Grant)\*\*

SOAN 044B. Colloquium: Art and Society  
(Muñoz)\*\*

SOAN 044D. Colloquium: Critical Social  
Theory (Muñoz)

SOAN 101. Critical Modern Social Theory  
(Muñoz)\*

*Note:* Other courses may be considered upon petition to the Interpretation Studies Committee. These may include relevant courses offered at Bryn Mawr, Haverford, and the University of Pennsylvania.

# Latin American Studies

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- Chair: **HUGH LACEY** (Philosophy)  
**Jenny Gifford** (Administrative Assistant)
- Committee: **Diego Armus** (History)  
**Miguel Díaz-Barriga** (Sociology and Anthropology)  
**Joan Friedman** (Modern Languages and Literatures)  
**John J. Hassett** (Modern Languages and Literatures)<sup>1</sup>  
**Asima F.X. Saad Maura** (Modern Languages and Literatures)  
**Braulio Muñoz** (Sociology and Anthropology)<sup>3</sup>  
**Steven Piker** (Sociology and Anthropology)  
**Aurora Camacho de Schmidt** (Modern Languages and Literatures)  
**Kenneth Sharpe** (Political Science)<sup>3</sup>
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1 Absent on leave, fall 2001.

3 Absent on leave, 2001-2002.

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## *Latin American (LAS): Interdisciplinary Minor*

All students must complete the following requirements.

1. *Language.* LAS requires the successful completion of SPAN 004B 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.
2. *Study abroad.* All students are required to spend a minimum of one semester abroad in a program approved by both LAS and the Office of Foreign Study. Only in exceptional cases, with the support of a faculty member and the approval of the LAS Committee, will a semester's internship or a community service project in Latin America fulfill this requirement. Study abroad must be pursued in Spanish or Portuguese.
3. *Courses.* All students must take a minimum of 5 credits in (LAS), which may include seminars and courses taught at the College or courses taken abroad in an approved program. A minimum of 1 credit must be taken in each of the minor's three areas: (1) Latin American Politics and History, (2) Latin American Literature, and (3) Latin American Societies and Cultures. Of the required five courses, at least 1 credit must be taken at Swarthmore in each of two different areas. Only 1 of the total 5 credits required by the LAS minor may overlap with a student's major or other minor.

## *Requirements for the Honors Minor*

To complete an Honors minor in LAS, 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. The seminar chosen, however, may not be an offering within their major department.

## **COURSES**

The following courses may be counted toward a concentration in LAS (Class of '02 or '03) or a minor in LAS (Class of '03 or '04 and thereafter).

### **Latin American Politics and History**

HIST 004A. Colonial Latin America

HIST 004B. Modern Latin America

HIST 064. Migrants and Migrations:

Europeans in Latin America and  
Latinos in the United States

HIST 067. The Urban Experience in  
Modern Latin America

HIST 148. Race, Class, and Nationalism  
in Modern Latin America

POLS 057. Latin American Politics

POLS 109. Comparative Politics: Latin  
America

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**Latin American Literature**

- LITR 052SA. Contemporary Latin American Literature
- LITR 060SA. Spanish American Society Through Its Novel
- LITR 061SA. Women's Testimonial Literature of Latin America
- LITR 063SA. La Frontera: The Many Voices of the U.S.-Mexico Border
- LITR 065SA. Indigenous Peoples in Latin America
- LITR 066SA. Latin American Poetry of Resistance
- SPAN 013. Introducción a la literatura hispanoamericana
- SPAN 076. Grandes voces de América: la poesía del siglo XX
- SPAN 078. Literatura Mexicana y movimientos sociales del siglo XX
- SPAN 080. La narrativa chilena desde el golpe militar
- SPAN 082. La Mujer Mirando al Hombre
- SPAN 083. El tirano latinoamericano en la literatura
- SPAN 085. Narrativa hispánica contemporánea de los Estados Unidos
- SPAN 086. El "Nuevo Mundo": magia, visión y realidad
- SPAN 101. La novela hispanoamericana del siglo XX
- SPAN 106. Visiones narrativas de Carlos Fuentes
- SPAN 108. La narrativa de Isabel Allende: la escritura como Sobrevivencia
- SPAN 110. Política y poética: los mundos de Pablo Neruda, Octavio Paz y Ernesto Cardenal
- SOAN 030A. Cuba and Puerto Rico: "The Two Wings of a Single Bird"?
- SOAN 031. Latin American Society and Culture
- SOAN 032. Latin American Urbanization
- SOAN 033. Indigenous Resistance and Revolt in Latin American
- SOAN 034. Ecology, Peace, and Development in El Salvador
- SOAN 035. Latin American Social Movements
- SOAN 037. Spanish Society Through Its Novel
- SOAN 118. Chicano/a Culture, Politics, Practice
- SPAN 010SA. En busca de América Latina

**Latin American Societies and Culture**

- MUSI 009. Music of the Caribbean
- PHIL 058. Nonviolence and Violence in Latin America
- RELG 107. Liberation Theology
- SOAN 012. Introduction to Latinos in the United States
- SOAN 030. Spirits in Exile: Afro-Latin Religions in the Americas

# Linguistics

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**DAVID HARRISON**, Visiting Assistant Professor and Mellon Postdoctoral Fellow

**SEAN CRIST**, Visiting Lecturer and Phonetics Laboratory Coordinator

**THEODORE FERNALD**, Associate Professor<sup>3</sup>

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<sup>3</sup> Absent on leave, 2001-2002.

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The discipline: 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 disciplines of psychology, philosophy, sociology, anthropology, and language study has been recognized for a long time. But recently, a knowledge of linguistics has become important to a much wider range of activities in today's world. It is a basic tool in artificial intelligence. It is increasingly a valuable tool in literary analysis. It is fundamental to an understanding of communication skills. It is a foundational discipline to cognitive science. And, 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 any number of types. This is because 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.

There are two majors in the course program administered through the Linguistics program. These are linguistics (LING); and the special major in linguistics and languages (LL).

There are two Honors majors administered

through the Linguistics program: 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, 052
2. Forms: LING 050
3. Meanings: LING 026, 040, 116

All LING and LL majors (Honors or course) will be expected to take LING 006 or 061. If the student speaks a non-Indo-European language, this requirement is waived.

All LING and LL majors (Honors or course) must write a thesis in the fall of the senior year. For course students, this is LING 100. For Honors students, this 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.

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## LINGUISTICS

This major consists of 8 credits in linguistics, where the student may choose to count LING 001 as part of the major or not.

## LINGUISTICS AND LANGUAGES

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 Depart-

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ment of Modern Languages and Literatures, there must be one Composition and Diction course (numbered 004 or above) and two other courses (numbered 011 or above) or a seminar. For a classical language taught by the Department of Classics, 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.

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.

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### **Students at Bryn Mawr College (BMC) or Haverford College (HC)**

Any student from the tricollege community is welcome to major in Linguistics. HC and BMC students need only talk with their home campus dean and the chair of Linguistics at Swarthmore College to arrange a major plan.

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### **HONORS MAJOR: LINGUISTICS**

The major consists of 8 credits in Linguistics, not counting Senior Honors Study (SHS) credits, where the student may choose to count LING 001 as part of the major or not.

The thesis and two research papers will constitute the portfolio for Honors.

The thesis may be on any topic in linguistics. It need not be related to course work. 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 course work the student has taken. The areas will be selected from any combination or blend of the following: phonetics, phonology, morphology, syntax, semantics, historical, comparative, and social linguistics.

The student will prepare for these research

papers by taking at least 4 credits of course work (2 credits in each of the research paper areas). The students will work independently on these papers, without collaboration and without 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.

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### **SPECIAL HONORS MAJOR: LINGUISTICS AND LANGUAGES**

The major consists of 6 credits in linguistics, not counting SHS, plus 3 credits in each of two languages (as in the course major in Linguistics and Languages). The portfolio for this special major will consist of (1) a 2-credit thesis, (2) three research papers that follow the same guidelines as those above 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-minute panel discussion with all four external readers.

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### **MINORS**

There are three minors administered through the Linguistics Department, each of which can be done in the course or the Honors programs. The requirements are the following:

1. Theory: LING 040, 045, and 050
2. Phonology/Morphology: LING 043, 045, and 025 or 052
3. Syntax/Semantics: LING 040, 043, 050

In addition, students must complete any two other credits in Linguistics.

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### **HONORS MINOR**

Students 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. The stu-

dent will also take LING 199 (SHS) for 0.5 credit in spring of the senior year.

Students who do not do a course major in linguistics have different requirements for the minor. 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 above for the majors. In addition, all Honors minors 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.

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## 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.

*Primary distribution course. 1 credit.*

*Fall 2001: Raimy. Spring 2002: Napoli.*

### **LING 002. Exploring Acoustics**

(See ENGR 002.)

This course counts for distribution in NS only, regardless of rubric.

*1 credit.*

Everbach.

### **LING 004. Comparative Phonology of the East Asian Languages**

We will explore and contrast the systems of speech sounds of several East Asian languages, including but not limited to Korean, Japanese, and the Chinese language family. This course counts toward Asian Studies.

Prerequisite: None.

*1 credit.*

*Fall 2001: Crist.*

### **LING 005. Structure of the Japanese Language**

We will examine the major structures of the Japanese language. In addition to covering the phonological, morphological, and syntactic subsystems of Japanese, we will discuss the writing system, sociolinguistic variation, and possible relationships with other languages, all in the context of Japanese culture. No previous knowledge of Japanese or of Linguistics will be assumed. This course counts toward Asian Studies.

All students are allowed to participate in a rudimentary introduction to the Japanese language for an additional 0.5 credits. Sign up for LING 005A.

Prerequisite: None.

*1 credit (plus optional 0.5 credits under 005A).*

*Not offered 2001-2002.*

### **LING 006. Structure of American Sign Language**

In this course, we look at the linguistic structures of American Sign Language: phonology, morphology, syntax, semantics, and history of ASL. We also discuss issues of culture, literacy, and politics pertinent to deaf communities.

All students are required to participate in a rudimentary introduction to ASL for an additional 0.5 credits. Sign up for LING 006A.

Prerequisites: at least two out of LING 001, 040, 043, 045, and 050.

*1 credit (plus 0.5 credit under 006A).*

*Spring 2002. Napoli.*

### **LING 014. Old English/History of the Language**

(See ENGL 014.)

This course counts for distribution in humanities (HU) under the English rubric, and in social sciences (SS) under the Linguistics rubric.

*1 credit.*

Williamson.

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**LING 016. History of the Russian Language**

(See RUSS 016.)

This course counts for distribution in HU under the Russian rubric, and in SS under the Linguistics rubric.

*1 credit.*

Forrester.

**LING 018. Language Policy in the United States**

This course will survey the present policies and laws relevant to language use in the United States and the relevance of these policies to public access to social services, education, and the judicial system. The three major topics will be national language policy in the United States, language policy in education, and language policy in the judicial system.

Prerequisite: None.

*1 credit.*

Spring 2002. Raimy.

**LING 024. Discourse Analysis**

(See SOAN 026B.)

*1 credit.*

Wagner-Pacifi.

**LING 025. Language, Culture, and Society**

(Cross-listed as SOAN 040B.)

An investigation of the influence of cultural context and social variables on verbal communication. Topics covered include dialectal varieties, creoles, language and gender, and language and education.

Prerequisite: At least one linguistics course.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002.*

**LING 026. Language and Meaning**

(See PHIL 026.)

This course counts for distribution in HU under the Philosophy rubric, and in SS under the Linguistics rubric.

*1 credit.*

Eldridge.

**LING 027. Sociolinguistics of African Languages**

Professor Akosua Anyidoho of the University of Ghana will be on campus in 2002-2003. She will offer a course in the general area of sociolinguistics regarding African languages, the

particulars of which will be determined later. The course will probably deal heavily with creoles.

*1 credit.*

Fall 2002. Anyidoho.

**LING 030. Languages of the World**

This is a course in the richness and variety of human languages. We consider languages from all over the world, focusing on cross-linguistic generalizations and variations to develop an appreciation of the intricate conceptual, logical, and physiological resources that each language draws on.

No prerequisites.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002.*

**LING 033. Introduction to Classical Chinese**

(See CHIN 033.)

This course counts for distribution in HU or SS under either rubric.

*1 credit.*

Berkowitz.

**LING 034. Psychology of Language**

(See PSYC 034.)

*1 credit.*

Kako.

**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 HU under the philosophy rubric, and in SS under the linguistics rubric. The PDC, however, is only in SS.

*Primary distribution course. 1 credit.*

Spring 2002. Swingle.

**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. Sometimes the course focuses on a particular language. In fall 2000, for

# Linguistics

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example, we focused on Italian. All students were invited to participate in language drills a week for an optional 0.5 credits.

Prerequisite: LING 001, 040, 045, or 050.

*1 credit (plus optional 0.5 credits under 043A).*

*Not offered 2001-2002.*

## **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 presents the theories that account for them.

*Primary distribution course. 1 credit.*

*Fall 2001. Harrison.*

## **LING 046. Experimental Phonetics**

This class will explore the main areas in phonetics through hands-on experimental work. Mechanisms of speech production, the acoustic analysis of speech, and speech perception will be covered in typical lecture format, but the core work for the class will be a series of laboratory projects designed to give students a rigorous understanding of phonetic theory as well as a foundation in data collection, analysis, and interpretation using statistical models.

This is a Quantitative Reasoning course.

Prerequisite: None.

*1 credit.*

*Not offered in 2001-2002.*

## **LING 050. Syntax**

We study the principles that govern how words go together to 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 natural language, modern or ancient. The argumentation skills gained in this course are applicable to law and business as well as academic fields.

*Primary distribution course. 1 credit.*

*Fall 2001. Swingle.*

## **LING 052. Historical and Comparative Linguistics**

We study the reconstruction of prehistoric linguistic stages, the establishment of language families and their interrelationships, and the examination of processes of linguistic change. In spring 2002, there will be a special focus on the Germanic language family and on the use of computers in historical linguistics.

Prerequisite: LING 001, LING 030, or LING 045 or permission of the instructor.

*1 credit.*

*Spring 2002. Crist.*

## **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 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.

Prerequisite: One of LING 001, 040, 045, or 050.

*1 credit.*

*Fall 2001. Napoli.*

## **LING 055. Writing Systems, Decipherment, and Cryptography**

The course is an introduction to the representation of natural language in a nonfundamental, more or less permanent form. We begin with a typology of the writing systems of the world. Then we will look at some of the great archaeological decipherments of the past (e.g., Egyptian hieroglyphic, Linear B, and Mesoamerican), and we will decipher some Maya texts together. Next we consider cryptography, focusing on the Navajo Code and the Enigma Machine of World War II, and we will finish up with modern encryption techniques for electronic transmissions.

Prerequisite: One of LING 001, 030, or 045.

*1 credit.*

*Not offered 2001-2002.*

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**LING 057. Movement and Cognition**

(Cross-listed as DANC 076 and MATH 007)  
(Studio course)

English, Scottish, Balkan, 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: There are no prerequisites for dance and math. All necessary concepts and movements will be taught in the class. You must be willing to approach formal systems and to move your body. One course in linguistics.

This course counts for distribution in HU or SS under any rubric. It does not count for NS distribution.

*1 credit.*

*Not offered 2001-2002.*

**LING 061. Structure of Navajo**

An examination of the major phonological, morphological, syntactic, and semantic structures in a non-Indo-European language. We will also consider the history of the language and its cultural context.

Prerequisites: At least two out of LING 001, 030, 040, 043, 045, and 050.

*1 credit.*

*Not offered 2001-2002.*

**LING 063. Structure of an African Language**

Professor Akosua Anyidoho of the University of Ghana will be on campus in 2002-2003. She will offer the structure of an African language to be determined, most probably Akan, Ewe, or Twi.

Prerequisites: At least two out of LING 001, 030, 040, 043, 045, and 050.

*1 credit.*

*Spring 2003. Anyidoho.*

**LING 070F. Caribbean and French Civilizations and Cultures**

(See FREN 070F.)

This course counts for distribution in HU only, under either rubric.

*1 credit.*

Rice-Maximin.

**LING 070R. Translation Workshop**

(See LITR 070R.)

This course counts for distribution in HU under the Literature rubric, and in SS under the Linguistics rubric.

*1 credit.*

Forrester.

**LING 080. Intermediate Syntax and Semantics**

This course is designed to provide theoretical and cross-linguistic breadth in topics involving the interaction of syntax and semantics. You will refine your skills of analysis and argumentation. Topics and languages considered will vary. This course is open to all students who have taken syntax or semantics. In spring 2002, this course is a continuation of LING 050, with a particular focus on current syntactic analyses of extraction.

Prerequisite: LING 050.

*1 credit.*

*Spring 2002. Swingle.*

**LING 092. Research Practicum in Psycholinguistics**

(See PSYC 092.)

*1 credit.*

Kako.

**LING 094. Research Project**

With the permission of the program, students may elect to pursue a research program.

*1 credit.*

*Fall or spring. Staff.*

**LING 095. Community Service Credit: Language and the Deaf**

This course offers credit for community service work. You may work with children at the Oral Program for the Hearing Impaired at the Kids' Place in Swarthmore. Prerequisites are LING 045, the permission of the chairs of both Linguistics and Education, and the agreement of a faculty member in Linguistics to mentor you through the project. You would be required to keep a daily or weekly journal of your experiences and to write a term paper (the essence of which would be determined by you and the linguistics faculty member who mentors you in this).

*1 credit.*

*Fall or spring. Napoli.*

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## **LING 096. Community Service Credit: Literacy**

This course offers credit for community service work. You may work with children in Chester public schools on literacy. The prerequisites are LING/EDUC 054, the permission of both Linguistics and Education, and the agreement of a faculty member in Linguistics to mentor you through the project. You will be required to keep a daily or weekly journal of your experiences and to write a term paper (the essence of which would be determined by you and the linguistics faculty member who mentors you in this.)

*1 credit.*

*Fall or spring. Napoli.*

## **LING 100. Research Seminar**

All course majors in LING and LL must write their senior paper in this seminar. Only seniors are admitted.

*1 or 2 credits.*

*Fall 2001. Swingle.*

## **LING 195. Senior Honors Thesis**

All Honors majors in linguistics and Honors minors who are also course majors must write their thesis for 2 credits in the seminar.

*Fall 2001. Swingle.*

## **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.

*Spring 2002. Napoli.*

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## **SEMINARS**

### **LING 102. Prosodic Phonology: Theory and Application**

This seminar will review recent literature in the theory of Prosodic Phonology and its applications. We will begin by looking at the theory of Prosodic Phonology and then investigate (1) claims that prosody and syntax interact in interesting ways and (2) claims that prosody plays a role in first language acquisition.

*1 or 2 credits.*

*Not offered 2001-2002.*

### **LING 105. Seminar in Phonology**

This seminar will consider recent developments in the theory of phonology. Topics vary. When it is metrical phonology, a poetry workshop will be incorporated into the seminar.

*1 or 2 credits.*

*Not offered 2001-2002.*

### **LING 106. Seminar in Morphology**

This seminar will consider recent developments in the theory of morphology. Topics vary.

*1 or 2 credits.*

*Not offered 2001-2002.*

### **LING 108. Seminar in Semantics**

This seminar will consider recent developments in the theory of semantics. Topics vary.

*1 or 2 credits.*

*Not offered 2001-2002.*

### **LING 109. Seminar in Syntax**

This seminar will consider recent developments in the theory of syntax. Topics vary.

*1 or 2 credits.*

*Not offered 2001-2002.*

### **LING 110. Seminar in Syntax and Semantics: Negation**

This seminar will investigate the syntax, semantics, and pragmatics of negation. The first half of the seminar will review recent proposals concerning the syntactic analysis of negation in various languages. The second half of the seminar will review literature (ancient and modern) addressing the meaning and use of negation in natural language.

Prerequisite: LING 050 or permission of the instructor.

*1 or 2 credits.*

*Not offered 2001-2002.*

### **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.

Eldridge.

### **LING 119. Evolution, Culture, and Creativity**

(See SOAN 119.)

Piker.

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**LING 120. Anthropological Linguistics:  
Endangered Languages**

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 field work and dissemination of traditional knowledge in the Internet age and includes a practical workshop on field methods.

Prerequisites: one course in linguistics or anthropology or permission of the instructor.

*Spring 2002.* Harrison.

**LING 134. Psycholinguistics Seminar**

(See PSYC 134.)

Kako.

# Mathematics and Statistics

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**DEBORAH J. BERGSTRAND**, Professor  
**CHARLES M. GRINSTEAD**, Professor and Chair  
**GUDMUND R. IVERSEN**, Professor<sup>2</sup>  
**EUGENE A. KLOTZ**, Professor<sup>1</sup>  
**STEPHEN B. MAURER**, Professor  
**HELENE SHAPIRO**, Professor  
**THOMAS HUNTER**, Associate Professor  
**DON H. SHIMAMOTO**, Associate Professor  
**JANET C. TALVACCHIA**, Associate Professor  
**GARIKAI CAMPBELL**, Assistant Professor  
**TODD A. DRUMM**, Assistant Professor  
**PHILIP J. EVERSON**, Assistant Professor  
**CHERYL P. GROOD**, Assistant Professor<sup>3</sup>  
**AIMEE S.A. JOHNSON**, Assistant Professor  
**JAMES WISEMAN**, Visiting Assistant Professor  
**STEVEN AMGOTT**, Computer Laboratory Coordinator

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<sup>2</sup> Absent on leave, fall 2001.

<sup>3</sup> Absent on leave, 2001-2002.

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People study mathematics and statistics for several reasons—for the pleasure of it or for its usefulness as a tool. The Department of Mathematics and Statistics aims to meet varying needs—to offer a program that will enable students both to develop a firm foundation in pure mathematics and to see mathematical and statistical methods used to solve in a precise way problems arising in physical science, computer science, social science, and operations research. Mathematics and statistics have grown enormously in recent years, developing an increasing number of specialties and applications. All mathematical endeavor, however, is based upon logical argument, abstraction, and an analytical approach to problem solving. Ideally, the study of mathematical sciences develops the ability to reason logically from hypothesis to conclusion, to analyze and solve quantitative problems, and to express one's thoughts clearly and precisely. In addition, the department hopes that studying mathematics will foster an appreciation for the beauty and power of its methods, abstract approach, and rigorous structure.

*First Year Courses:* Mathematics and statistics courses appropriate for incoming first-year students with traditional (precalculus) high school preparation include STAT 001

(Statistical Thinking), STAT 002 (Statistical Methods), MATH 003 (Introduction to Mathematical Thinking), MATH 004 (Calculus Concepts), MATH 005 (Calculus I), MATH 005S (Calculus I Seminar), and MATH 009 (Discrete Mathematics). STAT 001, MATH 003, MATH 004, MATH 005S, and MATH 009 are primary distribution courses. More advanced courses are available to first-year students as explained below. Students who would like to begin calculus (MATH 004, 005, or 005S) but are not sure they are prepared should take the departmental calculus readiness exam when they arrive on campus. Entering students may place into higher-level courses (typically the half-semester courses 006A, 006B, and 006C or the semester courses 006S, 016, 016H, and 018) by scoring sufficiently well on the departmental calculus placement exam or by taking certain standardized exams (see later).

*Placement Procedure:* To gain entrance to any mathematics course (but not to gain entrance to statistics courses), students must take at least one of the following exams: the AP or IB (standardized) exams, Swarthmore's *calculus placement exam*, or Swarthmore's *calculus readiness exam*. Even students who do take one of the standardized exams may be required to take the

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departmental exams as well. The calculus placement exam is sent to entering first-year students over the summer, along with detailed information about the rules for placement and credit. The calculus readiness exam is given *during first-year orientation only*.

*Advanced Placement and Credit Policy:* “Advanced 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 002) for a score of 4 or 5 on the Statistics Advanced Placement (AP) Test of the College Board.
- 1 credit (for MATH 005) for a score of 4 on the AB or BC Calculus Advanced Placement (AP) Test of the College Board, or for a score of 5 on the Higher Level Mathematics Test of the International Baccalaureate (IB).
- 1.5 credits (for MATH 005 and 006A) for a score of 5 on the AB Calculus Advanced Placement Test (or for the AB subscore of the BC Test) or a score of 6 or 7 on the Higher Level IB.
- 2 credits (for Math 005, 006A, and 006B) for a main score of 5 on the BC Calculus Advanced Placement Test.

Alternatively, any entering student who places out of MATH 005, 006A, or 006B may receive credit for the courses placed out of 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 for Advanced Placement *credit* for a course but who take the course anyway will not receive the Advanced Placement 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 Swarthmore examination, as described earlier. For work beyond calculus completed before entering Swarthmore, students should consult the departmental placement coordinator to determine the Swarthmore course into which they should be placed. The department will not normally award advanced placement credit for work above the MATH 006 level, however.

*Introductory Statistics:* Students who do not know calculus can take STAT 001 or 002. STAT 001 is intended to show how statistics is used to help obtain an understanding of the world around us. STAT 002 is a more practical course for students who expect to use statistics in their own work. Students who know a semester of calculus should take STAT 002C instead of STAT 002. Both STAT 002 and 002C lead to STAT 027 on multivariate statistical analysis. Students with a strong background in mathematics can begin with the more theoretical STAT 053 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. A prospective applicant should expect typically that, by the end of the sophomore year, he or she will have received credit for, or placement out of, at least four of the following five courses: Calculus I (MATH 005 or 005S), Calculus II (MATH 006A and 006B or 006S), Discrete Mathematics (MATH 009), Linear Algebra (MATH 016 or 016H) and Several Variable Calculus (MATH 018 or 018H). In any event, all majors must complete MATH 016 and 018 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 to date 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 most, 5 of the credits counted in the 10 may be for courses numbered under 025. (Certain courses in this category are not to

# Mathematics and Statistics

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count toward the major. These are so indicated under the course listings in this catalog.) Furthermore, every major is required to obtain credit for, or place out of, each of the following courses: MATH 005 or 005S; MATH 006A and 006B or 006S; MATH 016 or 16H; MATH 018 or 018H; MATH 047; and MATH 049. The two upper-level core courses, MATH 047 (Introduction to Real Analysis) and MATH 049 (Introduction to Modern Algebra), will be offered every fall semester. At least one of these two should be taken no later than the fall semester of the junior year. Finally, majors not in the Honors program must satisfy the departmental comprehensive requirement by passing MATH 097: Senior Conference. Progress of majors will be reviewed at the end of each semester. Students not making satisfactory progress may be dropped from the major.

Mathematics majors are urged to study in some depth a discipline that makes use of mathematics and to acquire some facility with the computer. Students bound for graduate work should obtain a reading knowledge of French, German, or Russian.

*Special emphases:* The above 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 047); (2) Mathematical Statistics I (STAT 053) and possibly Mathematical Statistics II (STAT 111); (3) Probability (MATH 105); (4) Multivariate Statistics (STAT 027) or, perhaps, Econometrics (ECON 135); and (5) another mathematics course numbered 025 or above. Students are encouraged but not required to select the core algebra course (MATH 049) if they choose this emphasis.

Students interested in *mathematics and computer science* should consider a Mathematics major with a Concentration 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.

Sample program for majors thinking of graduate work in *social or management science* or an M.B.A. Basic courses: MATH 005 (or 005S),

006A and 006B (or 006S), 009, 016, and 018; CPSC 020. Advanced courses: (1) Modeling (MATH 061); (2) at least one of Probability (MATH 105), Mathematical Statistics I (STAT 053), and possibly Mathematical Statistics II (STAT 111); (3) at least one of Combinatorics (MATH 065) or Operations Research (ECON 032); (4) the two required core courses (MATH 047 and MATH 049); and (5) Differential Equations (MATH 030). Because this is a heavy program (one who hopes to use mathematics in another field must have a good grasp both of the mathematics and of the applications), one of the core course requirements may be waived with permission of the department.

Sample program for students thinking of graduate work in *operations research*. Basic courses: same as previous paragraph. Advanced courses: (1) the two required core courses (MATH 047 and MATH 049); (2) Combinatorial Optimization (MATH 072) and Combinatorics (MATH 065); (3) Mathematical Statistics (STAT 053); and (4) at least one of Number Theory (MATH 037), Modeling (MATH 061), or Probability (MATH 105).

*Teacher Certification:* We offer teacher certification in Mathematics through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will need to fulfill somewhat different course requirements from those who complete certification in 2004 and beyond. For further information about the relevant set of requirements, please contact the Education program director, the Mathematics Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

*Requirements for a course minor in Mathematics:* By graduation, a mathematics course minor should have obtained 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 courses: MATH 005 or 005S; MATH 006A-006B or 006S; MATH 016 or 016H; and MATH 018 or 018H. In addition, every mathematics course minor must obtain at least 2 credits in mathematics or statistics courses whose numbers are greater than 030. At least one of these 2 credits must be obtained from MATH 047 or

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MATH 049. Progress of mathematics course minors will be reviewed at the end of each semester. Students not making satisfactory progress may be dropped from the minor.

*Requirements for a course minor in Statistics:* By graduation, a statistics course minor should have obtained 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 courses: MATH 005 or 005S; MATH 006A-006B or 006S; MATH 016 or 016H; and MATH 018 or 018H. In addition, every statistics course minor must credit for, or place out of, STAT 053 and STAT 111. Progress of statistics course minors will be reviewed at the end of each semester. Students not making satisfactory progress may be dropped from the minor.

*The 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 can give advice on appropriate courses.

Beginning with the Class of 1999, the program for an Honors major in mathematics shall consist of preparations for external examination in three fields of 2 credits each, and an additional credit in one of the three chosen preparations, for a total of 7 distinct credits. Each preparation consists of a required core course together with a second credit in that field selected from a list of courses and seminars designated by the department. For the Honors major, two of the preparations shall be in Algebra and Analysis, and every program must include at least one of MATH 101 (Real Analysis Seminar) or MATH 102 (Algebra Seminar). These two seminars will be offered every spring semester. Each student may select the third preparation from a list of fields that includes Discrete Mathematics, Geometry, Statistics, and Topology. Any alternatives to these must be approved by the department.

Students wishing to complete an Honors minor in mathematics must have credit for, or place out of, MATH 005 or 005S, MATH 006A and 006B or 006S, MATH 016 or 016H, and Math 018 or 018H. For the Honors por-

tion of their program, minors must complete one 2-credit preparation chosen from among any of the fields described earlier. Again, any alternatives must have departmental approval.

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## COURSES

### STAT 001. Statistical Thinking

Statistics provides methods for how to collect and analyze data and generalize from the results of the analysis. Statistics is used in a wide variety of fields, and the course provides an understanding of the role of statistics. It is intended for students who want an appreciation of statistics without having the need to learn how to apply statistical methods. It provides an intuitive understanding of statistical concepts and makes use of modern statistical software for the Macintosh computer. This course cannot be counted toward a major in Mathematics.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002.*

### STAT 002. Statistical Methods

(Cross-listed as SOAN 010E)

Data on one variable are examined through graphical methods and the computations of averages and measures of variation. Relationships between two variables are studied using methods such as chi-square, rank correlations, analysis of variance, and regression analysis. The course is intended for students who want a practical introduction to statistical methods and who intend to do statistical analysis themselves, mainly in the biological and social sciences. It is not a prerequisite for any other department course except STAT 027, nor can it be counted toward a major in the department. Recommended for students who have not studied calculus (those who know a semester of calculus are advised to take STAT 002C instead).

*Primary distribution course. 1 credit.*

*Fall 2001. Everson.*

### STAT 002C. Statistics

(Cross-listed as SOAN 010F)

This calculus-based introduction to statistics covers most of the same methods examined in STAT 002, but the course is taught on a high-

# Mathematics and Statistics

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er mathematical level. The course is intended for anyone who wants an introduction to the application of statistical methods.

Prerequisite: MATH 004 or 005.

*Primary distribution course. 1 credit.*

Spring 2002. Everson.

## **MATH 003. Introduction to Mathematical Thinking**

What are some of the important mathematical ideas of the 20th century, and how did they come about? How did and does mathematics evolve over the years? How does one approach a mathematical problem, and how can that be useful outside of mathematics? These questions and many others will be answered throughout the course by reading several books and doing problems related to those readings. The course will be run in seminar style, with most class time spent discussing the problems, presenting solutions, and doing group work. This course is recommended for students who plan to never take another math course again, for those who want to ease into mathematics, and for those who are interested in a broad introductory level survey of mathematics. The course cannot be counted toward a major in mathematics.

*Primary distribution course. 1 credit.*

Fall 2001. Bergstrand.

## **MATH 004. Calculus Concepts**

Introduction to the concepts, methods, and applications of calculus. Intended primarily for students whose preparation is limited or weak, MATH 004 proceeds more gently and less far than MATH 005. Students who have had calculus in high school may not take MATH 004 without permission of the instructor. Students who complete MATH 004 are encouraged to continue on to MATH 005 or MATH 006A (or 006S); with permission of the department, they may receive credit for MATH 005 by taking it after MATH 004. Otherwise, credit is not granted for both MATH 004 and MATH 005.

Prerequisite: Permission to take this course through Swarthmore's calculus readiness exam or calculus placement exam (see "Placement Procedure" above).

*Primary distribution course. 1 credit.*

Spring 2001.

## **MATH 005. Calculus I**

This first-semester calculus course will introduce topics in the differentiation and integration of functions of one variable. These topics include limits and the definition of the derivative, interpretations and applications of the derivative, techniques of differentiation, graphing and extreme value problems, the logarithm and exponential functions, the integral, and the Fundamental Theorem of Calculus.

Prerequisite: Permission to take this course through Swarthmore's calculus readiness exam or calculus placement exam (see "Placement Procedure" earlier).

*1 credit.*

Fall 2001. Shapiro, Wiseman.

## **MATH 005S. Calculus I Seminar**

MATH 005S covers the same material as the lecture-based MATH 005 but uses a seminar format (10-14 students) with additional meetings and lots of hands-on activities (e.g., writing, oral presentations, group work, and computer work). Intended for students who think that they could benefit from the collaborative seminar format and who wish to be challenged to excel in calculus so that they gain more confidence to continue with mathematics and science.

Prerequisite: Permission to take this course through Swarthmore's calculus readiness exam or calculus placement exam (see "Placement Procedure" above).

*Primary distribution course. 1 credit.*

Fall 2001. Grinstead.

## **Note on MATH 006**

The material following MATH 005 is divided into four half-credit courses, 006A, 006B, 006C, and 006D. Each course will run full time for one-half semester. Students may take any number of these courses. Normally, however, students coming from MATH 005 will take 006A and either 006B or 006C. Students enroll at the beginning of each semester for all versions of MATH 006 they plan to take at any time during the semester. MATH 006S is a full-semester seminar version of MATH 006A and 006B.

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**MATH 006A. Calculus IIA**

This course is a continuation of the material begun in MATH 005 and is the prerequisite for MATH 016 (Linear Algebra) and MATH 018 (Several Variable Calculus) as well as for 006B and 006C. Topics will include applications of the integral, inverse trigonometric functions, methods of integration, and improper integrals. MATH 006A is a 0.5-credit course.

Prerequisite: MATH 005 or 005S or placement by examination (see "Advanced Placement and Credit Policy" earlier).

0.5 credit.

Each semester (first half).

Fall 2001. Campbell, Hunter.

**MATH 006B. Calculus IIB**

This course is an introduction to infinite series and approximation. Topics include Taylor polynomials and Taylor series, convergence tests, and the use of power series. Other topics, such as applications to differential equations and Fourier series, may be introduced, time permitting. MATH 006B should be taken by anyone planning to take mathematics courses beyond the freshman-sophomore level. It is required of all students majoring in Mathematics, Chemistry, Physics, or Engineering. MATH 006B is a 0.5-credit course.

Prerequisite: MATH 006A or placement by examination (see "Advanced Placement and Credit Policy" earlier).

0.5 credit.

Fall semester (each half) and spring semester (second half).

Fall 2001. Hunter, Shapiro.

**MATH 006C. Calculus IIC**

This course emphasizes the differential aspects of several variable calculus covered in the first half of MATH 018. In addition, multivariable integration may be touched on as well as such topics as differential equations and probability. MATH 006C is intended primarily for students interested in applications (especially in economics) who look upon MATH 006 as one of their last mathematics courses and who do not plan to take MATH 018. Students may (but normally will not) take both MATH 006C and MATH 018. This course cannot be counted toward a major in Mathematics. MATH 006C is a 0.5-credit course.

Prerequisite: MATH 006A or placement by examination (see "Advanced Placement and Credit Policy" earlier).

0.5 credit.

Each semester (second half).

Fall 2001. Campbell.

**MATH 006D. Postcalculus**

A special course, in the second half of the fall semester, primarily for first-year students who place into MATH 006B in August. MATH 006D is for students who like mathematics and are curious to know what it might be like to major in it. Each year, the contents of 006D will be selected from the wealth of modern mathematics that cannot be introduced in standard freshman-sophomore courses. MATH 006D is a 0.5-credit course.

Prerequisites: MATH 006B (in exceptional cases, MATH 006A) and either departmental recommendation or permission of the instructor.

0.5 credit.

Fall 2001 (second half). Shapiro.

**MATH 006S. Calculus II Seminar**

A continuation of MATH 005S, in the same style. Covers the material of MATH 006A and 006B.

Prerequisite: MATH 005 or 005S or placement by examination (see "Advanced Placement and Credit Policy" earlier).

Primary distribution course. 1 credit.

Not offered 2001-2002.

**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. A recent version of this course was taught in the Linguistics Department. This course does not count toward a major in mathematics.

1 credit.

Not offered 2001-2002.

**MATH 009. 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—

# Mathematics and Statistics

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often problems of interest in computer science, social science, or management. Topics include algorithms, graph theory, counting, difference equations, and finite probability. Special emphasis on how to write mathematics.

Prerequisite: Permission to take this course through Swarthmore's calculus readiness exam or calculus placement exam (see "Placement Procedure" earlier). Familiarity with some computer language is helpful but not necessary.

Primary distribution course. 1 credit.

Each semester.

Fall 2001. Berstrand.

## **MATH 016. Linear Algebra**

This course covers vector spaces, matrices, and linear transformations with applications to solutions of systems of linear equations, determinants, and eigenvalues.

Prerequisite: A grade of C or better in MATH 006A or MATH 009 or placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Each semester.

Fall 2001. Johnson, Shimamoto.

## **MATH 016H. Linear Algebra Honors Course**

This Honors version of MATH 016 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 less dwelt upon). It is intended for students with exceptionally strong mathematical skills, especially if they are thinking of a mathematics major.

Prerequisite: A grade of B or better in MATH 006A or MATH 009 or placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Fall 2001. Hunter, Maurer.

## **MATH 018. 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. Often there is

one section for students who have had linear algebra (MATH 016 or 016H) and another for students who have not.

Prerequisite: MATH 006A or equivalent or placement by examination (see "Advanced Placement and Credit Policy" earlier).

Recommended: MATH 016.

1 credit.

Each semester.

Fall 2001. Drumm, Wiseman.

## **MATH 018H. Several Variable Calculus Honors Course**

This Honors version of MATH 018 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 less dwelt upon). It is intended for students with exceptionally strong mathematical skills and primarily for those who have completed MATH 016H successfully.

Prerequisite: A grade of C or better in MATH 016H or permission of the instructor.

1 credit.

Spring 2002.

## **STAT 026. Topics in Statistics**

The choice of topics will depend somewhat on the interest and mathematical background of the students, but they will include a study of issues in multivariate analysis and statistical inference (Bayesian statistics in particular).

Prerequisite: One course in statistics.

1 credit.

Spring 2002. Iversen.

## **STAT 027. Multivariate Statistical Methods**

Given as a continuation of STAT 002 or STAT 002C, the course deals mainly with the study of relationships between three or more variables.

Prerequisite: Any one of STAT 002, 002C, 053, or ECON 031.

1 credit.

Alternate years.

Not offered 2001-2002.

## **MATH 030. Differential Equations**

An introduction to differential equations that includes such topics as first-order equations, linear differential equations, series solutions,

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first-order systems of equations, Laplace transforms, approximation methods, some partial differential equations.

Prerequisites: MATH 006B and either 018 or 006C or permission of the instructor. MATH 016 recommended strongly.

*1 credit.*

*Spring 2002.*

### **MATH 037. Number Theory**

The theory of primes, divisibility concepts, and the theory of multiplicative number theory will be developed. Students are also expected to learn how to construct a mathematical proof.

Prerequisites: MATH 016 and 018 or permission of the instructor.

*Primary distribution course. 1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

### **MATH 045. Topics in Geometry**

Course content varies from year to year, but recently the focus has been on the careful development of plane geometry, including basic axioms and the geometries that result: Euclidean, projective, and hyperbolic.

Prerequisites: None, but the course will be taught at a level suitable for students who have completed MATH 016 and 018. See the instructor if in doubt.

*Primary distribution course. 1 credit.*

*Alternate years.*

*Fall 2001. Drumm.*

### **MATH 046. Theory of Computation**

(Cross-listed as CPSC 046)

Please see Computer Science for description.

### **MATH 047. 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 will include continuity, compactness, connectedness, uniform convergence, differentiation, and integration.

Prerequisites: MATH 006B, 016, and 018 or permission of the instructor.

*Primary distribution course. 1 credit.*

*Fall 2001. Johnson.*

### **MATH 048. Topics in Algebra**

Course content varies from year to year depending on student and faculty interest. Recent offerings have included Coding Theory, Groups and Representations, Finite Reflection Groups.

Prerequisite: MATH 016 and possibly MATH 049.

*1 credit.*

*Alternate years.*

*Spring 2002.*

### **MATH 049. 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.

Prerequisite: MATH 016 or permission of the instructor.

*Primary distribution course. 1 credit.*

*Fall 2001. Shimamoto.*

### **STAT 053. Mathematical Statistics I**

Based on probability theory, this course examines the statistical theory for the estimation of parameters and tests of hypotheses. Both small and large sample properties of the estimators are studied. The course concludes with the study of models dealing with relationships between variables, including chi-square and regression analysis.

Prerequisites: MATH 016 and 018 or permission of the instructor.

*1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

### **MATH 061. 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, computer simulation. The emphasis, however, will be on how to apply these subjects to specific modeling prob-

lems, not on their systematic theory. The format of the course will include projects as well as lectures and problem sets.

Prerequisites: MATH 016 and 018 or permission of the instructor.

*1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

## **MATH 065. Combinatorics**

This course continues the study of noncontinuous mathematics begun in MATH 009. 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 009 and at least one other course in mathematics.

*1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

## **MATH 072. Topics in Combinatorial Optimization**

Topics vary from year to year. Past topics have included linear programming, game theory, combinatorial algorithms number theoretic algorithms, and complexity theory. The topic for spring 2002, will be the study of the determination of rational solutions of equations. Applications to the factoring of integers, cryptography, and other parts of number theory will also be studied.

Prerequisites: MATH 009 and at least one higher-numbered mathematics course.

Recommended: CPSC 020.

*1 credit.*

*Alternate years.*

*Fall 2001. Campbell.*

## **MATH 081. 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: MATH 016, 018, and either MATH 030 or PHYS 050 or permission of the instructor.

*1 credit.*

*Alternate years.*

*Spring 2002.*

## **MATH 085. Topics in Analysis**

Course content varies from year to year. Recent topics have included dynamical systems and the mathematics of financial derivatives. In 1999, the topic was Fourier analysis: Fourier series and integrals, inversion, applications to probability, number theory, and partial differential equations.

Prerequisites: MATH 016 and MATH 018. MATH 047 is also recommended.

*1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

## **MATH 093/STAT 093. Directed Reading**

### **MATH 096/STAT 096. Thesis**

### **MATH 097. Senior Conference**

Required of all senior mathematics majors in the course program, this 0.5-credit course provides them an opportunity to delve more deeply and on their own into a particular topic agreed upon by the student and the instructor. This is accomplished through a written paper and an oral presentation. In addition, Honors minors will satisfy the Senior Honors Study component of the minor typically by enrolling in Senior Conference for the purpose of writing a paper that extends the work within the minor. The work is spread throughout the year with the talks and/or papers normally presented in the spring. Students register for this course for the spring semester but must also sign in with the instructor for the fall semester.

*0.5 credit.*

*Fall 2001. Shapiro.*

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## SEMINARS

### **MATH 101. Real Analysis II**

This seminar is a continuation of Introduction to Real Analysis (MATH 047). Topics may include the inverse and implicit function theorems, differential forms, calculus on manifolds, and Lebesgue integration.

Prerequisite: MATH 047.

*1 credit.*

*Spring 2002.*

### **MATH 102. Modern Algebra II**

This seminar is a continuation of Introduction to Modern Algebra (MATH 049). Topics covered usually include field theory, Galois theory (including the insolvability 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 049.

*1 credit.*

*Spring 2002.*

### **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 047.

*1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

### **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 047 and 049.

*2 credits.*

*Alternate years.*

*Spring 2002.*

### **MATH 105. Probability**

An introduction to measure-theoretic probability theory. Topics may include branching processes, renewal theory, random walks, stochastic processes, laws of large numbers, characteristic functions, the Central Limit Theorem, Markov chains, the Poisson process, and percolation.

Prerequisite: STAT 053.

*1 credit.*

*Alternate years.*

*Fall 2001. Grinstead.*

### **MATH 106. Advanced Topics in Geometry**

Course content varies from year to year to be chosen from among differential geometry, differential topology, and algebraic geometry. In 2000, the topic was differential geometry.

Prerequisites: Depend upon the topic chosen.

*1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

### **STAT 111. Mathematical Statistics II**

This 1-credit seminar is offered as a continuation of STAT 053. 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 also include nonparametric statistics, sampling theory, and Bayesian statistical inference.

Prerequisite: STAT 053.

*1 credit.*

*Alternate years.*

*Spring 2002. Everson.*

# Medieval Studies

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Coordinator: **STEPHEN P. BENSCH** (History)  
Committee: **Michael W. Cothren** (Art History)  
**Nathaniel Deutsch** (Religion)  
**Michael Marissen** (Music)<sup>1</sup>  
**Rosaria V. Munson** (Classics)  
**Ellen Ross** (Religion)  
**William N. Turpin** (Classics)  
**Craig Williamson** (English Literature)

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1 Absent on leave, fall 2001.

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This interdisciplinary program offers an opportunity for an integrated study of European and Mediterranean civilization from the fourth century to the fifteenth. The period, which has a critical importance for the understanding of Western culture, can be approached best through a combination of several disciplines. Hence, six departments (Art, Classics, English Literature, History, Music, and Religion) cooperate to provide a course of study that may be offered as a major or minor in the course program or as a major or minor in the Honors program.

All students who major in the course program or major or minor in the Honors program must satisfy the following distribution requirements: One course in Art History (ARTH 014, 047, or 145)

One course in History (HIST 002A, 006, 012-017, or 112)

One course in Literature (ENGL 010, 014, 016, 102, or CLAS 014 or 060)

One course in Religion (RELG 014B, 020B, 114, or 116) or Philosophy (medieval)

(Please note possible prerequisites for the above courses.)

*For a major in the course program, the requirements are as follows:*

1. Distribution requirements as listed above.
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 integra-

tion of the various subjects and methods involved in the interdisciplinary field of Medieval Studies.

3. Students must complete 8 credits (at least) in Medieval Studies in order 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.)

*For a minor in the course program (available to the Class of 2003 and thereafter), the requirements are as follows:*

A minor in Medieval Studies will consist of 5 credits in Medieval Studies (see course and seminar options as listed below). These 5 credits must include work in at least three separate departments. Students are reminded that only 1 of the 5 credits can be in the department of his or her major.

*For a major in the Honors program, the requirements are as follows:*

1. Distribution requirements as listed above.
2. The four preparations for the Honors program should reflect the interdisciplinary nature of this major and must include work in three of the following five areas: art history, history, literature, music, or religion/philosophy. The preparations may be constituted by some combination of the following: seminars, preapproved two-course combinations, courses with attachments, or a thesis. Students may design an integrated minor in another field by counting one of the Medieval Studies preparations in its home department. Students who minor in another department will have to fulfill the

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minor prerequisites and requirements (including Senior Honors Study minor requirements) stipulated by that department.

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-minute oral panel with all four examiners present. Majors will have the regular individual oral for the single preparation.

*For a minor in the Honors program, the requirements are as follows:*

1. Distribution requirements as listed above.
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 a 90-minute oral panel with all four examiners present. Minors will have the regular individual oral for the single preparation.

### **COURSES**

Courses currently offered in Medieval Studies (see catalog sections for individual departments to determine specific offerings in 2001-2002):

- ARTH 014. Medieval Survey  
ARTH 046/RELG 029. Monasticism and the Arts in the Christian Middle Ages  
ARTH 047. Special Topics in Medieval Art  
CLAS 060. Dante and the Classical Tradition  
ENGL 010. Survey I: *Beowulf* to Milton  
ENGL 014. Old English/History of the Language  
ENGL 016. Chaucer  
HIST 002A. Medieval Europe  
HIST 006. The Formation of the Islamic Near East  
HIST 012. Chivalric Society  
HIST 014. Friars, Heretics, and Female Mystics: Religious Turmoil in the Middle

Ages

- HIST 015. Medieval Towns  
LATN 014. Medieval Latin  
MUSI 020. Medieval and Renaissance Music  
  
MUSI 045. Performance (early music ensemble)  
RELG 014B. Christian Life and Thought in the Middle Ages  
RELG 020B. Prophets and Visionaries: Christian Mysticism Through the Ages  
RELG 030B. The Power of Images: Icons and Iconoclasts  
RELG 031B. Religion and Literature  
MDST 096. Thesis

### **SEMINARS**

Seminars currently offered in Medieval Studies:

- ARTH 145: Gothic Art and Architecture  
ENGL 102: Chaucer and Medieval Literature  
HIST 111. The Medieval Mediterranean  
RELG 116. The Body in Late Antiquity  
RELG 114. Love and Religion

# Modern Languages and Literatures

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**GERTY DAMBURY** (French), Lang Visiting Professor<sup>6</sup>  
**MARION J. FABER** (German), Professor  
**JOHN J. HASSETT** (Spanish), Professor<sup>1</sup>  
**GEORGE MOSKOS** (French), Professor<sup>12,15</sup>  
**ALAN BERKOWITZ** (Chinese), Associate Professor  
**AURORA CAMACHO de SCHMIDT** (Spanish), Associate Professor  
**SIBELAN FORRESTER** (Russian), Associate Professor<sup>2</sup>  
**MARIA LUISA GUARDIOLA** (Spanish), Associate Professor  
**HAILI KONG** (Chinese), Associate Professor<sup>2</sup>  
**MICHELINE RICE-MAXIMIN** (French), Associate Professor  
**BERNOUSSI SALTANI** (French), Associate Professor  
**HANSJAKOB WERLEN** (German), Associate Professor and Chair  
**JEAN-VINCENT BLANCHARD** (French), Assistant Professor<sup>14</sup>  
**JOHN A. CRESPI** (Chinese), Visiting Assistant Professor  
**ANN KOMAROMI** (Russian), Assistant Professor  
**ASIMA F.X. SAAD MAURA** (Spanish), Visiting Assistant Professor  
**SUNKA SIMON** (German), Assistant Professor  
**SUJANE WU** (Chinese), Assistant Professor  
**CARINA YERVASI** (French), Assistant Professor<sup>13</sup>  
**KIMBERLY FEDCHAK** (Russian), Instructor (part-time)  
**JOAN FRIEDMAN** (Spanish), Instructor (part-time)  
**WOL-A KANG** (Chinese), Instructor (part-time)  
**MARY K. KENNEY** (Spanish), Instructor (part-time)  
**ELKE PLAXTON** (German), Instructor (part-time)  
**KIRSTEN E. SPEIDEL** (Chinese), Instructor (part-time)  
**PATRICIA VARGAS** (Spanish), Instructor (part-time)  
**BENEDICTE LETURCQ** (French), Visiting Language Instructor  
**MICHAEL JONES**, Language Resource Center Director  
**ELEONORE BAGINSKI**, Administrative Coordinator  
**DEBORAH DIFILIPPO**, Administrative Assistant (part-time)

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1 Absent on leave, fall 2001.

2 Absent on leave, spring 2002.

6 Spring 2002 (appointment that semester only).

12 Campus coordinator, Swarthmore Program in Grenoble, fall 2001.

13 Campus coordinator, Swarthmore Program in Grenoble, spring 2002.

14 Program director, Swarthmore Program in Grenoble, fall 2001.

15 Program director, Swarthmore Program in Grenoble, spring 2002.

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The Department of Modern Languages and Literatures—consisting of Chinese, French, German, Russian, and Spanish sections—provides Swarthmore students with an understanding of foreign cultures through their original languages and prepares students to engage effectively in an increasingly internationalized

world. In addition to language courses, the department also offers a large variety of seminars and courses (some in English) that explore authors, genres, aesthetic theories, and periods of literary and cinematic production and that investigate literature and culture as sites of contending social forces and values. In con-

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junction with demonstrated competence in the language, a foreign literature major will normally complete a minimum of 8 credits in advanced language literature, or culture courses, and a culminating exercise, such as a comprehensive examination. One of the required courses for the foreign literature major may be taken in English provided it is pertinent to the student's specific major. The department encourages interdisciplinary approaches within the guidelines of the programs in Asian Studies, Francophone Studies, German Studies, Latin American Studies, and Slavic Studies. Students interested in the literature of more than one language are encouraged to consider a comparative literature major. Students should also take note of the related major in Linguistics and Languages.

Courses numbered 001B to 004B are primarily designed to help students acquire the linguistic competence necessary to pursue literary and cultural studies in a foreign language through work with the language and selected texts of literary or cultural interest.

For a detailed description of the orientation in these courses, see the explanatory note on these language courses later. Courses numbered 011 or above emphasize the study of literature and culture as a humanistic discipline as well as competence in the spoken and written language.

Students who enter with no previous knowledge of a language and who are interested in majoring in a foreign literature should register for the intensive language courses (001B-002B) in the freshman year. Language courses numbered 003B and above, with the exception of Spanish, count toward the 8 credits required for the major.

Students who wish to continue a language begun elsewhere will be placed at the course level where they will profit best according to their score on the College Entrance Examination or placement tests administered by the department in the fall.

Prerequisites for majors are noted under the listing of each of the literatures taught. Exceptions to course requirements are made for those who show competence in the language of specialization. Students who speak Chinese, French, German, Russian, or Spanish fluently should consult with the department before

electing courses.

Majors are urged to select supporting courses in other literatures, in history, philosophy, linguistics, or art history. The department also recommends participation for a minimum of a summer and a semester in an academic program abroad. Linguistically qualified students in French may 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 competent in Spanish should consider the Hamilton College Program in Madrid, Spain, which is cooperatively sponsored by Swarthmore. Other recommended programs include Rice University-Chile; the University of Kansas-Costa Rica; the University of Pennsylvania-Mexico; Pitzer College-Ecuador. For a complete listing of approved programs, students should consult with members of the Spanish section. (The Spanish section requires that its majors spend a minimum of one semester of study abroad in a program approved by the section). Students of German have the opportunity to join the Dickinson College program in Bremen during the spring semester of each year. Other programs students should consider are the Wayne State Junior Year in Germany (at the University of Munich or the University of Freiburg), the Wesleyan University Program in Regensburg, or the Duke Program in Berlin. Students in Russian are strongly encouraged to spend at least one semester in the A.C.T.R. or C.I.E.E. language programs among others in Russia. Study abroad is particularly encouraged for students of Chinese; academic credit (full or partial) is generally approved for participation in the 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 IUB Inter-University Board Program at Tsing-hua University, the ACC Associated Colleges in China Program, and the CIEE program in Beijing, and the CET program in Harbin. In Taiwan, these include the ICLP International Chinese Language Program and the Mandarin Training Center in Taipei; and the University of Massachusetts program in Tunghai. Students on scholarship may apply scholarship monies to designated

# Modern Languages and Literatures

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programs of study abroad.

We offer teacher certification in modern languages (French, German, and Spanish) through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will need to fulfill somewhat different course requirements from those who complete certification in 2004 and beyond. For further information about the relevant set of requirements, please contact the Education program director, the Modern Languages Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

Students planning 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.

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## ADVANCED PLACEMENT

The department will grant 1 credit for incoming students who have achieved a score of 4 or 5 in Advanced Placement French, German, or Spanish examinations when they have successfully completed a 1-credit course in that language at the College.

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## INTERNATIONAL BACCALAUREATE

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 after they have successfully completed a 1-credit course in that language at the College.

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## Literatures in Translation

Students acquainted with a particular foreign language are urged to elect an appropriate literature course taught in the original language. LITR courses provide students with the opportunity to study a literature that they cannot read in the original. These courses cannot be substituted for the 11- or 12-level courses to satisfy the departmental prerequisites for a major

or minor in the original languages, but a student may take one of these courses to satisfy the 8-credit requirement of a foreign literature major provided that the course is pertinent to the specific literature of the major.

### LITR 013R. The Russian Novel

(Cross-listed as RUSS 013)

The Russian novel represents Russia's best-known contribution to world culture, with well-known authors and famously thought-provoking works. We will survey the Russian novelistic tradition in classics from the nineteenth and twentieth centuries to gain a basic understanding of Russian literary history, including the developments of Romanticism, Realism, Symbolism, Modernism, the Picaresque Novel, and Postmodernism. We shall explore how the constantly evolving genre took shape in the Russian context from the period of Tsarist empire through restless pre-revolutionary years, the underground classics and émigré writings of the Soviet period, to innovations in the post-Stalin period and beyond.

No prerequisite.

*Primary distribution course. 1 credit.*

*Fall 2001. Komaromi.*

### LITR 014. Modern European Literature

Studying key modernist works of fiction between 1900 and 1930, we will work in seminar format (presentation and critical discussion of student papers). Authors will include Nietzsche, Conrad, Joyce, Kafka, Proust, Thomas Mann, and Virginia Woolf. Intended especially for freshmen with an interest in literature. Limited to 12-13 first- and second-year students.

*Primary distribution course. 1 credit.*

*Fall 2001. Faber.*

### LITR 015R. East European Prose

(Cross-listed as RUSS 015)

Novels and stories by the most prominent twentieth-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

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the original language(s). Writing-intensive course.

*Primary distribution course. 1 credit.*

*Offered in 2002-2003. Forrester.*

**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.

*Primary distribution course. 1 credit.*

*Fall 2001. Berkowitz.*

**LITR 017CH. The Legacy of Chinese Narrative Literature: The Story in Dynastic China**

(Cross-listed as CHIN 017)

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 required.

*1 credit.*

*Not offered 2001-2002. Berkowitz.*

**LITR 018CH. The Classical Tradition in Chinese Literature**

(See CHIN 018).

*1 credit.*

*Not offered 2001-2002. Berkowitz.*

**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 twentieth-century Chinese history.

The class will discuss fundamental issues of modernity and new literary developments under the impact of the May Fourth Movement.

*1 credit.*

*Not offered 2001-2002. Kong.*

**LITR 025CH. Contemporary Chinese Fiction: Mirror of Social Change**

(Cross-listed as CHIN 025)

Literary narratives of post-Mao China in translation. The selected stories and novellas articulate the historical specificity of ideological dilemmas and cultural dynamics in the imaginary process of dealing with love, politics, sex, morality, economic reform, and feminist issues.

*1 credit.*

*Not offered 2001-2002. Kong.*

**LITR 027CH. Women Writers in Twentieth-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. Open to the entire tricollege student body and taught on the Bryn Mawr campus.

*1 credit.*

*Not offered 2001-2002. Kong.*

**LITR 028F. Francophone Cinema: Configurations of Space in Postcolonial Cinema**

(Cross-listed as FREN 028)

We will examine historical and social displacement and mobility through narrative technique and themes in West African cinema. Films engage contemporary issues of diasporic cultures, immigration, and politics as they allow us to question the representations of space and mapping; sex and mobility; class and geography; violence, national identity, and desire. Discussions will center on both

metaphorical and physical displacement.

*1 credit.*

*Spring 2002. Yervasi.*

## **LITR 037G. History and Memory: Perspectives on the Holocaust**

(Cross-listed as HIST 037)

Despite an enormous amount of research and testimony, the Holocaust of European Jewry continues to generate compelling historical and interpretive questions. How, in fact, did it come about? Can we establish its connection to nineteenth-century German culture? How have feminist and revisionist interpretations changed our understanding? What has been the impact of the Holocaust on contemporary American and German identity and politics? 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.

*1 credit.*

*Not offered 2001-2002. Faber and Weinberg.*

## **LITR 051G. Gender and Race in European Cinema**

What are the historical, structural, thematic, and imaginary links between race and gender in the visual landscape of a postwar Europe struggling to come to terms with the Third Reich, the Holocaust, and the Second World War? How do contemporary films visualize, analyze, resist, and (re-)produce the tensions in the united Europe's multicultural and multi-ethnic societies? In consultation with pertinent film criticism, literary theory, and journalistic inquiries, we will seek to come to an understanding of the complex interrelations between race, gender, visual representation, and twentieth-century European history.

*1 credit.*

*Not offered 2001-2002. Simon.*

## **LITR 052SA. Contemporary Spanish-American Literature**

The fiction of Spanish America has established itself as one of the most innovative and provocative of contemporary world literature. This course will begin by examining the roots of such innovation followed by a study of representative texts of the Latin American "boom"

and "post-boom" periods. Special attention will be paid not only to the formal aspects of these novels but also to the sociopolitical contexts in which they were written. Selected authors: María Luisa Bombal (Chile); Juan Rulfo (Mexico); Carlos Fuentes (Mexico); Gabriel García Márquez (Columbia); Mario Vargas Llosa (Peru); Manuel Puig (Argentina); Claribel Alegría (El Salvador); Isabel Allende (Chile); Luisa Valenzuela (Argentina); Rosario Ferré (Puerto Rico).

*Not offered as primary distribution course. 1 credit.*

*Fall 2002. Hassett.*

## **LITR 054G. Post-War German Cinema**

(Cross-listed as GERM 054)

A study of German Cinema from the "rubble films" of the immediate postwar period through the advent of the New German Cinema in the sixties to the present state of German film in the "postwall" era.

*1 credit.*

*Not offered 2001-2002.*

## **LITR 055CH. Contemporary Chinese Cinema**

(Cross-listed as CHIN 055)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in contemporary China. The course will develop a better understanding of changing Chinese culture through analyzing cinematic texts.

*1 credit.*

*Not offered 2001-2002. Kong.*

## **LITR 055G. Film and Literature in Weimar Germany**

(Cross-listed as GERM 055)

*1 credit.*

*Not offered 2001-2002. Faber.*

## **LITR 055SA. The Fiction of Contemporary Spanish-American Women Writers**

*1 credit.*

*Not offered 2001-2002.*

## **LITR 056CH. History of Chinese Cinema (1905-1995)**

(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-

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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 2001-2002.* Kong.

**LITR 060SA. Spanish American Society Through Its Novel**

(See SOAN 037.)

This course will explore the relationship between society and the novel in Spanish America. Selected works by Carlos Fuentes, Mario Vargas Llosa, Isabel Allende, Gabriel García Márquez, Luisa Valenzuela, Elena Poniatowska, and others will be discussed in conjunction with sociological patterns in contemporary Spanish America. This course is not a primary distribution course.

*1 credit.*

*Not offered 2001-2002.* Hassett and Muñoz.

**LITR 061SA. Women's Testimonial Literature of Latin America**

Marginal women—peasants, Indigenous leaders, urban squatters, guerrillas, mothers of the disappeared, and victims of brutal repression—must “write” for all the world to listen. The fire of their texts, often mediated by an educated foreigner, subverts all power relations.

*1 credit.*

*Fall 2001.* Camacho de Schmidt.

**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; the individual and gender roles.

No prerequisites; no knowledge of Chinese required.

*1 credit.*

*Not offered 2001-2002.* Berkowitz.

**LITR 063SA. La frontera: The Many Voices of the U.S.-Mexico Border**

Sometimes defined as a wound, the U.S. southern border was created by war and is today the porous gate to capital, commodities, immigrant labor, refugees, drugs, and arms. A membrane where cultural integration is negotiated, the border is rich in tradition, resiliency, and ab-

sorbing capacity. It is also the scenario of new nationalistic forces that can erupt with violence. On both sides of the border, a literature of uncommon vitality records the binational experience.

*1 credit.*

*Not offered 2001-2002.* Camacho de Schmidt.

**LITR 065SA. Indigenous Peoples in Latin American Literature**

This course looks critically at the representation of native peoples in Latin America, from the definition of “the Indian problem” to the idealization of ancient utopian kingdoms to which we must return.

*1 credit.*

*Not offered 2001-2002.* Camacho de Schmidt.

**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.*

*Spring 2002.* Berkowitz.

**LITR 066SA. Latin American Literature of Resistance**

In this turbulent continent, poetry has been the site of truth telling, denunciation, condemnation, and hope. What García Márquez called “the immeasurable violence and pain of our history” is found in poems written on kitchen tables, in trenches, in exile and in prison, even in places of torture. Texts are the works of masters like Vallejo, Neruda, and Cardenal but also of younger women poets who have changed pain into song.

*1 credit.*

*Not offered 2001-2002.* Camacho de Schmidt.

**LITR 067S. The Twentieth-century Spanish Novel**

This course will examine in English major works of Spanish writers who chose to remain in Spain after the Civil War of 1936 to 1939, even though they were opposed to the Franco regime. We will explore the variations of the

# Modern Languages and Literatures

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social novel and testimonial literature as well as the ways in which authors sought to supplant the lack of a free press without sacrificing the aesthetic quality of their works. Texts will include works by Camilo José Cela, Ana María Matute, Carmen Laforet, Miguel Delibes, Carmen Martín Gaité, Luis Martín Santos, and others.

*1 credit.*

*Not offered 2001-2002.*

## **LITR 068G. History of German Film**

(Cross-listed as GERM 068)

This course will be a thorough introduction to German film history from its inception in the late 1890s until the present. It will include an examination of early, "primitive" German cinema, expressionist film, the film of the avant-gardes in the '20s and '30s, fascist cinema, post-war "rubble" films, the "young German film of the '60s" and its developments into the new German Cinema of the '70s. Also included will be a section on East German film, both before and after the fall of the wall. Taught in English.

*1 credit.*

*Not offered 2001-2002.*

## **LITR 070F. Caribbean and French Civilizations and Cultures**

(Cross-listed with Black Studies and as FREN 070F)

Study of the history of the French overseas departments with collateral readings of literary texts.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

## **LITR 070R. Translation Workshop**

(Cross-listed as LING 070 and RUSS 070)

This workshop in literary translation will concentrate on both 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. There are no prerequisites, but excellent knowledge of a language other than English (equivalent to a 004B 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 2001. Forrester.*

## **LITR 071F. French Critical Discourse: From Barthes to Baudrillard**

(Cross-listed with Interpretation Theory and as FREN 071)

An introduction to the major thinkers of post-modernity (Barthes, Lacan, Foucault, Derrida, and Baudrillard). We will read at the crossroads of literature, philosophy, history of science, and art to examine how the question of visual perception and representation has informed the critique of traditional conceptions of the textual sign. Taught in English.

*1 credit.*

*Not offered 2001-2002. Blanchard.*

## **LITR 075F. Haïti, the French Antilles, and Guyane in Translation**

(Cross-listed with Black Studies and as FREN 075F)

Study of literary texts and their rewri[gh]ting of the local colonial history.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

## **LITR 075F. French Language Attachment to Haïti, the French Antilles, and Guyane in Translation**

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

## **LITR 079F. Scandal in the Ink: Queer Traditions in French Literature**

(Cross-listed as FREN 079)

In this course, we will use contemporary lesbian/gay/queer theory to reconsider French literary tradition(s). 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, among others.

*1 credit.*

*Not offered 2001-2002. Moskos.*

## **LITR 079R. Russian Women Writers**

(Cross-listed as RUSS 079)

This course balances the picture of Russian literature by concentrating on the female authors whose activities and texts were for a long time excluded from the canon. From the memoirs of the first female president of the Russian Academy of Sciences and a female cavalry offi-

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cer in the Napoleonic Wars, through the rise of the great prose novel and Modernist poets such as Anna Akhmatova and Marina Tsvetaeva, to the stunning frankness of post-Soviet authors and dramatists such as Arbatova, Petrushevskaja and Vasilenko. Although the course is in translation, students with good Russian skills may do part or all of the readings in the original.

*1 credit.*

*Not offered 2001-2002. Forrester.*

### **LITR 080F. Social Issues in Caribbean Texts**

The Caribbean region faces certain economic and social problems such as family breakdown, health, poverty, etc. Caribbean writers confront these critical issues in various ways. In this course we will study the contemporary social situation of certain islands through the writings of M. Condé, G. Dambury, E. Danticat, M. Hodge, D. Maximin, and E. Ollivier, among others.

*1 credit.*

*Spring 2002. Dambury.*

### **LITR 080R. Literature of Dissent**

(Cross-listed as RUSS 080)

This course will address the central place of dissent in Russian literature, its flowering in reaction to Tsarist and Soviet censorship. The theme leads to some of the most important works of nineteenth- and twentieth-century Russian poetry and prose.

*1 credit.*

*Not offered 2001-2002. Forrester.*

### **LITR 081CH. Transcending the Mundane: Taoism in Chinese Literature and Culture**

(Cross-listed as CHIN 081 and RELG 081)

Chinese civilization has been imbued with Taoism and Taoist topoi 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 2001-2002. Berkowitz.*

### **LITR 091CH. Special Topics in Chinese Literature and Culture in Translation**

(Cross-listed as CHIN 091)

The topic for spring 2002 is "Exploring the Modern Chinese Lyric." In this course, we will explore multiple forms of lyrical expression in modern China. The ideology of the expressive lyric voice occupies a dominant place in the mainstream of premodern Chinese literary tradition, but what happens when this tradition has to adapt to a modern era of nationalism, revolution, war, and new technology in the twentieth century? Focusing on cultural activities in mainland China, we will consider this problem by examining lyrical links among the genres of poetry, prose, and music as well as film and other visual arts. No previous preparation in Chinese is required. Open to the entire tricollege student body and taught on the Bryn Mawr campus.

*1 credit.*

*Spring 2002. Crespi.*

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### **EXPLANATORY NOTE OF FIRST- AND SECOND-YEAR LANGUAGE COURSES**

Courses numbered 001B-002B, 003B, 004B carry 1.5 credits per semester. Three semesters in this sequence are equivalent to two years of work at the college level. Designed to impart an active command of the language and combine the study or review of grammar essentials and readings of varied texts with intensive practice to develop the ability to speak the language. Recommended for students with no previous knowledge of the language and those who are interested in preparing for intermediate or advanced courses in literature and culture taught in the original language. These courses (1) meet alternately as sections for grammar presentation and small groups for oral practice and (2) require work in the language resource center.

Students who start in the 001B-002B sequence must complete 002B to receive credit for 001B. However, students placing directly in 002B can receive 1.5 semester credits for that course. Courses numbered 003B and 004B may be taken singly for 1.5 semester credits. Students cannot take a first-year language course for credit, after having taken the language in the second-year at Swarthmore.

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# Modern Languages and Literatures

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## Chinese

Introductory and intermediate Chinese language courses are intensive and carry 1.5 credits per semester. Students should plan to take these courses as early as possible so that studying in China can be incorporated into their curriculum. Study abroad is particularly encouraged for students of Chinese; academic credit (full or partial) is generally approved for participation in the 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 IUB Inter-University Board Program at Tsing-hua University, the ACC Associated Colleges in China Program, and the CIEE program in Beijing, and the CET program in Harbin. In Taiwan, these include the ICLP International Chinese Language Program, and the Mandarin Training Center in Taipei; and the University of Massachusetts program in Tunghai. First through fourth-year Chinese-language courses are offered each year. An introduction to Classical Chinese is offered every year. Literature and culture courses in translation are offered regularly each year and are open to the entire student community. Students of Chinese are particularly urged to take these classes as a means of gaining perspective on Chinese literature and culture.

### *Majoring and Minor in Chinese*

Qualified students may construct a special major in Chinese, containing components of language, literature, and culture. Study abroad is strongly encouraged and supported and contributes directly to a major or minor in Chinese. All Chinese majors (course or Honors) normally must complete the following courses: 020, 021, 033, one course on modern literature or film, and one course on premodern literature and culture.

Requirements for the *new course minor in Chinese* are the following: (1) a minimum of 5 credits of work in courses numbered 004B and above; (2) at least one course in literature, or film, in translation; (3) at least three of the courses taken to complete the minor must have been taken at Swarthmore; (4) study abroad in a program approved by the section is strongly recommended; transferred credits may be counted toward the minor.

Interested students should consult with the

section head in Chinese. Students of Chinese also may major and minor in 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 and minor (see under Asian Studies).

### *Majoring and Minor in Chinese in the Honors Program*

Students of Chinese may major in the Honors program through a special major in Chinese, or through a major in Asian Studies. A special major in Chinese will consist of exams in Chinese language, literature, and culture. Work done abroad may be incorporated where appropriate. Interested students should consult with the section head in Chinese. Senior Honors Study is mandatory and is to be arranged on an individual basis; candidates will receive up to 1 credit for completion of this work. Honors exams normally will consist of a 3-hour written exam and a 30-minute oral. Asian Studies majors should refer to the entry for Asian Studies for further information.

*Honors Minor in Chinese:* It is possible to prepare for a minor in Chinese in the Honors program, in either Chinese language, or in Chinese literature in translation; work done abroad may be incorporated where appropriate. Interested students should consult with the section head in Chinese. Senior Honors Study is mandatory for a minor in Chinese and is to be arranged on an individual basis; candidates will have the option of receiving 0.5 credit for completion of this work. The Honors exam for a minor in Chinese will consist of a 3-hour written exam and a 30-minute oral.

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## 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.*

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**CHIN 001B**, fall 2001. Wu, Speidel.

**CHIN 002B**, spring 2002. Wu, Speidel.

**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.

CHIN 004B is a primary distribution course.

*1.5 credits.*

**CHIN 003B**, fall 2001. Crespi, Kang.

**CHIN 004B**, spring 2002. Crespi, Kang.

**CHIN 005. Chinese for Advanced Beginners**

Designed for heritage students 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.*

Spring 2002. Wu.

**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 conducted in Chinese, with precise translation also a component. To be taken in conjunction with CHIN 011A.

Prerequisite: CHIN 004B or equivalent language skills.

*Primary distribution course. 1 credit.*

Fall 2001. Berkowitz.

**CHIN 011A. Third-year Chinese Conversation**

A 0.5-credit course that meets once a week for 75 minutes. The course concentrates on the further development of skills in speaking and listening through multimedia materials (in-

cluding selected movies/clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments all for the purpose of generating discussion in class. Moreover, students have to 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 2001. 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.

*Primary distribution course. 1 credit.*

Spring 2002. Berkowitz.

**CHIN 012A. Advanced Chinese Conversation**

A 0.5-credit course that meets once a week for 75 minutes. The course concentrates on the further development of skills in speaking and listening through multimedia materials (including movies/clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments all for the purpose of generating discussion in class. Moreover, students have to 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 2002. Kang.

**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,

# Modern Languages and Literatures

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wine, and allaying the mundane; 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.

*Primary distribution course. 1 credit.*

*Fall 2001. 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 2001-2002. Berkowitz.*

## **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 required.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. 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.

Prerequisite: Three years of Chinese or its equivalent.

*1 credit.*

*Fall 2001. Crespi.*

## **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, writing, and discussion in Chinese.

*1 credit.*

*Spring 2002. Crespi.*

## **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 2001-2002. Kong.*

## **CHIN 025. Contemporary Chinese Fiction: Mirror of Social Change**

(Cross-listed as LITR 025CH)

Literary narratives of post-Mao China in translation. The selected stories and novellas articulate the historical specificity of ideological dilemmas and cultural dynamics, in the imaginary process of dealing with love, politics, sex, morality, economic reform, and feminist issues. All the readings are in English translation.

*1 credit.*

*Not offered 2001-2002. Kong.*

## **CHIN 027. Women Writers in Twentieth-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, Hong Kong, and overseas expatriate Chinese writers as well as from different social and political groups. All the readings are in English translation.

*1 credit.*

*Not offered 2001-2002. Kong.*

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**CHIN 033. Introduction to Classical Chinese**  
(Cross-listed as LING 033)

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 two millennia until earlier this century. 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. The course is conducted in English; 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.

*1 credit.*

*Spring 2002. Berkowitz.*

**CHIN 055. Contemporary Chinese Cinema**  
(Cross-listed as LITR 055CH)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in contemporary China. The course will develop a better understanding of changing Chinese culture through analyzing cinematic texts.

*1 credit.*

*Not offered 2001-2002. Kong.*

**CHIN 056. History of Chinese Cinema (1905-1995)**  
(Cross-listed as LITR 056CH)

This course investigates Chinese cinema in its 90-year development throughout different political regimes and cultural milieus. Cinema in China, as a twentieth-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 2001-2002. Kong.*

**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 required.

*1 credit.*

*Not offered 2001-2002. Berkowitz.*

**CHIN 066. Chinese Poetry**  
(Cross-listed as LITR 066CH)

This course explores Chinese poetry and Chinese poetic culture, from early times to the present. Although 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.*

*Spring 2002. Berkowitz.*

**CHIN 081. Transcending the Mundane: Taoism in Chinese Literature and Culture**  
(Cross-listed as LITR 081CH)

Chinese civilization has been imbued with Taoism and Taoist topoi 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 2001-2002. Berkowitz.*

**CHIN 091. Special Topics in Chinese Literature and Culture in Translation**  
(Cross-listed as LITR 091CH)

The topic for spring 2002 is "Exploring the Modern Chinese Lyric." In this course, we will explore multiple forms of lyrical expression in modern China. The ideology of the expressive lyric voice occupies a dominant place in the mainstream of premodern Chinese literary tradition. But what happens when this tradition has to adapt to a modern era of nationalism, revolution, war, and new technology in the twentieth century? Focusing on cultural activities in mainland China, we will consider this problem by examining lyrical links among the genres of poetry, prose, and music as well as film and other visual arts. No previous preparation in Chinese is required. Open to the entire tricollege student body and taught on the Bryn Mawr campus.

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1 credit.

Spring 2002. Crespi.

## **CHIN 092. Special Topics in Chinese Literature and Culture in Chinese**

The topic for fall 2001 is "Literary Writings of Post-Mao China." This course will concentrate on selected themes, genres, or critical problems in Chinese literature; all readings in Chinese.

Prerequisite: Four years of Chinese or its equivalent.

1 credit.

Fall 2001. Staff.

## **CHIN 093. Directed Reading**

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### **SEMINARS**

## **CHIN 104. Lu Xun and Modern Chinese Literature**

## **CHIN 105. Topics in Traditional Chinese Literature**

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## French

The purpose of the major is to acquaint students (1) with important periods and principal figures of literatures written in French and (2) with 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 sociohistorical forces underlying these various literatures and cultures.

*Current Course and Honors Program*

French may be offered as a major or minor in the course program or as a major or minor in the Honors program: a minor in French consists of two external examinations. (See later for Honors program.) Prerequisites for both course and Honors students are as follows: 004, any course in the 012 sequence, the equivalent, or evidence of special competence.

Recommended supporting subjects: See the introductory departmental statement.

All majors including students preparing a secondary school certificate are expected to spend at least one semester abroad in the Grenoble program. Programs of study in other French-speaking countries may be substituted upon

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 comprehensive and Honors examinations).

Course majors are required to (1) take eight advanced courses numbered 003B or above; (2) study abroad; (3) take at least one advanced course in literature before 1800; (4) take one advanced Francophone course with a Francophone component; (5) take one advanced course in civilization or culture; (6) take Special Topics in the fall of senior year; (7) write a senior research paper, at least 20 pages long, on an area of concentration chosen in conjunction with the section (this area can be defined broadly in terms of a genre or theme as well as narrowly in terms of one author or text). This paper will form the basis of an oral examination given in the spring. The senior paper deadlines are as follows: Initial proposal and bibliography are due immediately after the fall break. The first draft is due to the director immediately after Thanksgiving break. The last draft is due to all French faculty by the end of spring break. The completed paper is due mid-April. The defense will take place in May. Courses and seminars in literature before 1800 are marked with a \*, those with a Francophone component are marked with a #, and those in culture/civilization are marked with a +.

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. The French section is also offering a new concentration in Francophone Studies in cooperation with other departments and programs abroad. See "Francophone Studies" for description of program and requirements.

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### **NEW MINOR IN COURSE**

#### **Requirements for a Minor in Course**

1. Complete 5 credits in courses or seminars numbered 004 or above. Four of these credits must be completed on the Swarthmore
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campus. Note that AP credits won't count toward the minor.

2. Complete at least a six-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.
3. Complete "Special Topics" (FREN 091) in the fall semester of the senior year.

#### *Honors Program in French*

**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 must complete at least a six-week program of study in a French-speaking country. It is strongly recommended that they spend at least one semester abroad in Grenoble

Candidates are expected to have a B average in course work 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 012C or FREN 012L).
2. Minor: At least two advanced courses in literature or culture (above FREN 012C or FREN 012L).

**Preparations:** 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. Minors must do a single, 2-credit seminar.

*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 chose

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 exam 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 exam period, to be forwarded to the examiner. The paper will form part of the student's portfolio.

#### **Mode of Examination**

A three-hour written examination and a one-half-hour oral examination, both in French, will be required for each preparation.

#### **Portfolio**

1. The syllabus of the seminar or paired courses
2. The SHS paper if student chooses to complete SHS

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## **COURSES**

Not all advanced courses are offered every year. Students wishing to major or minor in French should plan their program in consultation with the department.

\* = Pre-1800

# = Francophone

+ = Culture/civilization

### **FREN 001B-002B, 003B Intensive French**

Students who start in the 001B-002B sequence must complete 002B to receive credit for 001B.

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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 001B, *fall 2001*. Moskos, Rice-Maximin, Leturcq.

FREN 002B, *spring 2002*. Rice-Maximin, Yervasi, Leturcq.

FREN 003B, *fall 2001*. Saltani, Yervasi, Leturcq.

## **FREN 004. Advanced French: La France: société en voie de transformation**

How does one document a society undergoing transformation? What are the literary and filmic representations of a changing postwar society? The study of literary texts will identify the important themes of France's sociocultural changes from the Liberation to today. The course offers an introduction to strategies of reading and textual analysis with an emphasis on developing written and spoken French.

*1 credit.*

*Fall 2001*. Yervasi.

*Spring 2002*. Saltani.

## **FREN 004A. 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.

Prerequisite: For students presently or previously in FREN 004 or the equivalent Placement Test score.

*0.5 credit.*

*Fall 2001 and spring 2002*. Leturcq.

## **FREN 012C. Cultures française et maghrébine<sup>+</sup>**

Even 50 years after independence, stormy debates mark Franco-North Africa relations over such questions as language, identity, lifestyles, world vision, and the dichotomy between the self and the other as well as historical problems associated with colonialism, neo-colonialism, emigration and immigration. Only in the arts (from culinary to literary ones) has the dialogue been really fruitful.

Prerequisite: FREN 004, a score of 675 on the College Entrance Examination or 5 on the AP Exam, or the equivalent with special permission.

*Primary distribution course. 1 credit.*

*Fall 2001*. Saltani.

## **FREN 012C. Literature and Culture of Québec<sup>#, +</sup>**

The topics discussed (the 1960s revolution in Montréal; nationalism, language laws, and ethnic minorities; the queer writings of Michel Tremblay and Nicole Brossard) will also allow us to define key concepts for the study of literary texts within a cultural context.

Prerequisite: FREN 004, a score of 675 on the College Entrance Examination or 5 on the AP Exam, or the equivalent with special permission.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002*. Blanchard.

## **FREN 012L. Introduction à l'analyse littéraire**

Close reading of various texts (poetry, theater, and prose) from and beyond the Hexagon as an introduction to the central concepts and modes of literature and literary analysis in French.

Prerequisite: FREN 004, a score of 675 on the College Entrance Examination or 5 on the AP Exam, or the equivalent with permission.

*Primary distribution course. 1 credit.*

*Fall 2001 and spring 2002*. Rice-Maximin.

*Note:* 012L or 012C is required to take any other French literature or culture courses.

## **FREN 022. Le Cinéma français: Le Cinéma de la ville**

The history of French cinema is closely enmeshed with the development of the city.

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Films use the city to create setting, mood, tone and style but also to represent and re-imagine the changing urban spaces in which actions take place. We will examine a history of the French cinematic representations of the city in the culture of the modern urban. This course will focus on film aesthetics and close analysis of film texts.

*1 credit.*

*Not offered 2001-2002.*

**FREN 023. Topics in French Civilization #, +**

*1 credit.*

*Not offered 2001-2002.*

**FREN 024. Mysticism et littérature maghrébine**

*Not offered 2001-2002. Saltani.*

**FREN 025. Introduction to the Francophone World #, +**

Introduction to the French-speaking world and the historical relations between the countries that form it. Introductory course for the Francophone Studies.

*1 credit.*

*Spring 2002. Saltani.*

**FREN 028. Francophone Cinema: Configurations of Space in Postcolonial Cinema**

(Cross-listed as LITR 028F)

We will examine historical and social displacement and mobility through narrative technique and themes in West African cinema. Films engage contemporary issues of diasporic cultures, immigration, and politics as they allow us to question the representations of space and mapping; sex and mobility; class and geography; violence, national identity and desire. Discussions will center on both metaphorical and physical displacement.

*1 credit.*

*Spring 2002. Yervasi.*

**FREN 030. Topics in 17th- and 18th-Century Literature: L'invention de la modernité féminine en France (16e-18e)\***

Works by authors such as Molière and Diderot will help us in locating changes in the cultural history of women. We will also examine how women writers (Seudéry, La Fayette, and Sévigné), notably in novels, conversations, letters, and memoirs, had a key role in defining

and challenging the classical ideal of literature.

*1 credit.*

*Not offered 2001-2002. Blanchard.*

**FREN 033. Le Monde francophone: fictions d'enfance #, +**

(Cross-listed with Black Studies)

Study of the experiences of French-speaking peoples as reflected in various coming-of-age literary texts by Zobel, Condé, Ferraoun, Lefèvre, Carrier, Oyono, etc.

*1 credit.*

*Fall 2001. Rice-Maximin.*

**FREN 036. Poésies d'écritures françaises #, \***

A thematic study of poetry with an emphasis on both pre-18th-century hexagonal and contemporary African and Caribbean authors.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

**FREN 037. Culture et civilisation #, +**

*1 credit.*

*Not offered 2001-2002.*

**FREN 040. French Theatre and Cultural Studies**

(Cross-listed with Interpretation Theory)

The course will explore the works of Corneille, Racine, Molière, and others as well as the ideologies of a spectacle society in the light of postmodern theory.

*1 credit.*

*Not offered 2001-2002. Blanchard.*

**FREN 060. Le Roman du 19e 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.*

*Not offered 2001-2002. Moskos.*

**FREN 061. Odd Couplings: Writing and Reading Across Gender Lines**

A comparative study of texts by men and women interrogates the role played by gender-identity construction in writing and reading.

*1 credit.*

*Not offered 2001-2002. Moskos.*

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## **FREN 062. 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.

*1 credit.*

*Not offered 2001-2002. Moskos.*

## **FREN 065. Poésie de la modernité de Baudelaire aux Surréalistes**

Poetic texts of the nineteenth/twentieth centuries will be our guide to analyses of the phenomenon of urban modernity and of poetic vision at key historical moments. The study of poems, historical documents, photography, and film will help establish connections between poetic writing and other arts. Students will improve their written and oral expression in French as they develop a writing practice.

*1 credit.*

*Fall 2001. Yervasi.*

## **FREN 067. Twentieth-Century French Theater: Reading and Performance**

This course focuses on the study of French theatre and performance. Topics include re-writings of classical models; allegories of war; explorations of sexual, racial, ethnic identities and of such leading philosophies as existentialism and surrealism; and new forms of dramatic expressions and theatrical experience. Readings will include plays and essays by Anouilh, Artaud, Beckett, Cixous, Cocteau, Genet, Ionesco, and Sartre.

*1 credit.*

*Not offered 2001-2002. Yervasi.*

## **FREN 070. Théâtre Moderne**

*1 credit.*

*Not offered 2001-2002. Yervasi.*

## **FREN 070F. Caribbean and French Civilizations and Cultures #,\***

(Cross-listed with Black Studies and as LITR 070F)

Study of the history of the French overseas departments with collateral readings of literary texts.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

## **FREN 071F. French Critical Discourse: From Barthes to Baudrillard**

(Cross-listed as LITR 071F and with Interpretation Theory)

An introduction to the major thinkers of post-modernity (Barthes, Lacan, Foucault, Derrida, and Baudrillard). We will read at the crossroads of literature, philosophy, history of science and art to examine how the question of visual perception and representation has informed the critique of traditional conceptions of the textual sign. Taught in English.

*1 credit.*

*Not offered 2001-2002. Blanchard.*

## **FREN 072. Le Roman du 20e Siècle: Women in the Literary Field**

In this in-depth study of the novel in France, we look at how women's writing in the literary field participates in and reflects the changing cultural and sociopolitical movements throughout the century. Topics will include gender representation, social constructions of femininity, and theories of feminisms. Readings will be drawn from the works of Colette, Simone de Beauvoir, Charlotte Delbo, Assia Djebar, Marguerite Duras, Christiane Rochefort, Françoise Sagan, Nathalie Sarraute, Leila Sebbar, and Monique Wittig.

*1 credit.*

*Not offered 2001-2002. Yervasi.*

## **FREN 073. Roman et cinéma: Revolutionizing Everyday Life**

In this course, 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 fiction and film in relation to modernization, decolonization, and the growing discontent of youth culture in 1960s with theoretical guidance from Henri Lefebvre and the Situationnistes. Close readings of fiction and films will allow us to draw conclusions about the relationship of new cultural movements—consumer culture, radical political movements, youth culture, and the women's movement—to France and French society.

*1 credit.*

*Not offered 2001-2002. Yervasi.*

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**FREN 075F. Haïti, the French Antilles, and Guyane in Translation**

(Cross-listed as LITR 075F and with Black Studies)

Study of literary texts and their rewri[gh]ting of the local colonial history.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

**FREN 075F. French Language Attachment to Haïti, the French Antilles, and Guyane in Translation**

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

**FREN 076. Ecritures au féminin#**

(Cross-listed with Black Studies)

A study of the work of women from Africa, the Caribbean, France, and Québec. Material will be drawn from diverse historical periods and genres.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

**FREN 077. Prose Francophone: littérature et société#**

(Cross-listed with Black Studies)

Close readings and discussions of works from the first and the new generations of writers from the Francophone world. Topics will include the impact of the oral tradition, aesthetics, politics, and the role of the writer.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

**FREN 078. Théâtre et société+**

(Cross-listed with Black Studies)

Close examination of plays and their staging from and beyond the Hexagon.

*1 credit.*

*Not offered 2001-2002. Rice-Maximin.*

**FREN 079. Scandal in the Ink: Queer Traditions in French Literature**

(Cross-listed as LITR 079F)

In this course, we will use contemporary lesbian/gay/queer theory to reconsider French literary tradition(s). Writers will include Nicole Brossard, Colette, Michel Foucault, Jean Genet, André Gide, Hervé Guibert, Guy Hocquenghem, Violette Leduc, Marcel Proust, and Monique Wittig. Christiane Rochefort

and Renée Vivien, among others.

*1 credit.*

*Not offered 2001-2002. Moskos.*

**FREN 080. Social Issues in Caribbean Texts**

(Cross-listed as LITR 080F)

The Caribbean region faces certain economic and social problems such as family breakdown, health, poverty, etc. Caribbean writers confront these critical issues in various ways. In this course, we will study the contemporary social situation of certain islands through the writings of M. Condé, G. Dambury, E. Danticat, M. Hodge, D. Maximin, and E. Ollivier, among others.

*1 credit.*

*Spring 2002. Dambury.*

**FREN 091. Special Topics: Villes de la littérature maghrébine francophone#**

North African cities, surrounded by the sea and the desert, are places where one's identity is threatened and where the voices, of women, children, and marginal people have been silent. We will study the ambiguities of these cities through the works of M. Dib, K. Yacine, M. Khair-Eddine, Tahar Ben Jelloun, M. Bolurboune, A. Meddeb, and many others.

*1 credit.*

*Fall 2001. Saltani.*

**FREN 093. Directed Reading**

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**SEMINARS**

**FREN 102. Baroque Culture and Literature: The Comic World of Molière\***

(Cross-listed with Interpretation Theory)

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 2002. Blanchard.*

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## **FREN 104. Stendhal et Flaubert**

2 credits.

Not offered 2001-2002. Moskos.

## **FREN 105. Proust**

2 credits.

Not offered 2001-2002.

## **FREN 106. Poésie symboliste: Autour de Mallarmé**

Centering on Mallarmé's poetry, critical essays and society, we will examine the Parisian literary avant-garde in late nineteenth century. Readings will include the work of other poets within the Parnassian, Symbolist, and Decadent movements.

2 credits.

Not offered 2001-2002. Yervasi.

## **FREN 108. Le Roman du 20e siècle: Modern and Contemporary Novels**

From realism to the nouveau roman to experimental writing, from Proust to Pennac, this course looks at the interconnections between novels and history, visual culture, and theoretical questions of representation. Discussion will center on thematic developments of these intersections, and readings will be taken from a wide selection of writers from throughout the twentieth and twenty-first centuries.

2 credits.

Not offered 2001-2002. 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.

Fall 2001. Moskos.

## **FREN 110. Ecritures françaises hors de France: Fiction et réel<sup>+</sup>**

We will explore the relationships between fiction, history, and the real in a selection of texts from the French overseas departments.

2 credits.

Not offered 2001-2002. Rice-Maximin.

## **FREN 111. Espaces Francophones #,<sup>+</sup>**

2 credits.

Not offered 2001-2002. Saltani.

## **FREN 112. Ecritures francophones: Fiction and History in the French- speaking World#,<sup>+</sup>**

Historical and literary examination of texts from Africa, the Caribbean, and Vietnam.

2 credits.

Not offered 2001-2002. Rice-Maximin.

## **FREN 113. Le Roman poème maghrébin**

2 credits.

Not offered 2001-2002. Saltani.

## **FREN 114. Théâtre d'écritures françaises<sup>+</sup>**

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.

2 credits.

Not offered 2001-2002. Rice-Maximin.

## **FREN 115. Paroles de Femmes#**

Close reading 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, feminist, aesthetical, and literary differences, among others.

2 credits.

Not offered 2001-2002. Rice-Maximin.

## **FREN 180. Thesis**

## **FREN 199. Senior Honors Study**

\* = Pre-1800

# = Francophone

+ = Culture/civilization

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## German

German may be offered as a major or minor in course or as a major or minor in the Honors program.

See the introductory departmental statement for recommended supporting subjects, and see also German Studies program description.

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Courses and seminars in literature are conducted in German. Students are expected to be sufficiently proficient in German to do written and oral work in German. To this end, we strongly advise students to spend an academic semester in a German-speaking country before their senior year.

#### Requirements for the Major in Course

1. Completion of a minimum of 8 credits in courses numbered 003B and above.
2. One of the 8 credits may be taken in English from among the courses on German literature listed in the catalog under Literature in Translation (e.g., LITR 037G).
3. Seniors in course are required to (a) take GERM 091: Special Topics; (b) submit an extended, integrative paper (approximately 15 double-spaced pages in length) on a general literary topic agreed to by the section. This paper, due before the date for the comprehensive examination, is complemented by a discussion of the paper with members of the section, in German.
4. Majors in course are encouraged to enroll for at least one seminar in the junior or senior year. (See the note on enrolling in seminars.)
5. After studying abroad, majors must take two additional German classes.

#### Requirements for the Minor in Course

Students must complete 5 credits in courses and seminars numbered 004 or above. Of these courses, GERM 091: Special Topics, is required.

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 count toward the minor.

#### Honors Program in German

**Requirements:** Majors and minors in the Honors program are expected to be sufficiently proficient in spoken and written German to complete all their work in German. 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 course work both in the department and at the College.

#### Prerequisites

Majors: GERM 013.

Minors: GERM 013 and one course numbered 050 or above.

**Preparations:** Majors will prepare for exams by taking three seminars. With the approval of the department, it is possible to combine advanced 1-credit courses or attachments, taken either at Swarthmore or elsewhere, to form a preparation.

Minors will prepare for exams by taking one seminar.

#### Senior Honors Study and Mode of Examination

For SHS, students are required to present an annotated bibliography of criticism—articles or books—concerning at least 5 of the texts in each seminar offered for external exam. Students are required to meet with the respective instructor(s) of the seminar(s) being examined by February 15 to discuss their planned bibliography, and to meet with the instructor(s) 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 three-hour written exam based on each seminar and its SHS preparation as well as a one-hour oral panel exam based on the three written exams for majors or a 30- to 45-minute oral exam for minors.

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## 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 GERM 013. (See note on enrolling in seminars.)

#### **GERM 001B-002B, 003B. Intensive German**

Students who start in the 001B-002B sequence must complete 002B to receive credit for 001B.

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 above. Normally followed by 004, 013, or 014.

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1.5 credits.

GERM 001B, *fall 2001*. Simon, Plaxton.

GERM 002B, *spring 2002*. Faber, Plaxton.

GERM 003B, *fall 2001*. Faber, Plaxton.

## **GERM 004. Advanced Conversation and Composition**

Emphasis is on the development of communicative skills in speaking and writing. Selected readings of general interest, newspaper and magazine articles, radio and TV programs, films as well as some literary texts. Recommended for students who plan to study in a German-speaking country.

May be counted toward the major and minor in German and the concentration in German Studies.

1 credit.

*Spring 2002*. Simon.

## **GERM 005A. German Conversation**

A 0.5-credit conversation course, concentrating on the development of the students' speaking skills.

Prerequisite: German 004 in current or a previous semester or the equivalent Placement Test score.

0.5 credit.

*Fall 2001*. Plaxton.

*Spring 2002*. Plaxton.

## **GERM 013. Introduction to German Literature**

A survey of German literature through close readings of canonical texts (prose, drama, and poetry) from the late eighteenth century to the present. The selections will be read in the context of the artistic and sociopolitical developments of the era and include authors like Goethe, Tieck, Büchner, Keller, T. Mann, Kafka, Brecht, and Bachmann. While the main goal of the course is the development of skills in literary analysis, considerable attention will be given to writing skills and speaking German.

*Primary distribution course*. 1 credit.

*Fall 2001*. Werlen.

## **GERM 014. Introduction to German Studies: The Places of "Culture" in Twentieth-century Germany**

An introduction to the interdisciplinary field of German Studies, this course incorporates

historical, political, and philosophical texts as well as music, art, film, and personal memoirs. The course will have a dual focus: after studying cultural constructions of ethnicity, class, and gender in works of the Weimar and Nazi periods, we will then explore the impact of those years, and of World War II in particular, on a reunited Germany and its youth.

*Primary distribution course*. 1 credit.

*Spring 2002*. Faber.

## **GERM 054. Post-War German Cinema**

(Cross-listed as LITR 054G)

A study of German Cinema from the "rubble films" of the immediate post-war period, through the advent of the New German Cinema in the '60s to the present state of German film in the "postwall" era.

1 credit.

*Not offered 2001-2002*.

## **GERM 055. Film and Literature in Weimar Germany**

(Cross-listed as LITR 055G)

1 credit.

*Not offered 2001-2002*. Faber.

## **GERM 066. Gegenwartsliteratur**

(Cross-listed as GERM 091)

In this course, we will read a wide variety of texts representing the literary production of German speaking countries from the mid-nineties until the present. The selected texts are meant as buoys in the vast sea of recent literature, marking thematic and stylistic preoccupations of contemporary authors. We will analyze and discuss texts from various literary genres.

1 credit.

*Spring 2002*. Werlen.

## **GERM 068. History of German Film**

(Cross-listed as LITR 068G)

This course will be a thorough introduction to German film history from its inception in the late 1890s until the present. It will include an examination of early, "primitive" German cinema, expressionist film, the film of the avant-gardes in the twenties and thirties, fascist cinema, postwar "rubble" films, the "young German film of the sixties and its developments into the New German Cinema of the seventies. Also included will be a section on East

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German film, both before and after the fall of the wall. Taught in English.

*1 credit.*

*Not offered 2001-2002.*

### **GERM 091. Special Topics**

Advanced literature and culture course in German required for all German majors and minors. For Honors students, this class together with an attachment counts as an Honors preparation.

Topics change each year and include (partial list):

- Frauen und Film
- Populärliteratur
- Nietzsche and/in Literature
- The Romantic Tradition
- Die deutsche Postmoderne
- Hören, Lesen, Sehen: die deutsche Medienlandschaft
- Literatur und Kultur der DDR

Topic for spring 2002: Gegenwartsliteratur (see description under GERM 066).

*1 credit.*

*Spring 2002. Werlen.*

### **GERM 093. Directed Reading**

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## **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 GERM 013 level.

### **GERM 104. Goethe und seine Zeit**

A study of Goethe's major works in the context of his life and times.

*2 credits.*

*Not offered 2001-2002. Werlen.*

### **GERM 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 2001-2002.*

### **GERM 108. Wien und Berlin (German Studies Seminar)**

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.*

*Fall 2001. Simon.*

### **GERM 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 2001-2002. Werlen.*

### **GERM 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
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- Das deutsche Drama

2 credits.

Not offered 2001-2002.

## **GERM 199. Senior Honors Study**

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### Russian

Russian may be offered as a major or minor in the course program or as a major or minor in the Honors program. Prerequisites for both Course students and Honors candidates are: RUSS 004B, 011, and 013, or equivalent work.

Recommended supporting subjects: see the introductory department statement.

Russian is the language of instruction in all courses and seminars numbered 003B and above (except courses in the literature program). Course majors are required to take Special Topics (RUSS 091) and are expected to take at least two seminars. One interdisciplinary or cross-departmental course might be offered toward the course major requirements. The Comprehensive Examination is based on work completed in courses and seminars numbered 011 and above.

*Requirements for a minor in course:* 5 or 5.5 credits, which must include (1) 004B (or placement above 004B); (2) either RUSS 011 or RUSS 013, or an equivalent course in Russia; (3) one of the following: RUSS 013 (if not used to fulfill item 2 above); another course in Russian literature in translation, LITR 015R, or a comparable literature course taken while studying in Russia or at Bryn Mawr; (4) one seminar in Russian. Only one of these courses may overlap with a second minor or the student's major. Study abroad in Russia is recommended but not required.

### **Honors Program in Russian Language and Literature**

#### **Majors**

##### *Prerequisites*

1. At least one semester of study in Russia
2. RUSS 004B
3. RUSS 011 (or a comparable course in Russian)
4. RUSS 013 and RUSS 079, or RUSS 080, or another advanced literature course in another language (e.g., CHIN 018, CHIN 066, FREN 040, FREN 060, SPAN 060,

SPAN 077)

5. Minimum grade for acceptance into the Honors program: B-level work in courses taken at Swarthmore in language and in the introductory culture course RUSS 011 or its equivalent.

#### **Minors**

##### *Prerequisites*

1. At least one semester of study in Russia
2. RUSS 004B
3. RUSS 011 (or a comparable course in Russian)
4. RUSS 013 or RUSS 079 or RUSS 080, or another advanced literature course in another language (e.g., CHIN 018, 066, FREN 040, FREN 060, SPAN 060, SPAN 077)
5. Minimum grade for acceptance into the Honors program: B-level work in courses taken at Swarthmore in language and in the introductory literature course RUSS 011 or its equivalent.

#### *Senior Honors Study*

At the beginning of their final semester, seniors will meet with the Russian section head. (1) In consultation with the section head, majors will prepare during the first four weeks of the last semester a bibliography of additional readings related to the content of their three (2-credit) Honors preparations. Majors will be expected to write three 2,500- to 3,000-word papers, one for each Honors preparation, as expanded on and extended by the spring senior Honors study work, or a 7,500-word paper that integrates the three Honors preparations as they have been expanded on and extended by the spring senior Honors work. These three papers (or one long paper) will become part of the portfolio that will be presented to the external examiners along with the syllabi of the three (2-credit) Honors preparations and any other relevant material. (2) In consultation with the section head, *minors* will prepare during the first four weeks of the last semester a bibliography of additional readings related to the content of their one (2-credit) Honors preparation. Minors will be expected to write one 2,500-word paper that expands on and extends the single Honors preparation and integrates it with the major Honors program, whenever possible. This paper will become part of the

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portfolio that will be presented to the examiner along with the syllabus of the one (2-credit) Honors preparation and any other relevant material. (3) *Mode of examination*: Majors will be expected to take three 3-hour written examinations prepared by the external examiners as well as a half-hour oral for each based on the contents of each written examination and the materials submitted in the portfolio. Minors will be expected to take a 3-hour written examination prepared by the external examiner as well as a half-hour oral examination based on the contents of the written examination and the materials submitted in the portfolio.

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## 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).

**RUSS 001B-002B, 003B. Intensive Russian**  
Students who start in the 001B-002B sequence must complete 002B to receive credit for 001B.

For students who begin Russian in college. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, writing, video and film, and readings in literary or expository prose. See the explanatory note on language courses above. Normally followed by 004B and 011.

*1.5 credits.*

RUSS 001B, *fall 2001*. Komaromi, Fedchak.

RUSS 002B, *spring 2002*. Komaromi, Fedchak.

RUSS 003B, *fall 2001*. Forrester, Fedchak.

**RUSS 004B. Advanced Intensive Russian**

For majors and those primarily interested in perfecting their command of language. Advanced conversation, composition, translation, and stylistics. Considerable attention paid to writing skills and speaking. Readings include short stories, poetry, and newspapers. Conducted in Russian.

*1.5 credits.*

*Spring 2002*. Staff, Fedchak.

**RUSS 006A. Russian Conversation**

A 0.5-credit conversation course that meets once a week for 1.5 hours. Students will read journals and newspapers and watch films and videos to prepare for conversation.

Prerequisite: 004B in current or a previous semester or permission of instructor.

*0.5 credit.*

*Spring 2002*. Staff.

**RUSS 011. Introduction to Russian Culture**

An interdisciplinary introduction to contemporary Russian culture and the field of Slavic Studies. Readings, lectures, papers, and discussions in English. An optional fourth-hour attachment (for an additional 0.5 credit) supplements the course for Russian majors or minors, with readings and discussion in Russian.

*Primary distribution course. 1 credit.*

*Fall 2001*. Fedchak.

**RUSS 013. The Russian Novel**

(Cross-listed as LITR 013R)

The Russian novel represents Russia's best-known contribution to world culture, with well-known authors and famously thought-provoking works. We will survey the Russian novelistic tradition in classics from the nineteenth and twentieth centuries to gain a basic understanding of Russian literary history, including the developments of Romanticism, Realism, Symbolism, Modernism, the Picaresque Novel and Postmodernism. We shall explore how the constantly evolving genre took shape in the Russian context from the period of Tsarist empire through restless pre-revolutionary years, the underground classics and émigré writings of the Soviet period, to innovations in the post-Stalin period and beyond.

No prerequisite.

*Primary distribution course. 1 credit.*

*Fall 2001*. Komaromi.

**RUSS 015. East European Prose**

(Cross-listed as LITR 015R)

Novels and stories by the most prominent twentieth-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

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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.

*Primary distribution course. 1 credit.*

*Offered in 2002-2003. Forrester.*

## **RUSS 016. History of the Russian Language**

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 2001-2002.*

## **RUSS 070. Translation Workshop**

(Cross-listed as LING 070 and LITR 070R)

This workshop in literary translation will concentrate on both 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. There are no prerequisites, but excellent knowledge of a language other than English (equivalent to a 004B 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 2001. Forrester.*

## **RUSS 079. Russian Women Writers**

(Cross-listed as LITR 079R)

This course balances the picture of Russian literature by concentrating on the female authors whose activities and texts were for a long time excluded from the canon. From the memoirs of the first female president of the Russian Academy of Sciences and a female cavalry officer in the Napoleonic Wars, through the rise of the great prose novel and Modernist poets such as Anna Akhmatova and Marina Tsvetaeva, to the stunning frankness of post-Soviet authors and dramatists such as Arbatova, Petrushevskaia, and Vasilenko. Although the course is in translation, students with good Russian skills may do part or all of the readings in the original.

*1 credit.*

*Not offered 2001-2002. Forrester.*

## **RUSS 080. Literature of Dissent**

(Cross-listed as LITR 080R)

This course will address the central place of dissent in Russian literature, its flowering in reaction to Tsarist and Soviet censorship. The theme leads to some of the most important works of nineteenth- and twentieth-century Russian poetry and prose.

*1 credit.*

*Not offered 2001-2002. Forrester.*

## **RUSS 091. Special Topics**

For senior majors. Study of individual authors, selected themes, or critical problems.

*1 credit.*

*Spring 2002. Komaromi.*

## **RUSS 093. Directed Reading**

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### **SEMINARS**

#### **RUSS 101. Tolstoy**

*2 credits.*

#### **RUSS 102. Russian Short Story**

*2 credits.*

#### **RUSS 103. Pushkin and Lermontov**

*2 credits.*

#### **RUSS 104. Dostoevsky**

*2 credits.*

#### **RUSS 105. Literature of the Soviet Period**

*2 credits.*

#### **RUSS 106. Russian Drama**

*2 credits.*

#### **RUSS 107. Russian Lyrical Poetry**

*2 credits.*

#### **RUSS 108. Russian Modernism**

*2 credits.*

*Spring 2002. Staff.*

#### **RUSS 109. Chekhov**

*2 credits.*

#### **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

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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*, which if not the greatest novel of the twentieth century is certainly the most fun.

2 credits.

Fall 2001. Forrester.

**RUSS 111. The Hysterical Poets:  
Tsvetaeva and Mayakovsky**

2 credits.

**RUSS 112. The Acmeists**

2 credits.

**RUSS 113. Russian Cinema**

2 credits.

**RUSS 114. Folklore in Russian Literature**

2 credits.

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## Spanish

Requirements for the major are the following:

(1) The completion of at least one semester of study in a Spanish-speaking country in a program approved by the Spanish section; (2) the completion of a minimum of 8 credits of work in courses numbered 004B and above; (3) one of these courses must be 011 or 013; (4) A student may not present both 004B and 010 as part of the 8-credit requirement. SPAN 006A will not count toward fulfillment of the major; (5) 1 of the 8 credits of advanced work may be taken in English from among those courses listed in the catalog under Literatures in Translation, provided that it is a course pertinent to the student's major; (6) all majors are strongly encouraged to take at least one seminar offered by the section.

Requirements for the minor are the following:

(1) The completion of at least one semester of study in a Spanish-speaking country in a program approved by the Spanish section. Only two of the courses taken abroad that pertain to the curriculum of the section may count toward fulfillment of the minor; (2) all minors must take a total of five course and/or seminar offerings numbered 004B and above. Four of these offerings may not overlap with the student's major or other minor. A student may not

present both 004B and 010 as part of the five-course requirement. Only one of these may satisfy the requirement. SPAN 006A and courses in English translation will not count toward fulfillment of the minor; (3) all minors must take either SPAN 011 or 013 unless in special cases the section deems it unnecessary and therefore waives this requirement; (4) all minors are strongly encouraged to take seminars offered by the section.

### Honors Program in Spanish

Candidates for the major or minor in Spanish must meet the following requirements before being accepted for the program in Honors: (1) a B average in Spanish course work at the College; (2) the completion at Swarthmore of either Spanish 011 or 013 and one course numbered above 013; (3) the completion of at least one semester of study in a Spanish-speaking country in a program approved by the Spanish section; and (4) demonstrated linguistic ability in the language. Students may present fields for external examination based on any of the following: (1) 2-credit seminars offered by the section or (2) the combination of two advanced courses numbered above 013 that form a logical pairing. All majors in the Honors program must do three preparations for a total of 6 units of credit, whereas all minors must complete one preparation consisting of 2 units of credit.

### Mode of Examination

Majors will take three 3-hour written examinations prepared by the external examiners as well as three 0.5-hour oral exams based on the contents of each field of preparation. Minors will take one 3-hour written examination prepared by the external examiner as well as one 0.5-hour oral exam based on the contents of the written examination. All exams will be conducted exclusively in Spanish.

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## COURSES

Not all advanced courses are offered every year. Students wishing to major in Spanish should plan their program in consultation with the department.

### SPAN 001B-002B, 003B. Intensive Spanish

Students who start in the 001B-002B sequence must complete 002B to receive credit for 001B.

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# Modern Languages and Literatures

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For students who begin Spanish 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 or expository prose. See the explanatory note on language courses above. Normally followed by 004B, 010, 011, or 013.

*1.5 credits.*

## **SPAN 002B-2. Intensive Spanish**

Offered in the fall semester to students who have had at least a year of Spanish.

*1.5 credits.*

## **SPAN 004B. Intensive Spanish**

For majors and others who wish an advanced language course. Much attention paid to pronunciation, writing skills, speaking, and the most difficult concepts of Spanish grammar. An ideal course before study abroad.

*1.5 credits.*

*Each semester.*

## **SPAN 006A. Spanish Conversation**

A 0.5-credit conversation course that meets once a week for 1.5 hours. The class will be divided into small groups to facilitate discussion. Students are required to read newspapers and other contemporary journals, see movies, read plays that might be performed for and by the class, and prepare assignments that will generate conversation among the group.

Prerequisite: 004B or its equivalent, or permission of instructor.

*0.5 credit.*

*Each semester. Friedman.*

## **SPAN 010S. La España actual**

This course has a dual focus: to study various aspects of Spanish contemporary society through literature, music, film, and art and to enhance the communicative capacities of students of Spanish. The emphasis of SPAN 010S will be primarily cultural and linguistic as well as literary. Works by young authors such as David Trueba and Laura Freixas will be read for their significance as new democratic voices. In music, the focus will be on the "mestizaje" of flamenco, salsa, rock, jazz, and Arabian music by artists such as Kiko Veneno, Ketama, Lebrijano, and others. In the area of cinematography, we will study the evolution from the early 1980s to the present of the work of

the world-famous director Almodóvar as well as the work of directors not yet known in the United States, such as the recent films *Perdita Durango* or *Torrente*. Art selections from contemporary Catalan artists such as Amat, Tapias, or Hernández Pijoan will offer a multicultural perception of the diversified Spain of today. All readings and discussions will be in Spanish. There will be an e-mail exchange with a Barcelonian school as well as ample opportunities for students to polish their written Spanish in more traditional ways.

Prerequisite: 004B or its equivalent, or permission of instructor. Spanish majors should note that this course does *not* count toward fulfillment of the requirements for the major.

*1 credit.*

*Fall 2002. Staff.*

## **SPAN 010SA. En Busca de América Latina**

Although some literary texts will be used in this course, the primary focus will be linguistic and cultural rather than literary. Through selections of pertinent essays, films, poetry, and novels, the class will explore how Spanish Americans view themselves and their culture. Course conducted in Spanish. Papers, presentations.

Spanish majors should note that this course does not count toward fulfillment of the requirements for the major.

*1 credit.*

*Spring 2002. Saad Maura.*

## **SPAN 011. Introduction to Spanish Literature**

Come with us on a literary tour of the last three centuries in Spain! We disembark in the intellectually stimulating and urbane illustration, make numerous stopovers in the tumultuous 19th century, and continue our journey through the varied twists and turns of realism, modernism, vanguardism, surrealism, and other "isms." Be with us as we pass through the shadowy postwar years of the twentieth century, when literature became an important venue for public discourse on contemporary events, into the exciting transition to democracy.

Read about times of political and civil upheaval, of soaring ideologies and crushing defeats, with restful side trips to such familiar themes as life and love and death. See how the changing social, economic, and political conditions in Spain gave rise to a unique national literature,

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how the particulars of a country and a time and the universals of the human condition intertwine. All of this in some of the most striking and beautiful prose and poetry ever written in any language!

And to help you keep up with our itinerary, you may visit the SPAN 011 Web site at any time, where you will find background information about all the topics covered in the course and up-to-the-minute announcements about class activities. It's a trip you won't want to miss!

Prerequisite: SPAN 004B or 010 or their equivalent or permission of instructor.

*Primary distribution course. 1 credit.*

Fall 2001. Guardiola.

### **SPAN 013. Introduction to Spanish American Literature**

This course presents a selection of texts from the mid-nineteenth century until today. Students develop skills in literary analysis, increase their power to speak and write Spanish, and acquire a foundation for the future exploration of Latin America's literary production. Readings include narrative, essays, and poetry representing the romantic, naturalist, realist, modernist, vanguardist, and other contemporary trends, studied in their historical context.

Prerequisite: SPAN 004B or 010 or their equivalent or permission of instructor.

*Primary distribution course. 1 credit.*

Spring 2002. Camacho de Schmidt.

*Note:* SPAN 011 or 013, the equivalent, or consent of instructor is prerequisite for the courses in literature that follow:

### **SPAN 066. Escritoras españolas del siglo 19 y 20**

The course will explore the literary production that results from the struggle of 19th-century women such as Gertrudis Gómez de Avellaneda, Carolina Coronado, Rosalía de Castro, Cecilia Böhl de Faber, and Emilia Pardo Bazán to use the pen as a means of self-expression and freedom, to the works of postwar authors such as Carmen Laforet, Ana María Matute, and Mercé Rodoreda; and the contemporary ones: Carmen Martín Gaité, Montserrat Roig; Esther Tusquets, and others.

*1 credit.*

Fall 2002. Guardiola.

### **SPAN 067. La guerra civil española en la literatura y el cine**

We will study the impact of the Spanish Civil War and the postwar years in Spanish society as reflected in the literature, film, music, and other testimonials of several generations. The course will present works by poets such as Antonio Machado, who felt the war as premonition. Alternative texts such as testimonial war references, both visual and written, will offer the experience of the men and women who lived the war. The Franco postwar years will be treated in novels that refer to the Civil War by Ana María Matute, Juan Goytisolo, Miguel Delibes, and Mercé Rodoreda. The final years of the regime will be revealed by the music of María del Mar Bonet, one of the dissenting voices that worked toward a peaceful transition to democracy. The films and novels of the democratic years referring to the war, will offer the necessary tools to uncap the collective memory in order to observe important aspects of present Spanish society.

*1 credit.*

Fall 2001. Guardiola.

### **SPAN 072. Homenaje a Carmen Martín Gaité**

Carmen Martín Gaité (1925-2000) was one of the most prominent women writers of Spain in the twentieth century. This course/homage to the recently deceased author will examine her works as a quest for self-knowledge, identity, and freedom in a world that embodied oppression and submission for women. The span of her literary career will offer us a view of the changes and transformations that took place in Spanish society during the last century. We will read different texts of the author, including poetry, short stories, theater, novels, and essay. They will range from earlier texts from the censorship years like *El balneario* or *Entre visillos*, to her masterpiece of the late seventies, *El cuarto de atrás*, as well as the most recent novels and short stories that focus on the need for communication and the written word in an increasingly dehumanized society.

*1 credit.*

Spring 2002. Guardiola.

### **SPAN 078. Social Movements and Literature in Mexico's Twentieth Century**

The 1910 Revolution defined Mexico's twentieth century and produced an artistic and liter-

# Modern Languages and Literatures

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ary explosion. The revolutionary pact between government and people was seriously eroded in moments like 1968, with the repression of the student movement; in 1985, with the authorities' failure to respond to the effects of a major earthquake; and in 1994, with the Indigenous Zapatista insurrection. Mexican literature, more than merely reflecting the social movements that accompanied these events, has been part of them. In this course, we read novels, poetry, and essays, looking at how these texts interrogate history and express the aspirations of popular struggles. Authors include Mariano Azuela, Garro, Castellanos, Fuentes, Revueltas, Leñero, Poniatowska, Monsiváis, Pacheco, Arturo Azuela, Volpi, and the Subcomandante Marcos.

*1 credit.*

*Spring 2003.* Camacho de Schmidt.

## **SPAN 083. El tirano latinoamericano en la literatura**

Self-infatuated and grotesque, almighty and naive, manly and insecure ... the Latin American dictator may have borrowed from fiction before fiction looked at history for inspiration. This course deals with twentieth-century works that explore the incontestable power of a Jefe Maximo as the young republics look for democracy, prosperity, and sovereignty. Complexity, humor, irony and narrative brilliance are the marks of novels by Martin Luis Guzman, Miguel Angel Asturias, Alejo Carpentier, Demetrio Aguilera Malta, Augusto Roa Bastos, Marta Traba, Gabriel García Márquez, and Elizabeth Subercaseaux.

*1 credit.*

*Fall 2002.* Camacho de Schmidt.

## **SPAN 086. El "Nuevo Mundo": magia, visión y realidad**

This course will discuss through close textual analysis several of the most important chronicles of the Conquest of the New World. We will read selections from Columbus' diary, Cortés' *Segunda Carta de Relación* as well as parts of Las Casas' *Brevísima relación*. In addition, we will analyze León Portilla's *Visión de los vencidos* as a counterpoint to the initial readings. Also included in the course will be selections from Ercilla's *La Araucana* and Balbuena's *Grandeza mexicana*.

*1 credit.*

*Fall 2001.* Saad Maura.

Courses to be offered in subsequent years:

SPAN 041. Obras maestras de la Edad Media y del Renacimiento

SPAN 043. Multiculturalismo y subversión en Cervantes

SPAN 070. Rebeldía y renovación artística: el modernismo y la generación del 98

SPAN 071. Literatura española contemporánea

SPAN 074. Literatura española de posguerra

SPAN 076. Grandes voces de América: la poesía del siglo XX

SPAN 077. La novela hispanoamericana del siglo XX

SPAN 079. El cuento hispanoamericano

SPAN 080. La narrativa chilena desde el golpe militar

SPAN 082. La mujer mirando al hombre: Escritoras hispanoamericanas del siglo XX

SPAN 85. Narrativa Hispánica Contemporánea de los Estados Unidos

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## **SEMINARS**

Students wishing to take seminars must have completed at least one course in Spanish numbered 030 or above or obtained permission from the instructor.

## **SPAN 101. La novela hispanoamericana del siglo XX**

*2 credits.*

## **SPAN 102. Cervantes**

*2 credits.*

## **SPAN 103. La guerra civil española**

*2 credits.*

## **SPAN 104. La narrativa de Mario Vargas Llosa**

*2 credits.*

## **SPAN 105. Federico García Lorca**

*2 credits.*

## **SPAN 106. Visiones narrativas de Carlos Fuentes**

*2 credits.*

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**SPAN 107. Héroes y villanos: el siglo XIX español y la democratización literaria**

From the liberal vindication of individualism and the popular spirit, to the depiction of the virtues and evils of the middle class. Nineteenth-century Spanish literature offers a wide array of works: romantic plays such as *El trovador* and *Don Juan Tenorio*; the poetry of Rosalía de Castro and Bécquer; the critical and nonconformist journalism of Larra; realist novels by Valera and Galdós, and the later works of Clarín and Emilia Pardo Bazán.

*2 credits.*

*Spring 2003. Guardiola.*

**SPAN 108. La narrativa de Isabel Allende: la escritura como sobrevivencia**

*2 credits.*

**SPAN 109. Unamuno o el hambre de Dios**

*2 credits.*

**SPAN 110. Política y poética: los mundos de Pablo Neruda, Octavio Paz y Ernesto Cardenal**

Three great voices from Latin America straddled the spheres of politics and poetics, one searching for a Marxist utopia, a second one warning the world against it, and the third forging the dream of a Christian revolutionary order. This seminar looks at three of the world's most influential poets of the twentieth century through poetry, essays, and journalistic texts.

*2 credits.*

*Spring 2002. Camacho de Schmidt.*

# Music and Dance

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## MUSIC

**MARCANTONIO BARONE**, Visiting Professor of Music (part-time)<sup>5</sup>  
**JAMES D. FREEMAN**, Professor of Music<sup>1</sup>  
**GERALD LEVINSON**, Professor of Music<sup>2</sup>  
**JULIAN RODESCU**, Visiting Professor of Music (part-time)<sup>6</sup>  
**DEBRA SCURTO-DAVIS**, Visiting Professor of Music (part-time)<sup>6</sup>  
**JOHN ALSTON**, Associate Professor of Music and Chair (fall 2001)  
**MICHAEL MARISSIN**, Associate Professor of Music and Chair (spring 2002)<sup>1</sup>  
**ROBIN D. MOORE**, Visiting Assistant Professor of Music (part-time)<sup>5</sup>  
**ALEXANDER ROZIN**, Visiting Assistant Professor of Music (part-time)  
**THOMAS WHITMAN**, Assistant Professor of Music  
**DOROTHY K. FREEMAN**, Associate in Performance (Music)  
**MICHAEL JOHNS**, Associate in Performance (Music)  
**GWYN ROBERTS**, Associate in Performance (Music)  
**RICHARD STONE**, Associate in Performance (Music)  
**DANIEL A. WACHS**, Associate in Performance (Music)<sup>6</sup>  
**JUDY LORD**, Administrative Coordinator

## DANCE

**SHARON E. FRIEDLER**, Professor of Dance, Director of the Dance Program  
**JACEK LUMINSKI**, Lang Professor of Social Change<sup>5</sup>  
**KIM D. ARROW**, Assistant Professor of Dance (part-time)  
**SALLY HESS**, Assistant Professor of Dance (part-time)  
**PALLABI CHAKRAVORTY**, Mellon Postdoctoral Fellow (Dance)  
**CHRISTOPHER CAINES**, Associate in Performance (Dance)<sup>6</sup>  
**LaDEVA DAVIS**, Associate in Performance (Dance)  
**DOLORES LUIS GMITTER**, Associate in Performance (Dance)<sup>2</sup>  
**C. KEMAL NANCE**, Associate in Performance (Dance)  
**PAULA SEPINUCK**, Adjunct Associate in Performance (Dance)<sup>6</sup>  
**JON SHERMAN**, Associate in Performance (Dance)  
**LEAH STEIN**, Associate in Performance (Dance)<sup>6</sup>  
**STEPHEN WELSH**, Associate in Performance (Dance)  
**HANS BOMAN**, Dance Accompanist  
**JUDY LORD**, Administrative Coordinator  
**SASHA WELSH**, Arts Administration Intern

## ORCHESTRA 2001, ENSEMBLE IN RESIDENCE

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1 Absent on leave, fall 2001.

2 Absent on leave, spring 2002.

5 Fall 2001 (appointment that semester only).

6 Spring 2002 (appointment that semester only).

## MUSIC

The study of music as a liberal art requires an integrated approach to theory, history, and per-

formance, experience in all three fields being essential to the understanding of music as an artistic and intellectual achievement. Theory courses train the student to work with musical

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material, to understand modes of organization in composition, and to evolve methods of musical analysis. 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, Baroque Ensemble, Gamelan, Jazz Ensemble, Orchestra, Wind Ensemble, and chamber music coaching program, which it staffs and administers. The Department also assists instrumentalists or singers to finance the cost of private instruction. Up to 16 half-credits may be granted toward graduation. Music majors receive 100 percent subsidy for the cost of 10 private lessons each semester (see MUSI 048).

*Major in the course program.* Two semester courses in theory and one semester course in history are prerequisite for acceptance as a major. Majors will normally take five semester courses in theory (including MUSI 015, 016, or 017), four semester courses in history (including MUSI 020 and either 021 or 022), meet the basic piano requirement, pass five repertory exams, and pass the comprehensive exam. Majors normally participate in at least one of the department's performing organizations.

*Major in the Honors program.* A student intending to major in the Honors program will fulfill the same prerequisites as listed above, will pass five repertory exams, will meet the basic piano requirement, and will normally submit three preparations (including at least one preparation in theory and one in history), subject to departmental approval. Any Theory/Composition course numbered 015 or higher, or any history course, can be used as the basis of a paper when augmented by a concurrent or subsequent attached unit of additional research, or by directed reading, or by a tutorial.

*Minor in the Honors program.* A student intending to minor in the Honors program will fulfill the same prerequisites as those for a major in course, will meet the basic piano requirement, and will normally submit one preparation in music. For further details, consult the guidelines for Honors Study available in the department office.

*Language requirements for graduate schools.* Students are advised that graduate work in music requires a reading knowledge of French

and German. A reading knowledge of Latin is also desirable for students planning to do graduate work in musicology.

*Proficiency on an instrument.* All majors in music will be expected to play a keyboard instrument well enough by their senior year to perform a two-part invention of J.S. Bach and a first movement of an easy late eighteenth- or early nineteenth-century sonata. In addition, they must demonstrate skill in score reading and in realizing figured basses. The department recommends that majors take two semesters of MUSI 042 to develop these skills.

*The basic piano program.* This program is designed to develop keyboard proficiency to a point where a student can effectively use the piano as a tool for study and also to help students meet the keyboard requirements outlined above. It is open to any student enrolled in a theory course numbered 011 or higher. No academic credit is given for basic piano.

A unique resource of the department is its ensemble in residence, Orchestra 2001, directed by Professor 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 Edwin B. Garrigues Music Awards: See p. 83.

The Fetter String Quartet Awards: See p. 83.

The Renee Gaddie Award: See p. 83.

Music 048 Special Awards: See p. 85.

Friends of Music and Dance Summer Awards: See p. 83.

The Boyd Barnard Prize: See p. 82.

The Peter Gram Swing Prize: See p. 86.

The Melvin B. Troy Prize: See p. 86.

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## CREDIT FOR PERFORMANCE

*Note:* All performance courses are for half-course credit per semester. A total of not more than 8 full credits (16 0.5-credit courses) in music and dance may be counted toward the degrees of bachelor of arts and bachelor of science. *No retroactive credit is given for performance courses.*

# Music and Dance

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## *Individual Instruction (MUSI 048)*

Music majors and members of the Wind Ensemble, Chorus, Baroque Ensemble, Gamelan, Gospel Choir, Jazz Ensemble, and Orchestra may, if they wish, take lessons for credit. Instrumentalists for whom opportunities do not exist in the above ensembles may qualify for MUSI 048 by taking part in the department's Program for Accompanists. For further details, consult the MUSI 048 guidelines available from the department office.

Students who wish to take MUSI 048 (Individual Instruction) must register for the course and submit an application to the department at the beginning of each semester; forms are available in the department office. Although it is necessary to be a member in good standing of a department performance group or the Gospel Choir, it is not necessary to be registered for credit in that performing group.

A student applying for Individual Instruction should be at least at an intermediate level of performance. The student will arrange to work with a teacher of her or his choice, subject to the approval of the department, which will then supervise the course of study and grade it on a credit/no credit basis. Teachers will submit written evaluations, and the student will perform for a jury at the end of the semester and submit to the faculty a short paper on the piece to be performed at the jury. The department will then decide whether the student should receive credit and whether the student may re-enroll for the next semester.

For students enrolled in MUSI 048, approximately one-third of the cost of 10 lessons will be paid by the department to the teacher. Section leaders in the chorus and orchestra receive subsidies of two-thirds the cost of 10 lessons. Music majors in their junior and senior years receive 100 percent subsidies of the cost of 10 lessons each semester. Gaddie, Fetter, Garrigues and other scholarships may subsidize up to the entire cost of private lessons for the more musically advanced students at the College.

All students enrolled in MUSI 048 are strongly encouraged to perform in student chamber music concerts and to audition for concertos with the orchestra and solos with the chorus.

*Orchestra, Chorus, Wind Ensemble, Baroque Ensemble, Gamelan, Chamber Music, Jazz Ensemble, and Keyboard Workshop*

Students may take Performance Chorus (MUSI 044), Performance Orchestra (MUSI 043), Performance Jazz Ensemble (MUSI 041), Performance Wind Ensemble (MUSI 046), Performance Baroque Ensemble (MUSI 045), Chamber Music (MUSI 047), Gamelan (MUSI 049), or Keyboard Workshop (MUSI 050) 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 taking MUSI 047 (Chamber Music) for credit should submit to the department at the beginning of the semester a repertory of works to be rehearsed, coached, and performed during the semester. It should include the names of all students who have agreed to work on the repertoire, the names of all coaches who have agreed to work with them, and the proposed dates for performance in a student chamber music concert.

A student taking MUSI 047 for credit will rehearse with her/his group(s) at least two hours every week and will meet with a coach 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, also capable of giving a performance of high quality. It is not necessary for every person in the group to be taking MUSI 047 for credit, but the department assumes that those taking the course for credit will assume responsibility for the group, making sure that the full group is present for regular rehearsals and coaching sessions.

Students taking the Keyboard Workshop (MUSI 050) will develop and refine skills in accompanying and sight-reading through work with the chamber, song, and four-hand repertoire.

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## COURSES AND SEMINARS

### **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 folk music and various non-Western repertoires, the course focuses primarily on the art musics of Europe and the United States. Prior musical training is not required.

Open to all students without prerequisite.

*1 credit.*

*Spring 2002. Marissen.*

### **MUSI 002A. How to Read Music**

An introduction to the elements of music notation and theory (clefs, pitch, and rhythmic notation, scales, keys, and chords). Meets once a week.

*0.5 credit.*

*Spring 2002. Whitman.*

### **MUSI 002B. How to Read Music—Intensive**

Same as MUSI 002A but with an additional weekly class focused on sight singing and general musicianship. Strongly recommended as preparation for all upper-level music courses.

*1 credit.*

*Spring 2002. Whitman.*

### **MUSI 003. Jazz History**

This course traces the development of jazz from its roots in West Africa to the free styles of the 1960s. Included are the delineation of the various styles and detailed analysis of seminal figures. Emphasis is on developing the student's ability to identify both style and significant musicians.

Open to all students without prerequisite.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002.*

### **MUSI 004. 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. A final project will involve informal stagings of some of these scenes, with students acting, singing, directing, and providing technical assistance. No prior musical experience or performance skills are required.

Open to all students without prerequisite.

*Primary distribution course.*

*1 credit.*

*Spring 2002. J. Freeman.*

### **MUSI 005. Rock and Roll**

A survey of rock and roll of the 1960s. This course will focus on the music of the Beatles, Rolling Stones, Grateful Dead, Bob Dylan, Motown, and Woodstock participants. Prior musical training is not required.

Open to all students without prerequisite.

*1 credit.*

*Not offered 2001-2002.*

### **MUSI 006. 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 nineteenth century (Berlioz, Chopin, Schumann, Brahms, Wagner, and Mahler).

Open to all students without prerequisite.

*Primary distribution course. 1 credit.*

*Fall 2001. Whitman.*

### **MUSI 007. W.A. Mozart**

Study of Mozart's compositions in various genres and of the peculiar interpretive problems in Mozart biography.

Open to all students without prerequisite.

*Primary distribution course.*

*1 credit.*

*Not offered 2001-2002.*

### **MUSI 008. 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.

Open to all students without prerequisite.

*Primary distribution course.*

*1 credit.*

# Music and Dance

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This course counts toward a program in Asian Studies.

*Not offered 2001-2002.*

## **MUSI 009. Music of the Caribbean**

Together with Brazil and the United States, Caribbean countries have been among the most influential exporters of music and expressive culture globally during the past century. This course provides an introduction to the complex cultural history of the Caribbean as well as its traditional and commercial music. The Hispanic Caribbean serves as the primary focus of study, with some attention to French- and English-speaking regions as well. This course may count toward a concentration in Francophone Studies or Latin American Studies.

Open to all students without prerequisite.

*1 credit.*

*Fall 2001. Moore.*

## **MUSI 010. Women in Music: Composers**

This course traces some of the contributions made by women composers to the art of music from the Middle Ages to the present.

*1 credit.*

*Not offered 2001-2002.*

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## **THEORY AND COMPOSITION**

Students who anticipate taking further courses in the department or majoring in music are urged to take MUSI 011 and MUSI 012 as early as possible. Placement exams are given each year at the first meeting of that course for students who feel they may be able to place out of it. Majors will normally take MUSI 011, 012, 013, 014, and one of 015, 016, or 017 in successive years.

## **MUSI 011. Harmony and Counterpoint 1**

Musical exercises include harmonic analysis and four-part choral style composition.

Prerequisite: knowledge of traditional notation, major/minor scales, ability to play or sing at sight simple lines in treble and bass clef.

All MUSI 011 students must register for one section of MUSI 040A, with or without 0.5 credit.

In addition, students with minimal keyboard

skills are required to take piano.

*1 credit.*

*Fall 2001. Whitman.*

## **MUSI 012. Harmony and Counterpoint 2**

Written musical exercises include composition of original materials as well as commentary on excerpts from the tonal literature.

All MUSI 012 students must register for one section of MUSI 040B, with or without 0.5 credit.

Basic piano is also required for some students.

*1 credit.*

*Spring 2002. Whitman.*

## **MUSI 013. Harmony and Counterpoint 3**

Continued work with tonal harmony and counterpoint at an intermediate level. Detailed study of selected works with assignments derived from these works as well as original compositions.

All MUSI 013 students must register for one section of MUSI 040C, with or without 0.5 credit.

Basic piano is also required for some students.

*1 credit.*

*Fall 2001. Rozin.*

## **MUSI 014. Harmony and Counterpoint 4**

Advanced work with chromatic harmony and tonal counterpoint.

All MUSI 014 students must register for one section of MUSI 040D, with or without 0.5 credit.

Basic piano is also required for some students.

*Spring 2002. Rozin.*

## **MUSI 015. Harmony and Counterpoint 5**

Detailed study of a limited number of works both tonal and nontonal, with independent work encouraged.

Prerequisite: MUSI 014.

*1 credit.*

*Spring 2002. Rozin.*

## **MUSI 016. Schenker**

An introduction to Schenkerian analysis. An extension of traditional analytical techniques, incorporating Schenker's principles of voice leading, counterpoint, and harmony.

Prerequisite: MUSI 014.

*1 credit.*

*Not offered 2001-2002.*

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**MUSI 017. History of Music Theory**

A survey of primary sources (in translation) from Boethius, Tinctoris, and Zarlino through Rameau, Riemann, and Schoenberg.

Prerequisite: MUSI 014.

*1 credit.*

*Not offered 2001-2002.*

**MUSI 018. Conducting and Orchestration**

A study of orchestration and instrumentation in selected works of various composers and through written exercises, in combination with practical experience in conducting, score reading, and preparing a score for rehearsal and performance.

*1 credit.*

*Not offered 2001-2002.*

**MUSI 019. Composition**

*1 credit.*

*Fall 2001. 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.

*1 credit.*

*Fall 2001. Alston.*

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**HISTORY OF MUSIC****MUSI 020. Medieval and Renaissance Music**

A survey of European art music from the late Middle Ages to the sixteenth century. Relevant extramusical contexts will be considered.

Prerequisite: A knowledge of traditional notation.

*1 credit.*

*Spring 2002. Marissen.*

**MUSI 021. Baroque and Classical Music**

*1 credit.*

*Not offered 2001-2002.*

**MUSI 022. Nineteenth-century Music**

The music of Johannes Brahms: A performer's perspective. An in-depth study of works in different genres by Brahms and a comparison of

these with similar works by other composers of the same period.

Prerequisite: A knowledge of traditional notation.

*1 credit.*

*Fall 2001. Barone.*

**MUSI 023. Twentieth-century Music**

A study of the various stylistic directions in music of the twentieth 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: A knowledge of traditional notation.

*1 credit.*

*Not offered 2001-2002.*

**MUSI 031. Russian Music**

A survey of Russian music from the early nineteenth century (Glinka) through Mussorgsky, Tchaikovsky, Borodin, Rimsky, and into the twentieth century: Scriabin, Stravinsky, Prokofiev, Shostakovich, Schnittke, Gubaidulina, and Ustvolskaya.

Prerequisite: A knowledge of traditional notation.

*Not offered 2001-2002.*

**MUSI 032. History of the String Quartet**

A history of the string quartet from its origins to its development into one of the genres of Western classical music. The course will focus on the quartets of Haydn, Mozart, and Beethoven.

Prerequisite: A knowledge of traditional notation.

*1 credit.*

*Not offered 2001-2002.*

**MUSI 033. The Art Song**

A study of various solutions by various composers to the problems of relating poetry and music. The emergence of the German Lied in the nineteenth century (Schubert, Schumann); its later development (Brahms, Strauss, Wolf, Mahler, Schoenberg, Berg); and its adaptation by French (Debussy, Ravel, Messiaen) and American (Ives, Barber, Crumb) composers. For students who are either singers or pianists, informal performances may replace papers.

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Prerequisite: a knowledge of traditional notation.

*1 credit.*

*Spring 2002. Rodescu and Scurto-Davis.*

## **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.

Prerequisite: A knowledge of traditional notation.

*1 credit.*

*Not offered 2001-2002.*

## **MUSI 035. Women Composers and Choreographers**

A survey of women choreographers and composers. Choreographers range from Sallé and Duncan through Graham, Tharp, and Zollar; composers from Hildegard through Zwilich. Topics include form, phrasing, text, and social/political comment. Open to all students.

*1 credit.*

*Not offered 2001-2002.*

## **MUSI 036. Music Since 1945**

A study of contemporary concert music, including such composers as Messiaen, Crumb, Boulez, Cage, Babbit, Carter, Lutoslawski, Ligeti. Electronic music, collage, chance and improvisation, and minimalism will also be examined as well as the current trends toward Neo-Romanticism and stylistic pluralism.

*1 credit.*

*Not offered 2001-2002.*

## **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.

*1 credit.*

*Not offered 2001-2002.*

## **MUSI 038. Color and Spirit: Music of Debussy, Stravinsky, and Messiaen**

A study of twentieth-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 resonances of their music in the work of their contemporaries and successors.

Prerequisite: A knowledge of traditional musical notation.

*1 credit.*

*Not offered 2001-2002.*

## **MUSI 039. Music and Dance: Criticism and Reviewing**

This course, team taught by music and dance faculty with supplemental visits by guest lecturers who are prominent in the field of reviewing, will cover various aspects of writing about the performance of music and dance: previewing, reviewing, the critic's role and responsibilities, and the special problems of relating performance to the written word.

Prerequisite: One previous course in music or dance, concurrent enrollment in a music or dance course, or permission of the instructor.

*1 credit.*

*Not offered 2001-2002.*

## **MUSI 092. Independent Study**

*1 credit.*

## **MUSI 093. Directed Reading**

*1 credit.*

## **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.

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## SEMINARS

### **MUSI 100. Harmony and Counterpoint 5**

(See MUSI 015.)

Prerequisite: MUSI 014.

*1-credit seminar.*

*Spring 2002. Rozin.*

### **MUSI 101. J.S. Bach**

(See MUSI 034.)

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 GERM 001B (higher levels in both strongly recommended; RELG 018 also recommended), or permission of instructor.

*1-credit seminar.*

*Not offered 2001-2002.*

### **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 seminar equivalent to a 2-credit seminar.*

*Not offered 2001-2002.*

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## PERFORMANCE

*Note:* The following performance courses are for 0.5-course credit per semester. See p. 275 for general provisions governing work in performance for credit toward graduation.

### **MUSI 040A. Elements of Musicianship I**

Sight-singing, rhythmic and melodic dictation.

Required for all MUSI 011 students, with or without 0.5 credit. Also open to other students.

*0.5 credit.*

*Fall 2001. Rozin.*

### **MUSI 040B. Elements of Musicianship II**

Prerequisite: MUSI 040A.

Sight-singing, rhythmic and melodic dictation. Required for all MUSI 012 students, with or without 0.5 credit. Also open to other students.

*0.5 credit.*

*Spring 2001. Wachs.*

### **MUSI 040C. Elements of Musicianship III**

Prerequisite: Music 40B.

Sight-singing, rhythmic, and melodic dictation. Required for all MUSI 013 students, with or without 0.5 credit. Also open to other students.

*0.5 credit.*

*Fall 2001. Rozin.*

### **MUSI 040D. Elements of Musicianship IV**

Prerequisite: MUSI 040C.

Sight-singing, rhythmic and melodic dictation. Required for all MUSI 014 students, with or without 0.5 credit. Also open to other students.

*0.5 credit.*

*Spring 2002. Wachs.*

### **MUSI 041. Performance (Jazz Ensemble)**

Meets Monday nights.

*0.5 credit.*

*Fall 2001 and spring 2002. Alston.*

### **MUSI 042. Keyboard Musicianship**

*0.5 credit.*

*Not offered 2001-2002.*

### **MUSI 043. Performance (Chorus)**

*0.5 credit.*

*Fall 2001 and spring 2002. Alston.*

### **MUSI 044. Performance (Orchestra)**

*0.5 credit.*

*Fall 2001 and spring 2002. Wachs.*

### **MUSI 045. Performance (Baroque Ensemble)**

*0.5 credit.*

*Fall 2001 and spring 2002. Roberts and Stone.*

### **MUSI 046. Performance (Wind Ensemble)**

*0.5 credit.*

*Fall 2001 and spring 2002. Johns.*

### **MUSI 047. Performance (Chamber Music)**

(See guidelines for this course on p. 276.)

*0.5 credit.*

*Fall 2001 and spring 2002. Dorothy Freeman.*

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## **MUSI 048. Performance (Individual Instruction)**

(See the guidelines for this course on p. 276.) Specific and updated guidelines are distributed at the beginning of each semester.

0.5 credit.

Fall 2001 and spring 2002.

## **MUSI 049. 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; open to all students with the instructor's approval.

0.5 credit.

Fall 2001 and spring 2002. Whitman.

## **MUSI 050. Keyboard Workshop**

Developing and refining skills in accompanying and sight reading through work with the chamber, song, and four-hand repertoire.

0.5 credit.

Not offered 2001-2002.

## **MUSI 071. Rhythmic Analysis and Drumming**

(Cross-listed as DANC 071)

0.5 credit.

Spring 2002. Arrow.

## **MUSI 072. Asian Performance Theory: Indonesia, China, Japan: Looking at the East Through Western Eyes**

(Cross-listed as DANC 072)

0.5 credit.

Not offered 2000-2001.

## **MUSI 091. Special Projects (Issues in Music and Dance Education)**

(Cross-listed as EDUC 071 and DANC 091)

An introduction to the fields of music and dance education. This course will involve frequent visits to schools, studios, and other educational institutions in the Philadelphia area. We will observe a variety of teaching methods and discuss the guiding principles of music and dance education. We will also address such questions as the place of music and dance in higher education in general and at Swarthmore in particular. In some cases, course work may include practice teaching, depending on student experience and inclination. Open to any

student who has taken at least one course in music, dance, or education.

0.5 credits (CR/NCR).

Spring 2002. Arrow, Whitman.

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## **DANCE**

Dance, a program within the Music and Dance Department, shares the department philosophy that courses in theory and history should be integrated with performance. By offering a balance of cognitive, creative, and kinesthetic classes in dance, we present a program that stands firmly within the tradition of Swarthmore's liberal arts orientation. Dance instructors strive to create an atmosphere of cooperative learning, one that affirms group process and fosters camaraderie. Information about the dance program in addition to that listed below is available via the World Wide Web at the following address: <http://www.swarthmore.edu/humanities/dance/>.

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## **REQUIREMENTS FOR THE MAJOR IN COURSE: DANCE**

### **Prerequisites for the Major**

- DANC 002, DANC 010 or 071, and DANC 011 with a grade of B or better; and
- A conference with dance faculty to assess familiarity with dance vocabularies and determine additional course work in dance technique(s)

<i>Course Requirements</i>	<i>Credits</i>
Composition	2
DANC 012. Dance Composition II (1 credit) and either DANC 013 Dance Composition Tutorial (0.5 credit) (twice) or	
DANC 014. Special Topics in Dance Composition (1 credit)	
<b>History</b> (2 of the following 6)	2
DANC 021. History of Dance: Africa and Asia (1 credit)	
DANC 022. History of Dance: Europe's Renaissance Through 1900 (1 credit)	

DANC 023. History of Dance: Twentieth and Twenty-first Centuries (1 credit)	
DANC 024. Dance as Social History (1 credit)	
DANC 025. Mapping Culture Through Dance (1 credit)	
DANC 028. Special Topics in Dance History (1 credit)	
<b>Theory</b> (2 of the following 5)	<b>2</b>
DANC 035. Women Choreographers and Composers (1 credit)	
DANC 036. Dancing Identities (1 credit)	
DANC 037. The Politics of Dance Performance (1 credit)	
DANC 038. Dance and the Sacred (1 credit)	
DANC 039. Music and Dance: Criticism and Reviewing (1 credit)	
<b>Technique</b> (2 of the following)	<b>1.5-2</b>
DANC 050. Performance Dance: Modern Dance II (0.5 credit)	
DANC 051. Performance Dance: Ballet II (0.5 credit)	
DANC 053. Performance Dance: African Dance II (0.5 credit)	
<b>One or two additional dance technique courses for academic credit or</b>	
DANC 094. Senior Project (1 credit)	
<b>Repertory</b> (once or twice)	<b>0.5-1</b>
DANC 049. Performance Dance: Repertory (0.5 credit)	
<b>Senior Project/Thesis*</b>	<b>1-2</b>
DANC 094. Senior Project (1 credit) or DANC 095. and/or 096: Senior Thesis (1 or 2 credits)	
<b>Total credits for the major</b>	<b>9-11</b>

\*The dance faculty encourages students to pursue a senior project/thesis that incorporates a comparison or integration of dance and some other creative/performing art (creative writing, music, theater, or visual art).

#### Additional Requirements for the Major

A comprehensive experience including essays on course work, reading/video lists, and the senior project/thesis. The written essays will be set by the faculty and responded to by the students during the first half of the final semester. The oral examination will be held at the end of the term, consisting of questions set by the fac-

ulty in response to the written comprehensives previously submitted by the students.

A senior colloquium with monthly meetings will be held during the final semester senior year. These meetings, which will be led by dance faculty, will be linked to concert performances, guest lecturers, and assigned articles.

### REQUIREMENTS FOR THE MINOR IN COURSE: DANCE

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 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 colloquium and will be encouraged, but not required, to develop an extended paper or a significant dance performance piece as part of the program.

#### Prerequisites for the Minor

- DANC 010 (Improvisation) or 071 (Rhythmic Analysis) *and* DANC 002 (World Dance Forms) or Dance 140 (Approaches to Dance) at Bryn Mawr College

**Total prerequisite credits: 1.5**

<b>Course Requirements</b>	<b>Credits</b>
<b>Composition</b>	<b>1</b>
DANC 011. Dance Composition I (1 credit)	
<b>History</b> (1 of the following 6)	<b>1</b>
DANC 021. History of Dance: Africa and Asia (1 credit)	
DANC 022. History of Dance: Europe's Renaissance Through 1900 (1 credit)	
DANC 023. History of Dance: Twentieth and Twenty-first Centuries (1 credit)	
DANC 024. Dance as Social History (1 credit)	
DANC 025. Mapping Culture Through Dance (1 credit)	
DANC 028. Special Topics in Dance History (1 credit)	

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<b>Theory</b> (1 of the following 5)	1
DANC 035. Women Choreographers and Composers (1 credit)	
DANC 036. Dancing Identities (1 credit)	
DANC 037. The Politics of Dance Performance (1 credit)	
DANC 038. Dance and the Sacred (1 credit)	
DANC 039. Music and Dance: Criticism and Reviewing (1 credit)	
<b>Technique</b>	1
Two semesters of dance technique for academic credit: one 0.5 course in a Western-based technique and one 0.5 course in a non-Western-based technique.	
<b>Additional Course Work</b>	1
One additional credit will be taken from any single 1-credit course in the dance curriculum or from any two 0.5-credit courses (such as DANC 049 (Repertory), DANC 013 (Dance Composition Tutorial), or additional dance technique classes. This final credit will be selected in consultation with a dance program faculty adviser.	
<b>Total Credits for Dance Minor</b>	5
<b>Total of Prerequisite and Minor Credits: 6.5</b>	

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## REQUIREMENTS FOR THE SPECIAL COURSE MAJOR IN DANCE AND A SECOND DISCIPLINE

The program for a special major in dance comprises 12 units of course work: 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.

### Required Dance Courses

The core program (totaling 6 credits) includes the following courses:

1. 2 composition/improvisation (DANC 012 or 014 [1 credit] and DANC 010 [1 credit])
2. 2 history/theory (one from DANC 021-025 or 028 [1 credit] and one from DANC 035-039 [1 credit])
3. 2 in performance technique (DANC 050 [0.5 credit] and one other technique at the 50 level or above [0.5 credit])
4. 1 senior project or thesis (DANC 094, 095, or 096 [1 credit])

These 6 credits from the core program will be joined by 6 credits from (an)other discipline(s). Courses for the program must be approved both by the faculty of the other departments(s) and by the dance faculty. The senior project or thesis must also be approved and monitored by those departments involved.

## REQUIREMENTS FOR THE MAJOR IN HONORS: DANCE

The minimum requirement for admission to the major (Honors) is at least two courses in dance; normally an introductory history/theory course (DANC 002 or 009) and Dance Composition I (DANC 011). Majors in the Honors program must also have an overall B grade average before admission. In addition to the guidelines written below, each Honors major will be responsible for the material designated on the Reading and Video Lists for Senior Honors Study (SHS) available from the department office. Honors majors will also be expected to participate in the senior colloquium.

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/theory and one in composition). 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 videotape that provides examples of the student's choreographic/performance work at Swarthmore (a maximum of 20 minutes in length). Each student's program will include the following:

1. *History/theory*. One area of emphasis linking a course from (DANC 021-025 or 028) with a course from (DANC 035-039). Each student will demonstrate this integration via a paper written as an attachment. This paper, along with appropriate papers from each history/theory class submitted for preparation, will be sent to the examiner. The written exam for this preparation will consist of a response to three questions set by the examiner.

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2. *Composition.* Each student may submit a combination of Composition I (DANC 011) plus either Composition II (DANC 012), Special Topics in Composition (DANC 014), or two Composition Tutorials (DANC 013). The syllabi (where appropriate), a videotape 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 advisor who will assist the student in the creation of an initial bibliography and/or videography as well as an outline for the project or thesis. It will then be the student's responsibility to proceed with the work independently.

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### **REQUIREMENTS FOR THE MINOR IN HONORS: 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 1 or 2 described above in the text concerning honors majors in dance. The choice regarding focus for a student's minor will be determined in consultation with an advisor from the dance faculty. Honors minors will also be expected to participate in the senior colloquium.

#### ***Majors Presenting a Related Minor***

Dance majors in the Honors program who are presenting a related minor in another discipline must follow the preparation guidelines listed earlier. For these students, the third preparation will take the form of either a senior project (DANC 094) or a senior thesis (DANC 095, 096), which, although it follows the guidelines stated in 3 earlier, draws on a cross-disciplinary perspective.

*Cross-disciplinary project or thesis.* These preparations will be individually determined. In each case, the student will present either one dance history/theory or one composition course in combination with one upper-level course outside the department. Then, as an attachment the student will submit a performance (videotape) and/or a paper in which the cross-

disciplinary nature of the study is discussed. Each student will be assigned a faculty advisor, who will assist the student in the creation of an initial bibliography and/or videography as well as an outline for the project or thesis. It will then be the student's responsibility to proceed with the work independently.

#### ***Majors Presenting an Unrelated Minor***

Students in the Honors program who are presenting a major in dance and a minor in an unrelated discipline will follow the guidelines described above for the major.

Additional guidelines concerning the Honors major and minor in dance are available from the Department of Music and Dance office or from the director of dance.

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### **ADDITIONAL INFORMATION REGARDING THE DANCE PROGRAM**

#### ***Performance Dance: Technique Courses***

In a typical semester, more than 25 hours of dance technique classes are offered on graded levels presenting a variety of movement styles. Technique courses, numbered 040 through 048, 050 through 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 audition for level III technique classes and for Dance Repertory (DANC 049). 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) and/or to audition for student and faculty works. These auditions take place several times each semester; dates are announced in classes, in postings outside the dance studios, and in the *Weekly News*. 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 residencies, which in 2001-2002 will include the Silesian Dance Theatre from

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Poland (Jacek Luminski, director). Mr. Luminski will be a Lang Visiting Professor during the fall semester of 2001. Teaching and performance residencies with the Jump Rhythm Jazz Project, Dance Alloy, and Arangham Dance Theatre from India will also be part of the 2001-2002 dance season. One symposium on the development of Eastern European Dance Theatre and one on Dance in South Asia: New Approaches, Politics, and Aesthetics will also be held during the 2001-2002 year.

## **Scholarships and Awards**

Scholarships for summer study in dance are available through funds provided by The Friends of Music and Dance. The Halley Jo Stein Award for Dance and The Melvin B. Troy Award for Composition are also awarded annually by the department.

## **Foreign Study 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, Theatre, African Studies, and intensive Twi (an Akan language widely spoken in Ghana), a menu of possible tutorials is available. Students participating are able to enroll for the equivalent of a full semester's credit (4 to 5 credits). Interested students should contact the director of the Dance Program as early as possible for advising purposes and for updated information. Please see dance catalog listings for information on some types of academic credit offered.

### **Poland Program**

The Programs in Dance and Theatre Studies offer a semester-abroad program based at the Silesian Dance Theatre ('Slacski Teatr Ta'ncza) in Bytom in conjunction with the Jagiellonian University of Cracow and other institutions in the vicinity. The program provides participating students with a combination of foreign study and the experience of working in various capacities (dance performance, arts adminis-

tration, scenography, etc.) within the environment of a professional dance theatre company for credit. Participating students are housed in Bytom and attend weekly tutorials in Cracow. 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). Participation in the Annual International Dance Conference and Performance Festival hosted by Silesian Dance Theatre in June and July is highly recommended for certain types of credit. Beyond credits in Theatre Studies, Dance, and intensive Polish, a menu of possible tutorials is available in Polish literature and history, Environmental Studies, Film, Religion, Jewish and Holocaust Studies, and other fields. Interested students should contact Professor Allen Kuharski, Director of Theatre Studies, as early as possible for advising purposes and updated information on the status of the program. See course listings in both Dance and Theatre Studies for types of academic credit being offered.

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## **INTRODUCTORY COURSES**

### **DANC 002. World Dance Forms**

A survey course that introduces students to theoretical and practical experiences in dance forms from various cultures and time periods through a combination of lectures, readings, video and film viewings, and workshops with a wide variety of guest artists from the field. The particular forms will vary each semester but may include African, Asian, and Native American forms, Flamenco, contemporary social dances, and various forms of concert dance. Open to all students; no prior dance training required.

*Primary distribution course. 1 credit.*

*Fall 2001. Friedler.*

### **DANC 009. Music and Dance of Africa**

An introduction to selected musical and dance traditions of Africa. This course will involve all students in the practice of dancing and drumming as well as in the study of those forms through lectures, reading, listening, and viewing. No prior musical or dance training required.

*Not offered 2001-2002.*

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**DANC 010. Dance Improvisation**

(Cross-listed as THEA 010)

Designed as a movement laboratory in which to explore the dance elements: space, time, force, and form. Members of the class will investigate improvisation as a performance technique and as a tool for dance composition. Individuals work on a personal vocabulary and on developing a sense of ensemble. A journal and paper are required, and a concurrent course in dance technique is strongly recommended. Three hours per week.

*0.5 credit.*

*Fall 2001. Arrow.*

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**COMPOSITION/HISTORY/THEORY COURSES****DANC 011. Dance Composition I**

A study of the basic principles of dance composition through exploration of the elements of time, space, and force, movement invention, and movement themes to understand various choreographic structures. Considerable reading, video and live concert viewing, movement studies, journals, and a final piece for public performance in the Troy dance lab are required. A course in dance technique must be taken concurrently.

Prerequisite: DANC 010, DANC 071, or permission of the instructor.

*1 credit.*

*Spring 2002. Staff.*

**DANC 012. Dance Composition 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. Course work emphasizes utilizing 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. A course in dance technique must be taken concurrently. Students must have previously taken DANC 011 or its equivalent.

*1 credit.*

*Fall 2001. Hess.*

**DANC 013. Dance Composition: Tutorial**

Designed as a tutorial for students who have previously taken DANC 011 or the equivalent. 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 prior to enrollment. Choreography of a final piece for public performance is required. Weekly meetings with the instructor and directed readings, video and concert viewings. A journal may also be required. A course in dance technique must be taken concurrently.

*0.5 credit.*

*Fall 2001: Hess. Spring 2002: Staff.*

**DANC 014. Special Topics in Dance Composition**

A course that focuses on intensive study of specific compositional techniques and/or subjects. Topics may include autobiography, dance and text, partnering, interdisciplinary collaboration, reconstruction, and technology/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. A course in dance technique must be taken concurrently.

Prerequisite: DANC 011.

*1 credit.*

*Spring 2002. Staff.*

**DANC 021. History of Dance: Africa and Asia**

This course will move through an exploration of dance forms from Africa, from Africanist cultures and from Asian cultures, from the perspectives of stylistic characteristics, underlying aesthetics, resonances in general cultural traits, and developmental history. Course work 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.

Prerequisite: DANC 002. Two lectures and one-hour video viewing per week.

*1 credit.*

*Not offered 2001-2002.*

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## **DANC 022. History of Dance: Europe's Renaissance Through 1900**

A study of social and theatrical dance forms in the context of various European societies from the Renaissance through the nineteenth century. Influential choreographers, dancers, and theorists representative of the periods will be discussed.

Prerequisite: DANC 002; DANC 024 strongly recommended. Two lectures and one hour video viewing per week.

*1 credit.*

*Not offered 2001-2002.*

## **DANC 023. History of Dance: Twentieth and Twenty-first Centuries**

This course is designed to present an overview of twentieth and twenty-first 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.

Prerequisite: DANC 002; DANC 021 and 022 strongly recommended. Two lectures and one-hour video viewing per week.

*1 credit.*

*Not offered 2001-2002.*

## **DANC 024. Dance as Social History**

This course focuses on dance as a locus for discussing power relations through gender, race, and class in the period from 1880 to the 1950s in Europe, North America, the Caribbean, and South America. Analysis of a variety of dance forms in their historical/cultural context. Readings, video and concert viewings, research projects, and class discussions are all included.

Prerequisite: DANC 002, or permission of the instructor.

Three hours per week.

*1 credit.*

*Spring 2002. Staff.*

## **DANC 025. Mapping Culture Through Dance**

This course will use anthropological approaches to examine the interrelationship of

dance with social relations of culture and power. The course will be shaped as a cross-cultural journey, which will include East Indian, Brazilian, Haitian, African, and other dance styles. Dance will be analyzed in terms of ritual, national/gender identity, and spirituality and as commodities of value and resistance. The overall approach will be to situate dance forms in their historical and contemporary social, political, and economic contexts.

Prerequisite: DANC 002, an introductory course in anthropology, or permission of the instructor.

*1 credit.*

*Not offered 2001-02. Chakravorty.*

## **DANC 028. Special Topics in Dance History: Politics and Aesthetics of Classical Indian Dance**

This course will examine classical Indian dance in the context of national and gender identity formation. In the process, it will also examine notions of tradition, modernity, and globality in relation to dance in contemporary India. There will be two major elements: a historical analysis of the nationalist and revivalist movement in India that shaped classical dance, focusing on issues of gender, class, and religion in the formation of ideology; and, second, situating classical Indian dance in the current context of cultural globalization. Anthropological, culture studies, and feminist theories will be used to analyze the changing meaning of classical dance in India.

*1 credit.*

*Spring 2002. Chakravorty.*

## **DANC 035. Women Choreographers and Composers**

A survey of women choreographers and composers. Choreographers range from Sallé and Duncan through Graham, Bausch, Tharp, and Zollar, composers from Hildegard through Zwilich. Topics include form, phrasing, text and social/political comment. Open to all students.

*1 credit.*

*Not offered 2001-2002.*

## **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

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considered. Lectures, readings, and video/concert viewings will all be included. Students will be expected to design and participate in dance/movement studies as well as to submit written work.

Prerequisite: DANC 002, or permission of the instructor.

*1 credit.*

*Fall 2001. Friedler.*

### **DANC 037. Current Trends in Dance Performance**

An investigation of the aesthetic principles of perception, symbolism, abstraction, and creativity in relation to the viewing and interpretation of dance performance. Emphasis will be placed on political interpolation and ramifications of the act of public performance. Topics of discussion will include the "politically correct" paradox, government funding, art as cultural intervention, the evolution of styles, and various historical perspectives. Open to all students without prerequisite.

*1 credit.*

*Not offered 2001-2002.*

### **DANC 038. Dance and the Sacred**

Planned both as a studio and a lecture class. We will explore movement and readings/discussions regarding the presence of the sacred through performance and contemplative practices in several dance traditions from the ancient (India) to the contemporary (American modern dance). Students will be expected to design and participate in dance/movement studies as well as to write. Some dance experience necessary in any technique.

*1 credit.*

*Not offered 2001-2002.*

### **DANC 039. Music and Dance: Criticism and Reviewing**

(Cross-listed as MUSI 039)

This course, team taught by music and dance faculty with supplemental visits by guest lecturers who are prominent in the field of reviewing, will cover various aspects of writing about the performance of music and dance: previewing, reviewing, the critic's role and responsibilities, and the special problems of relating performance to the written word.

Prerequisite: One previous course in music or

dance, concurrent enrollment in a music or dance course, or permission of the instructor.

*1 credit.*

*Not offered 2001-2002.*

## **DANCE TECHNIQUE AND REPERTORY COURSES**

*Note:* Technique courses (040-048, 050-058, 060, and 061) may be taken for 0.5 academic credit or may be taken for physical education credit.

### **DANC 040. Performance Dance: Modern I**

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, and basic locomotion. No previous dance experience necessary. If taken for academic credit, concert attendance and one or two short papers are required.

*0.5 credit.*

*Fall 2001. Arrow.*

*Spring 2002. Staff.*

### **DANC 041. Performance Dance: Ballet I**

An introduction to fundamentals of classical ballet vocabulary: correct body placement, positions of the feet, head and arms, and basic locomotion in the form. No previous experience necessary. If taken for academic credit, concert attendance and one or two short papers are required.

*0.5 credit.*

*Fall 2001 and spring 2002. Sherman.*

### **DANC 043. African Dance 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.

*0.5 credit.*

*Fall 2001 and spring 2002. Nance.*

# Music and Dance

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## **DANC 044. Performance Dance: 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 one or two short papers are required.

*0.5 credit.*

*Spring 2002. Davis.*

## **DANC 045. Performance Dance: Hatha Yoga**

The course will focus on experience/understanding of a variety of asanas (physical postures) from standing poses to deep relaxation. Following the approach developed by B.K.S. Iyengar, its aim is to provide the student with a basis for an ongoing personal practice. If taken for academic credit, required reading and one paper. Open to all students.

*0.5 credit.*

*Fall 2001 and spring 2002. Hess.*

## **DANC 048. Performance Dance: Special Topics in Technique**

Intensive study of special topics falling outside the regular dance technique offerings. Topics may include such subjects as Alexander technique, various classical East Indian dance forms, contact improvisation, jazz, pilates, and/or musical theatre dance. If taken for academic credit, concert attendance and one or two short papers are required.

*0.5 credit.*

Section 1. *Fall 2001: Flamenco, Gmitter.*

Section 2. *Spring 2002: Contact Improvisation, Stein.*

Section 3. *Fall 2001 and spring 2002: Kathak, Chakravorty.*

This course will introduce the basic principles of performance technique in the North Indian classical form Kathak. The focus will be on studying abstract movements and miming/expressive gestures and the rhythmic musical patterns that structure the dance vocabulary. In addition, videos, photographs, paintings, and live performances will be used to provide context. Students who are enrolled for academic credit will be required to write papers and/or create performance texts/choreographies. No previous dance experience necessary.

## **DANC 049. Performance Dance: Repertory** (Cross-listed as THEA 007)

The study of repertory and performance. Students are required to perform in at least one scheduled dance concert during the semester. Placement by audition or permission of the instructor. Three hours per week. A course in dance technique must be taken concurrently.

*0.5 credit.*

*Each semester.*

*Fall 2001: Section 1: Dance and Drumming Ensemble, Arrow/Friedler.*

Draws on a variety of dancing and drumming traditions from around the world as well as creating new hybrid forms. In 2001, beginning with a focus on Ghanaian and Japanese Taiko forms. Open to all students.

*Fall 2001: Section 2: Tap, Davis.*

*Fall 2001: Section 3: Modern, Luminski.*

*Fall 2001: Section 4: Kathak, Chakravorty.*

The two aspects of Kathak technique *nrtta* (abstract movement) and *nriya* (expressive gestures) will be used to create a dance. Work will include *teen tala* or metrical scales of 16 beats to learn complex rhythmical structures (*bols*). The various patterns of *bols* such as *tukra*, *tehai*, and *paran* will also be explored.

*Spring 2002: Section 1: Modern, Caines.*

An original modern dance work will be created for course participants by New York-based choreographer/composer Christopher Caines. The music for this dance will be performed live by the Swarthmore Fetter String Quartet. All dance students are welcome.

*Spring 2002: Section 2: African, Nance.*

*Spring 2002: Section 3: Le Coq and the Theatre of Gesture, Bauriedel.*

## **DANC 050. Performance Dance: Modern II**

An elaboration and extension of the principles addressed in DANC 040. For students who have taken DANC 040 or the equivalent. If taken for academic credit, concert attendance and one or two short papers are required.

*0.5 credit.*

*Fall 2001 and spring 2002. Welsh.*

## **DANC 051. Performance Dance: Ballet II**

An elaboration and extension of the principles addressed in Ballet I. For students who have taken Ballet I or its equivalent. If taken for aca-

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demic credit, concert attendance and one or two short papers are required.

*0.5 credit.*

*Fall 2001 and spring 2002. Sherman.*

### **DANC 053. African Dance II**

African Dance for experienced learners gives students an opportunity to strengthen their technique in African Dance. The course will use the Umfundalai technique allied with some traditional West African Dance forms to enhance students' learning. Students who take African Dance II for academic credit should be prepared to explore and access their own choreographic voice through a choreographic project.

*0.5 credit.*

*Fall 2001 and spring 2002. Nance.*

### **DANC 055. Performance Dance: Hatha Yoga II**

Open to students who have completed DANC 045 or the equivalent with permission of the instructor. A continuation and deepening of practice of the asanas explored in DANC 045. Work in several of the more advanced asanas, particularly in the backward-bending and inverted poses.

If taken for academic credit, required reading and one paper.

*0.5 credit.*

*Fall 2001 and spring 2002. Hess.*

### **DANC 058. Performance Dance: Special Topics in Technique II**

An elaboration and extension of principles addressed in DANC 048. If taken for academic credit, concert attendance and one or two short papers are required.

Permission of the instructor required.

*0.5 credit.*

*Not offered 2001-2002.*

### **DANC 060. Performance Dance: Modern III**

Continued practice in technical movement skills in the modern idiom, including approaches to various styles. Placement by audition or permission of the instructor.

If taken for academic credit, concert attendance and one or two short papers are required.

*0.5 credit.*

*Fall 2001. Luminski.*

*Spring 2002. Welsh.*

### **DANC 061. Performance Dance: Ballet III**

Continued practice in technical movement skills in the ballet idiom; with an emphasis on advanced vocabulary and musicality. Placement by audition or with permission of the instructor. If taken for academic credit, concert attendance and one or two short papers are required.

*0.5 credit.*

*Fall 2001 and spring 2002. Sherman.*

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## **CROSS-LISTED COURSES**

### **DANC 070. Theatre of Witness**

Open to juniors and seniors, Theater of Witness is a model of theater performance that presents the personal and collective life stories of people whose voices are usually not heard in our society. The stories, woven together in spoken word, music, and dance are collaboratively crafted into an original theater piece and performed by the people themselves. The form can be used with people of any background and performances are presented in theaters, community centers, schools and religious institutions as a vehicle to stimulate discussion and inspire connection and healing. The class will focus both on the process of creating original theater from real-life stories as well as exploring the social, political, psychological, and spiritual effects of Theater of Witness as a community building process of healing, education, and transformation. Three hours per week plus internship.

The class will have three components:

1. Experiential practice of all of the elements that go into creating and directing Theater of Witness projects.
2. The study of various TOVA Theater of Witness projects including community-based work as well as issue-driven pieces.
3. An internship/apprenticeship in a TOVA Theater of Witness project.

*1 credit.*

*Spring 2002. Sepinuck.*

### **DANC 071. Rhythmic Analysis and Drumming**

(Cross-listed as MUSI 071)

A theoretical and practical analysis of rhyth-

# Music and Dance

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mic structure applying techniques of Afro-Cuban drumming and East Indian rhythmic theory. For the general student, emphasis will place the investigation of rhythmic structure within a cultural and contemporary context. For students of dance, additional focus will be provided on the uses of drumming in dance composition, improvisation and as accompaniment in the teaching of dance technique. Open to all students. Three hours per week.

*0.5 credit.*

*Spring 2002. Arrow.*

## **DANC 073. Arts Administration for Performance**

(Cross-listed as THEA 073)

Available to students participating in the Poland Program. Will require students to extend their stay in Poland through early July 2002.

By arrangement with Allen Kuharski.

*1 credit.*

*Spring 2002.*

## **DANC 074. Scenography for Dance Theatre Performance**

(Cross-listed as THEA 074)

Available to students participating in the Poland program. Will require students to extend their stay in Poland through early July 2002.

By arrangement with William Marshall.

Prerequisites: THEA 004B and 014.

*1 credit.*

*Spring 2002.*

## **DANC 075. Special Topics in Dance Theatre**

Available to students participating in the Ghana or Poland programs.

By arrangement with Sharon Friedler.

Prerequisites: DANC 002 or 011 or consent of dance program director.

*1 credit.*

*Fall 2001 and spring 2002.*

## **Dance 076. Movement and Cognition**

(Cross-listed as LING 057 and MATH 007)

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 spa-

tial 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 2001-2002.*

## **DANC 091. Special Projects (Issues in Music and Dance Education)**

(Cross-listed as EDUC 071 and MUSI 091)

An introduction to the fields of music and dance education. This course will involve frequent visits to schools, studios, and other educational institutions in the Philadelphia area. We will observe a variety of teaching methods and discuss the guiding principles of music and dance education. We will also address such questions as the place of music and dance in higher education in general and at Swarthmore in particular. In some cases, course work may include practice teaching, depending on student experience and inclination. Open to any student who has taken at least one course in music, dance, or education.

*0.5 credits (CR/NCR).*

*Spring 2002. Arrow, Whitman.*

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## **ADVANCED INDEPENDENT WORK**

### **DANC 092. Independent Study**

Available on an individual basis, this course offers the student 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 the student 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

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must be obtained from the program director and from the supervising faculty.

*1 credit.*

*Each semester. Staff.*

#### **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. Previous or concurrent enrollment in an advanced-level technique course or demonstration of advanced-level technique is required.

*1 credit.*

*Each semester. Friedler, Hess, or Arrow.*

#### **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 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. Friedler, Hess, or Arrow.*

#### **DANC 199. Senior Honors Study**

A close study of a single dance work, from the multiple points of view of dance history, compositional analysis, and/or performance.

*1 credit.*

*Each semester. Friedler, Hess, or Arrow.*

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# Peace and Conflict Studies

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Chair: **AMANDA BAYER** (Economics)  
**Jenny Gifford** (Administrative Assistant)

Committee: **Wendy E. Chmielewski** (Peace Collection)  
**Raymond F. Hopkins** (Political Science)  
**J. William Frost** (Religion)  
**Hugh Lacey** (Philosophy)  
**Andrew Ward** (Psychology)

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The program in Peace and Conflict Studies at Swarthmore College provides students with the opportunity to examine conflict and cooperation within and between nations. The multidisciplinary curriculum explores the causes, practices, and consequences of collective violence and terrorism as well as peaceful or non-violent methods of conflict management and resolution. The program offers courses in the following areas: (1) alternatives to fighting as a way of settling disputes, including conflict resolution, rituals, nonviolence, mediation, peace-keeping forces, private peace-fostering organizations, arms control, economic sanctions, international law, and international organizations; (2) the causes of collective violence, including aggression and human nature, the state system and international anarchy, systemic injustice, competition for scarce resources, diplomacy, ethnocentrism, ideological and religious differences, insecure boundaries, minorities within states, and arms races; (3) the nature of war and conflict, including civilian and military objectives, the political economy of war, strategy and tactics, deterrence theory, low-intensity conflict, psychology of battle, prisoners of war, neutral rights, draft and conscientious objectors, the experience of war by soldiers and civilians, conventional, nuclear, and guerrilla wars, how to end a war, and the aftereffects of war; and (4) the evaluation of war and violence, including the morality of war and violence, just war theory, pacifism, war mentality, the utility of war, war novels, and the responsibilities of citizens directly or indirectly involved in war and violence.

Students with any major, whether in course or in the Honors program, may add a concentration, or 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 intending a

concentration or a 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 faculty members who teach in the program. The paper should present a plan of study that satisfies the requirements stated below, specifying the courses to count toward the concentration or minor. All applications must be approved by the Peace and Conflict Studies Committee.

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## REQUIREMENTS AND RECOMMENDATIONS

A concentration in Peace and Conflict Studies consists of six courses of which only two may be taken in the student's major. Introduction to Peace Studies (PEAC 015), offered yearly, is the only required course; it is recommended that students have a background in history, international relations, or ethics prior to taking Introduction to Peace Studies. In addition, a concentration requires a thesis or final exercise. Student programs can include an internship or field work component, e.g., in a peace or conflict management organization such as the United Nations or Suburban Dispute Settlement. An internship is highly recommended. Normally, field work and internships do not receive College credit, but for special projects—to be worked out with an instructor and approved by the Peace and Conflict Studies Committee in advance—students can earn up to 1 credit.

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## REQUIREMENTS FOR THE HONORS MINOR

Students in the Honors program who wish to minor in Peace and Conflict Studies must

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complete one preparation for external examination. This 2-credit preparation can be 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 combination of courses, course and thesis, or thesis must be approved by the Peace and Conflict Studies Committee.

Any student minoring in Peace Studies must meet the requirement of six units of study, of which no more than 2 credits can come from the major department. Introduction to Peace Studies (PEAC 015) is required and should be taken no later than the junior year. Again, field work or an internship is highly recommended.

Students whose minor in Peace 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 with the student and the major department the guidelines for the integration exercise. In cases where the Committee and the student conclude that integration is not feasible or desirable, the Committee will provide a reading list of books.

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## COURSES

The following courses constitute the foundation for work in Peace and Conflict Studies. 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, and abroad.

### **PEAC 015. Introduction to Peace Studies**

This course begins with an examination of perspectives on the causes of war using many disciplines (including biology, psychology, history, political science, sociology and anthropology, and economics), then considers various governmental and private organizations and methods supposed to alleviate the causes of war. Topics to be discussed include the United Nations, international law, arms control, disarmament, and the work of nongovernmental organizations for peace.

Prerequisite: A course in history or political science dealing with foreign policy or war; a course in religion, sociology, or psychology dis-

cussing the ethics of war and causes of conflict. This course can be counted for distribution as a social science unit, but it is not a primary distribution course. Normally, it may not be used to fulfill any department's major requirements.

*1 credit.*

*Fall 2001. Frost.*

### **PEAC 030. Nonviolence and Social Change**

*1 credit.*

*Spring 2002. Staff.*

### **PEAC 070. Research Internship/Field Work**

*Credit hours to be arranged with the chair.*

### **PEAC 090. Thesis**

*Credit hours to be arranged with the chair.*

ECON 012. Games and Strategies

ECON 051. The International Economy\*

ECON 053. International Political Economy\*

ECON 081. Economic Development\*

ECON 082. Political Economy of Africa

ECON 151. International Economics: Seminar\*

HIST 028. Nations and Nationalism in Eastern Europe: 1848-1998

HIST 037. History and Memory: Perspectives on the Holocaust

HIST 049. Race and Foreign Affairs

HIST 134. U.S. Political and Diplomatic History

POLS 004. International Politics

POLS 045. Defense Policy

POLS 047. Politics of Famine and Food Policy

POLS 068. International Political Economy\*

POLS 074. International Politics: Special Topics\*

POLS 111. International Politics: Seminar

PSYC 026. Prejudice and Social Relations

PSYC 045. Psychology of Oppression and Resistance

PSYC 047. Applications of Social Psychology\*

RELG 006. War and Peace

RELG 026B. Buddhist Social Ethics

RELG 107. Liberation Theology: Seminar

# Peace and Conflict Studies

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RELG 110. Religious Belief and Moral  
Action

SOAN 003B. Nations and Nationalism

SOAN 022E. Indigenous Resistance and  
Revolt in Latin America

SOAN 022G. Social Movements in Latin  
America

SOAN 026C. Power, Authority, and Conflict

SOAN 046B. Social Inequality

Please consult departmental course listings for  
descriptions and scheduling.

\* Courses marked with an asterisk are eligible  
for the Peace and Conflict Studies concentra-  
tion upon special arrangement with the  
instructor and the concentration chair.

# Philosophy

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**RICHARD ELDRIDGE**, Professor<sup>1</sup>

**HUGH M. LACEY**, Professor

**HANS F. OBERDIEK**, Professor

**CHARLES RAFF**, Professor<sup>2</sup>

**RICHARD SCHULDENFREI**, Professor

**PETER BAUMANN**, Visiting Associate Professor

**GRACE LEDBETTER**, Assistant Professor<sup>3</sup>

**TAMSIN LORRAINE**, Associate Professor and Acting Chair

**JACQUELINE ROBINSON**, Administrative Assistant

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1 Absent on leave, fall 2001.

3 Absent on leave, 2001-2002.

2 Absent on leave, spring 2002.

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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.

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## **COURSE OFFERINGS AND PREREQUISITES**

The Philosophy Department offers several kinds of courses, all designed to engage students in philosophical practices. There are courses and seminars to introduce students to the major systematic works of the history of Western philosophy: works by Plato and Aristotle (Ancient Philosophy); Descartes, Hume, and Kant (Modern Philosophy); Hegel and Marx (Nineteenth-Century Philosophy); Kierkegaard, Nietzsche, Sartre, Heidegger, and de Beauvoir (Existentialism); and Russell and Wittgenstein (Contemporary Philosophy). There are courses and seminars that consider arguments and conclusions in specific areas of philosophy: Theory of Knowledge, Logic, Moral Philosophy, Metaphysics, Aesthetics, and Social and Political Philosophy. There are courses and seminars 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, there are courses and seminars on meaning, freedom, and value in various domains of contemporary life: Values and Ethics in Science and Technology, Feminist Theory, and Biotechnology and Society.

Students majoring in philosophy must complete at least one course or seminar in (1) Logic and (2) either Ancient or Modern Philosophy and earn a total of 8 credits, not counting Senior Course Study or Senior Honors Study. 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 Study in Philosophy.

Students may complete a minor in pPhilosophy by earning any 5 credits in philosophy courses. There is no distribution requirement for the minor.

Satisfactory completion of either any section of PHIL 001: Introduction to Philosophy or PHIL 012: Logic are prerequisites for taking any further course in philosophy. All sections of Introduction to Philosophy are primary distribution courses in the humanities. Students may not take two different sections of Introduction to Philosophy, with one exception: the section of Introduction to Philosophy that focuses on the philosophy of science may be taken after

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# Philosophy

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completing another section of Introduction to Philosophy.

## **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.

*Primary distribution course. 1 credit.*

*Each semester. Staff.*

## **PHIL 011. Moral Philosophy**

Though there will be some attention paid to contemporary thinkers, the focus of this course will be traditional views of substantive ethics. We will discuss and compare views of how one should live, contrasting different views on the relative importance and relationship of, for example, knowledge, freedom, and pleasure. Among other values, which may be discussed, are tranquility, human relationships, autonomy, and the search for objective good.

*1 credit.*

*Spring 2002. 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 2001. Lacey.*

## **PHIL 013. Modern Philosophy**

Seventeenth- and eighteenth-century sources of modernity in philosophical problems of knowledge, freedom, humanity, nature, and God. Readings from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

*1 credit.*

*Fall 2001. Raff.*

## **PHIL 015. Biotechnology and Society: The Case of Agriculture**

(Cross-listed as BIOL 005)

An introduction to biotechnology, as it pertains to agricultural (and not biomedical) applications and to issues in the ethics and philosophy of science. Topics to be presented and discussed include biotechnological methods, ethical problems raised by recent innovations in biotechnology in agricultural practices and associated legal matters, consumer rights, biodiversity and environmental impact, long-term conduct of agricultural practices and the growth of agribusiness, patents/intellectual properties and their effects on the conduct of science, and Third World perspectives. Students will be evaluated on presentations, participation in discussions, and written work.

Prerequisites: BIOL 001 or approval of instructors.  
*1 credit.*

*Spring 2002. Lacey and Vollmer.*

## **PHIL 016. Philosophy of Religion**

(See RELG 015B.)

## **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 2001-2002.*

## **PHIL 019. Philosophy of Social Science: Methodologies of the Study of Poverty**

This course will study standard problems in the philosophy of the social sciences as they are exemplified in recent studies of urban poverty.

*1 credit.*

*Spring 2002. Lacey.*

## **PHIL 020. Plato**

An introduction to the thought of Plato through close readings of some of the major dialogues. Topics will vary from year to year.

*1 credit.*

*Spring 2002. Schuldenfrei.*

## **PHIL 021. Social and Political Philosophy**

(See PHIL 121.)

*1 credit.*

*Fall 2001. Baumann.*

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**PHIL 023. Contemporary Philosophy**

Classical texts by twentieth-century authors illustrate the Revolt Against Idealism (Frege, Moore, Russell), Logical Positivism (Carnap, Quine), Ordinary Language Philosophy (Austin, Ryle), later Wittgenstein, Rorty.

*1 credit.*

*Not offered 2001-2002.*

**PHIL 024. Theory of Knowledge**

Perplexities about the nature, limits, and varieties of rationality, knowledge, meaning, and understanding. Readings from current and traditional sources.

*1 credit.*

*Not offered 2001-2002.*

**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, the geometry of physical space. A considerable range of twentieth-century views on these topics will be investigated including logicism (Frege and Russell), formalism (Hilbert), intuitionism (Brouwer, 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, relative consistency proofs for non-Euclidean geometries).

Prerequisites: Logic, or acceptance as a major in mathematics, or approval of instructor.

*1 credit.*

*Not offered 2001-2002.*

**PHIL 026. Language and Meaning**

(See PHIL 116.)

*1 credit.*

*Not offered 2001-2002.*

**PHIL 029. Philosophy of Modern Music**

This course will survey the rise and evolution of so-called absolute music (purely instrumental music, without either text or immediate liturgical function) as a significant form of cultural expression from 1750 to the present. The focus of attention will be various historico-philosophical accounts of the meanings and functions of such musical works in culture,

ranging from how they present images of human freedom to how they encode gender oppositions and social antagonisms. An ability to follow a score and some awareness (but not substantial music historical knowledge) of the relative dates of major composers of Western art music (e.g., Beethoven is just before Schubert) is required. Some attention will be paid both to twentieth-century developments (serialism; modal composition; John Cage, New Romanticism, etc.) and to contemporary popular music. Major theorists of music who will be covered include Leonard Meyer, Carl Dahlhaus, Theodor Adorno, Susan McClary, Rose Rosengard Subotnik, Lawrence Kramer, and Jacques Attali.

*1 credit.*

*Not offered 2001-2002.*

**PHIL 039. Existentialism**

In this course, we will examine existentialist thinkers such as Nietzsche, Kierkegaard, Heidegger, Sartre, Beauvoir, Genet, and Camus in order 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.*

*Not offered 2001-2002.*

**PHIL 040. Semantics**

(See LING 040.)

**PHIL 044. Torah and Logos: Judaism and Philosophy**

(Cross-listed as RELG 045)

This course will compare and contrast two world views: Judaism and philosophy. Among the topics we will examine are ethics, history and memory, the role of reason, and hermeneutics.

*1 credit.*

*Not offered 2001-2002.*

**PHIL 045. Philosophical Approaches to the Question of Woman**

We will examine definitions of woman in Western philosophy and explore how women are currently defining themselves in various forms of feminist thought.

*1 credit.*

*Not offered 2001-2002.*

# Philosophy

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## **PHIL 049. Marx, Nietzsche, and Freud**

This course will examine the work of three nineteenth-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.* Writing-intensive course. Limited to 12 students.

*Fall 2001.* Lorraine.

## **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.*

*Not offered 2001-2002.*

## **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.*

*Not offered 2001-2002.*

## **PHIL 086. Philosophy of Mind and Psychology**

This course will deal with the concept of mind, the relation of the mental and the physical, the nature of consciousness and intentionality, the nature of personhood and related topics.

*1 credit.*

*Spring 2002.* Baumann.

## **PHIL 093. Directed Reading**

*Each semester.* Staff.

## **PHIL 096. 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 of 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 2002.* Oberdiek.

### **PHIL 102. Ancient Philosophy**

A study of the origins of Western philosophical thought in Ancient Greece, from the pre-Socratics through the Hellenistic schools. We will examine the doctrines of the Milesians, Heraclitus, Parmenides, Plato, Aristotle, the Epicureans, the Stoics, and the Skeptics.

*2 credits.*

*Not offered 2001-2002.*

### **PHIL 103. Selected Modern Philosophers**

Two or more philosophical systems of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, or Kant and their relations.

*2 credits.*

*Not offered 2001-2002.*

### **PHIL 104. Contemporary Philosophy**

Twentieth-century classics by Frege, Moore, Russell, and Wittgenstein selected for intensive treatment and as ground for one or more current philosophical issues.

*2 credits.*

*Not offered 2001-2002.*

### **PHIL 105. The Analytic Tradition**

This seminar will give an overview over one of the major currents in contemporary philosophy: Analytical Philosophy. We will read and discuss classical authors of this tradition (Frege, Russell, Wittgenstein, Carnap, Quine, Ryle, and Austin) as well as more recent authors.

*2 credits.*

*Spring 2002.* Baumann.

### **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.

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2 credits.

Not offered 2001-2002.

**PHIL 109. Semantics**

(See LING 109.)

**PHIL 111. Philosophy of Religion**

(See Religion Department.)

Preparation by course and attachment.

**PHIL 113. Theory of Knowledge**

Traditional and current theories of knowledge and their alternatives. Topics include self-deception, dreaming, perception, theorizing, and the nature of knowledge.

2 credits.

Not offered 2001-2002.

**PHIL 114. Nineteenth-Century Philosophy**

The historicist treatment of such topics as knowledge, morality, God's existence, and freedom in Kant, Fichte, Hegel, Feuerbach, Marx, and Nietzsche.

2 credits.

Not offered 2001-2002.

**PHIL 116. Language and Meaning**

Behaviorist theories of meaning, cognitivist theories of meaning, and conceptions of language as a social practice will be surveyed and criticized.

2 credits.

Spring 2002. Eldridge.

**PHIL 118. Philosophy of Psychology**

This course explores the extent to which the categories of explanation of thought and action that come from practical life (reasons and goals) constrain or limit scientific explanations of the kinds put forward in cognitive psychology, behaviorism, and artificial intelligence theory.

2 credits.

Fall 2001. Lacey.

**PHIL 119. Philosophy of Science**

Selected issues, for example, the nature of scientific explanation and evidence, the relationship between theory and observation, the rationality of science, the alleged value freedom of science.

2 credits.

Not offered 2001-2002.

**PHIL 121. Social and Political Philosophy**

Sources for this seminar will range from ancient to contemporary. Among the theorists who may be considered are Plato, Hobbes, Locke, Rousseau, Rawls, MacIntyre, Taylor, Shklar, Rorty, and Habermas.

2 credits.

Fall 2001. Oberdiek.

**PHIL 122. Philosophy of Law**

Not offered 2001-2002.

**PHIL 139. Phenomenology, Existentialism, and Post-Structuralism**

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 in order to place contemporary themes of poststructuralist thought in the context of the phenomenological, existential, and structuralist thought out of which they emerge.

2 credits.

Fall 2001. Lorraine.

**PHIL 145. Feminist Theory Seminar**

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, in order to examine questions about desire, sexuality, and embodied identities, and various resolutions to this dilemma.

2 credits.

Not offered 2001-2002.

**PHIL 180. Thesis**

A thesis may be submitted by majors in the department in place of one Honors paper, upon application by the student and at the discretion of the department.

**PHIL 199. Senior Honors Study**

Spring semester.

# Physical Education and Athletics

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**ROBERT E. WILLIAMS**, Professor and Chair  
**SUSAN P. DAVIS**, Professor<sup>1</sup>  
**MICHAEL L. MULLAN**, Professor  
**KAREN BORBEE**, Associate Professor  
**LEE WIMBERLY**, Associate Professor  
**ADRIENNE SHIBLES**, Assistant Professor  
**ADAM HERTZ**, Associate Athletic Director  
**AMY L. BRUNNER**, Coach/Instructor  
**PAT GRESS**, Coach/Instructor  
**FRANK AGOVINO**, Coach/Instructor  
**PETER CARROLL**, Coach/Instructor  
**MARK DUZENSKI**, Coach/Instructor  
**MITCH KLINE**, Coach/Instructor  
**DON NORTON**, Coach/Instructor  
**DAN SEARS**, Coach/Instructor  
**SHARON GREEN**, Administrative Assistant  
**MARIAN FAHY**, Administrative Assistant

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<sup>1</sup> Absent on leave, fall 2001.

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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 these 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 athletic program is comprehensive, including varsity teams in 21 different sports: 10 for men and 11 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.

Students are encouraged to enjoy the instructional and recreational opportunities offered by the department throughout their college careers. All students not excused for medical reasons are required to complete a four-quarter (two-semester) program in physical education. All students must pass a survival swimming test or take up to one quarter of swimming instruction. The swim test and the two semesters of physical education are requirements for graduation.

Courses offered by the department are listed below. Credit toward completion of the physical education requirement will also be given for participation in intercollegiate athletics as well as the listed dance courses, which are semester-long courses. To receive credit for any part of the program, students must participate in their chosen activity a minimum of three hours a week. Students are encouraged to complete the requirement by the end of their sophomore year.

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### Fall Activities

Aerobics  
Aerobic Conditioning  
Aikido I, II  
Aquatics I, II, III  
\*‡ Basketball  
\*\*\*\* Cross-Country  
‡ Field Hockey  
Fitness Training  
Folk Dance  
Med X  
‡\* Soccer  
Squash  
Aquatics Techniques and Fitness  
\*‡ Tennis  
\*\* Volleyball  
Weight Training

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### Winter Activities

Aerobics  
\*\* Badminton  
\*‡ Basketball  
Fencing  
Fitness Training  
Folk and Square Dance  
\*\*\*\* Indoor Track and Field  
Lifeguard Training  
Med X  
Squash  
\*\*\*\* Swimming  
Aquatics Techniques and Fitness  
Tennis  
Volleyball  
Weight Training

### Spring Activities

Aerobics  
Aquatics Techniques and Fitness  
\*\*\* Baseball  
Folk Dance continued  
\*\*\* Golf  
\*\*\*\* Lacrosse  
Med X  
‡ Softball  
\*‡ Tennis  
\*\*\*\* Track and Field  
Volleyball  
Advanced Weight Training

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‡ Intercollegiate competition for women.

\* Intercollegiate competition for men and course instruction for men and women.

\*\* Intercollegiate competition for women and course instruction for men and women.

\*\*\* Intercollegiate competition for men.

\*\*\*\* Intercollegiate competition for men and women.

# Physics and Astronomy

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**JOHN R. BOCCIO**, Professor  
**PETER J. COLLINGS**, Professor  
**FRANK A. MOSCATELLI**, Professor  
**AMY L.R. BUG**, Associate Professor and Chair  
**CARL H. GROSSMAN**, Associate Professor  
**MICHAEL R. BROWN**, Associate Professor<sup>3</sup>  
**DAVID H. COHEN**, Assistant Professor of Astronomy  
**ERIC L.N. JENSEN**, Assistant Professor of Astronomy<sup>3</sup>  
**ANDREA L. STOUT**, Assistant Professor  
**CHRISTOPHER BURNS**, Visiting Assistant Professor  
**LUBNA RANA**, Visiting Assistant Professor  
**MARY ANN KLASSEN**, Lecturer  
**PRUDENCE G. SCHRAN**, Lecturer  
**STEVEN PALMER**, Mechanician  
**DAVID E. RADCLIFF**, Instrumentation/Computer Technician  
**DEBORAH J. ECONOMIDIS**, Administrative Assistant

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<sup>3</sup> Absent on leave, 2001-2002.

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The program of the Physics and Astronomy Department stresses the concepts and methods that have led to an understanding of the fundamental laws explaining the physical universe. Throughout the work of the department, emphasis is placed on quantitative, analytical reasoning, as distinct from the mere acquisition of facts and skills. 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, computer simulation, liquid crystals, biophysics, and observational and theoretical astrophysics.

The department maintains the historic Sproul telescope, a 61-cm refractor, equipped with a CCD camera, plus several small telescopes for instructional use. A monthly visitors' night at the observatory is announced in *The Weekly News*.

Two calculus-based introductory sequences are offered. PHYS 003, 004 covers both classical and modern physics and is an appropriate introductory physics sequence for those students majoring in engineering, chemistry, and biology. PHYS 007 and 008, on the other hand, which is normally preceded by PHYS 006 or ASTR 003, is 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 006, 007, 008, and 014 is designed to provide a comprehensive introduction to all major areas of physics.

Additional information is available via the World Wide Web at <http://laser.swarthmore.edu/>.

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## REQUIREMENTS AND RECOMMENDATIONS

### *Major Degree Requirements*

The basic program in Physics is intended for students not planning to pursue graduate work. It consists of PHYS 006 (or ASTR 003), 007, 008, 014, and 050 in the first two years followed by PHYS 111, 112, 113, and 114 in the last two years. In addition, the shop course PHYS 063 and the advanced laboratory courses ENGR 072A and PHYS 082, and MATH 005, 006A,

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006B, 016, and 018 must be taken.

The basic program in astronomy is intended for students not planning to pursue graduate work. It consists of ASTR 003 or PHYS 006, and PHYS 007, 008, 014, and ASTR 016. In addition, four astronomy seminars and MATH 005, 006A, 006B, and 018 must be taken.

The basic programs listed above cover all of the fundamental areas in the discipline. Students preparing for graduate study in physics or astronomy should choose one of the advanced programs listed below.

The advanced program in physics is ASTR 003 or PHYS 006, and PHYS 007, 008, 014, and 050 in the first two years followed by PHYS 111, 112, 113, 114, 115, and 116 in the last two years. In addition, the shop course PHYS 063 and the advanced laboratory courses ENGR 072A and PHYS 082, and MATH 005, 006A, 006B, 016, and 018 must be taken.

The advanced program in astrophysics is ASTR 003 or PHYS 006, and PHYS 007, 008, 014, 050, and ASTR 016, followed by PHYS 111, 112, 113, and 114, plus two astronomy seminars. In addition, MATH 005, 006A, 006B, 016, and 018 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.

Seniors not taking the External Examinations must complete a Comprehensive Exercise in the senior year, which is not only intended to encourage review and synthesis but also requires students to demonstrate mastery of fundamentals studied during all four years.

*Criteria for acceptance as a major.* A student applying to become a physics major should have completed or be completing PHYS 014, PHYS 050, and MATH 018. If applying for an astrophysics or astronomy major, they should also have completed ASTR 016. The applicant must normally have an average grade in all physics and/or astronomy courses as well as in MATH 016, 018, of C or better.

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 (retaining) majors is the presumed (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, ENGR 072A (electronics lab), PHYS 063, and PHYS 082 (each 0.5 credit) require approximately one afternoon a week. 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 encouraged to undertake independent research projects, especially in the senior year, either in conjunction with one of the senior seminars or as a special project for separate credit (PHYS/ASTR 094). There are many opportunities 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. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will need to fulfill somewhat different course requirements from those who complete certification in 2004 and beyond. For further information about the relevant set of requirements, please contact the Education program director, the Physics Department chair, or the Education Program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

#### *Minor Degree Requirements*

Our department offers two types of course minor: one in physics and one in astronomy.

The physics minor consists of PHYS 006 or ASTR 003, PHYS 007,\* PHYS 008,\* PHYS 014, PHYS 050, and PHYS 111 and PHYS 113.+ Corequisites are MATH 005, 006, and 018. (\*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

# Physics and Astronomy

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is a prerequisite for the future seminars and fulfills the "classical" requirement. Although we recommend PHYS 113 as the second advanced seminar, a different seminar may be substituted upon consultation with the chair.)

The astronomy minor consists of ASTR 003 or PHYS 006, 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). Co-requisites are MATH 005 and 006.

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## EXTERNAL EXAMINATION PROGRAM

To be accepted into the External Examination program in the department, the applicant must normally have an average grade in all physics and/or astronomy courses of B or better.

External examinations are based on the topics covered in the following seminars: Physics: PHYS 111, 112, 113, 114, and 115, plus a research or library thesis; Astrophysics: three of the following (PHYS 111, 112, 113, 114); two of the following (ASTR 121, 123, 126, 128), plus a research or library thesis; Astronomy: ASTR 121, 123, 126, 128, plus a 2-credit research or library thesis.

Minors in physics, astrophysics, and astronomy take an external examination based on two seminars from the previous lists.

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## PHYSICS COURSES

### PHYS 003. General Physics I

Topics include vectors, kinematics, Newton's laws and dynamics, conservation laws, work and energy, oscillatory motion, systems of particles, rigid body rotation, special relativity, and thermodynamics. Includes one laboratory weekly.

Prerequisite: MATH 005 (can be taken concurrently).

*1 credit.*

*Fall 2001. Rana.*

### PHYS 004. General Physics II

Topics include wave phenomena, geometrical and physical optics, electricity and magnetism, direct and alternating-current circuits, and

introductory quantum physics. Includes one laboratory weekly.

Prerequisite: MATH 006A (can be taken concurrently). PHYS 003 or permission.

*1 credit.*

*Spring 2002. Bug.*

### PHYS 006. The Character of Physical Law

An introduction to the concepts of physics and the thought processes inherent to the discipline. The primary emphasis of the course will be on the accepted principles of physics and their application to specific areas. Attention will be given to philosophical aspects of physics, discussions of what kind of problems physicists address, and how they go about addressing them. The course includes a substantial writing component. Three lecture/discussion sections per week and a laboratory.

*Primary distribution course. 1 credit.*

*Fall 2001. Boccio, Bug.*

### PHYS 007. Introductory Mechanics

An introduction to classical mechanics and special relativity. Includes the study of the kinematics and dynamics of point particles; conservation principles involving energy, momentum, and angular momentum; rotational motion of rigid bodies; oscillatory motion; and relativistic kinematics and dynamics. Includes one laboratory weekly.

Prerequisite (can also be taken concurrently): MATH 006A. PHYS 006 or permission.

*1 credit.*

*Spring 2002. Grossman.*

### 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, and Maxwell's equations. Includes one laboratory weekly.

Prerequisites: PHYS 007. MATH 006A, 006C; 016 or 018 (can be taken concurrently).

*1 credit.*

*Fall 2001. Stout.*

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**PHYS 014. Thermodynamics and Modern Physics**

An introduction to thermodynamics and temperature, heat, work, entropy, modern physics, including relativistic dynamics, wave mechanics, Schrodinger equation applied to one-dimensional systems, and properties of atoms, molecules, solids, nuclei, and elementary particles. The quantum aspects of the interaction of photons with matter. Includes one laboratory weekly.

Prerequisites: PHYS 003, 004 or PHYS 007, 008.

*1 credit.*

*Spring 2002. Moscatelli.*

**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 field work.

*Primary distribution course. 1 credit.*

*Spring 2002. Collings.*

**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 2001-2002.*

**PHYS 023. Relativity**

A nonmathematical introduction to the special and general theories of relativity as developed by Einstein and others during the twentieth century.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002.*

**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 2001-2002.*

**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 the interplay between technology and society will be addressed. Physical science will be the principal focus. Includes some laboratory work.

*1 credit.*

*Not offered 2001-2002.*

**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.

Prerequisites: MATH 016 and either 006C or 018; a knowledge of some programming language.

*1 credit.*

*Spring 2002. Collings.*

**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 and Astronomy

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## PHYSICS 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 and normal modes. Wave phenomena.

Prerequisites: PHYS 014, 050; MATH 018.

*1 credit.*

*Fall 2001. Boccio.*

### 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. Four-vector formulation of relativistic electrodynamics.

Prerequisite: PHYS 014, 050; MATH 018.

*1 credit.*

*Fall 2001. Moscatelli.*

### PHYS 113. Quantum Theory

Postulates of quantum mechanics. Operators, eigenfunctions, and eigenvalues. Function spaces and hermitian operators; bra-ket notation. Superposition and observables. 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. Transition rates.

Prerequisites: PHYS 111 and MATH 016.

*1 credit.*

*Spring 2002. 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 006C or 018.

*1 credit.*

*Spring 2002. Stout.*

### PHYS 115. Quantum Applications

Applications of theory developed in PHYS 113 and 114. Topics selected from: Atomic physics. Solid-state physics. Nuclear physics. Particle physics. Molecular physics.

Prerequisites: PHYS 111, 113.

*1 credit.*

*Fall 2001. Grossman.*

### PHYS 116. Modern Optics

Wave equations, superposition, interference, Fraunhofer and Fresnel diffraction, polarization. Optical instruments: spectrometers, interferometers, etalons. Propagation in fibers, Fourier optics, spatial and temporal coherence, lasers, and elements of nonlinear optics. Quantum theory of light: blackbody radiation, modes, quantization of the electromagnetic field, photons, and intensity fluctuations.

Prerequisites: PHYS 112, 113.

*1 credit.*

*Fall 2001. Collings.*

### PHYS 130. General Relativity

Newton's gravitational theory. Special relativity. Linear field theory. Gravitational waves. Measurement of spacetime. Riemannian geometry. Geometrodynamics and Einstein's equations. The Schwarzschild solution. Black holes and gravitational collapse. Cosmology.

Prerequisites: PHYS 111 and 112.

*1 credit.*

*Not offered 2001-2002.*

### 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, finally, some of the ideas behind lattice gauge calculations.

Prerequisites: PHYS 113 and 115.

*1 credit.*

*Spring 2002. Rana.*

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**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 2001-2002.*

**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.

Prerequisites: PHYS 113, 115, and 116.

*1 credit.*

*Not offered 2001-2002.*

**PHYS 134. Advanced Quantum Mechanics**

Photon polarization. Quantum interference effects. Measurement theory. Potential scattering. Time-independent and time-dependent perturbation theory. Interaction of the quantized radiation field with matter. Addition of angular momenta. Rotations and tensor operators. Identical particles. Second quantization. Atoms and molecules. Relativistic spin zero particles. The Klein-Gordon equation. The Dirac equation.

Prerequisites: PHYS 113 and 115.

*1 credit.*

*Not offered 2001-2002.*

**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. Superconductivity.

Prerequisites: PHYS 113, 114, and 115.

*1 credit.*

*Not offered 2001-2002.*

**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.

Prerequisites: PHYS 113 and 116.

*1 credit.*

*Not offered 2001-2002.*

**PHYS 137. Computational Physics**

Computer simulations are a powerful way of solving problems in various fields of physics. Students will learn concepts of robust scientific computing and explore techniques like Monte Carlo, finite-element, FFT, and molecular dynamics. Other topics may include high-performance computing and making the Web a part of one's problem-solving and information-dissemination strategies. As a culmination to the seminar, students will do an extended independent project of their choice.

Prerequisite: PHYS 050, 111, and taken previously or concurrently, PHYS 113, 114.

*1 credit.*

*Not offered 2001-2002.*

**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 2001-2002.*

**PHYS 139. The Physical Basis of Biomolecular Structure and Function**

(Cross-listed as CHEM 110)

Introduction to the interdisciplinary field of biophysics in which biological systems are explored using the quantitative perspective of the physical scientist. Topics will include electrostatics of solvated biomolecules, statistical thermodynamics of polymers, physical methods for studying macromolecules, and biologi-

# Physics and Astronomy

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cal energy transduction.

Prerequisites: CHEM 010, CHEM 034, or CHEM 038; PHYS 014; or permission of the instructors.

*1 credit.*

*Not offered 2001-2002.*

## **PHYS 180. Honors Thesis**

Theoretical or experiment work culminating in a written Honors thesis. Also includes an oral presentation to the department.

*0.5, 1, or 2 credits.*

*Each semester. Staff.*

## **PHYS 199. Senior Honors Study**

A review of the subject matter covered in PHYS 111, 112, 113, 114, and 115. Open only to students in the External Examination program.

*0.5 credit.*

*Spring 2002. Staff.*

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## **PHYSICS LABORATORY PROGRAM**

### **PHYS 063. Procedures in Experimental Physics**

Techniques, materials, and the design of experimental apparatus. Shop practice. Printed circuit design and construction. Half-credit course. Open only to majors in physics, astrophysics, or astronomy.

*0.5 credit.*

*Fall 2001. Technical staff.*

### **ENGR 072A. Electronic Circuit Applications**

(See Engineering for description.)

### **PHYS 082. Advanced Laboratory**

Experiments in mechanics, electricity and magnetism, waves, thermal and statistical physics, atomic, and nuclear physics.

*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 include 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 some evening labs.

*Primary distribution course. 1 credit.*

*Spring 2002. Cohen.*

### **ASTR 003. The Physical Universe**

This is an introductory astrophysics course emphasizing three major areas of astronomy and modern physics. These include birth of the universe, the theory of special relativity, and the formation of the solar system. Questions regarding the presence of life beyond the earth are also addressed.

*Primary distribution course. 1 credit.*

*Each semester. Burns.*

### **ASTR 016. Modern Astrophysics**

This is a one-semester introduction to astrophysics as applied to stars, the interstellar medium, galaxies, and the large-scale structure of the universe. The course includes some evening laboratories and observing sessions.

Prerequisites: MATH 005, 006AB, and PHYS 003, 004 or PHYS 007, 008. (PHYS 004 or 008 may be taken concurrently.)

*1 credit.*

*Each semester. 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.*

*Each semester. Burns, Cohen.*

### **ASTR 093. Directed Reading** (See PHYS 093.)

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**ASTR 094. Research Project**

(See PHYS 094.)

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**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.*

*Alternate years.*

*Not offered 2001-2002.*

**ASTR 123. Stars and Stellar Structure**

An overview of physics of the stars, both atmospheres and interiors. Topics 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. Star formation.

Prerequisite: ASTR 016.

*1 credit.*

*Alternate years.*

*Not offered 2001-2002.*

**ASTR 126. The Interstellar Medium**

Study of the material between the stars. Radiative processes in space. 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. Active galactic nuclei. X-ray and gamma-ray sources.

Prerequisite: ASTR 016.

*1 credit.*

*Alternate years.*

*Fall 2001. Cohen.*

**ASTR 128. Galaxies and Galactic Structure**

Study of our own galaxy and other galaxies. Galaxy morphology. Observational properties of galaxies. Kinematics: stellar motions, galaxy rotation, spiral density waves, instabilities. Galaxy and star formation. Starburst galaxies. Quasars and active galaxies. Galaxy clusters and interactions. Large-scale structure of the universe.

Prerequisite: ASTR 016.

*1 credit.*

*Alternate years.*

*Spring 2002. Burns.*

**ASTR 180. Honors Thesis**

(See PHYS 180.)

**ASTR 199. Senior Honors Study**

A review of the subject matter covered in advanced physics and astronomy courses. Open only to students in the External Examination program.

*0.5 credit.*

*Spring 2002. Staff.*

# Political Science

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**RAYMOND F. HOPKINS**, Professor  
**JAMES R. KURTH**, Professor  
**CAROL NACKENOFF**, Professor and Chair  
**RICHARD L. RUBIN**, Professor (part-time)<sup>3</sup>  
**KENNETH E. SHARPE**, Professor<sup>3</sup>  
**DAVID G. SMITH**, Professor Emeritus  
**RICHARD VALELLY**, Professor  
**CYNTHIA PERWIN HALPERN**, Associate Professor  
**KEITH REEVES**, Associate Professor<sup>3</sup>  
**TYRENE WHITE**, Associate Professor  
**ROBERT BOATRIGHT**, Assistant Professor  
**JEFFREY MURER**, Assistant Professor  
**KATHLEEN KERNS**, Administrative Assistant  
**DEBORAH SLOMAN**, Administrative Assistant

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<sup>3</sup> Absent on leave, 2001-2002.

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## **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, and human dignity and social responsibility are addressed throughout the curriculum.

*Prerequisites.* Students planning to study political science are advised to start with two of the following introductory courses: Political Theory, American Politics, Comparative Politics, and International Politics (POLS 001, 002, 003, and 004). Normally, any two of these courses constitute the prerequisite for further work in the department.

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## **REQUIREMENTS FOR THE MAJOR**

*Prerequisites and general recommendations.* Students who intend to major in political science should begin their work in their first year

at college if possible. Completion of at least two courses at the introductory level (POLS 001, 002, 003, and 004) is required for admission to the major. Supporting courses strongly recommended for all majors are Statistical Thinking or Statistical Methods (MATH 001 or 002) and Introduction to Economics (ECON 001).

*Course requirements for majors.* To graduate with a major in political science, a student must complete the equivalent of at least eight courses in the department. The department expects that at least five of these eight courses be taken at Swarthmore.

*Distribution requirements.* All 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. Completion of any of the following will satisfy the political theory requirement: POLS 011, 012, 100, or 101.

The department recommends that majors plan course and seminar programs that afford some exposure above the introductory level to at least three of the four major subfields of political science (listed in the introductory paragraph earlier).

*Comprehensive requirement.* Majors in the course program can fulfill the College comprehensive requirement in one of two ways. The

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preferred option is the oral thesis. Students are examined orally on a body of literature that best captures their interests and range of preparation within the discipline. Under the second option, the written thesis, students complete a written thesis based on in-depth research into a topic of their choice. To be eligible for this option, students must normally have at least an A- average in their political science courses, demonstrate the merit and rigor of their proposal, and secure the approval of a faculty advisor. Detailed information about these options is available at the beginning of the junior year.

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### **HONORS MAJORS**

To be accepted into the Honors program, students should normally have at least an average of B+ *inside the department* (the grade equivalent of an "Honors") and B outside the department and should give evidence 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. Political science Honors majors must meet all current distributional requirements for majors, including the political theory requirement. They need 10 political science credits. Normally, 6 of these credits will be met with three two-unit preparations, which will help prepare Honors majors for outside examinations, both written and oral. These two-unit preparations will normally be either a 2-credit Honors seminar or a "course-plus" option. Of these three two-unit preparations, no more than two may be in a single field in the department. The "course-plus" option will normally consist of two one-unit courses or seminars that have been designated to count as an Honors preparation. An example includes POLS 013 (Feminist Political Theory) plus either POLS 031 (Difference and Dominance) or POLS 032 (Gender, Politics, and Policy in America). The department does not normally advise theses, course attachments, or directed readings as a substitute for the Honors seminars and "course-plus" options, but, on occasion, some faculty members may direct such work to create a 2-credit Honors preparation.

All prospective Honors majors should have completed one of their four Honors prepara-

tions before their senior year.

Senior Honors majors are invited to take the *Senior Honors Colloquium*, a 2-credit colloquium normally offered in the fall term of their senior year. Work done in this colloquium will satisfy the College's Senior Honors Study requirement and will be submitted to the external examiners. Any Senior Honors Major who does not elect to take the Senior Honors Colloquium will revise a paper written for one of their other department seminars for submission to the external examiners. For this method to fulfill the department's Senior Honors Study requirements, students register for 0.5 credit.

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### **HONORS MINORS**

Honors minors in political science will be required to have at least 5 credits in political science. Among these 5 credits, minors must normally meet the subfield distribution requirement, that is, at least one course in American politics, in political theory, and in comparative politics/international relations. Minors will be required to take one of the two-unit Honors preparations offered by the department.

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### **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 conducted by the external examiner.

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### **CONCENTRATION IN PUBLIC POLICY**

Students have the option of pursuing interdisciplinary work as an adjunct to a major in political science in the concentration of Public Policy. 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 (p. 332). For 2001-2002, Robinson Hollister is the coordinator of the concentration in public policy.

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# Political Science

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## THE 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 Democracy Project is community-based learning through public service and community organizing internships as part of the course work. 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.

*Not available 2001-2002.*

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## ADVANCED PLACEMENT

The department grants one 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.

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## TEACHER CERTIFICATION

Political science majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will fulfill the requirements for Social Studies certification, and those who complete certification in 2004 and beyond will complete the requirements for Citizenship Education. For further information about the relevant set of requirements, please contact the Education program director, the Political Science Department chair, or the Education Program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

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## 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 (1) justice, (2) freedom, (3) power and knowledge, and (4) religion and politics.

*Primary distribution course. 1 credit.*

*Fall 2001. 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 can include presidential leadership; legislative politics; role of the Supreme Court; federalism; parties, groups, and movements; public policy; the politics of class, race, and gender; voting; mass media; and public discontent with government.

*Primary distribution course. 1 credit.*

*Fall 2001. Boatright, Valeyly.*

## 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 world regions. Topics include the formation of states, the growth of nationalism and ethnic conflict, patterns of state building and socio-economic development, the role of institutions and social transformation in promoting political change, the causes of regime change, and pathways to democracy.

*Primary distribution course. 1 credit.*

*Fall 2001: Murer. Spring 2002: White.*

## POLS 004. International Politics

An introduction to the analysis of the contemporary international system and its evolution in the twentieth century. The course will examine various approaches to explaining major international wars, ethnic conflicts, and economic problems.

*Primary distribution course. 1 credit.*

*Spring 2002. Hopkins, Kurth.*

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**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.

*1 credit.*

*Fall 2001.* Nackenoff.

**POLS 012. Modern Political Theory**

This course will be concerned with the nature of modernity, theory, and politics. We will study the roots of modernity in the Reformation and the Renaissance (Luther, Calvin, and Machiavelli); the foundations of modernity in the construction of liberty, property, and equality (Hobbes, Locke, and Rousseau); the culmination of modernity in the Enlightenment projects of Kant, Mill, and Marx; and the breakdown of the Enlightenment (Freud, Nietzsche, and Foucault). We analyze both historical context and theory, authority, and revolution, which contributed to the great democratizing impulse in the West.

*1 credit.*

*Spring 2002.* Halpern.

**POLS 013. Feminist Political Theory**

Contemporary feminism transforms central questions of political theory. This course explores key contributions and debates in feminist political, philosophical, and legal theory and draws on feminist psychoanalytic theory, poststructuralist theories, and queer theory to engage the contentious issues at the heart of contemporary theory. Although we focus primarily on Western theory, the course engages feminists from non-Western cultures on the capacity of Western feminists to speak to different experiences. The course considers various feminist problematizations of traditional concepts of human nature and the public and the private. It emphasizes the centrality of the body in political theorizing from several perspectives. We analyze personhood and citizen-

ship; voice and the law; theorizing otherness, discourses privileged and silenced; and the limits of subjectivity, privacy, universality, and identity. The course focuses on the historicity and situatedness of the self and other, and the relationships between power, sexuality, class, race, identity, and time.

*1 credit.*

*Spring 2002.* Halpern and Nackenoff.

**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. This course may be counted toward a concentration in public policy.

*1 credit.*

*Not offered 2001-2002.* Halpern.

**POLS 016. Liberal Individualism**

This course will explore the conceptions of human nature that underlie liberalism in modern society, with attention to what current research and theory in psychology have to say about these assumptions.

*1 credit.*

*Next offered spring 2003.* Sharpe and Schwartz.

**POLS 017. American Political Thought**

Explorations in American political thought and political culture. Topics include national identity; struggles of inclusion/exclusion; individualism and community; moral crusades; democratic visions; race, class, ethnicity, and gender; and the role of the state.

*1 credit.*

*Not offered 2001-2002.* Nackenoff.

**POLS 019. Democratic Theory and Practice**

The relationship between theories and practices of democracy, focusing on the gap between the nearly universal commitment to "the rule of the people" and the fact that very few people exercise such power today.

*1 credit.*

*Not offered 2001-2002.*

## **POLS 020. Theories of Political Representation**

What does it mean to say that one is represented politically? What are the best ways to represent diverse citizens and diverse views within government? In this class, we will study different concepts of what political representation entails, how those concepts have evolved over history, and how we might use those concepts to understand contemporary political problems. These problems include race-based districting schemes and representation of minority interests in the United States; differences in representation between the U.S. House of Representatives and the Senate, debates over the effects of census undercounts in representation; representation of separatist groups in Canada; and the different representational qualities of different voting systems.

*1 credit.*

*Fall 2001. Boatright.*

## **POLS 022. American Elections: Ritual, Myth, and Substance**

An examination of the role of policy issues, candidate images, media, marketing, and political parties in the American electoral process.

*1 credit.*

*Not offered 2001-2002. Nackenoff, Reeves.*

## **POLS 023. Presidency, Congress, and Court**

Topics include presidential policy and governance strategies, types of presidential and congressional involvement in federal bureaucracies, the development of norms to tame conflicts, partisan and group insertion into governance, and roles of the Supreme Court and judicial review.

Prerequisite: POLS 002.

*1 credit.*

*Next offered 2002-2003. Valelly.*

## **POLS 024. American Constitutional Law**

The Supreme Court in American political life, with emphasis on civil rights and civil liberties and on 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. Exploration of judicial review, judicial activism and restraint, and theories of constitutional interpretation.

*1 credit.*

*Spring 2002. Nackenoff.*

## **POLS 025. Congressional Committees and Legislative Organization**

A study of the organizational structure and the committee system of both houses of Congress. We will entertain questions regarding the incentives that have led to the manner in which Congress is structured, the role elections play in determining congressional organization, and the implications the structure of Congress has for policy making, for public influence, and for interest group activity. We will also study changes in the structure of Congress over the past 30 years.

*1 credit.*

*Not offered 2001-2002.*

## **POLS 027. Interest Groups in American Politics**

This class surveys interest in group formation, maintenance, campaigning, and lobbying strategies. We will contrast the imperatives of organized interests with those of political parties, elected and unelected officials, and unorganized public interests. We will also consider the influence that organized interests have on public policy by considering the effect of legislation written to change interest group activities and considering case studies of particular policy initiatives.

*1 credit.*

*Spring 2002. Boatright*

## **POLS 028. Political Participation**

In this class, we will consider different types of political activity in which American citizens engage, evidence regarding changes in Americans' political participation over time, and techniques that have been proposed to increase political participation. We will consider survey evidence of who participates in different types of activities, considering the role that race, gender, education, income, and other demographic variables have on political activity. We will consider (among other things) trends in citizens' support and activity in political parties, citizens' decisions about whether to vote, interest group participation, jury service, and

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participation in religious and public service organizations.

*1 credit.*

*Spring 2002. Boatright.*

**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, the economy, gun control, foreign policy, and social security reform. This course may be counted toward a concentration in public policy.

Prerequisite: POLS 002 or permission of the instructor.

*1 credit.*

*Next offered spring 2003. Reeves.*

**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, class, and colonial and post-colonial relationships are examined and compared.

*1 credit.*

*Not offered 2001-2002. Nackenoff.*

**POLS 032. Gender, Politics, and Policy in America**

Gender issues in contemporary American politics, policy, and law. Policy issues include feminization of poverty, employment discrimination, pornography, surrogate parentage, privacy rights and sexual practices, workplace hazards, and fetal protection.

*1 credit.*

*Not offered 2001-2002. Nackenoff.*

**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 was made through the electoral system, the courts, the Congress, and the presidency. The separation between black and white is analyzed over time and in contemporary politics and also in comparative perspective with other groups. This course may be counted toward a concentration in public policy.

*1 credit.*

*Next offered fall 2002. Reeves and Rubin.*

**POLS 034. Race, Ethnicity, 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, Latino, and Asian-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. And what are the public policy implications against the backdrop of the Court's rulings where the decennial census is concerned? This course may be counted toward a concentration in public policy and Black Studies.

*1 credit.*

*Not offered 2001-2002. Reeves.*

**POLS 036. Multicultural Politics in the United States**

Is the United States a melting pot; a mosaic; or a battlefield of racial, ethnic, and cultural differences? This course explores past and present multicultural politics, including the efforts of subordinated groups to empower themselves, and such issues as immigration, poverty, affirmative action, and cultural identity.

*1 credit.*

*Not offered 2001-2002. Kurth.*

# Political Science

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## **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 2001-2002.*

## **POLS 041. Political Economy and Social Policy in the United States**

Considers how government buffers the risks for individuals of a market system and what that means for citizenship. Also treats macroeconomic policy making and how it affects politics. Third major topic is the governance of the labor market.

Prerequisite: POLS 002.

*1 credit.*

*Spring 2002. Valelly.*

## **POLS 043. Environmental Policy and Politics**

(Cross-listed as ENGR 004C)

*1 credit.*

*Next offered fall 2002.*

## **POLS 044. Social Choice, Game Theory, and Politics**

Introduction to formal discovery and description of various paradoxes, limits, and equilibria in different sorts of democratic political processes. Applications may include party competition, legislative agenda control, taxation, group formation, protest, and other topics. No special background of any kind required.

*1 credit.*

*Next offered spring 2003. Valelly.*

## **POLS 045. Defense Policy**

Analysis of American defense policy since World War II, with particular emphasis on foreign interventions, military strategies, weapons systems, and race and gender issues. This course may be counted toward a concentration in public policy.

Prerequisite: POLS 004.

*1 credit.*

*Fall 2001. Kurth.*

## **POLS 047. Global Policy and International Institutions: Hunger and Environmental Threats**

Causes and proposed solutions to major global problems—hunger, poverty, and environmental loss—are explored. The role of government policy, shaped by international institutions, in food production, distribution and consumption and the effects on the environment are analyzed. Cases include the American experience and its global impact, the special problems of developing countries, the dynamics of trade and aid, the special problems of developing countries, and the role of international institutions.

An early final exam and a substantial paper are features of the course. A “laboratory” session replaces a regular class meeting. Students with little work in political science may be admitted with consent of the instructor. This course may be counted toward the concentration in public policy.

*1 credit.*

*Fall 2001. Hopkins.*

## **POLS 048. The Politics of Population**

Examines global, regional, and national population issues in historical perspective. Topics include the relationship between population and development; the causes of fertility decline in different cultural settings; the political impact of demographic trends; and contemporary issues such as aging population, global migration, the AIDS epidemic, and the politics of census taking. This course may be counted toward a concentration in public policy.

*1 credit.*

*Not offered 2001-2002. White.*

## **POLS 051. Socialism in Europe**

This course traces more than 150 years of socialist political efforts in Europe. Beginning with the revolutions of 1848, we will examine the political circumstances and theories that made revolution possible as well as the conditions that threatened these movements. Students will encounter the Marxist and Christian Socialist movements of the late nineteenth and early twentieth centuries and the many Soviet revolutionary movements after World War I—from Moscow to Munich and from Berlin to Budapest. We will examine the socialist resistance to fascism in Vienna and Spain,

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and trace the development of Western European leftist movements, both communist and social democratic. The last half of the course will compare the socialist welfare systems in Western Europe and attempts to build socialism with a "human face" in Eastern Europe during the 1950s and 1960s. Finally, the course will examine the failures of leftist terrorist organizations and of "realized socialism."

*1 credit.*

*Spring 2002. Murer.*

**POLS 053. The Politics of Eastern Europe: Politics in Transition**

This course will examine the challenges facing the states of Central and Eastern Europe since the end of the Cold War. It will trace the events that brought about the end of "realized socialism" in the region and explore the difficulties these societies have faced since those heady days in 1989 through 1991. Students will examine the processes of political and economic transformation within the context of a global neo-liberal project. Thus, students will explore the meaning of democracy, the tension between collective and individual rights, the place of economic steering initiatives within any society, and the integration of institutions. The course will also explore antiliberal reactions in the region, including the rise of xenophobia, conflicts of ethnic nationalism, and the resurgence of fascist economic and political movements.

*1 credit.*

*Fall 2001. Murer.*

**POLS 055. China and the World**

Explores the rise of China in the late twentieth century and its implications for domestic, regional, and international politics. Topics include China's reform and development strategy, the social and political consequences of reform, the prospects for regime liberalization and democratization, and the China-Hong Kong-Taiwan nexus. Also examines China's changing role in East Asia and the world.

This course may be counted toward a program in Asian Studies or a program in public policy.

*1 credit.*

*Not offered 2001-2002. White.*

**POLS 056. Patterns of Asian Development**

Examines patterns of political and economic

development in East Asia, comparing paths to development, the role of authoritarianism and democracy in the development process, the conditions that promote or impede democracy, sources of regime legitimacy, and the impact of regional and global forces on domestic politics. Primary focus will be the states of Japan, China, North and South Korea, Taiwan, Vietnam, and India.

This course may be counted toward a program in Asian Studies.

*1 credit.*

*Fall 2001. White.*

**POLS 057. Latin American Politics**

A comparative study of the political economy of the region focusing on Mexico, Chile, Guatemala, Nicaragua, 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.*

*Not offered 2001-2002. Sharpe.*

**POLS 061. American Foreign Policy**

An examination of the making of American foreign policy and of the major problems faced by the United States in the contemporary era. The course will focus on the influence of political, bureaucratic, and economic forces and on the problems of war, intervention, globalization, and human rights.

Prerequisite: POLS 004 or equivalent.

*1 credit.*

*Not offered 2001-2002. Kurth.*

**POLS 064. American-East Asian Relations**

Examines the historic and contemporary world views of the major Pacific countries and international relations across the Pacific. Topics include the impact of growing Chinese power in the region, and the role of culture, image, and perception in cross-Pacific affairs.

This course may be counted toward a program in Asian Studies.

*1 credit.*

*Spring 2002. White.*

# Political Science

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## **POLS 068. International Political Economy**

(Cross-listed as ECON 053)

This course uses political and economic perspectives to analyze the international economy. Topics include the rise and decline of hegemonic powers, the controversy over “free” versus “fair” trade under the WTO, foreign debt and default, the role of the state in economic development, international financial markets, the history of the international monetary system. This course may be counted toward a concentration in public policy.

Prerequisite: POLS 004 and ECON 001.

*1 credit.*

*Spring 2002. Hopkins, Golub.*

## **POLS 072. Constitutional Law: Special Topics**

An in-depth exploration of several recent issues and controversies, most likely drawn from 1st, 4th, 5th, 6th, 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.

Prerequisite: POLS 024.

*1 credit.*

*Not offered 2001-2002. Nackenoff.*

## **POLS 073. Comparative Politics: Special Topics**

*1 credit.*

*Not offered 2001-2002.*

## **POLS 074. International Politics: Special Topics**

Each year, this course will study a major topic in international politics, with different topics being studied in different years. The course will examine development of the topic from historical origins to contemporary issues. In 2001 the topic will be the contemporary American empire (i.e., the role of the United States as the sole superpower, the engine of globalization, the leader of the information revolution, and the creator of a new kind of multicultural society).

Prerequisite: POLS 004.

*1 credit.*

*Fall 2001. Kurth.*

## **POLS 076. Theory, Method, and Research Design in the Social Sciences**

*1 credit.*

*Not offered 2001-2002.*

## **POLS 090. Directed Readings in Political Science**

Available on an individual or group basis, subject to the approval of the chairman and the instructor.

*1 credit.*

## **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.*

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## **SEMINARS**

The following seminars prepare for examination for a degree with Honors:

## **POLS 100. Political Theory: Plato to Hobbes**

This seminar will examine in detail both major ancient traditions that ultimately led to the modern—both the Greek and the biblical traditions. We will study ancient Greek tragedy through Sophocles, and Greek philosophy through Socrates, Plato, and Aristotle. In the second half of the seminar, we will study the Hebrew Bible, the New Testament, and the Gnostic Gospels, and how they were written, and show how both traditions culminate in the work of Augustine. We will study the historical contexts of these texts and contemporary critical and gender interpretations in order to consider the questions of theory, interpretation and justice as they pertain to this period and kind of inquiry.

*2 credits.*

*Fall 2001. Halpern.*

## **POLS 101. Political Theory: Modern**

We will study in this seminar 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, Freud, and Foucault.

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The question of how to read and contextualize texts, and how competing perspectives and theories construct and reconstruct the nature of the real and the political, contribute to an inquiry into the politics of theory and interpretation in the modern era and what doing the work of political theory means and accomplishes.

2 credits.

Spring 2002. Halpern.

### **POLS 102. Senior Colloquium**

When is professional political inquiry or political thought socially useful? Colloquium this issue through analysis of exemplary works, debates, and policy issues. Recommended for all senior Honors majors.

2 credits.

Fall 2001. Valelly.

### **POLS 103. American Politics**

The relationship between American political thought and political practice. Interpreting the character of American politics with classic authors and texts, accompanied by investigation of political narratives and the impact of popular culture on forms of public discourse.

2 credits.

Not offered 2001-2002. Nackenoff.

### **POLS 104. American Political System**

Seminar aims to confound simple views of contemporary American politics and its performance by empirically emphasizing the complexity of American politics. Standard topics are covered, though topical emphasis may vary from year to year.

Prerequisite: POLS 002 or intermediate American politics course.

2 credits.

Spring 2002. Valelly.

### **POLS 105. Constitutional Law in the American Polity**

The Supreme Court in American political life, with emphasis on civil rights and civil liberties and on constitutional development. The seminar 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. Exploration of judicial review, judicial activism and restraint, and theories of constitutional interpretation.

2 credits.

Spring 2002. Nackenoff.

### **POLS 107. Comparative Politics: Greater Europe**

This course traces the development of the concept of Europe. We will examine the array of state forms from the early modern to the contemporary period, and interrogate how these variations contribute to the conceptual boundaries of Europe. Topics include state construction, nationalism, ethnic conflict, economic development, and the political impact of global neo-liberalism.

2 credits.

Spring 2002. Murer.

### **POLS 108. Comparative Politics: East Asia**

Examines patterns of political and economic development in East Asia, comparing paths to development, the role of authoritarianism and democracy in the development process, the conditions that promote or impede democracy, sources of regime legitimacy, and the impact of regional and global forces on domestic politics. Primary focus will be the states of Japan, China, North and South Korea, Taiwan, Vietnam, and Singapore.

This course may be counted toward a concentration in Public Policy or a Program in Asian Studies (Class of '02 or '03) or a minor (Class of '03 or '04).

2 credits.

Fall 2001. White.

### **POLS 109. Comparative Politics: Latin America**

A comparative study of the political economy of the region focusing on Mexico, Chile, Guatemala, Nicaragua, 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.

Not offered 2001-2002.

## **POLS 110. Comparative Politics: Africa**

A review of the historical evolution and current problems in politics of sub-Saharan Africa. Topics will include colonial legacies, nationalism, class, ethnicity, economic development, and the character of the state. Problems of public policy will be given special attention. Readings will focus on selected countries in Southern Africa, East Africa, and West Africa. This course may be counted toward a concentration in public policy.

*2 credits.*

*Not offered 2001-2002. Hopkins.*

## **POLS 111. International Politics**

An inquiry into problems in international politics. Topics include major theories of international politics, war and the uses of force, and the management of various global economic issues.

Prerequisite: POLS 004 or equivalent.

*2 credits.*

*Spring 2002. Hopkins.*

## **POLS 180. Thesis**

With the permission of the department, Honors candidates may write a thesis for double course credit.

## **POLS 199. Senior Honors Studies**

Integrative revisions of earlier work in a seminar or the senior colloquium.

# Psychology

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**ALFRED H. BLOOM**, Professor\*  
**KENNETH J. GERGEN**, Professor  
**DEBORAH G. KEMLER NELSON**, Professor and Chair  
**JEANNE MARECEK**, Professor  
**ALLEN M. SCHNEIDER**, Professor  
**BARRY SCHWARTZ**, Professor  
**FRANK H. DURGIN**, Associate Professor<sup>3</sup>  
**JANE E. GILLHAM**, Visiting Assistant Professor (part-time)  
**WENDY A. HORWITZ**, Visiting Assistant Professor (part-time)  
**EDWARD T. KAKO**, Assistant Professor  
**MICHELE REIMER**, Visiting Assistant Professor (part-time)  
**ANDREW H. WARD**, Assistant Professor  
**JULIA L. WELBON**, Academic Coordinator  
**JOANNE M. BRAMLEY**, Administrative Coordinator

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\* President of the College.

<sup>3</sup> Absent on leave, 2001-2002.

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The work of the Department of Psychology concerns the systematic study of human behavior and experience; processes of perception, learning, thinking, and motivation are considered in their relation to the development of the individual. The relations of the individual to other persons are also a topic of study.

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 Department of Biology. Consult either department chair.

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## REQUIREMENTS AND RECOMMENDATIONS

PSYC 001: Introduction to Psychology is normally a prerequisite for further work in the department.

A course major consists of at least 8 credits or 8.5 credits for students who meet the comprehensive requirement by completing PSYC 098: Senior Comprehensive Project. The minimum requirement excludes courses cross-listed in psychology that are taught only by members of

other departments. Four should be core courses (with course numbers in the 030s): Physiological Psychology, Learning and Action, Perception, Cognitive Psychology, Psychology of Language, Social Psychology, Concepts of the Person, Abnormal Psychology, and Developmental Psychology.

Students are required to meet a comprehensive requirement in their majors. In psychology, this may be accomplished in one of two ways for each class of graduates, but the process differs for the Class of 2002 and for the Classes of 2003 and beyond.

For the Class of 2002: The first way, open to all majors, is to successfully complete the comprehensive examination, prepared independently and completed early in the spring semester of the senior year, without course credit. The second 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 have an acceptable proposal, an advisor and sufficient background to undertake the proposed work. See PSYC 096, 097, and the department brochure.

For the Classes of 2003 and beyond: The first way, open to all majors, is to successfully complete the comprehensive project, a substantial paper on a topic of the student's choice in psychology, approved by the faculty. See PSYC

# Psychology

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098 for further details. The second way is to complete a 2-credit senior thesis, as discussed earlier. Students in the Class of 2003 who meet the comprehensive requirement in the department with the Comprehensive Project must meet the eight-course requirement for the psychology major in addition to receiving 0.5 credit for the project.

Students should take at least one course that provides them with experience in conducting research, ordinarily PSYC 025: Research Design and Analysis.

Students majoring in psychology who wish to include study abroad are advised to complete the time away before the second semester of the junior year.

Students intending to pursue graduate work in psychology should take either STAT 002 or 002C, offered by the Department of Mathematics and Statistics. In addition, they should take PSYC 025: Research Design and Analysis. If possible, students should complete first Statistics and then Research Design before their senior year.

A course minor, available to students in the Classes of 2003 and beyond, consists of at least 5 credits in psychology at Swarthmore. These five courses must include PSYC 001: Introduction to Psychology and two core courses.

### *The Honors Program in Psychology*

The psychology department offers qualified students the option of study in the Honors program. Students majoring in psychology in Honors must prepare three fields for external examination. Two of these preparations involve a 1-credit seminar and its approved prerequisite; the third is a thesis, completed over the course of the senior year. There is no Senior Honors Study in psychology. Students must also meet the requirement for study in four core areas, as described previously.

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 must prepare one field for external examination, involving either a two-unit approved sequence of courses or a 2-credit seminar. A detailed description of the program is available in the departmental brochure.

## TEACHER CERTIFICATION

Students wishing to pursue certification at the secondary school level should consult faculty in the Education program.

Psychology majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will fulfill the requirements for Social Studies certification, and those who complete certification in 2004 and beyond will complete the requirements for Social Science certification. For further information about the relevant set of requirements, please contact the Education program director, the Psychology Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci/Education/](http://www.swarthmore.edu/SocSci/Education/).

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## 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 behavior are determined by learning, motivation, neural, cognitive, and social processes.

In addition to the course lectures, students are required to participate in a total of four small group discussions during the semester, each meeting for 1 hour and 15 minutes during the Monday, Wednesday (1:15-4 p.m.), or Friday (2:15-5 p.m.) afternoon class periods. Students will be assigned to a group after classes begin but should keep at least one period open.

PSYC 001 is prerequisite to further work in the department.

*1 credit.*

*Each semester. Staff.*

### **PSYC 005. 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 emo-

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tions, 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 does not serve as prerequisite for further work in psychology.

No prerequisite.

*Primary distribution course. 1 credit.*

Fall 2001. Kemler Nelson.

*Note:* The following three courses are offered by the Education program. They do not count toward the minimum required credits for a psychology major.

### **PSYC 021. Educational Psychology**

(See EDUC 021.)

Fall 2001. Renninger.

### **PSYC 022. Counseling**

(See EDUC 025.)

Fall 2001. Brenneman.

### **PSYC 023. Adolescence**

(See EDUC 023.)

Spring 2002. 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 a treatment of statistical inference and the rigorous evaluation of empirical evidence. Emphasis is placed both on issues surrounding the formation of an effective research program and on developing critical skills in the evaluation of theories. Pitfalls and alternative approaches are also discussed.

Workshop format.

*1 credit.*

Fall 2001. Ward.

### **PSYC 028. Introduction to Cognitive Science**

Formerly offered in the psychology department, this course is now COGS 001 in the cognitive science concentration. When taught by a member of the Psychology Department, COGS 001 will count toward the minimum required credits in a psychology major.

(See COGS 001.)

Spring 2002. Kako.

### **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.

Spring 2002. Schneider.

### **PSYC 031. Learning and Action**

This course explores elementary learning processes and how they combine with complex cognitive, motivational, and social factors to influence what organisms do.

Fall 2001. Schwartz.

### **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 in order to explain how we can avoid assuming that inside our head is a little homonculus watching the world.

*1 credit.*

Not offered 2001-2002. Spring 2003. 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.

*1 credit.*

Not offered 2001-2002. Fall 2002. Durgin.

### **PSYC 034. The 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 so accurately? How do we understand and produce it, seemingly without effort? What are its biological underpinnings? What is the relationship between language and thought?

# Psychology

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How did language evolve? And to what extent is the capacity for language “built in” (genetically) versus “built up” (by experience)?

*1 credit.*

*Fall 2001. Kako.*

## **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 the historical context of the theory and research. The dynamics of cooperation and conflict, group identity, conformity, social influence, help giving, aggression, persuasion, attribution, and attitudes are discussed.

*1 credit.*

*Spring 2002. Ward.*

## **PSYC 037. Concepts of the Person**

An exploration of central conceptions of psychological functioning from both historical, cultural and ideological perspectives. Central attention is given to the developing concept of the person within the discipline of psychology from the turn of the century to the present. Theories of Freud, Jung, and the neo-Freudians receive attention as well as more recent cognitive and trait formulations. Special attention is given to the conception of the person emerging within the postmodern period.

*1 credit.*

*Spring 2002. Gergen.*

## **PSYC 038. Abnormal 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.

*1 credit.*

*Spring 2002. Gillham.*

## **PSYC 039. Developmental Psychology**

A selective survey of cognitive and social development from infancy to adolescence. Major theoretical perspectives on the nature of developmental change are examined, including those of Piaget and his critics. Topics include the formation of social attachments, the foundations and growth of perceptual, cognitive, and social skills, gender typing, moral development, and the impact of parents and

other social agents on the development of the child.

*1 credit.*

*Fall 2001. Reimer.*

## **PSYC 041. Children at Risk**

Chronic illness, divorce, war, homelessness, and chronic poverty form the backdrop of many children's lives. This course considers children's responses to such occurrences from clinical, social, and developmental perspectives. Special emphasis is placed on the contributions of family and the social environment to the child's well-being or distress.

*Not offered 2001-2002. Horwitz.*

## **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.

*1 credit.*

*Not offered 2001-2002. Kemler Nelson.*

## **PSYC 043. Evolutionary Psychology**

Recently, psychologists have begun to explore human nature through the lens of evolution by natural selection. Just as it has shaped our bodies, natural selection has also shaped our minds, endowing us with abilities and habits of thought that increase the chances we'll pass our genes on to future generations. In this course, we apply the framework of natural selection to six questions about human psychology: Why do we eat the foods we do? How do we decide who our mates will be? What is friendship? Why do we have a sense of justice, of right and wrong? What is the nature of intelligence? Why do we have language? We also explore the limits of this approach as an account of human nature.

*1 credit.*

*Fall 2001. Kako.*

## **PSYC 044. Psychology and Gender**

This course concerns psychological approaches to studying women and gender as well as feminist critiques of psychological theories and

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methods of inquiry. In addition, we study the ways that gender is represented in research and clinical theories and in popular psychology.

*1 credit.*

*Spring 2002. Marecek.*

### **PSYC 046. Psychology of Self-Control**

What are the processes and strategies involved in the control of our own emotions, thoughts, and behaviors? When do these strategies serve us well, and when do they contribute to pathology? This course examines the principle of self-control from a number of perspectives. Topics include delay of gratification, dieting, aggression, emotional regulation (e.g., control of anger and depression) and the disinhibiting effects of alcohol. Emphasis is placed on successes and failures of self-control and their consequences for physical and psychological well-being.

*1 credit.*

*Spring 2002. Ward.*

### **PSYC 047. Applications of Social Psychology**

In what areas have the lessons of more than 50 years of social psychological research been applied, and how have those applications fared? This course examines both the successes and failures of those who have tried to put the theories and findings of social psychology into practice. Domains of inquiry include the application of social psychology to law, education, business, public policy, gender relations, clinical disorders, and peace and conflict.

*1 credit.*

*Not offered 2001-2002. Ward.*

### **PSYC 048. Technology, Self, and Society**

This course brings critical attention to the technological transformation of cultural life. Discussions treat issues of personal and cultural identity; conceptions of rationality and the body; and the production of intimacy. The implications for freedom and control, the democratization of pedagogy, and the potentials for community are also discussed.

*Fall 2001. Gergen.*

### **PSYC 049. Thinking, Judgment, and Decision Making**

In the modern world, people are flooded with decisions, both major and minor, 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 what people *should* do and what they *do* do can be closed.

Prerequisite: Introduction to Psychology (PSYC 001).

*1 credit.*

*Spring 2002. Schwartz.*

### **PSYC 050. Abnormal Child Psychology**

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. There is a heavy emphasis on current research questions and empirical findings related to each disorder. Prerequisite: Abnormal (PSYC 038), or Developmental (PSYC 039) Psychology, or instructor's permission.

*Fall 2001. Gillham.*

### **PSYC 055. Family Perspectives on Psychological Functioning**

This course focuses on the connections between individual development and the family system. It includes exploration of several theories of family functioning and highlights both theory and research on the role of family processes in individual development. Topics include concepts of normality, the roles of gender and power or mental illness in family functioning, ethnicity and sociocultural influences, and linkages between the family and other systems, such as peers and schools.

Prerequisites: Introduction to Psychology and one of the following: Concepts of the Person (PSYC 037), Abnormal (PSYC 038), or Developmental (PSYC 039) Psychology.

*1 credit.*

*Spring 2002. Reimer.*

### **PSYC 057. Psychology of Environmental Problems**

Humans face severe environmental crises, including global warming, resource depletion,

and a precipitous decline in biodiversity. What are the psychological dimensions of environmental problems, and how can psychology contribute to potential solutions? Readings comprise empirical and theoretical literature in psychology as well as relevant work from philosophy and history.

PSYC 057 fulfills the Social Sciences/Humanities requirement in Environmental Studies (and counts as a course in a Psychology major).

The course is taught in a seminar and workshop format, including the formulation of research projects on psychology and nature.

*1 credit.*

*Not offered 2001-2002. Horwitz.*

### **PSYC 058. Gender, Culture, and Mental Health**

This course concerns women, men, and mental health. Many psychological problems are markedly more common for one or the other gender. In asking why this is so, we examine cultural, sociological, psychological, and biological lines of evidence. We also ask which women and which men are at risk. Other emphases include conceptions of normality and abnormality and feminist approaches to diagnosis and treatment.

Prerequisite: Introduction to Psychology (PSYC 001) or Introduction to Women's Studies (WMST 001).

*1 credit.*

*Fall 2001. Marecek.*

### **PSYC 059. Cultural Psychology**

Much of psychology has been concerned with discovering universals of human behavior. However, people in different cultural settings understand themselves and their social worlds in radically different ways. Their ways of being, emotional life, moral and ethical ideas, intimate relationships, and ideals differ radically. This course explores psychological dimensions of culture, focusing on South Asia (especially India and Sri Lanka) and East Asia (especially Japan and China). We take up issues such as the construction of emotion; love and sexuality; idioms of mental well-being and distress as well as cultural-specific modes of healing; and ethnicity and ethnopolitical conflict.

Is culture a force external to individuals that determines their behavior, or do people pro-

duce culture through their everyday ways of living and habits of language? What research tools can help us study cultural life? What ethical issues emerge when we enter a cultural setting different from our own?

Prerequisites: Introduction to Psychology (PSYC 001) and one of the following: Social Psychology (PSYC 035), Concepts of the Person (PSYC 037), Abnormal (PSYC 038), or Developmental (PSYC 039) Psychology.

*1 credit.*

*Spring 2002. Marecek.*

### **PSYC 063. Special Topics in Cognitive Psychology**

Selected problems from the current literature on human information processing and cognitive psychology are considered in detail. Emphasis is placed on the relationship between theories of cognition and current experimental findings. Also, the development of cognitive skills receives attention.

*1 credit.*

*Not offered 2001-2002.*

### **PSYC 064. Research Issues in Clinical Child Psychology**

This course addresses clinical topics (e.g., pervasive developmental disorder, anxiety, depression, chronic illness, sexual abuse), while considering specific problems of research (e.g., sampling strategies, reliability and validity, cross-sectional vs. longitudinal designs, qualitative analysis) as they pertain to clinical child psychology. Students learn to locate and evaluate current empirical studies as they discuss childhood problems.

Prerequisite: Introduction to Psychology and one of the following: Abnormal (PSYC 038) or Developmental Psychology (PSYC 039), Abnormal Child Psychology (PSYC 050), Research Design and Analysis (PSYC 025) or Children at Risk (PSYC 041).

*1 credit.*

*Not offered 2001-2002. Horwitz.*

### **PSYC 067. Research Issues in Developmental Psychology**

Childhood is a period of incredible change and growth; this rapid development makes designing developmental experiments fun and challenging. This course covers basic experimental terminology, design and psychological proce-

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dures and methods while allowing the student to design and perform a research project tailored to her or his interests.

*1 credit.*

*Not offered 2001-2002.*

### **PSYC 068. Reading Culture**

A course in seminar format concerned with the values, ideologies, myths, and power dynamics manifest in the ordinary, taken for granted world of everyday life. Attention is given to television, news reporting, film, advertising, music, clothing, architecture, and other cultural artifacts, and the ways in which they are shaped by psychological, social, rhetorical, and ideological processes. Also focal is the formation of subcultures, identity politics, and the postmodern cultural transformation.

*1 credit.*

*Not offered 2001-2002.* Gergen.

### **PSYC 089. Psychology, Economic Rationality, and Decision Making**

How *should* people make decisions, and how do people make decisions? The theory of rational choice, developed in economics and profoundly important throughout the social sciences, offers powerful answers to both of these questions. This course provides a critical examination of the theory of rational choice. It focuses on the theory's empirical inadequacies as an account of how people *do* choose and on its social and moral inadequacies as an account of how people *should* choose.

Prerequisite: Open by application to advanced students in psychology, economics, or philosophy.

*1 credit.*

*Fall 2001.* Schwartz.

### **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.

*1 credit.*

*Fall 2001:* Reimer. *Spring 2002:* Gillham.

### **PSYC 091. Research Practicum in Physiological Psychology**

An examination of current issues in physiological psychology with emphasis on how lower animal research is used to understand the physiological basis of normal and abnormal human behavior. Topics include learning and memory, drug addiction and tolerance, obsessive-compulsive disorder, Alzheimer's disease, and cerebral lateralization.

Prerequisite: PSYC 030 or permission of the instructor.

*Fall 2001.* Schneider.

### **PSYC 094. Independent Research**

Students conduct independent research projects. They typically study problems with which they are already familiar from their course work. 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**

With the permission of the department, qualified students may conduct a yearlong 2-credit research project in the senior year as one way

# Psychology

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to meet the comprehensive requirement. Such theses must be supervised by a member of the Psychology Department. The final product is evaluated by the supervisor and an additional reader. Students should develop a general plan by the end of the junior year and apply for departmental approval. By application.

*1 credit each semester.*

*Both semesters. Staff.*

## **PSYC 098. Senior Comprehensive Project**

As one means of meeting the comprehensive requirement for the Classes of 2003 and beyond, each student selects a topic in psychology with the approval of the psychology faculty. During either the fall or the spring semester of the senior year, the student writes a substantial paper on the topic based on library research or some original empirical research. In addition to submitting their written reports, all students will make oral presentations on their topics in the middle of the spring semester. One-half credit with a letter grade will be awarded for the written and oral work. See the department brochure for further details.

*0.5 credit.*

*Each semester. Staff.*

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## **SEMINARS**

### **PSYC 130. 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.

Prerequisite: PSYC 030. By permission.

*1 credit.*

*Spring 2002. Schneider.*

### **PSYC 132. Perception and Attention**

(See description of PSYC 032.)

In this course, we do advanced theoretical and empirical work on psychological aspects of human perception. Emphasis is on individual research projects exploring forefront issues of visual learning and representation in domains of visual attention and eye movements, space perception, object recognition, and the perception of visual qualities.

Prerequisite: PSYC 032. By permission.

*1 credit.*

*Not offered 2001-2002. Durgin.*

### **PSYC 133. Cognitive Psychology**

(See description of PSYC 033.)

Examination of foundational issues and theories in the empirical study of human cognition with an emphasis on insights from cognitive and biological sciences. Topics include thinking and deciding, memory, language, concepts, and perception.

Prerequisite: PSYC 033. By permission.

*1 credit.*

*Not offered 2001-2002. Spring 2003. Durgin.*

### **PSYC 134. Psycholinguistics**

(See description of PSYC 034.)

The seminar considers in-depth special topics of interest within the field. A research component is frequently included.

Prerequisite: PSYC 034. By permission.

*1 credit.*

*Spring 2002. Kako.*

### **PSYC 135. Seminar in Social Psychology**

(See description of PSYC 035.)

A critical exploration of substantive topics in social psychology and an interrogation of the field's perspectives and methods.

Prerequisite: PSYC 035. By permission.

*1 credit.*

*Fall 2001. Ward.*

### **PSYC 137. Personality Theory and Interpretation**

An exploration of major theories of human psychological functioning, with special emphasis on the process of exploration itself. Thus, critical inquiry is made into the theories of Freud, Jung, the neo-Freudians, Existential theory, and trait methods. At the same time, a variety of readings in literary theory, rhetoric, hermeneutics, and related realms are used to elucidate the process by which views of the human personality are developed and sustained.

Prerequisite: One of the following: Concepts of the Person (PSYC 037); Technology, Self, and Society (PSYC 048); Reading Culture (PSYC 068), or by permission.

*1 credit.*

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*Not offered 2001-2002. Gergen.*

**PSYC 138. Abnormal Psychology**

A study in depth of several psychological conditions and their treatment. These include chronic mental illness, suicide, eating disorders, and depression.

Prerequisite: PSYC 038. By permission.

*1 credit.*

*Fall 2001. Marecek.*

**PSYC 139. Developmental Psychology**

(See description of PSYC 039.)

The seminar considers in depth special topics of interest within the field. An original group research component is included.

Prerequisite: PSYC 039. By permission.

*1 credit.*

*Spring 2002. Kemler Nelson.*

**PSYC 180. Honors Thesis**

An Honors thesis must be supervised by a member of the department. Must be taken as a two-semester sequence for 1 credit each semester. A thesis is required for an Honors major in psychology.

*1 credit each semester.*

*Both semesters. Staff.*

# Public Policy

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Coordinator:	<b>ELLEN MAGENHEIM</b> (Economics) <sup>3</sup> <b>Cathy Wareham</b> (Administrative Assistant)
Acting Coordinator:	<b>Robinson Hollister</b> (Economics)
Committee:	<b>John Caskey</b> (Economics) <sup>3</sup> <b>Thomas Dee</b> (Economics) <b>Raymond Hopkins</b> (Political Science) <b>Gudmund Iversen</b> (Mathematics and Statistics) <sup>2</sup> <b>Arthur McGarity</b> (Engineering) <sup>3</sup> <b>Carol Nackenoff</b> (Political Science) <b>Keith Reeves</b> (Political Science) <sup>3</sup> <b>Richard Rubin</b> (Political Science) <sup>3</sup> <b>Eva Travers</b> (Education) <b>Richard Valelly</b> (Political Science) <b>Robert Weinberg</b> (History) <sup>3</sup>

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2 Absent on leave, fall 2001.

3 Absent on leave, 2001-2002.

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The concentration in public policy 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 concentration encompass the development, formulation, implementation, and evaluation of policy.

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## REQUIREMENTS AND RECOMMENDATIONS

The concentration in public policy may be taken together with a course or Honors examination major in any field or a minor in the Honors program. At a minimum, the concentration consists of 6 credits and an internship. The program of each concentrator should be worked out in consultation with the coordinator of the public policy concentration and approved by the coordinator, preferably at the same time as majors in the course and Honors programs are planned.

The public policy concentration consists of 6 credits of work. Basic academic requirements for the concentration 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 below.

In addition to these three foundation courses, 3 credits must be taken from among the substantive policy courses listed below, 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 concentrators might not be admitted. In addition, students should consider course prerequisites when planning the concentration program.

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## INTERNSHIP

Some direct experience or practical responsibility in the field, through work in a public, private, or voluntary agency, is required for graduation with a concentration in public policy. Normally, students will hold internships

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between their junior and senior years. The internship program is supervised by the coordinator for the concentration. Planning for the internship experience should begin six to eight months before the time it might commence. 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.

For students who are concentrators, the College attempts to provide support to those unable to fund themselves, but such support cannot be guaranteed. Other possible sources of support for an internship include the James H. Scheuer Summer Internships in Environmental and Population Studies, the J. Roland Pennock Fellowships in Public Affairs, the Joel Dean Awards, the Sam Hayes III Research Grant, the Lippincott Peace Fellowships, and the David G. Smith Internship in Health and Social Policy. Public policy concentration funding for domestic internships will be limited to \$3,000; funding for international internships will be limited to \$3,500. The total award from all College sources may not exceed \$3,500. Information on each of these sources can be obtained in the Public Policy Concentration Office, 105 Trotter.

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### **PUBLIC POLICY THESIS**

One of the requirements of the concentration, providing one of the three units of substantive policy work, is a senior thesis. The thesis requirement is designed to provide a structured opportunity to write a substantial paper on a public policy issue. It is especially aimed 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 concentration and one or more other core faculty. 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 regis-

ter 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 concentration.

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### **HONORS PROGRAM REQUIREMENTS**

Students sitting for Honors may have a minor in public policy in one of three ways. First, they may complete a 2-credit policy thesis and submit it as their minor preparation. Second, and alternatively, they may submit for external examination course or seminar work amounting to 2 credits in the policy concentration. Third, they may combine a 1-credit thesis with a course or seminar. In the second case, they still must do their required concentration thesis.

Two-credit work in policy issues might combine work in two policy courses for which a reasonable examination can be constructed and a suitable visiting examiner recruited. Policy work examined as a 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 Concentration 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. 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. These are but two illustrative examples. Combinations of this sort would be arrived at through consultation with the coordinator of the concentration 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 stu-

# Public Policy

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dent's major department is relevant also to those students offering a 2-credit thesis for examination. In the case of a 2-credit thesis, the concentration 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., 3-hour written exam, oral exam alone) will depend on the nature of the student's preparation (e.g., thesis, course, or seminar combination).

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## 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 a number of 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 concentration are listed below. *Note:* These courses may be counted toward a concentration in public policy (Class of '02 or '03) or a minor in public policy (Class of '03 or '04 and thereafter).

### Foundation Requirements

#### *Political Analysis Courses*

POLS 002. American Politics

#### *Economic Analysis Courses*

ECON 011. Intermediate Microeconomics

ECON 041. Public Finance

ECON 141. Public Finance\*

#### *Quantitative Analysis Courses*

STAT 002. Statistical Methods

STAT 002C. Statistics

STAT 053. Mathematical Statistics

ECON 031. Statistics for Economists

ECON 035. Econometrics

ENGR 057/ECON 032. Operations Research

SOAN 028. Statistics (Cross-listed as STAT 002C)

### Policy Courses and Seminars (Arranged by Department)\*

PPOL 097/098. Public Policy Thesis

POLS 015. Ethics and Public Policy

POLS 023. Presidency, Congress, and Court

POLS 029. Polling, Public Opinion, and Public Policy

POLS 032. Gender, Politics, and Policy

POLS 033. Race, Ethnicity, Representation, and Redistricting in America

POLS 041. Political Economy and Social Policy in the United States

POLS 045. Defense Policy

POLS 047. Global Policy and International Institutions: Hunger and Environmental Threats

POLS 055. China and the World

POLS 065. Politics of Population

POLS 068. International Political Economy (Cross-listed as ECON 053)

POLS 076. Theory, Method, and Research Design in the Social Sciences

POLS 107. Comparative Politics: Greater Europe

POLS 108. Comparative Politics: East Asia\*

POLS 109. Comparative Politics: Latin America\*

POLS 111. International Politics\*

ECON 005. Savage Inaccuracies: The Facts and Economics of Education in America (Cross-listed as EDUC 069)

ECON 022. Banking and Financial Markets

ECON 041. Public Finance

ECON 042. Law and Economics

ECON 044. Urban Economics

ECON 051. The International Economy

ECON 053. The International Political Economy

ECON 061. Industrial Organization

ECON 073. Race, Ethnicity, and Gender in Economics

ECON 075. Health Economics

ECON 076. Environmental Economics

ECON 081. Economic Development

ECON 082. Political Economy of Africa

ECON 083. Asian Economies

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ECON 141. Public Finance\*  
ECON 151. International Economics\*  
ECON 161. Industrial Organization and  
Public Policy\*  
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  
HIST 049. Race and Foreign Affairs  
HIST 054. Women, Society, and Politics  
SOAN 020B. Urban Education (Cross-listed  
as EDUC 068)  
BIOL 210. Biology and Public Policy (Bryn  
Mawr)

Descriptions of the courses listed previously  
can be found in each department's course list-  
ings in this catalog.

*\*Note:* Seminars are limited in size, and most  
departments give priority to departmental  
majors and minors, so public policy concentra-  
tors might not be admitted.

For more information on the public policy con-  
centration, internships, theses, and related  
topics, please see our Web site at: [http://-  
www.swarthmore.edu/SocSci/PublicPolicy](http://www.swarthmore.edu/SocSci/PublicPolicy).

# Religion

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**J. WILLIAM FROST**, Professor, Director of the Friends Historical Library and Acting Chair (fall 2001)

**DONALD K. SWEARER**, Professor<sup>2</sup>

**ELLEN M. ROSS**, Associate Professor

**MARK I. WALLACE**, Associate Professor

**YVONNE P. CHIREAU**, Associate Professor and Chair (spring 2002)

**NATHANIEL DEUTSCH**, Associate Professor

**STEVEN P. HOPKINS**, Associate Professor<sup>3</sup>

**SCOTT KUGLE**, Visiting Assistant Professor and Mellon Postdoctoral Fellow

**KATHERINE E. ULRICH**, Visiting Assistant Professor

**EILEEN McELRONE**, Administrative Assistant

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<sup>2</sup> Absent on leave, spring 2002.

<sup>3</sup> Absent on leave, 2001-2002.

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The Religion Department investigates the phenomenon of religion through the study of ritual and symbol, myth and legend, story and poetry, scripture and theology, festival and ceremony, art and music, and moral codes and social values. The department seeks to develop ways of understanding these phenomena in terms of their historical and cultural particularity as well as their common patterns.

Courses offered on a regular cycle present the development of Judaism and Christianity as well as the religions of India, China, Japan, Africa, Europe, and the Americas. Breadth in subject matter is complemented by strong methodological diversity; questions raised include those of historical, theological, philosophical, literary-critical, feminist, sociological, and anthropological interests. *This multifaceted focus makes religious studies an ideal liberal arts major.*

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## REQUIREMENTS AND RECOMMENDATIONS

Students are encouraged to begin their study of religion with RELG 001 or one of the courses numbered 001 through 013. (Majors are required to take at least one of these courses.) As primary distribution courses, RELG 001 and RELG 008 introduce students to seminal themes and methods in the study of religion. Other courses in this group prepare students in comparative, historical, philosophical, literary, and phenomenological approaches to religion. Successful completion of at least two religion

courses is normally required for admission to seminars, and is also prerequisite for admission to a major in course or a major or minor in Honors.

The major in religion is planned through consultation with faculty members in the department. To ensure breadth in the program of study, all majors must take at least one course from two curricular groups that include the several religious traditions and the varied modes of analysis represented in the department (see "Majoring in Religion at Swarthmore"). Students in both course and the Honors program are expected to have taken the background courses required for work in specific seminars. A component of a major's program of study may include study abroad planned in collaboration with the department. In addition to the introductory course and distribution requirements, majors are required to complete the religion capstone, RELG 095: Religion Café: Senior Symposium, a weekly symposium for senior majors on important themes, theories, and methods in the comparative, cross-cultural study of religion.

Majors are required to complete at least 8 credits in Religion, including the Senior Symposium, to meet department graduation requirements. Minors are required to take five religion courses but not the Senior Symposium.

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## **MAJOR AND MINOR IN THE HONORS PROGRAM (EXTERNAL EXAMINATION PROGRAM)**

The normal method of preparation for the Honors major will be done through three seminars, although, with the consent of the department, 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.

The Honors 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 the external examiner a Senior Honors Study (SHS) paper for each preparation. 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 non-seminar mode of preparation, a revised course paper. Honors minors will be examined on one 2-credit seminar preparation. They are required to complete 5 credits in the department but will not take The Senior Symposium required for majors. SHS for Honors minors will consist of one revised seminar paper.

Seminars and the written and oral external examination 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 (where appropriate) 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, and 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.

Students enrolled in SHS as majors in Religion will revise one paper for each of the three preparations (one preparation for minors), with the exception of a thesis, which has no SHS component, and submit them to the department as part of their portfolio for the external examiners. Honors majors and minors will register for a half-credit SHS in the second semester of their senior year. In addition, the department expects students to form their own study groups to prepare for the external examinations. This is an important extension of the cooperative and collaborative aspect of Honors preparation.

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## **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; ritual behavior and moral action. Members of the department will lecture and lead weekly discussion sections.

*Primary distribution course. 1 credit.*

*Fall 2001. Deutsch, Ulrich.*

### **RELG 002B. Religion in America: A Multicultural Approach**

An introductory survey that explores religion in the United States from a historical perspective, emphasizing cultural diversity and religious pluralism.

*1 credit.*

*Not offered 2001-2002. Chireau.*

### **RELG 003. Hebrew Bible and the Ancient Near East**

An introduction to the Hebrew Bible and the religion of ancient Israel within the context of other ancient Near Eastern religious traditions. The Hebrew Bible will be read closely in English translation with special attention to

# Religion

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mythological, exegetical, sociological, gender, and body issues. In addition to the Hebrew Bible, literature from Mesopotamia, Egypt, and Canaan will be read, including *The Epic of Gilgamesh*, *The Enuma Elish*, and *The Theology of Memphis*.

*1 credit.*

*Fall 2001. Deutsch.*

## **RELG 004. New Testament and Early Christianity**

An introduction to the New Testament and its development with special attention to problems of redaction and literary construction as well as the formation of early Christian orthodoxy and heresy.

*1 credit.*

*Not offered 2001-2002. Deutsch.*

## **RELG 005. Problems of Religious Thought**

Study of the contemporary global crisis and the resources within different religious traditions for ameliorating the crisis.

*1 credit.*

*Not offered 2001-2002. Wallace.*

## **RELG 006. War and Peace**

An examination of religious perspectives about and influences on organized violence. The first part concentrates on war and peace in the formative periods of Judaism, Christianity, Islam, and Hinduism. Topics include holy war, just war, and pacifism. The last half deals with the impact of religion on World War I and II, the founding of Israel, the Cold War, Kuwait, and Bosnia/Kosova.

*1 credit.*

*Not offered 2001-2002. Frost.*

## **RELG 007B. Women and Religion**

This course will examine the variety of women's religious experiences in the United States. We will read a number of primary and secondary texts that explore the diverse ways that women have historically experienced/made sense of the sacred. 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.*

*Spring 2002. Chireau.*

## **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.

*Primary distribution course. 1 credit.*

*Spring 2002. Ulrich.*

## **RELG 009. The Buddhist Traditions of Asia**

This course explores the unity and diversity of the Buddhist tradition within the historical and cultural contexts of South, Central, and East Asia. The course focuses, in particular, on the formation of Buddhism in India, Theravada in Southeast Asia, Vajrayana in Tibet, and Zen in China and Japan.

*1 credit.*

*Spring 2002. Ulrich.*

## **RELG 010. African American Religions**

What makes African-American religion "African" and "American"? Using texts, films, and music, we will examine the religious history of people of African descent in the United States.

*1 credit.*

*Not offered 2001-2002. Chireau.*

## **RELG 011B. Introduction to Islam: Religious Symbols and Islamic Experience**

What are the basic symbols of Islam, and how are they understood and experienced by Muslims? This course will introduce students to the methodology of religious studies concentrating on symbols, myth, and ritual. We will apply these theoretical concepts to the Muslim experience of religion by exploring textual and historical sources, classical and contemporary, from Africa, Arabia, and Asia.

*1 credit.*

*Fall 2001. Kugle.*

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**RELG 012. The History, Religion, and Culture of India I: From the Indus Valley to the Hindu Saints**

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.*

Fall 2001. Ulrich.

**RELG 013. History, Religion, and Culture of India II: From Akbar to Gandhi and the Voices of Untouchable Liberation**

The religious history of India from the advent of Islam to the present. From the Moghuls to the Hindu nationalist movements and Ambedkar's legacy to the present.

*1 credit.*

Not offered 2001-2002. Hopkins.

**RELG 014B. Christian Life and Thought in the Middle Ages**

Survey of Western 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.*

Fall 2001. Ross.

**RELG 015B. Philosophy of Religion**

(Cross-listed as PHIL 016)

This course considers Anglo-American and Continental philosophical approaches to religious thought using different disciplinary perspectives.

*1 credit.*

Not offered 2001-2002. Wallace.

**RELG 016B. Rabbinic Thought and Literature**

This course will examine the thought, literature, and social context of rabbinic religion from the fall of Jerusalem to the redaction of the Babylonian Talmud.

*1 credit.*

Not offered 2001-2002. Deutsch.

**RELG 018B. Modern Jewish Thought and Literature**

A close reading of modern Jewish works. We will examine topics such as Hasidism, Haskalah (Jewish Enlightenment), Zionism, the Holocaust, and twentieth-century Jewish philosophy.

*1 credit.*

Not offered 2001-2002. Deutsch.

**RELG 019B. Introduction to Jewish Mysticism**

This course will survey the history and literature of Jewish mysticism, beginning with Merkabah mysticism, continuing through the German Pietists and the Kabbalah, and ending with Sabbatianism and Hasidism.

*1 credit.*

Spring 2002. Deutsch.

**RELG 020B. Prophets and Visionaries: Christian Mysticism Through the Ages**

This course considers topics in the history of Christian mysticism.

*1 credit.*

Not offered 2001-2002. Ross.

**RELG 022. Religion, the Environment, and Contemplative Practice**

The challenge of the ecological crisis to contemporary religious thought and practice. Topics include the history of environmental thought in Western philosophy, theology, and biblical studies; the value of Native American and American nature writings; and the contemporary relevance of neopagan, ecofeminist, deep ecology, and Asian ecological worldviews. A field work component and optional practice in meditative disciplines will be features of this course. Readings will be drawn from M. Heidegger, *Book of Job*, Buddhist scriptures, J. Muir, Black Elk, E. Abbey, S. Griffin, B. McKibben, C. Hyun-Kyung, and R. Ruether.

*1 credit.*

Fall semester. Wallace.

# Religion

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## **RELG 023B. Quakerism**

The history of the distinctive religious and social ideas and practices of Friends from the 1650s to the present. Special emphasis will be placed on changes in worship and theology caused by the enlightenment, evangelicalism, and modernism. There will be comparisons among English, American, and Third World Friends. There will be assessment of the contributions of Quakers to reform movements: Indian rights, antislavery, the treatment of the insane, prison reform, temperance, women's movements, and peace. This seminar will emphasize the reading of primary sources found in the Friends Library. Open to freshmen.

*1 credit.*

Fall 2001. Frost.

## **RELG 024B. From Vodun to Voodoo: African Religions in the Old and New Worlds**

Is there a kindred spirituality in the ceremonies, music, and movements 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 their own CD-ROM in lieu of a final paper.

*1 credit.*

*Foreign study credit may be available.*

Fall 2001. Chireau.

## **RELG 025B. Black Women and Religion in the United States**

This course explores how social, cultural, and political forces have intersected to inform black women's personal and collective attempts at the definition of a sacred self.

*1 credit.*

Not offered 2000-2001. Chireau.

## **RELG 026B. Buddhist Social Ethics**

A study of the doctrinal foundations of Buddhist social ethics, classical conceptions of individual and social well-being, and contemporary interpretation of Buddhism as a program for social, economic, and political transformation in South and Southeast Asia. Sources include Pali texts, studies by modern scholars, and the work of contemporary Buddhist activists.

*1 credit.*

Fall 2001. Swearer.

## **RELG 027B. Asian Religions in America**

An exploration of various forms of the appropriation, establishment, and transformation of Hinduism, Buddhism, and Islam in America.

*1 credit.*

Not offered 2001-2002. Swearer.

## **RELG 029. Monasticism and the Arts in the Christian Middle Ages**

(Cross-listed as ARTH 046)

Survey of Christian monastic contributions to the arts in the Middle Ages.

*1 credit.*

Not offered 2001-2002. Ross and Cothren.

## **RELG 030B. The Power of Images: Icons and Iconoclasts**

A cross-cultural, comparative study of the use and critique of sacred images in Biblical Judaism, Eastern Christianity, Hindu, Buddhist, and Jain traditions of India.

*1 credit.*

Not offered 2001-2002. Hopkins.

## **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 2001-2002.

## **RELG 037. Greek and Roman Religion**

(See CLAS 037.)

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**RELG 038B. Religion as a Cultural Institution**

(See SOAN 070.)

**RELG 045. Torah and Logos: Judaism and Philosophy**

(Cross-listed as PHIL 045)

This course will consider the relations between Judaism and philosophy. Among the topics we will examine are ethics, history and memory, the role of reason, and hermeneutics.

*1 credit.*

*Not offered 2001-2002.* Deutsch and Schuldenfrei.

**RELG 047. Islamic Poetry and Prophecy**

An investigation of inspiration, metaphor, and interpretation in Islamic discourses. Islam has been characterized as "religion of the word." Whether in scripture or poetry, song or calligraphic art, the word and its adornment are central features of the civilization created by Muslims. This course will begin with the revelation of the Qur'an, as the speech of God inspired in the Prophet Muhammad. How is the Qur'an as scriptural revelation different from poetic inspiration? How did Muslims approach its interpretation (tafsir) and metaphorical understanding (ta'wil)? How did Muslims create mystical, devotional, and erotic poetry that reverberated with Qur'anic images? The course will include poetry from Arabic, Persian, and Urdu (Hindi) in translation and original languages.

*1 credit.*

*Spring 2002.* Kugle.

**RELG 048. The Summoned Self: Levinas and Ricoeur**

Paul Ricoeur and Emmanuel Levinas are two of the most important religious philosophers in our time. This course will ask how Ricoeur and Levinas use philosophical and biblical texts to construe the project of selfhood in terms of being called to take responsibility for one's neighbor—even at great cost to oneself. In a seminar-like format, this course will consider thinkers such as Aristotle, Maimonides, Descartes, Kant, Rosenzweig, and Heidegger along with topics such as Christian-Jewish dialogue, rabbinic exegesis, moral philosophy, political theory, and biblical hermeneutics.

*1 credit.*

*Spring 2002.* Deutsch and Wallace.

**RELG 049. Goddesses and Gods of India**

This course explores four questions about deities in India: What are goddesses and gods? What are their relationships with each other, male and female human beings, and their social and religious contexts? What difference, if any, does the gender of a deity make? And what are the methodological debates involved in the academic study of Indian deities? In the course of exploring these questions, we will familiarize ourselves with the major Indian deities, along with their history, myths, rituals, and iconography. Materials for this course are drawn from textual, historical, and ethnographic studies from the various regions and religious traditions of India.

Prerequisite: RELG 012 or the permission of the instructor.

*1 credit.*

*Spring 2002.* Ulrich.

**RELG 093. Directed Reading**

*1 credit.*

Staff.

**RELG 095. Religion Café: Senior Symposium**

A weekly symposium for all senior majors on seminal themes, theories, and methods in the comparative, cross-cultural study of religion. Course will argue for the inherently multidisciplinary nature of religious studies by examining various approaches to the phenomenon of religion, from psychoanalysis and poststructuralist theory to anthropology, literature, philosophy, and social history. Themes include religion, violence, and the sacred; ritual, symbol, and pilgrimage; purity and pollution; religious experience, gender, and embodiment; civil religion, orientalism, colonialism, and power. Interpreters will include Mircea Eliade, Victor Turner, René Girard, Mary Douglas, Mikhail Bakhtin, Caroline Walker Bynum, Jacques Derrida, and Michel Foucault.

*1 credit.*

*Fall 2001.* Wallace.

**RELG 096. Thesis**

*1 credit.*

Staff.

# Religion

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## SEMINARS

### **RELG 101. Jesus in History, Literature, and Theology**

This seminar explores depictions of Jesus in narrative, history, theology, and popular culture. We investigate canonical and extra-canonical scriptural portraits of Jesus, theological explanations of the work and person of Christ, popular devotion to Jesus, and portrayals of Jesus Christ in literature, film, and art. 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.*

*Spring 2002. Ross.*

### **RELG 102. Folk and Popular Religion in the United States**

This seminar investigates the cultural complexity of the American religious experience through the lens of folk and popular traditions. How do we understand the relationship between formal and informal religious belief and practice? How have regional or ethnic influences shaped the "official" religions? Special attention is given to expressions of belief in ritual, festival, and sacred ceremonies. Topics include folk Catholicism in America, local religious celebrations, nineteenth-century popular movements, and public celebrations in folk religion.

*2 credits.*

*Spring 2002. Chireau.*

### **RELG 103. Women and Spirituality**

Using various methodological approaches and texts by Native American, African-American, and Euro-American women writers, we will examine women's spiritual experiences, traditions and religious healing cross-culturally.

*2 credits.*

*Not offered 2001-2002. Chireau.*

### **RELG 104. Buddhism and Society in Southeast Asia**

A multidisciplinary study of Theravada Buddhism against the historical, political, social, and cultural backdrop of Sri Lanka, Burma, and Thailand.

*2 credits.*

*Not offered 2001-2002. Swearer.*

### **RELG 105. Religion and Society**

How have religious ideas and institutions shaped or been influenced by American culture? Topics include the varieties of Protestantism from Puritanism to the Christian Right, Roman-Catholicism and Judaism (the impact of American context), encounters with Indians and blacks with Christianity, and contemporary religious practices.

*2 credits.*

*Not offered 2001-2002. Frost.*

### **RELG 106. Contemporary Religious Thought**

Study of the major theological options in the West since the Enlightenment.

*2 credits.*

*Not offered 2001-2002. Wallace.*

### **RELG 107. Liberation Theology**

A study of the principal themes of liberation theology as it has developed in Latin America during recent decades.

*2 credits.*

*Not offered 2001-2002. Lacey.*

### **RELG 108. Poets, Saints, and Storytellers: Religious Literatures of India**

The major forms of Indian religious culture through the lenses of its varied regional and pan-regional literatures, focusing on gender, the passions, constructions of the body, and religious devotion.

*2 credits.*

*Not offered 2001-2002. Hopkins.*

### **RELG 109. Afro-Atlantic Religions**

Is there a kindred spirituality in the ceremonies, music, and movements of African religions? This course explores the dynamics of African religion throughout the Diasporas.

*2 credits.*

*Not offered 2001-2002. Chireau.*

### **RELG 110. Religious Belief and Moral Action**

The seminar will explore the relationship between religion and morality. Basic moral concepts in Buddhism, Christianity, 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,

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the religious view of what it means to be a moral person, and the religious evaluation of a just society. The course includes a consideration of Martin Luther King Jr., Dorothy Day, Mahatma Gandhi, and Thich Nhat Hanh.

*2 credits.*

*Fall 2001. Swearer.*

**RELG 112. Postmodern Religious Thought**

The problem of ethics and belief beyond the philosophical foundations of traditional religious thought. Readings include Kierkegaard, Nietzsche, Heidegger, Barth, Derrida, Levinas, Bataille, and Kristeva.

*2 credits.*

*Not offered 2001-2002. Wallace.*

**RELG 113. From Buddha's Relics to the Body of God: Hindu and Buddhist Devotion**

A comparative historical and thematic exploration of Hindu and Buddhist forms of devotion in South and Southeast Asia.

*2 credits.*

*Not offered 2001-2002. Hopkins.*

**RELG 114. Love and Religion**

An exploration of the concept of "love" in selected Western, Near-Eastern, and Indian traditions.

*2 credits.*

*Not offered 2001-2002. Hopkins.*

**RELG 115. The Gnostic Imagination: Dualism from Antiquity to Harold Bloom**

This course examines the problem of dualism and the history of dualistic religious traditions from the Gnostics and Mandaeans of Late Antiquity to the recent writings of Harold Bloom.

*2 credits.*

*Not offered 2001-2002. Deutsch.*

**RELG 116. The Body in Late Antiquity**

An examination of different views of the body (human, angelic, and divine) in Late Antiquity, with special emphasis on sexuality, gender, divinity, and mystical transformation.

*2 credits.*

*Not offered 2001-2002. Deutsch.*

**RELG 117. Hasidism: From Bialystok to Brooklyn**

We will examine the origins of Hasidism, read the tales of its legendary founder (in Shivhei Ha-Besht), and discuss the rapid spread of the movement throughout Eastern Europe.

*2 credits.*

*Not offered 2001-2002. Deutsch.*

**RELG 119. Islamic Mysticism in Southeast Asia**

An exploration of mystical experience, sainthood, and literary expression among Muslims in South Asia. Islam is one of the most active and widespread religious traditions in Asia; Sufi mysticism is the religious practice of most Muslims in Asia. These two often-ignored facts act as the frame for this seminar that focuses on Sufi communities and saints in South Asia. The seminar will cover material from the medieval period through the present, primarily from India, Pakistan, Bangladesh and Afghanistan. Poems, saint's biographies, guides to mystical contemplation, and parables will be presented in translation from Persian, Urdu (Hindi), Punjabi, and Bengali. The seminar is multidisciplinary, involving interpretive strategies from religious studies, history, literature, anthropology, ethnomusicology and gender studies.

*2 credits.*

*Fall 2001. Kugle.*

**RELG 121. Midrash Tisch**

Before Deconstructionism there was Midrash, a sophisticated, imaginative, and entertaining method of interpreting the Bible. Open to students with intermediate knowledge of Hebrew and above.

*2 credits.*

*Fall 2001. Deutsch.*

**RELG 122. Sacrifice: Theory and Practice**

This seminar will be an in-depth examination of the phenomenon of animal sacrifice in world religions. We will analyze historical, liturgical, legal, and ethnographic evidence from a variety of religious and cultural traditions: Hinduism, Judaism, Ancient Greek religions, African religions, and Afro-Caribbean religions in contemporary America. We will also consider several influential theories about the reasons people perform sacrifice, the differ-

# Religion

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ences and similarities between sacrifice and other types of violence (murder, warfare, hunting, secular butchering), and the broader theological and social implications of this ritual.

*2 credits.*

*Spring 2002. Ulrich.*

## **RELG 199. Senior Honors Study**

*0.5 credit. Staff.*

# Sociology and Anthropology

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**JOY CHARLTON**, Professor<sup>4</sup>

**JENNIE KEITH**, Professor<sup>3</sup>

**MICHAEL MULLAN**, Professor

**BRAULIO MUÑOZ**, Professor and Chair<sup>3</sup>

**STEVEN I. PIKER**, Professor

**ROBIN E. WAGNER-PACIFICI**, Professor

**MIGUEL DÍAZ-BARRIGA**, Associate Professor and Acting Chair

**BRUCE GRANT**, Associate Professor

**SARAH WILLIE**, Associate Professor<sup>3</sup>

**FARHA GHANNAM**, Assistant Professor

**VIRGINIA O'CONNELL**, Visiting Assistant Professor

**RAQUEL ROMBERG**, Visiting Assistant Professor

**MICHAEL SPEIRS**, Visiting Instructor

**ROSE MAIO**, Administrative Coordinator

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<sup>3</sup> Absent on leave, 2001-2002.

<sup>4</sup> Absent on administrative leave, 2001-2002.

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The program of this department emphasizes that sociology and anthropology are engaged in a common intellectual task. Studies in the department are directed toward understanding the order, meaning, and coherence of life in human societies and cultures as well as the pressures and contradictions that produce patterns of conflict and change. Courses variously emphasize the comparative study of societies and cultures, the conditions of social organization as well as disorganization, evolution and the bases of human adaptation, change as well as continuity, gender and culture, and the symbolic aspects of human social life. Emphasis is also placed on the relevance of sociology and anthropology to the study of contemporary and, particularly, American society, and to contemporary social problems. The department strongly encourages students to carry out their own research and offers internship opportunities as well as courses in research methods.

In addition to exploring the mutuality of sociology and anthropology, members of the department and their courses have many links to neighboring disciplines such as biology, education, English, history, literature, philosophy, psychology, and religion. The department also participates in a special major in linguistics and in the following concentrations for the Class of 2002 and 2003: Asian Studies, Black Studies, Environmental Studies, Francophone Studies,

German Studies, and Interpretation Theory and a minor in these same areas for students in the Class of 2003 and 2004.

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## REQUIREMENTS AND RECOMMENDATIONS

Courses numbered SOAN 001 to 020 serve as points of entry for students wishing to begin work in the department. Enrollment in these courses is unrestricted, and completion of one of them will normally serve as prerequisite 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, please contact our department administrative coordinator.

(*Note:* Course labeling within each of the three tiers of offerings—introductory courses [SOAN 001-019], regular courses [SOAN 020-099] and seminars [SOAN 100-199]—reflect internal departmental codes rather than levels of advancement or particular research areas. Please consult the listings for prerequisites particular to each course.)

Applicants for the major normally have completed at least two courses in the department. Majors complete a minimum of 8 units of work

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# Sociology and Anthropology

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in the department, including a double-credit thesis tutorial normally to be taken during the fall and spring semesters of the senior year. The Research Design course (SOAN 021B) is strongly recommended for majors: spring semester of the junior year is the ideal time to take it, as it offers important preparation for the senior thesis project.

Students contemplating teacher certification would normally schedule their program in a semester, which does not conflict with their senior thesis. Such programs should be developed in close consultation with advisers in the Education program.

The department emphasizes the importance of familiarity with appropriate elementary statistics, both for work taken at the College and for subsequent career development. Toward underlining this, the department cross-lists Statistics courses 002 and 002C (listed as SOAN 010E and SOAN 010F, respectively).

*Major and minor in the Honors program.* Candidates for Honors 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 foreign study. 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. See "Majoring in Sociology and Anthropology" for additional information.

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## AREAS OF SPECIAL CONCENTRATION IN SOCIOLOGY AND ANTHROPOLOGY

Teaching and research interests of members of the department cluster to create a number of subject matter areas. Students who are interested in one of these are encouraged to meet with the indicated department members to plan a program of study.

1. Social Theory and Social Philosophy (Díaz-Barriga, Grant, Muñoz, Piker, Wagner-Pacifici, Willie)
2. Human Adaptation, Cultural Ecology, and Human Evolution (Piker, Speirs)
3. Modern Society (Charlton, Díaz-Barriga, Grant, Mullan, Wagner-Pacifici, Willie)

4. Cultural and Ethnic Pluralism (Charlton, Díaz-Barriga, Ghannam, Grant, Muñoz, Romberg, Willie)
5. Religion and Culture (Charlton, Grant, Piker, Romberg)
6. Psychology and Culture (Charlton, Piker)
7. Sociology of Art and Intellectual Life (Grant, Muñoz, Wagner-Pacifici)
8. Modernization and Development (Díaz-Barriga, Ghannam)
9. Inequality (Charlton, Díaz-Barriga, Wagner-Pacifici, Willie)
10. Political Behavior and Culture (Díaz-Barriga, Grant, Wagner-Pacifici, Willie)

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## CERTIFICATION FOR SECONDARY SCHOOL TEACHING

Sociology/anthropology majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification during 2001 to 2003 will fulfill the requirements for Social Studies certification, and those who complete certification in 2004 and beyond will complete the requirements for Social Science certification. For further information about the relevant set of requirements, please contact the Education program director, the Sociology/Anthropology Department chair, or the Education program Web site: [www.swarthmore.edu/SocSci.Education/](http://www.swarthmore.edu/SocSci.Education/).

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## COURSES

### SOAN 002B. Cultural Borderlands

This course focuses on the anthropology and sociology of gender, ethnic, and class relations in the United States. The course emphasizes current discussions of inequality and multiculturalism as well as case studies, including Chicano feminism, working-class sexuality, gendered "back talking." The course is designed to introduce the student to the basic concepts of both anthropology and cultural studies for understanding cultural "borderlands" in the United States.

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*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Díaz-Barriga.*

### **SOAN 002C. Introduction to Latinos in the United States**

The course is an introduction to anthropological, sociological, and literary writing on Mexican-American culture. The course focuses on ethnic identity, covering such topics as border ballads and folklore, inner-city life, and Chicana feminism. Authors studied in the course include Cisneros, Garza, Limon, Moraga, Paredes, Rodriguez, and Rosaldo. *This course may be counted toward a concentration in Latin American Studies for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

*1 credit.*

*Not offered 2001-2002. Díaz-Barriga.*

### **SOAN 003B. Nations and Nationalisms**

Nationalist movements around the world have risen to the fore in the late twentieth and early twenty-first centuries by drawing on malleable images of culture, patriotism, and belonging. This course examines different kinds of nationalist discourse through recent anthropological and sociological analyses of ethnicity, class, and the use of symbolism in complex societies. *This course may be counted toward a number of concentrations for the Classes of 2002 and 2003 and a minor in these same areas for students in the Classes of 2003 and 2004.*

*Primary distribution course. 1 credit.*

*Fall 2001. Grant.*

### **SOAN 004B. Freshman Seminar: Introduction to Contemporary Social Thought**

A general introduction to major theoretical developments in the study of social life since the nineteenth 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 nineteenth century.

*Primary distribution course. 1 credit.*

*Fall 2001. Muñoz.*

### **SOAN 005B. Freshman Seminar: Religion in Lives and Culture**

Religion is universal to human cultures; and, everywhere, religiousness suffuses lives and communities and history. This seminar looks at religion as it is experienced by looking at case materials drawn from several cultures (non-Western, Western, modern America; nonliterate as well as modern) as well as interpretations of religious case materials. The biographical, social, and psychological contexts of religion are emphasized, as are both cultural psychological perspectives on religion. The dynamics of religious change are explored, particularly with reference to contemporary Theravada Buddhist Southeast Asia and the modern United States.

*1 credit.*

*Not offered 2001-2002. Piker.*

### **SOAN 005C. Learning Cultures**

This course intends to enable students to learn about how cultures work at the most local, human level (i.e., in the context of routine, everyday social encounters and activities and endeavors, as experienced by natives). Toward this end, the course will include field work and use of films as cultural documents. Readings will include the works of Edward T. Hall, Erving Goffman, and James Spradley, and field work reports will be reviewed and discussed by members of the class. This course will be especially useful for students who subsequently do foreign study. For those who will be doing foreign study the following semester, some of the assigned field work for the course can be done during the foreign study semester. The course is open equally to students from Bryn Mawr, Haverford, Penn, and Swarthmore and will have in progress status.

*1 credit.*

*Not offered 2001-2002. Piker.*

### **SOAN 005D. Psychological Anthropology**

The relationship between the individual and his or her culture is psychologically mediated. This course explores this relationship through treatment of the following topics or issues: (1) socialization, or the transmission of culture from generation to generation; (2) the psychology of meaningfulness, with special reference to gender definitions and within this—to misogyny; and (3) evolutionary perspectives on human nature and cultural elaboration of same.

# Sociology and Anthropology

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*Primary distribution course. 1 credit.*

*Spring 2002. Piker.*

## **SOAN 006B. Symbols and Society**

This course examines the ways in which we orient ourselves in a world of constant and contradictory symbols. National symbols, ideological symbols, status symbols, and others will be analyzed with the approaches of sociologists, semioticians, and anthropologists.

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. 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 twentieth century, and contemporary racialized public debates over affirmative action, welfare, and English-only policies. *This course may be counted toward a concentration in Black Studies for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

*Primary distribution course. 1 credit.*

*Not offered 2001-2002. Willie.*

## **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. *This course may count toward a concentration in Black Studies and Women's Studies for the Classes of 2002 and 2003 and a minor in these same areas for students in the Classes of 2003 and 2004.*

*1 credit.*

*Not offered 2001-2002. Willie.*

## **SOAN 008C. Bioethics: A Sociological Perspective**

This course will look at the field of bioethics and its impact on medical practice in the

United States. What led to the development of the field of bioethics, and what is the ideological base of the bioethical discourse? What issues are discussed by bioethicists and hospital committees, and what other issues are not broached? All of these questions will be addressed employing broader theories of social structure and culture with some cross-cultural comparisons. Why is cloning a hot bioethical issue but not the lack of medical insurance for 44 million Americans?

*Primary distribution course (status pending). 1 credit.*

*Fall 2001 and spring 2002. O'Connell.*

## **SOAN 009B. Islam in Global Context**

A religion that started in Mecca, Saudi Arabia, Islam is currently the religion of millions in the Middle East, Africa, Asia, Europe, and the Americas. This class looks at the origin of Islam, its expansion, and its current articulation in different societies. First, we survey some basic aspects of Islam such as the five pillars, Shari'a, Umma, Jihad, veiling, and Sufism. Then, we examine how Islam is experienced and practiced in different parts of the world. We look at historically Muslim countries such as Egypt, Saudi Arabia, and Indonesia, and we also trace the recent movement (through migration and conversion) of Islam and Muslims to Western countries (United States and Europe). In exploring Islam and its current articulation in the West, we address questions such as: How is Islam represented in Western media? How do Muslims work to maintain their religious identities in New York, Berlin, and Paris? How is Islam used for political purposes by different groups in and outside the Middle East?

*1 credit.*

*Not offered 2001-2002. Ghannam.*

## **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.

*Primary distribution course. 1 credit.*

*Fall 2001. Ghannam.*

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**SOAN 009D. Creation and Persistence of Community**

Explores the condition under which both feelings and structures of community emerge and persist, especially in the context of modern society. Readings will include case studies of various types of community, including utopian experiments, retirement villages, communes, and religious communities.

*1 credit.*

*Not offered 2001-2002. Keith.*

**SOAN 010B. Human Evolution**

This course surveys both the fossil record of human evolution and the archaeological, primatological, and ethnographic evidence that has contributed to its interpretation. It evaluates the interpretive frameworks in which the data have historically been placed and assesses how these schemes have been influenced by ideological and scientific biases. The course assumes no prior knowledge of paleoanthropology but integrates information and perspectives from anatomy, primatology, evolutionary biology, and the geosciences.

*Primary distribution course. 1 credit.*

*Fall 2001. Speirs.*

**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 2001-2002. Mullan.*

**SOAN 010D. An Introduction to Greek Archaeology**

(Cross-listed as CLAS 052)

This course traces the development of Greek civilization as documented by archaeology and includes data ranging from monumental art and architecture to coins and potsherds. There

is special emphasis on such important sites as Knossos, Mycenae, Delphi, Olympia, and Athens.

*1 credit.*

*Not offered 2001-2002. Staff.*

**SOAN 010E. Statistical Methods**

(Cross-listed as STAT 002)

Data on one variable are examined through graphical methods and the computations of averages and measures of variation. Relationships between two variables are studied using methods such as chi-square, rank correlations, analysis of variance, and regression analysis. This course is intended for students who want a practical introduction to statistical analysis methods and who intend to do a statistical analysis themselves, mainly in the biological and social sciences. It is not a prerequisite for any other department course except STAT 028, nor can it be counted toward a major in the department. Recommended for students who have not studied calculus (those who know a semester of calculus are advised to take STAT 023 instead).

*1 credit.*

*Fall 2001. Staff.*

**SOAN 010F. Statistics**

(Cross-listed as STAT 002C)

The calculus-based introduction to statistics covers most of the same methods examined in STAT 002, but the course is taught on a higher mathematical level. This course is intended for anyone who wants an introduction to the application of statistical methods.

Prerequisite: MATH 004 or 005.

*1 credit.*

*Spring 2002. Staff.*

**SOAN 010G. Editing Cultures: Folklore, Identity and Heritage**

What makes a tradition, heritage? Focusing on vernacular, unofficial cultural expressions in different places and times, this course will explore the often ambiguous relation of vernacular cultures to dominant or elite cultures. The first part of the course will look at the emergent aspects of folklore in forging individual and communal ethnic, race, gender, and class identities via storytelling, the play with words in jokes and proverbs as well as the display of the body and house, the exchange of food in secu-

# Sociology and Anthropology

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lar and sacred events, and the performance of music and dance during festivals and processions. The second part will look at the co-optation of folklore in tourist attractions, school education programs, government projects, advertisement, and national museums, by pondering on the effects of the global village, on the one hand, and multiculturalism and identity politics, on the other, in discussing the co-optation of folklore in tourist attractions, school education programs, government projects, advertisement, and national "heritage" museums.

*1 credit.*

Fall 2001. Romberg.

## **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 at multiple levels of analysis. First, it is a primer on the descriptive facts of sport development in the late nineteenth and early twentieth 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.*

Fall 2001. Mullan.

## **SOAN 020B. Urban Education**

(Cross-listed as EDUC 068)

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. Field work is required.

*1 credit.*

Spring 2002. Travers.

## **SOAN 020C. School and Society**

(Cross-listed as EDUC 063)

This course examines various aspects and per-

spectives of K12 education in the United States. We look at the multiple and contradictory purposes and functions of schools, focusing on the ways in which schools claim to be meritocratic while reproducing the class, racial, gender, and sexual orders of the U.S. society. In the second half of the course, we turn to experiences of teachers and students and ask what role schools can play in challenging different forms of social oppression.

*1 credit.*

Not offered 2001-2002. Staff.

## **SOAN 020D. Cuba and Puerto Rico: "The Two Wings of a Single Bird"?**

Puerto Rico and Cuba share several aspects of their history such as Spanish-Catholic colonial rule, slavery, evangelization, nationalism, and the Spanish-American war yet also differ in the kind of solutions given to decolonization, capitalism, progress, development, and modernization. From a comparative perspective, this course will examine, for instance, how the particular social organization of slavery and evangelization, and the participation in the global economy was differentially implemented in both islands, and to what extent these processes can explain later postcolonial and nationalist developments and interventions. From this vantage point, we will also discuss migration to and from the United States and examine how the different geopolitical status of these islands shape the identity politics of Cubans and Puerto Ricans vis-à-vis the United States and Latin America. *Counts toward a concentration in Black Studies for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

*1 credit.*

Fall 2001. Romberg.

## **SOAN 020F. Spirits in Exile: Afro-Latin Religions in the Americas**

This course examines the often-misunderstood practices of Cuban Santeria, Haitian Vodou, Brazilian Candomble, and U.S. Orisha-Voodoo in terms of their colonial, national, and transnational trajectories. Differences in Portuguese, Spanish, and French colonial rule will become evident as we look at processes of syncretism and mimesis from historical, political, and religious perspectives. The unique multichanneled, performative aspects of these Afro-Latin reli-

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gions will be illustrated through video and music recordings of spiritual events in which divination, drumming, myth, dance, trance, and healing come to life. Confronting practitioners' experiences with the exoticizing and frightening images produced by Hollywood reveal some of the problems that these religions and their practitioners face in contemporary societies.

*1 credit.*

*Spring 2002. Romberg.*

**SOAN 020G. Cruising the Caribbean: From Colonization to Tourism**

Shaped by transnational desires; the displacement of people from Africa, Asia, Europe, and Latin America; and the intense circulation of goods and ideas since its inception, the Caribbean is a challenge for the multidisciplinary study of cultural change. In this introductory course on the Caribbean, we will critically examine the creolization processes at social, religious, political, economic, and artistic levels. Drawing from works in folklore, history, anthropology, music, religion, and literature, we will ask, for instance, in which ways did the French Revolution propel the creation of the first Black Republic of Haiti, and the sugar boom boost the formation of Cuban Santería? How has the image of the sensuous/threatening mulatta evolved? What is the nature of the national icons of the Trinidadian carnival and the rhetoric used by the tourism industry in order to package "pleasure islands" for global consumption? Why did Reggae and Merenge succeed on the global stage?

*1 credit.*

*Not offered 2001-2002. Romberg.*

**SOAN 021B. Research Design**

Introduction to the process of research on social life: creation of research questions, strategies for gathering evidence, techniques of analysis, and generating theory. The roles of theory, ethical issues, and cultural and historical context in the research enterprise will be addressed. Students will get direct hands-on experience with design, data gathering, and analysis and will have professional researchers visit the class.

*1 credit.*

*Spring 2002. Charlton and O'Connell.*

**SOAN 022B. Cultural Representations**

The course looks at models used by anthropologist/sociologists to analyze culture. Readings for the course will focus on symbolic analysis, practice and meaning, experimental ethnography, structuralism, and postmodernism. Most readings center on current debate in theories about culture. *This course may be counted toward a concentration in Interpretation Theory for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

*1 credit.*

*Not offered 2001-2002. Díaz-Barriga.*

**SOAN 022C. Visual Anthropology**

Visual Anthropology looks at visual communication both as a tool for academic work and the object of anthropological study. In this course, we look at the processes and politics of representation, focusing on the use of film and photography both "within" cultures and by anthropologists/sociologists to convey the complexities of cultural practices. Among the issues covered in the class are the relationship of documentary realism to ethnographic film, the emergence of indigenous media, and debate over "postmodern" forms of representation. (*Note: Unlike SOAN 121, this class does not have a production component.*)

*1 credit.*

*Not offered 2001-2002. Díaz-Barriga.*

**SOAN 022D. Latin American Urbanization**

This course is designed as an introduction to problems and issues related to Latin America urbanization. It provides an overview of the processes behind the urbanization of Latin America and explores housing policy options. Members of the class will be introduced to concepts such as dependency, underdevelopment, the informal sector, marginality, the culture of poverty, self-construction, and self-help. The role of the informal sector in urban development, housing, and the dependent economy is a particular focus.

*1 credit.*

*Not offered 2001-2002. Díaz-Barriga.*

## **SOAN 022E. Indigenous Resistance and Revolt in Latin America**

The course explores ethnic conflict and revolution in Latin America, focusing on Guatemala, Mexico, Peru, and Bolivia. Readings for the course include ethnographies on rural and urban culture as well as more general works on anthropological theory.

*Not offered 2001-2002.* Díaz-Barriga.

## **SOAN 022G. Social Movements in Latin America**

Over the last 40 years, a number of social movements have emerged in Latin America, including urban, women's; indigenous, and ecological. These movements have arisen, in some cases, as a result of the emergence of new social and political perspectives, such as liberation theology. In other cases, they have formed as reactions to inequality and crises in development, such as massive urbanization and the impact of neoliberal economic policies. This class explores the range of social movements by focusing on their attempts to articulate new visions of society and culture. The aim of the class is to understand the heterogeneity of social movements in Latin America and understand how Latin Americans have conceptualized their meaning and impact. *This course may be counted toward a concentration in Peace and Conflict Studies for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

*1 credit.*

*Not offered 2001-2002.* Díaz-Barriga.

## **SOAN 023B. History of the Culture Concept**

We traffic in presumptions of culture and society every day, relying on elastic ideas of what constitutes a people, culture, or nation, and yet few of us have the chance to step back and interrogate the intellectual genealogies that inform these central concepts. This course examines a handful of paradigmatic moments in modernist culture theory—evolutionism, functionalism, cultural relativism, structuralism, cultural materialism, and symbolic studies—to study a repertoire of responses to the issue of representation in anthropology and cultural studies more broadly. *This course may be counted toward concentrations in Francophone Studies and Interpretation Theory for the Classes of 2002 and 2003 and a minor in this same area for stu-*

*dents in the Classes of 2003 and 2004.*

*1 credit.*

*Spring 2002.* Grant.

## **SOAN 023D. Soviet Cinema**

The early years of the Soviet state produced some of the world's finest filmmakers, revolutionizing cinematic form through new visions of the political in the aesthetic. This course organizes a critical look at the modernist patriotic statements forged by early Soviet directors, with an emphasis on the work of Sergei Eisenstein. A background in Soviet history or permission of the instructor is required.

*1 credit.*

*Not offered 2001-2002.* Grant.

## **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.

*1 credit.*

*Not offered 2001-2002.* Muñoz.

## **SOAN 024C. Spanish-American Society Through Its Novel**

(Cross-listed as LITR 060SA)

This course will explore the relationship between society and the novel in Spanish America. Selected works by Carlos Fuentes, Mario Vargas Llosa, Gabriel García Márquez, Isabel Allende, Luisa Valenzuela, Elena Paniatowska, and others.

*1 credit.*

*Not offered 2001-2002.* Hassett and 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.

*1 credit.*

*Not offered 2001-2002.* Muñoz.

## **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

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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? *This course may be counted toward a concentration in Interpretation Theory for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

1 credit.

Fall 2001. 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, Gramsci, Arendt, Parsons, and Foucault. Issues include the question of state autonomy, political legitimacy, and the interpenetration of the personal and the political. *This course may be counted toward concentrations in Interpretation Theory and Peace and Conflict Studies for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

1 credit.

Fall 2001. Wagner-Pacifici.

### **SOAN 026D. Mapping the Modern**

(Cross-listed as ENGL 073A and in Interpretation Theory)

The course seeks to explore some of the salient issues, achievements, and problems that serve to map Western modernity. Beginning with "prophetic voices" from the mid-nineteenth century, we then concentrate on "urban fables" of early twentieth-century high modernism, concluding briefly with late twentieth-century "postmodern lenses." Texts will be chosen from among the following writers: Marx, Baudelaire, Nietzsche, and Dostoevsky; Rilke, Kafka, Freud, Joyce, and Woolf; Weber, Simmel, Adorno, Benjamin, and Lukacs; Bakhtin, Arendt, Canetti, and de Certeau; Calvino and Borges; and Berman and Harvey. The central topics under study are the phenomena of the modern subject and the modern city, as expressed in literature, analyzed in sociology and critical theory, and represented in a range

of cultural practices.

1 credit.

Not offered 2001-2002. Weinstein and 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 Women's 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.

1 credit.

Not offered 2001-2002. Willie.

### **SOAN 027C. Classical Theory**

Through the works of Marx, Weber, Durkheim, Simmel, DuBois, and Freud, the recurrent and foundational themes of late nineteenth- and early twentieth-century social theory will be examined: capitalism, class conflict and solidarity, alienation and loneliness, social disorganization and community, secularization, and new forms of religiosity.

1 credit.

Not offered 2001-2002. Willie.

### **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 field work 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.

1 credit.

Not offered 2001-2002. Ghannam.

## **SOAN 030B. Seeds of Change: The Environmental Consequences of the Agricultural Revolution in Prehistory**

This course investigates the impact of the Agricultural Revolution in prehistory on physical and social environments. We examine the coevolutionary processes that transformed mobile foraging groups into sedentary farmers and herders following the end of the last Ice Age and focus on the ecological and paleodemographic impacts of increased reliance on domesticated plants and animals for subsistence. We will examine myths about prehistoric edens and indigenous populations as "Ecologically Noble Savages" and will attempt to use the archaeological record as a guide for selecting appropriate options for future agricultural development. *This course may be counted toward concentrations in Environmental Studies and public policy for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

1 credit.

Spring 2002. Speirs.

## **SOAN 030C. The Hominid Heritage: Special Topics in Paleoanthropology**

The evolution of four presumably adaptive hominid behavioral repertoires and their anatomical substrates will be the focus of this course. Emphasizing the development of analytical competence in evaluating paleoanthropological data, as well as critical reading of the primary literature, we will examine changes in dietary, locomotor, symbolic, and reproductive behavior over the course of human evolution and consider the implications of these developments for understanding and coping with several contemporary health and biocultural issues.

Prerequisite: SOAN 010B or equivalent or instructor's permission.

1 credit.

Spring 2002. Speirs.

## **SOAN 030D. Human Biodiversity**

An introduction to the evolving concept of "race" in biological anthropology and its legacy for the contemporary exploration of modern human variation as a product of population history, evolution, and adaptation. In addition to the examination of the dynamic interaction of genotype and phenotype—whether physio-

logically or socially constituted—from multiple historical and scientific perspectives, we will scrutinize the use and abuse of racial perspectives in the biomedical sciences and current efforts to catalogue the human genome.

1 credit.

Not offered 2001-2002. Speirs.

## **SOAN 030E. Ethnoecology: The Resurrection of Traditional Environmental Knowledge**

Anthropologists are increasingly examining what it means to peoples across the globe to "think locally," as ethnographers record and analyze systems of traditional environmental knowledge. Ethnoecology offers a way of looking at the relationship between humans and the natural world, which emphasizes the role of cognition in framing behavior, and offers a powerful perspective from which to understand resource recognition and management. We will use this perspective to investigate the schemas and action plans that orient people in the world and determine the productivity, equity, and sustainability of their practices. The utility of traditional environmental knowledge for resolving global problems arising from the integration of conservation and development will also be considered. *This course may be counted toward a concentration in Environmental Studies for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

1 credit.

Not offered 2001-2002. Speirs.

## **SOAN 030F. Poetics and Politics of Speech Genres**

This class will familiarize students with the ethnography of communication, an exciting field of interdisciplinary research that has been growing since the '70s. In exploring the relation between language use and the construction of social worlds, we will focus on how people manage to do things with words. Drawing from studies in linguist anthropology, sociolinguistics, literary criticism, and folklore, we will ask, for instance, how geopolitical word battles are scripted in epic genres; politicians play with semantics; artists play with grammar, media-raised teenagers develop their own cool syntax; a young generation of urban Latinos in the United States empower themselves through Spanglish; and Rastafarians resist colonial con-

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sciousness by using Dread Talk. We will examine various speech communities and their poetic/aesthetic modes of communication, and ask when and why certain forms of speech turn into cultural capital. What is their exchange value, and how do people manage various speech genres in everyday situations?

*1 credit.*

Spring 2002. Romberg.

### **SOAN 037B. Twentieth-Century Black Political Thought**

Engaging the work of a handful of this century's most noted black authors with the understanding that literature transcends the written word, we will examine how black scholars, politicians, lawyers, ministers, hymn writers, and playwrights help us to examine how African Americans have wrestled with the existence of self, understood community, and conceived of citizenship as well as what their ideas reveal about the dominant culture.

Prerequisite: one course in sociology and anthropology, Black Studies, or philosophy.

*1 credit.*

Not offered 2001-2002. Willie.

### **SOAN 038B. Healers in Training: the making of medical professionals**

The socialization of the medical professional: This course will focus on the structure and culture of medical education in the United States. Although the course will focus on the socialization of medical doctors, other health professionals, including the experience of nurses and other paraprofessionals, will provide comparison. How and why do people choose to become medical professionals? How has the structure and culture of medical education changed in the last 50 years? How will the increasing diversity of the medical school student body effect changes in medical education? The course will analyze both macrolevel forces behind changes in medical education as well as personal accounts of the experience.

*1 credit.*

Fall 2001. O'Connell.

### **SOAN 040B. Language, Culture, and Society** (See LING 025 for description.)

An investigation of the influence of cultural context and social variables on verbal communication. Topics covered include dialectal vari-

eties, creoles, languages and gender, and language and education.

Prerequisite: At least one linguistics course.

*Primary distribution course. 1 credit.*

Not offered 2001-2002. Raimy.

### **SOAN 043B. Shamanism**

From New Age sweat lodges to Soviet Siberia, shamanic spirit mediums have been construed as everything from healers to magistrates to visionaries to political subversives. This course explores anthropological literature on shamanism in the United States, Russia, and South America to ask ourselves how we constitute and appropriate the exotic.

*1 credit.*

Fall 2001. Grant.

### **SOAN 044B. Colloquium: Art and Society**

The course examines the relationship between art and society from a sociological perspective. This semester, we shall use hermeneutics as a sociological method for the interpretation of literature. Selected works by Borges, Mann, Dostoevski, Nietzsche, and Plato will be examined. *This course may be counted toward a concentration in Interpretation Theory for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

*1 credit.*

Not offered 2001-2002. Muñoz.

### **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: Modern Social Theory. Limited enrollment.

*1 credit.*

Not offered 2001-2002. Muñoz.

### **SOAN 044D. Colloquium: Critical Social Theory**

An overview of major development of critical social theory since the nineteenth century. Readings from Marx, Freud, Nietzsche,

# Sociology and Anthropology

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Adorno, Horkheimer, Benjamin, Habermas, Foucault, and Freier.

*1 credit.*

*Not offered 2001-2002. Muñoz.*

## **SOAN 045B. Culture, Illness, and Health**

Everything humans do is culturally constructed. Our experiences of health, illness, and healing are no exception to this. This course examines the cultural construction of health, illness, and healing by looking at (mainly) anthropological treatments of these issues. Case materials will be drawn from a number of cultures, non-Western as well as Western, and will treat the intersection of non-Western and Western healing systems. We'll wind up with an anthropologically informed, social historical look at the biomedical model that dominates the modern American experience of health, illness, and healing.

*1 credit.*

*Not offered 2001-2002. Piker.*

## **SOAN 045C. Religion as a Cultural Institution**

(Cross-listed as RELG 030)

The focus is primarily cross-cultural, and religion case materials will be drawn from both preliterate and civilized traditions, including the modern West. The following topics will be emphasized: religious symbolism, religious evolution, religion as a force for both social stability and social change, psychological aspects of religious belief; and religious change in modern America. May be taken without prerequisites with permission of instructor.

*1 credit.*

*Not offered 2001-2002. Piker.*

## **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?

*1 credit.*

*Spring 2002. Wagner-Pacifici.*

## **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.

*Spring 2002. Ghannam.*

## **SOAN 049C. Globalization and the Production of Locality: Theoretical Debates and Ethnographic Explorations**

This class examines how globalization (i.e., the flows of capital, labor, discourses, images, and commodities) is shaping different parts of the world. It explores debates in social theories and looks at ethnographic cases (texts and films) that reveal the complex articulation between global forces and "local" contexts. Is the economic and political domination of the West translated into global cultural hegemony? How is locality produced? How can we study and conceptualize the relationship between the local and the global? We will address such questions by looking at a wide range of topics such as migration, transnationalism, diaspora, consumption, and cosmopolitanism.

*1 credit.*

*Not offered 2001-2002. Ghannam.*

## **SOAN 049D. Transnational Islam**

This class focuses on how globalization (flows of capital, labor, discourses, images, and commodities between different parts of the world) shape the articulation of Islam in various cultural settings. We first take a quick look at the history of Islam and its basic concepts (such as shari'a, umma, jihad, and sufism). Then, we explore how Muslims negotiate their religious beliefs and cultural identities in different soci-

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eties. We look at historically Muslim countries (such as Egypt, Saudi Arabia, and Indonesia) and trace the recent movement (through migration and conversion) of Islam and Muslims to Western countries (United States and Europe). We use films, printed texts, and Internet material to explore questions such as: How do Muslims work to maintain their religious identities in New York, Berlin, and Paris? How compatible is Islam with modern notions such as nationalism, democracy, feminism, and human rights? How is Islam used to establish and reinforce transnational (including but not limited to political) connections?

*1 credit.*

*Not offered 2001-2002. Ghannam.*

**SOAN 050B. Global Cultures: Issues of Hybridity and Creolization in Postcolonial Societies**

One of the main aims of this course is to question the unidirectionality implied in most global theories. Via a combined macro and micro lens, we will assess not only the impact of global processes on particular local histories but also how the sets of voices that are marginalized by global discourses reenter them, speaking within and to them. From this vantage point, we will examine the notions of hybridity, creolization, and diaspora. The first part of the course will examine major theoretical issues of globalization, and the second will test their applicability and validity in exploring particular processes in postcolonial societies.

*1 credit.*

*Spring 2002. Romberg.*

**SOAN 055B. The Only Good Indian**

The arrival of Europeans in the New World a half a millennium (or longer) ago initiated, for Native Americans, a litany of cultural catastrophe that continues to this day. So also did it initiate a complex process of cross-cultural communication and mutual adaptation that repeatedly confounded the intentions and expectations of parties in both cultural camps. From an anthropological perspective, this course treats this process, as it took place North off the Rio Grande River, attending especially to the issues, tradition, mutual accommodation, resistance, revitalization, and modernity. Case materials will be drawn from among the following cultures: Navaho,

Iroquois, Creek, Nez Pierce, Crow, and Ojibwa cultures.

*1 credit.*

*Spring 2002. Piker.*

**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.

*1 credit.*

*Spring 2002. Wagner-Pacifici.*

**SOAN 058B. America by the Numbers: An Introduction to Demography**

This course will introduce students to key demographic methods, including life tables, fertility rates, and mortality statistics. Using data from the latest U.S. census, we will explore the changing composition of the American population, including the structure of the family, the face of the workforce, the aging of the population, and the growing representation of minorities. What impact will these changes have on the way we organize our politics, our employment, and our social lives? What major effect will these changes have on American culture? Students will explore the relationship between proportions and human interactions.

*1 credit.*

*Spring 2002. O'Connell.*

**SOAN 059B. The Life Course**

Examines the way human cultures define the passage from birth to death, including the expectations associated with different stages of life, the ritual processes through which transitions are made from one stage to another, age and life stage as a basis of group formation, generational conflicts. Students will carry out life history interviews with older individuals.

*1 credit.*

*Not offered 2001-2002. Keith.*

# Sociology and Anthropology

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## **SOAN 090. Research Internship**

(See SOAN 090A and 090B.)

Interns receive research experience through placements in professional research settings. The availability of internship in the department varies from year to year.

### **SOAN 090A**

Juniors and seniors with a B average willing to commit 6 to 12 hours of work per week on a research project with professional researchers are eligible. Credit is normally awarded on a credit/no credit basis, for 0.5 to 1 credit. Because available projects change, interested students should see the instructor before registration. Interested students are also encouraged to take SOAN 011B.

*Section 1 is for 1 credit. Section 2 is for 0.5 credit.*

*Fall 2001 and spring 2002. Charlton.*

*1 credit.*

*Not offered 2001-2002. Keith.*

### **SOAN 090B**

Internships in professional organizations, such as WHYY, Scribe Video Center, Mosaic Media, and other settings provide training in both research and video production skills. Depending on availability, interns might work with visual ethnographers, documentary filmmakers, community-based filmmakers, and/or video editors on projects that require research on sociology and anthropology-related themes. Interns will normally receive 0.5 credit (grade based on Credit/No Credit) for committing to their projects for 6 to 12 hours a week.

Students who wish to receive a full credit (and receive a letter grade) must complete a research paper based on their video production project and keep a field journal. Because these internships change, and filmmakers/editors require different levels of skills for the internship, students should see Professor Díaz-Barriga before registration. Students who plan to complete a film/video production internship are advised to take SOAN 121.

*Section 1 is for 1 credit. Section 2 is for 0.5 credit.*

*Fall and spring 2001-2002. Díaz-Barriga.*

### **SOAN 091B. Practicum in Visual Ethnography**

This practicum explores the ethnography of visual communication, including photography

and feature film, while giving students the chance to complete a video project. Students will work together in a production crew while sharpening their digital editing skills.

Prerequisites: SOAN 121.

*1 credit.*

*Spring 2002. Díaz-Barriga.*

### **SOAN 093. Directed Reading**

Individual or group study in fields of special interest to the students not dealt with in the regular course offerings. Consent of the department chair and of the instructor is required.

*0.5 or 1 credit.*

*Fall 2001 and spring 2002. Members of the department.*

### **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 field work.

*1 credit each semester.*

*Fall 2001 and spring 2002. Members of the department.*

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## **SEMINARS**

### **SOAN 100. Modern Social Theory**

An analysis of selected works by the main founders of modern social theory. Works by Marx, Weber, Durkheim, and Freud will be discussed. This course may be counted toward a concentration in Interpretation Theory. This seminar is strongly recommended for those students planning to take SOAN 101: Critical Social Theory.

*2 credits.*

*Not offered 2001-2002. Muñoz.*

### **SOAN 101. Critical Social Theory**

The development of critical theory from Kant to Habermas. Works by Hegel, Marx, Nietzsche, Lukacs, Adorno, Benjamin, Horkeimer, and Foucault will be examined.

Prerequisites: advanced work in Sociology/Anthropology, Philosophy, or Political Science;

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or permission of the instructor. Students are advised to take SOAN 100 (Modern Social Theory) as preparation for this seminar. *This seminar may be counted toward a concentration in Interpretation Theory for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

2 credits.

*Not offered 2001-2002.* Muñoz.

### **SOAN 103. Gift and Fetish**

Can objects lead social lives? This improbable proposition finds currency in some of the most classic works of anthropology and political economy. In the first half of this course, we ground ourselves with a series of foundational texts, from early anthropological theories of gift exchange as proxies for the social (Boas, Malinowski, and Mauss), to their later critiques (Derrida and Bourdieu), to Marx on commodity fetishism and Jean-Joseph Goux on symbolic economies. In the second half of the semester, we examine a handful of recent ethnographies that locate these modern animisms in the contemporary globalized world.

2 credits.

*Not offered 2001-2002.* Grant.

### **SOAN 104. Culture and Creativity**

Evolutionary perspective on the question: How do we creatively make use of cultural resources to construct ourselves and our life ways? Vast diversity of human lifeways argues that such creative construction is a—perhaps the—hallmark of human adaptation. Specific topics: human evolution, foraging band as the basic human pattern, speech, human intelligence, human emotion, gender, biography, and history. Readings include ethnographies, novels, and native narratives.

2 credits.

*Not offered 2001-2002.* Piker.

### **SOAN 107. Religion as a Cultural Institution**

The following specific topics will be treated: religious evolution, religion as a force for both social stability and social change, and the psychological bases for religious belief. Major theories to be considered include those of Max Weber, Emile Durkheim, and Sigmund Freud. A cross-cultural perspective will be emphasized, and attention will be paid to religious

change in modern America.

2 credits.

*Not offered 2001-2002.* Piker.

### **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 2001-2002.* Wagner-Pacifici.

### **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.

2 credits.

*Not offered 2001-2002.* Ghannam.

### **SOAN 114. Political Sociology**

This seminar analyzes the ways in which power emerges, circulates, is augmented, and resisted in diverse political contexts. Readings include Marx, Weber, Gramsci, Arendt, Parsons, and Foucault. *This course may be counted toward a concentration in Interpretation Theory for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

2 credits.

*Not offered 2001-2002.* Wagner-Pacifici.

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## **SOAN 115. Freud and Modern Social Theory**

The seminar divides into two parts. The first part is devoted to a close reading of selected items from the Freudian canon. The second part will examine Freud's contribution to current social and cultural analysis. Besides works by Freud, works by Mitchell, Rieff, Habermas, and Foucault will be examined.

Prerequisites: advance work in Sociology and Anthropology, Philosophy, or Political Science; or permission of the instructor. *This course may be counted toward a concentration in Interpretation Theory for the Classes of 2002 and 2003 and a minor in this same area for students in the Classes of 2003 and 2004.*

2 credits.

*Not offered 2001-2002.* Muñoz.

## **SOAN 119. Evolution, Culture, and Creativity**

(Cross-listed as LING 119)

Recent major syntheses harvest the fruits of decades of productive scholarship pertaining to evolutionary perspectives on human nature and cultural elaboration of same. To tap into these resources, this seminar consults the work of Diamond, Sulloway, Gardiner, Gould, and Pinker, with reference to human intelligence, emotion, speech, biography, gender, and history. The human capacity for creativity, and its expression in lives and lifeways, is the focus. The adaptive importance for humans of this capacity is considered in light of ethnographic, historical, and biographical case materials.

2 credits.

*Not offered 2001-2002.* Piker.

## **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.

2 credits.

*Fall 2001.* Díaz-Barriga.

## **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 Paolo, 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; (3) explore how research in cities shape 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 2001-2002.* Ghannam.

## **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.

2 credits.

*Spring 2002.* Ghannam and Grant.

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**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. United States is focus of course but other countries will be examined. Without exception, an introductory course on race and/or racism is a prerequisite.

*2 credits.*

*Not offered 2001-2002. Willie.*

**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 2001-2002. Wagner-Pacifici.*

**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.

*2 credits.*

*Fall 2001 and spring 2002. Members of the department.*

# Women's Studies

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Coordinator: **NORA JOHNSON** (English Literature) (fall 2001)<sup>2</sup>  
**TAMSIN LORRAINE** (Philosophy) (fall 2001)  
**JEANNE MARECEK** (Psychology) (spring 2002)  
**Jenny Gifford** (Administrative Assistant)

Committee: **Amy Bug** (Physics)  
**Cynthia Halpern** (Political Science)  
**Carolyn Lesjak** (English Literature)  
**Carol Nackenoff** (Political Science)  
**Sunka Simon** (Modern Languages)

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<sup>2</sup> Absent on leave, spring 2002.

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The program in Women's Studies provides students with the opportunity to learn the contributions of women to society, science, and the arts; to study gender and gender roles in a variety of social and historical contexts; to relate issues of gender to those of race, class, and sexual preference; and to explore new methods and theories arising from interdisciplinary study. Women's Studies encourages students to examine critically the representations of women in religion, in the arts and literature, in social and political theory, and in the sciences. Students in any major, whether in course or in the Honors program, may add a concentration in Women's Studies to their program by fulfilling the requirements stated below. Students in the Honors program may minor in Women's Studies or design a special major in consultation with the Women's Studies coordinator, following the guidelines outlined below. All students intending to pursue Women's Studies should submit their proposed program to the coordinator when they submit their sophomore papers. All program proposals must be approved by the Women's Studies Committee. The Jean Brosius Walton '35 Fund and the Wendy S. Cheek Memorial Fund contribute to the support of activities sponsored by the Women's Studies Committee.

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## CONCENTRATION OR COURSE MINOR

Each concentration must include a minimum of 5 credits in Women's Studies. One course must be the senior seminar. Because Women's

Studies is an interdisciplinary program, the courses (or seminars) in each concentration must be selected from at least two different divisions. Students may elect, with the approval of the coordinator, to write a 1-credit thesis or pursue an independent study as a substitute for regular course work. Students may also, with the approval of the coordinator, include in their programs courses on women and gender offered at Bryn Mawr, Haverford, the University of Pennsylvania, and abroad. If the institution in which the course was offered has a Women's Studies program, the course in question must be part of that program to be accepted as a Women's Studies course at Swarthmore. Students will normally take the senior seminar in the spring semester of the senior year.

It is recommended that potential concentrators take WMST 001: Introduction to Women's Studies in their first or second year.

Students graduating in the year 2003 or later may elect to do a course minor in Women's Studies. The requirements for the course minor are identical to those for the concentration, with one exception: only one course counted for Women's Studies may overlap with the student's major.

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## HONORS PROGRAM

Students in the Honors program may minor in Women's Studies by completing 6 credits in Women's Studies and preparing for and taking one external exam. The preparation consists of

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WMST 091: Seminar in Women's Studies for seniors plus the 1-credit WMST 091A: Honors Attachment to Seminar in Women's Studies.

Courses on women and gender regularly offered for the concentration include the following:

**WMST 001. Introduction to Women's Studies**

An interdisciplinary course designed around an issue central to women's lives and the representation of women's experiences. The course introduces students to concepts, questions, and analytic tools that have been developed by Women's Studies scholars in diverse fields.

*1 credit.*

*Spring 2002. Lesjak.*

**WMST 030. Women and Technology**

The course will explore the relationships between women and technology in western industrial society. Three aspects to be considered are the effect of technology on women, the role of female technologists in shaping that technology, and the effect on technology of average women acting as consumers, voters, and citizens. Students will research an area of personal interest and make a presentation to the class. Possible topics include reproductive technologies, the Internet, feminist utopias in science fiction, and others. Expected workload is two long papers and several short ones, with no midterm, final, or labs.

WMST 030 does not fulfill a College-wide distribution requirement. However, it can be used to satisfy the distribution requirement for the concentration.

*1 credit.*

*Spring 2002. Everbach.*

**WMST 091. Seminar in Women's Studies**

An advanced seminar emphasizing theoretical and methodological questions that arise when women are placed at the center of study and in which students engage in research projects based upon their prior work with gender in the various disciplines. This class is required of, and normally limited to, Women's Studies concentrators and special majors. It must be taken in the senior year and cannot be used to fulfill distribution requirements in the concentration.

*1 credit.*

*Spring 2002. Staff.*

**WMST 091A. Honors Attachment to Seminar in Women's Studies**

An advanced seminar or tutorial required of students who complete an Honors minor in Women's Studies.

*1 credit.*

*Spring 2002. Staff.*

**WMST 092. Thesis**

*1 credit.*

**WMST 192. Thesis**

For students completing a special major in Honors.

*2 credits.*

BIOL 006. History and Critique of Biology

BIOL 093. Directed Reading in Feminist Critiques of Biology

DANC 025. Mapping Culture Through Dance

DANC 035. Women Choreographers and Composers

DANC 036. Dancing Identities

ECON 043. Public Policy and the American Family

ECON 073. Race, Ethnicity, and Gender in Economics

EDUC 061. Gender and Education

ENGL 005N. Illicit Desires in Literature

ENGL 005R. Fictions of Identity

ENGL 023. Renaissance Sexualities

ENGL 034. Romanticism and the Performance of Gender

ENGL 036. Colloquium: The Age of Austen

ENGL 048. Contemporary Women's Poetry

ENGL 071J. Cherchez la femme: The "Mystery" of Women in the Mystery Genre

ENGL 071K. Lesbian Novels Since World War II

ENGL 071R. Feminist Theatre

ENGL 083. Feminist Theory

ENGL 084. Lesbian Representation

ENGL 089. Women and Popular Culture: Fiction, Film, and Television

ENGL 090. Queer Media

ENGL 091. Feminist Film and Media Studies

ENGL 112. Women and Literature

# Women's Studies

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- FREN 061. Odd Couplings: Writings and Readings Across Gender Lines  
FREN 076. Femmes écrivains  
GERM 077. Literature of Decadence  
GERM 088. Frauen und Film  
GERM 108. Wien und Berlin  
HIST 001C. Sex and Gender in Western Traditions  
HIST 001G. Women, Family, and the State in China  
HIST 001I. African-American Women's History  
HIST 001X. Women and Medicine  
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. Topics in African American Women's History  
HIST 054. Women, Society, and Politics  
LITR 051G. Gender and Race in European Cinema  
LITR 061SA. Women's Testimonial Literature of Latin America  
LITR 077G. Literature of Decadence  
LITR 079R. Russian Women Writers  
MUSI 010. Women in Music: Composers  
MUSI 035. Women Composers and Choreographers  
PEAC 040. Peace Movement in the United States: Women and Peace  
PHIL 045. Philosophical Approaches to the Question of Woman  
PHIL 145. Feminist Theory Seminar  
PHYS 029. Seminar on Gender and (Physical) Science  
POLS 013. Feminist Political Theory  
POLS 031. Difference, Dominance, and the Struggle for Equality  
POLS 032. Gender, Politics, and Policy in America  
PSYC 044. Psychology and Women  
PSYC 058. Gender, Culture, and Mental Health  
RELG 007B. Women and Religion  
RELG 025B. Black Women and Religion in the United States  
RELG 103. Women and Spirituality  
RUSS 079R. Russian Women Writers  
SOAN 001B. Gender, Power, and Identity  
SOAN 007C. Sociology Through African American Women's Writing  
SOAN 020E. Comparative Studies of China and Japan  
SOAN 049B. Comparative Perspectives in the Body  
SOAN 132. Gender and Culture  
SPAN 066. La escritora española en los siglos XIX y XX  
THEA 106. Theatre History Seminar
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# VI

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The Corporation  
Board of Managers  
Alumni Association  
Officers & Alumni  
Council  
The Faculty

Administration  
Visiting Examiners  
Degrees Conferred  
Awards and Distinctions  
Enrollment Statistics

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# The Corporation

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*January 1, 2001 to December 31, 2001*

J. Lawrence Shane, *Chair*  
21 College Avenue  
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Marge Pearlman Scheuer, *Vice Chair*  
101 Central Park West  
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New York, NY 10022

Maurice G. Eldridge, *Assistant Secretary*  
Swarthmore College  
Swarthmore, PA 19081

Suzanne P. Welsh, *Treasurer*  
Swarthmore College  
Swarthmore, PA 19081

Louisa C. Ridgway, *Assistant Treasurer*  
Swarthmore College  
Swarthmore, PA 19081

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## Board of Managers

J. Lawrence Shane, *Chair*  
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Swarthmore, PA 19081

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*Ex officio*

Alfred H. Bloom

*Chairman of the Board Emeritus*

Eugene M. Lang  
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---

*Current Term Expires December 2001*

Nancy Y. Bekavac  
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Marc J. Sonnenfeld  
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Philadelphia, PA 19103

---

*Current Term Expires December 2002*

Catherine Good Abbott  
Columbia Gas Transmission Corp.  
12801 Fair Lakes Parkway  
Fairfax, VA 22033

Paul I. Corddy  
601 Gulf Shore Boulevard North  
Naples, FL 34103

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*Current Term Expires December 2002 (cont.)*

Carol Lesley Cunniff  
1 West 72nd Street  
New York, NY 10023

Michael J. Kuh  
65 Fourth Avenue, Apt. 5D  
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Elizabeth Scheuer  
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Alan A. Symonette  
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Philadelphia, PA 19119

*Current Term Expires June 2003*

Richard Truitt, Alumni Council President  
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Portland, OR 97219

*Current Term Expires December 2003*

Sherry F. Bellamy  
Bell Atlantic-Maryland, Inc.  
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Vice President for Strategic Planning  
and Program Coordination  
Carnegie Corporation of New York  
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Wilmington, DE 19807

Jeremy M. Weinstein  
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Berkeley, CA 94708

*Current Term Expires December 2004*

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1900 Rittenhouse Square, 15B  
Philadelphia, PA 19103

Wilma Lewis  
No. 5008  
4301 Massachusetts Avenue, NW  
Washington, DC 20016

# Board of Managers

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*Current Term Expires December 2004 (cont.)*

William G. Nelson IV  
Box 1105  
Bala Cynwyd, PA 19004

John A. Riggs  
5230 Watson Street NW  
Washington, DC 20016

Carl R. Russo  
Cisco Systems  
170 West Tasman Drive  
San Jose, CA 95110

Salem D. Shuchman  
1820 Rittenhouse Square  
Apartment PH-2  
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Thomas E. Spock  
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Pamela Wetzels  
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Austin, TX 78731

Kenneth Wynn  
3145 Las Vegas Boulevard South  
Las Vegas, NV 89109

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John C. Crowley  
615 Linda Vista Avenue  
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8300 Buckingham Drive  
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147 Tannery Run Circle  
Waynesborough Woods  
Berwyn, PA 19312

Eugene M. Lang  
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New York, NY 10021

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New York, NY 10112

Sue Thomas Turner  
17211 Quaker Lane  
Sandy Spring, MD 20860

Richard B. Willis  
1314 Foulkeways  
Gwynedd, PA 19436

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Eugene M. Lang  
Barbara W. Mather

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Davia B. Temin  
Jeremy M. Weinstein

---

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Jerome Kohlberg Jr.  
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Salem Shuchman

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Carley Cunniff  
John Goldman  
Neil Grabois  
Jerome Kohlberg Jr.  
Alan A. Symonette

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David W. Singleton, Vice Chair  
John C. Crowley  
Samuel L. Hayes III  
Walter Lamb  
Marge Pearlman Scheuer  
Thomas E. Spock  
Pamela Wetzels  
Two faculty members  
Two student members

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James C. Hormel  
Michael J. Kuh  
Eugene M. Lang  
Jane Lang  
Asahi Pompey  
Salem Shuchman  
Alan A. Symonette  
Jeremy M. Weinstein  
Pamela Wetzels  
Four students  
Four staff members  
Four faculty members

*Student Life*

James C. Hormel, Chair  
Asahi Pompey, Vice Chair  
Nancy Y. Bekavac  
Neil Grabois  
Julie Lange Hall  
Eugene M. Lang  
Jane Lang  
William G. Nelson IV  
Freeman Palmer  
Barbara Hall Partee  
Sue Thomas Turner  
Three faculty members  
Five student members

# Alumni Association Officers and Alumni Council

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## **President-Designate**

Melissa Kelley '80

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Susan Rico Connolly '78

## **Vice President**

George B. Telford III '84

## **Secretary**

Allison Anderson  
Acevedo '89

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Wallingford, PA  
Carol Lorber '63<sup>3</sup>  
Elkins Park, PA  
Hugh P. Nesbitt '61<sup>2</sup>  
Wexford, PA  
Richard I.P. Ortega '73<sup>1</sup>  
Glen Mills, PA  
Barbara Seymour '64<sup>4</sup>  
Moylan, PA  
Milton Wohl '46<sup>3</sup>  
Schwenksville, PA

## **Zone B**

*New Jersey, New York*  
Joko Agunloye '01<sup>3</sup>  
New York, NY  
Glenn S. Davis '73<sup>2</sup>  
Kingston, NJ  
Nancy L. Hengen '73<sup>1</sup>  
New York, NY  
Anick Jesdanun '91<sup>3</sup>  
New York NY  
Juan DeJesus Martinez '91<sup>4</sup>  
New York, NY  
Anna C. Orgera '83<sup>2</sup>  
Harrison, NY

Jed S. Rakoff '64<sup>4</sup>  
Chair, Nominating  
Committee  
Larchmont, NY  
Erika Teutsch '44<sup>3</sup>  
New York, NY

## **Zone C**

*Connecticut, Maine,  
Massachusetts, New  
Hampshire, Rhode Island,  
and Vermont*  
Christopher B. Branson '84<sup>2</sup>  
Falmouth, ME  
Andrew A. Caffrey '99<sup>1</sup>  
Somerville, MA  
Kevin C. Chu '72<sup>1</sup>  
Falmouth, MA  
Allen Dietrich '69<sup>3</sup>  
Hanover, NH  
Rosemary Werner  
Putnam '62<sup>2</sup>  
Lexington, MA  
Dorothy K. Robinson '72<sup>1</sup>  
Hamden, CT  
Susan Turner '60<sup>3</sup>  
Weston, MA  
David Wright '69<sup>1</sup>  
Wellesley, MA

## **Zone D**

*District of Columbia,  
Maryland, and Virginia*  
T. Alexander Aleinikoff '74<sup>3</sup>  
Chevy Chase, MD  
Steven D. Gordon '71<sup>1</sup>  
Falls Church, VA  
Benjamin Keys '00<sup>3</sup>  
Washington DC  
Elizabeth Probasco  
Kutchai '66<sup>2</sup>  
Charlottesville, VA  
M. Regina Maisog '89<sup>1</sup>  
Baltimore, MD  
David M. Uhlmann '84<sup>2</sup>  
Silver Spring, MD

Maria Tikoff Vargas '85<sup>1</sup>  
Arlington, MD

## **Zone E**

*Illinois, Indiana, Iowa,  
Kansas, Michigan, Minnesota,  
Missouri, Nebraska, North  
Dakota, Ohio, Oklahoma,  
South Dakota, Texas, West  
Virginia, and Wisconsin*  
David Bamberger '62<sup>3</sup>  
Lakewood, OH  
Martha A. Easton '89<sup>1</sup>  
Minneapolis, MN  
Robert G. Grossman '53<sup>2</sup>  
Houston, TX  
Jenneane Jansen '88<sup>3</sup>  
Minneapolis, MN  
Vida A. Praitis '88<sup>2</sup>  
Chicago, IL  
Ashwin L. Rao '99<sup>1</sup>  
Hinckley, OH  
Burnham Terrell '45<sup>1</sup>  
Minneapolis, MN  
Hugh M. Weber '00<sup>2</sup>  
Watertown, SD

## **Zone F**

*Alabama, Arkansas, Florida,  
Georgia, Kentucky, Louisiana,  
Mississippi, North Carolina,  
South Carolina, Tennessee,  
territories, dependencies, and  
foreign countries*  
Jonathan S. Berck '81<sup>2</sup>  
Tuscaloosa, AL  
P. William Curreri '58<sup>1</sup>  
Daphne, AL  
David Lyon '73<sup>3</sup>  
Melbourne, Australia  
Gertrude Jock Robinson '50<sup>3</sup>  
Canada  
Joanna R. Vondrasek '94<sup>2</sup>  
Chapel Hill, NC  
Katharine E. Winkler '93<sup>1</sup>  
Durham, NC

---

1 Term ends 2002.

2 Term ends 2003.

3 Term ends 2004.

4 Nominating Committee.

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**Zone G**

*Alaska, Arizona, California,  
Colorado, Hawaii, Idaho,  
Montana, Nevada, New  
Mexico, Oregon, Utah,  
Washington, and Wyoming*

Janet Alexander '68<sup>3</sup>

Palo Alto, GA

Virginia L. Boucher '73<sup>1</sup>

Santa Ynez, CA

Wilburn T. Boykin Jr. '77<sup>2</sup>

Parker, CO

Virginia Paine DeForest '58<sup>2</sup>

Mercer Island, WA

Ariss DerHovanesian '00<sup>2</sup>

Glendale, CA

Richard W. Kirschner '49<sup>1</sup>

Albuquerque, NM

Leonard Rorer '54<sup>3</sup>

Santa Cruz, CA

**Members at Large**

Cynthia Graae '62<sup>1</sup>

National Extern Coordinator  
Washington, DC

Dawn Porter '88<sup>2</sup>

New York, NY

**Connection  
Representatives**

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Jon Safran '94

Austin, TX

*Boston*

Leah Gotcsik '97

Boston, MA

*Chicago*

Marilee Roberg '73

Wilmette, IL

*Metro D.C./Baltimore*

Sampriti Ganguli '95

*Metro N.Y.C.*

Sanda J. Balaban '94

New York, NY

Deborah Branker Harrod '89  
Jersey City, NJ

*North Carolina*

George Brown Telford III '84  
Durham, NC

*Philadelphia*

Bruce Gould '54

Philadelphia, PA

Jim Moskowitz '88

Philadelphia, PA

*Pittsburgh*

Melissa Kelley '80

Pittsburgh, PA

*San Francisco*

Neal D. Finkelstein '86

Rebecca Johnson '86

Oakland, CA

*Seattle*

Deborah Read '87

Seattle, WA

*Paris*

Robert Owen '74

Paris, France

**National Chair**

Don Fujihira '69

New York, NY

---

1 Term ends 2002.

2 Term ends 2003.

3 Term ends 2004.

4 Nominating Committee.

# Faculty

---

## FOOTNOTE KEY

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- 1 Absent on leave, fall 2001.  
2 Absent on leave, spring 2002.  
3 Absent on leave, 2001-2002.  
4 Absent on administrative leave, 2001-2002.  
5 Fall 2001 (appointment that semester only).  
6 Spring 2002 (appointment that semester only).  
7 Joint appointment with Philosophy.  
8 Visiting faculty, 2001-2002.  
9 Affiliated faculty.  
10 Ex-officio.  
11 Members of the Steering Committee.  
12 Campus coordinator, Swarthmore Program in Grenoble, fall 2001.  
13 Campus coordinator, Swarthmore Program in Grenoble, spring 2002.  
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Faruq M.A. Siddiqui, Chair

#### **History**

Pieter M. Judson, Chair

#### **Linguistics (Program)**

Donna Jo Napoli, Program Director

#### **Mathematics and Statistics**

Charles M. Grinstead, Chair

#### **Philosophy**

Tamsin Lorraine, Acting Chair

#### **Political Science**

Carol Nackenoff, Chair

#### **Psychology**

Deborah G. Kemler Nelson, Chair

#### **Sociology and Anthropology**

Miguel Díaz-Barriga, Acting Chair

Braulio Muñoz,<sup>3</sup> Chair

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Rose Maio, Administrative Coordinator for the Divisions of Humanities, Social Sciences, and Natural Sciences and Engineering

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## Standing Committees of the Faculty

Academic Requirements  
Advisory Council to the Dean of Admissions  
Advisory Council to Physical Education and  
Athletics  
Council on Educational Policy  
Committee on Faculty Procedures  
Computing Services  
Cooper  
Curriculum Committee  
Fellowships and Prizes  
Foreign Study  
Health Sciences Advisory  
Intellectual Property Task Force  
Library  
Promotion and Tenure  
Research Ethics  
Science Planning  
Women's Concerns

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## Special Appointments

Athletics Review Committee  
Writing Program Task Force

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## Other Committees With Faculty Representation

Advisory Council to the Dean  
Advisory Council to the Vice President for  
Facilities and Services  
Ad Hoc Committee on ADA Planning  
Animal Use and Care Committee  
College Budget Committee  
College Judiciary Committee  
Community Services Advisory Board  
Cultural Diversity  
Equal Opportunity Advisory Committee  
Faculty and Staff Benefits  
Honorary Degrees  
Lang Scholarship  
Sager  
Swarthmore Foundation

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## Special Assignments

Search Committee for the Dean of  
Multicultural Affairs  
Land Use Planning Committee

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## Committees of the Board

Property  
Social Responsibility  
Student Life

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## Programs and Concentrations

Asian Studies  
Black Studies  
Cognitive Science  
Comparative Literature  
Environmental Studies  
Film Studies  
Francophone Studies  
German Studies  
Interpretation Theory  
Latin American Studies  
Medieval Studies  
Peace and Conflict Studies  
Public Policy  
Teacher Education  
Women's Studies

# Administration

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**Alfred H. Bloom**, B.A., Princeton University; Ph.D., Harvard University, President and Professor of Psychology and Linguistics.

**Constance Cain Hungerford**, B.A., Wellesley College; M.A., Ph.D., University of California, Berkeley, Provost and Mari S. Michener Professor of Art History

**Paul J. Aslanian**, B.A., M.B.A., University of Washington; C.P.A., Vice President for Finance and Planning.

**James L. Bock III**, B.A., Swarthmore College; M.Ed., University of Virginia, Dean of Admissions and Financial Aid.

**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.

**Robert J. Gross**, B.A., Swarthmore College; M.S.S., Bryn Mawr College Graduate School of Social Work; M.A.T. and Ed.D., Harvard University, Dean of the College.

**Lawrence M. Schall**, B.A., Swarthmore College; J.D., University of Pennsylvania, Vice President for Facilities and Services.

**Dan C. West**, B.A., Austin College; B.D., Union Theological Seminary in Virginia; D.Div., Vanderbilt University; Ed.D., Harvard University, Vice President for Alumni Development and Public Relations.

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## PRESIDENT'S OFFICE

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**Laura Moreno**, Social Coordinator.

**Laura K. Warren**, Executive Coordinator.

**Donna G. Ruane**, Administrative Assistant.

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**Carole Roinestad**, B.A. Queens College, Assistant Director.

**Tarsia Duff, Rose Martin**, Administrative Assistants.

**Anita Pace**, Administrative Assistant.

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**Joanne Kimpel**, Administrative Coordinator.

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**Joy Charlton**, B.A., University of Virginia; M.A. and Ph.D., Northwestern University, Associate Dean for Academic Affairs.

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**Gilmore Stott**, B.A. and M.A., University of Cincinnati; B.A. and M.A., University of Oxford; M.A. and Ph.D., Princeton University, Associate Provost Emeritus and Associate Dean of the College.

**Tedd R. Goundie**, B.S., Muhlenberg College; M.S., Bowling Green State University, Associate Dean of the College for Student Life.

**Meghna Bhagat**, B.A., Drew University, Acting Director of the Intercultural Center.

**Timothy E. Sams**, B.A., Union College; M.A., SUNY at Albany, Assistant Dean of the College and Director of the Black Cultural Center.

**Gloria Carey Evans**, B.A., Western Washington College of Education; M.S., University of Washington; Ph.D., Stanford University, Consultant for Testing and Guidance and Adviser to Foreign Students.

**Myrt Westphal**, A.B., Occidental College; Ed.M., Boston University, Assistant Dean of the College and Director of Residential Life and Coordinator for Services for Students with Disabilities, Lang Scholarship Adviser.

**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.

**Angela "Gigi" Simeone**, A.B., Wellesley College; Ed.M., Boston University; Ph.D., University of Pennsylvania, Health Science Adviser.

**Jenny H. Yim**, B.A., Virginia Polytechnic Institute and State University, M.A., Ball State University, Coordinator of Student Activities.

**Patricia James**, B.A., Colorado College; M.Ed., Temple University, Director of Community Service Learning.

**Ida Leader Miller**, B.A., Princeton University, Academic Support Coordinator.

**Patricia A. Coyne**, Administrative Coordinator.

**Bernadette Dunning, Sheila Y. Gonzales, Barbara Hirshfeld**, A.B., Cornell University; **Ruthanne Krauss, Devonia "Bonnie" Lytle, Joanna K. Nealon**, A.B., Immaculata College; **Diane E. Watson**, Administrative Assistants.

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**Sheila L. Baisden**, B.A., Lafayette College, Associate Dean of Admissions.

**Kennon L. Dick**, B.A., College of William and Mary; M.A., Drexel University, Associate Dean of Admissions.

**Tracy Collins Matthews**, B.A., Swarthmore College; M.A., Syracuse University, Associate Dean of Admissions.

**Susan K. Untereker**, B.A., Smith College; M.A., Columbia Teachers College, Associate Dean of Admissions.

**Manuel Carballo**, B.A., Swarthmore College; Ed.M., Harvard University, Assistant Dean of Admissions.

**Elizabeth E. Geiger**, B.A., Swarthmore College, Assistant Dean of Admissions.

**Alexis Kingham**, B.S., Mary Washington College, Admissions Counselor.

**Samuel Prouty**, B.A., Swarthmore 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.

**Deborah L. Thompson**, B.S., Kutztown University, Admissions Information Specialist.

**Maureen Plummer**, Office Manager.

**Yvetta Moat**, Administrative Coordinator.

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# Administration

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**Bernadette Carroll, Catherine Custer**, B.S., Lockhaven University; **Maureen McKeon, Dianna Mullen**, B.S., Millersville University; M.A., West Chester University; **Susan Wallace**, Administrative Assistants.

**Arlene K. Mooshian**, B.S., West Chester University; **Jeanette Richardson**, B.S., Drexel University, Receptionists.

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## ALUMNI, DEVELOPMENT, AND PUBLIC RELATIONS

**Dan C. West**, B.A., Austin College; B.D., Union Theological Seminary in Virginia; D.Div., Vanderbilt University; Ed.D., Harvard University, Vice President for Alumni, Development, and Public Relations.

**Alma E. Stewart**, Administrative Coordinator.

**Connie Baxter**, Administrative Coordinator.

### *Development*

**John M. Malcolm**, B.A., cum laude, Williams College, Director of Development.

**Joan Berry**, A.S., Widener University, Administrative Assistant.

### *Annual Giving*

**Patricia A. Laws**, B.A., Lehigh University, Director of Annual Giving.

**A. Christine Baxter**, B.S., Gettysburg College, Assistant Director of Annual Giving.

**Mary Beth Mills**, Assistant Director of Annual Giving.

**Jennifer Sabatini**, B.A., Gettysburg College, Assistant Director of Annual Giving.

**Eileen Pothier**, Administrative Assistant.

### *Foundation and Corporate Relations*

**Ellen Wylie**, B.A., Colgate University; M.A., Temple University, Director of Corporate, Foundation, and Government Relations.

**Diane D. Modes**, B.A., Swarthmore College; J.D., Widener University School of Law, Grant Associate.

### *Planned Giving*

**Edward H. Mills Jr.**, B.A., University of Virginia; J.D., Harvard Law School; Director of Planned Giving.

**Stephen D. Bayer**, B.A., Tufts University; J.D., Emory University School of Law; Associate Director of Planned Giving.

### *Capital Giving*

**Anne Bonner**, B.A., University of Wyoming; M.A., University of Washington, Associate Director.

**Catherine Parker Brown**, B.A., Emory University, Director of Parent and Family Programs/Associate Director of Major Gifts.

**Douglas B. Hasbrouck**, B.A., Hampshire College, Associate Director.

**Debra Kardon-Brown**, B.S., Penn State University, **Kathy Marshall**, B.A., Goucher College, Administrative Assistants.

### *News and Information*

**Tom Krattenmaker**, B.A., University of Minnesota, Director of News and Information.

**Barbara Gifford**, Administrative Assistant.

**Marsha Nishi Mullan**, B.A., Washington State University, Associate Director of News and Information.

**Mark Duzenski**, B.S., Trenton State University, Sports Information Director.

**Alisa Giardinelli**, B.A., Pennsylvania State University, Writer (shared with Publications).

**Steven Lin**, B.A., University of Maryland, World Wide Web Editor/Internet Coordinator.

### *Advancement Operations*

**Diane C. Crompton**, B.S., Rosemont College, Director of Advancement Operations.

**Anita Pace**, Administrative Assistant.

### *Alumni and Gift Information Systems*

**Ruth Krakower**, B.F.A., University of Hartford, Hartford School of Art, Director of Alumni and Gift Records.

**Jacqueline West**, Alumni Information Specialist.

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**Alison Tenny**, B.A., University of California at Santa Cruz, Records Recorder.

**Ann E. McLaughlin**, B.F.A., Tyler School of Art, Temple University, Administrative Assistant.

*Research*

**Kay Draper**, B.S.Ed., Northwestern University; J.D., University of Illinois, Director of Prospect Research.

**Linda McCloskey**, B.A., Widener University, Research Associate/Writer.

**Florence Ann Roberts**, B.A. Gettysburg College; M.S., University of Pennsylvania, Research Associate/Writer.

**Kay Watson**, A.A.A., Penn State University, Administrative Assistant.

*Advancement Information Systems*

**Mimi Geiss**, Manager of Advancement Information Systems.

**Barbara Mann**, B.S., West Chester University, Programmer/Analyst.

*Alumni Relations*

**Lisa Lee**, B.A., Swarthmore College; M.Ed., Boston University, Director of Alumni Relations.

**Astrid Devaney**, Associate Director of Alumni Relations.

**Patricia Maloney**, B.A., The Pennsylvania State University, Assistant Director of Alumni Relations.

**Geoff Semenuk**, B.A., University of Delaware, Production Coordinator.

**Millie Dappollone**, A.A.S., Community College of Philadelphia, Administrative Assistant.

*Publications*

**Jeffrey B. Lott**, B.A., Middlebury College; M.A.T., Rhode Island School of Design, Director of Publications and Editor of the *Swarthmore College Bulletin*.

**Andrea K. Hammer**, B.A., Franklin and Marshall College, Associate Director of Publications and Managing Editor of the *Swarthmore College Bulletin*.

**Carol Brévar-Demm**, B.A., University College, London, Assistant Director of Publications and Class Notes Editor of the *Swarthmore College Bulletin*.

**Cathleen McCarthy**, B.A., University of Maryland, Staff Writer and Collection 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, Production Coordinator.

**Janice Merrill-Rossi**, Administrative Assistant.

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**BOOKSTORE**

**Kathleen K. Grace**, B.S., Elizabethtown College; M.B.A., Philadelphia University, Director.

**Steve Levin**, B.A., Temple University, Book Manager.

**Linda Bordley**, Office Coordinator.

**Charles Stasiunas**, Bookstore Assistant.

**Tom Ermel**, Bookstore Assistant.

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**CAREER SERVICES**

**H. Thomas Francis**, B.A., Kalamazoo College; M.A., Western Michigan University, Director.

**Jennifer Barrington**, B.A., Gettysburg College; M.Ed., University of Delaware, Assistant Director.

**Amy L. Pszczolkowski**, B.A., Allegheny College; M.S., Miami University of Ohio, Assistant Director.

**Patricia E. Trinder**, A.B., Oxford College of Technology, Recruitment Manager.

**Leslie M. Brubaker**, B.A., Cedar Crest College; **Jaime M. Trapp**, Administrative Assistants.

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# Administration

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## CENTER FOR SOCIAL AND POLICY STUDIES

**Keith W. Reeves, B.A.**, Swarthmore College, Ph.D., University of Michigan, Director.

**Christopher E. Couples**, B.A. and M.A., Virginia Tech, Associate Director for Technology.

**Gudmund R. Iversen**, M.A., University of Michigan; Ph.D., Harvard University, Director Emeritus and Statistical Consultant.

**Tara D. Jackson**, B.A., University of California at Berkeley; Ph.D., University of Michigan, Program Consultant.

**Cathy Wareham**, A.S., Wesley College, Administrative Assistant.

**Student Research Assistants:** Allan Friedman '02, Danielle Harris '02, Tanea Harris '02, Erica Kaufman '03, Colin Moore '02, Liane Rice '03, and Payal Shah '03.

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## CONTROLLER'S OFFICE

### *Accounting*

**Robert Lopresti**, B.S., Rutgers, C.P.A., Manager of Financial Information Systems.

**Christina Mahoney**, Controller, B.S., Penn State University, C.P.A., M.B.A. Drexel University.

**Joseph Cataldi**, Assistant Controller, B.S., LaSalle University; M.B.A., LaSalle University.

**Denise A. Risoli**, Restricted Funds Accountant, B.S. LaSalle University.

### *Business Office*

**Nancy E. Sheppard**, Manager, Business Office Operations.

**Jean English**, Administrative Assistant.

**Catherine Cinquina**, Purchasing Coordinator.

**Catherine Wilson**, Accounts Payable Clerk.

### *Bursar*

**Linda Weindel**, Student Accounts Manager.

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**Marie Mc Bride**, Student Accounts Assistant.

### *Office Services*

**Cheryl Robinson**, A.A.S., Delaware County Community College, Manager.

**Marie Kirlin, Joann M. Massary**, Administrative Assistants.

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## DINING SERVICES

**Linda McDougall**, B.A., Temple University, Director of Dining Services.

**Laurie Dibeler**, B.A., Pennsylvania State University, Catering Manager.

**Janet A. Kassab**, Director of Purchasing.

**Lisa Scolaro**, Culinary Institute, Catering Chef.

**Marie Dalton**, Cash Operations Manager.

**Therese Hopson**, Front-of-House Manager.

**Scott Tutton**, B.A., Johnson & Wales, Back-of-House Manager.

**Lynn Grady**, Administrative Assistant.

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## EQUAL OPPORTUNITY OFFICE

**Sharmaine B. LaMar**, B.S., Saint Joseph's University; J.D., University of Richmond, Equal Opportunity Officer.

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## FACILITIES AND SERVICES

**Lawrence M. Schall**, B.A., Swarthmore College; J.D., University of Pennsylvania, Vice President for Facilities and Services.

**Karen Mazza**, Auxiliary Services Assistant.

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## **FACILITIES MANAGEMENT**

**C. Stuart Hain**, B.A., Roanoke College,  
Director of Facilities Management.

**Claire Ennis**, Facilities Management  
Coordinator.

**Alice Balbierer**, Director of Special Projects.

**Paula Dale**, B.A., Wake Forest University;  
M.A., University of North Carolina at Chapel  
Hill, Facilities Coordinator and Director of  
Summer Programs.

**Steve Borger**, Crew Leader, Support Services  
Crew.

### *Maintenance*

**Ralph P. Thayer**, Director of Maintenance.

**Bill Maguire**, Foreman, Maintenance/Trades.

**Gary Morrissey**, Painter Foreman/Work  
Coordinator, Faculty Housing.

### *Environmental Services*

**Patricia Fitzgerald**, Supervisor.

**Judy Majors**, Supervisor.

**Alvin Miser**, Supervisor.

**Patti Shields**, Supervisor.

### *Grounds*

**Jeff Jabco**, B.S., Penn State; M.S., North  
Carolina State University, Director of  
Grounds/Coordinator of Horticulture.

**Paul Eriksen**, B.S., University of Delaware,  
Garden Supervisor.

**Chuck Hinkle**, B.S., Temple University,  
Garden Supervisor.

**Jim McKenna**, Motor Pool Foreman.

**Greg Paige**, A.A., Virginia Polytechnic  
Institute and State University, Volunteer and  
Integrated Pest Management Coordinator/  
Gardener III.

### *Planning and Construction*

**Janet M. Semler**, B.S., Penn 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**, Facilities Information  
Manager.

**Susan Sayer**, B.S. Cornell University,  
Planner/Project Manager

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## **FINANCE AND PLANNING**

**Paul J. Aslanian**, B.A., M.B.A., University  
of Washington; C.P.A., Vice President for  
Finance and Planning.

**Robin H. Shores**, B.A., M.A., Ph.D.,  
University of Delaware, Director of  
Institutional Research.

**Elaine Rullo**, Administrative Coordinator.

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## **FINANCIAL AID OFFICE**

**Laura Talbot**, B.A., Wheaton College,  
Director of Financial Aid.

**Judith A. Strauser**, B.S.B.A., Gannon  
University, Associate Director of Financial  
Aid.

**Robyn Barto**, B.A., Sweet Briar College;  
M.A., Indiana University, Assistant Director.

**Joanne Barracliff**, Loan Coordinator.

**Sydney Pasternack**, B.A., SUNY Cortland,  
Grants Coordinator.

**Lisa Goundie**, B.A., Muhlenberg College,  
Administrative Assistant.

---

## **FOREIGN STUDY OFFICE**

**Steven I. Piker**, B.A., Reed College; Ph.D.,  
University of Washington, Professor of  
Anthropology, Foreign Study Adviser.

**Rosa M. Bernard**, B.S., Pace University,  
Foreign Study Coordinator.

# Administration

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## HEALTH SCIENCES ADVISORY PROGRAM

**Gigi Simeone**, A.B., Wellesley College; Ed.M., Boston University; Ph.D., University of Pennsylvania, Health Sciences Adviser.

**Barbara Hirshfeld**, A.B., Cornell University, Administrative Assistant.

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## HEALTH SERVICES

**Linda Echols**, R.N., CRNP; Diploma, Hospital of the University of Pennsylvania; B.S.N., M.S.N., Ph.D., University of Pennsylvania; M.B.A., Wharton School; NP Certificate, Johns Hopkins Hospital, Director of Worth Health Center.

**Donna Bartenbach**, R.N.; A.S., Delaware County Community College, Nurse.

**Geraldine Cole**, R.N., C.R.N.P.; A.S., Delaware County Community College; B.S.N., M.S.N., and F.N.P. Certificate, Widener University, Nurse and Nurse Practitioner.

**Constance C. Jones**, R.N.C.; Diploma, Hospital of the University of Pennsylvania, Nurse.

**Ethel Kaminski**, R.N.; A.S., Mt. Aloysius Junior College; B.S.N., Gwynedd Mercy College; M.S.N., University of Pennsylvania.

**Barbara Krohmer**, R.N.; A.S., Delaware County Community College.

**Anne Yost Nichols**, M.S.N., C.R.N.P.; B.S.N., Gwynedd Mercy College, M.S.N., Widener University, Certified Nurse Nurse Practitioner.

**Mari Clements**, R.D.; B.S., Immaculata College; M.H.Ed., St. Joseph's University, Nutrition Clinical Specialist.

**Andrea Sconier LaBoo**, B.A., Swarthmore College; M.A., Pennsylvania State University, HIV Test Counselor.

**James E. Clark**, M.D.; B.A., West Virginia University; M.D., Jefferson Medical College, Director of Medical Education, Crozer Chester Medical Center, Consultant.

**Rima Himmelstein**, M.D.; B.S., University of Pennsylvania; Adolescent Medicine; Consultant.

**Charles D. Hummer III**, M.D.; B.A., M.A., Amherst College; M.D., Jefferson Medical College; Fellowship, The Christ Hospital, University of Cincinnati; Consultant, Orthopedic Medicine.

**Arthur Laver**, M.D.; B.A., Swarthmore College; M.D., Hahnemann University, Consultant, Obstetrics and Gynecology.

**Vinisha J. Patel**, M.D.; B.S., Union College; M.D., Albany Medical College, Consultant, Internal Medicine.

**Kim Paterson**, M.D.; B.S., Cornell University; M.D., Temple Medical School, Consultant, Internal Medicine.

**Barry Rinker**, M.D.; B.S., Muhlenberg College, M.S., University of Michigan, M.D., Jefferson Medical College, Consultant, Internal Medicine.

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**Alan Zweben**, M.D.; B.S., SUNY, Stony Brook; M.D., New York Medical College, Consultant, Internal Medicine.

**Bonnie Ermel**, Nursing Assistant.

**Carolyn D. Evans**, A.A., Neumann College, Administrative Assistant.

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**Melanie Young**, B.A., Michigan State University; M.C., Arizona State University, Associate Vice President, Human Resources.

**Lee Robinson**, B.A., Rhode Island College, Associate Director, Employee Relations.

**Joan K. Krehnbrink**, B.A., Pennsylvania State University, Associate Director, Recruitment.

**Mildred L. Connell**, Human Resources Administrator.

**Theresa Handley**, Administrative Coordinator.

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**Carole Forsythe**, Senior Human Resources Assistant.

**Sara Hoffman**, Human Resources Assistant.

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### **INFORMATION TECHNOLOGY SERVICES**

**Judy R. Downing**, Director of Computing and Communication Services.

**Doug Willen**, B.A., Princeton University; Ph.D., University of California, Academic Computing Coordinator.

**Eric Behrens**, B.A., Swarthmore College, Humanities Computing Coordinator and Manager, Academic Computing.

**Katie Bourne**, B.A., Lock Haven University; M.S., Drexel University, Banner Application Support Analyst.

**Lisa Brunner-Bireley**, A.A.S., Delaware County Community College, Purchasing/Accounting.

**Mark J. Dunic**, B.A., M.B.A., University of Rochester, Manager of Networking and Systems.

**Heather Dumigan**, User Services Coordinator.

**Seth Frisbie-Fulton**, B.A., Antioch College, User Services Coordinator.

**Mary K. Hasbrouck**, B.A., Oberlin College, Technology Coordinator.

**Robin Jacobsen**, B.B.S., Temple University, Manager, User Services.

**Jane F. James**, B.S., State University of New York at New Paltz, User Services and Training Coordinator.

**Steven Kane**, B.S., Millersville University, User Services Coordinator.

**Deirdre McGoldrick**, B.A., Boston University, Banner Application Support Analyst.

**Alice H. McGovern**, B.S., Fordham University, AIMS Associate.

**Frank Milewski**, B.S., Saint John's University, Banner Application Support Manager.

**Donald Osborne**, A.A., Gloucester County College, Telecommunications Services Coordinator.

**Tom Palm**, B.S., Drexel University, User Services Coordinator.

**Adam Preset**, B.A., Swarthmore College, UNIX System Manager.

**Michael W. Rapp**, Hardware Support Technician.

**David Robinson**, B.B.M., Widener University, Computer Operator.

**R. Glenn Stauffer**, B.B.A., Temple University, Database Manager.

**Donald Tedesco**, B.A., Rutgers University, Systems Analyst.

**Robert Velez**, B.S., Liberty University, Network Administrator.

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### **LANG PERFORMING ARTS CENTER**

**Susan Dinsmore Smythe**, B.A., Wesleyan University, Managing Director.

**Nick Kourtides**, Production Intern.

**James P. Murphy**, B.F.A., State University of New York at Albany, Manager of Operations.

#### *Media Services*

**Andrew Metherall**, B.S., Lyndon State College, Manager of Media Services.

**Michael Bednarz**, B.A., Pennsylvania State University, Media Services Technician.

**David T. Neal Jr.**, B.A., Temple University, Media Services Technician.

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### **LIBRARIES**

#### **COLLEGE LIBRARY**

**Peggy Ann Seiden**, B.A., Colby College; M.A., University of Toronto; M.L.I.S., Rutgers University, College Librarian.

**Amy V. Morrison**, B.A. and M.L.S., Rutgers University, Associate College Librarian.

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# Administration

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**Ushi Tandon**, B.S., Pennsylvania State University; M.A., University of Pennsylvania, Administrative Assistant.

**Tammy Rabideau**, B.S., Skidmore College; M.L.S., State University of New York at Albany, Digital Services Librarian.

## *Technical Services*

**Barbara J. Weir**, B.S., Pennsylvania State University; M.L.S., Drexel University, Assistant Director for Acquisitions, Systems, and Data Management.

**Amy McColl**, B.A., University of Delaware; M.L.S., Drexel University, Assistant Head of Technical Services for Monographs, Special Collections, and Preservation.

**Margaret J. Brink**, B.A., University of Iowa, Technical Services Specialist.

**So-Young Jones**, B.A., Euha Women's University, Korea; M.L.S., Simmons College, Technical Services Specialist.

**David A. Loynds**, B.S., Swarthmore College, Technical Services Assistant.

**Jacqueline Magagnosc**, B.A., University of California, Berkeley; M.S., Drexel University, Government Documents Specialist.

**Andrew Miller**, B.A., Villanova University; M.A., Villanova University, Technical Services Specialist.

**Louise Petrilla**, A.A., Delaware County Community College, Technical Services Specialist.

**Margaret Ravello**, Technical Services Specialist.

**Netta Shinbaum**, B.A., State University of New York Oswego, Technical Services Specialist.

**Gretchen Stroh**, B.S., Philadelphia College of Textiles and Science, Technical Services Specialist.

**Sandra M. Vermeychuk**, B.A., Swarthmore College; M.S. in Ed., University of Pennsylvania, Interlibrary Loan Specialist.

**Elizabeth Woolson**, A.B., Chestnut Hill College, Technical Services Serials Specialist.

## *Access and Lending Services*

**Alison J. Masterpasqua**, B.S., Millersville State College, Access and Lending Services Supervisor.

**Mary Ann Wood**, B.S., Pennsylvania State University; M.Ed., Temple University, Evening Circulation Supervisor.

**Linda Hunt**, B.A., West Chester University, Access and Lending Services Specialist.

**Donny Smith**, B.S., University of Nebraska, Access and Lending Services Specialist.

**Anna M. Agenbroad**, Receptionist.

**Florence Bendrick**, B.A., Immaculata College, M.Ed., Cheyney University, Weekend Circulation Specialist.

**Benedict A. Criscuolo**, Receptionist.

**Viola G. Holdsworth**, B.S., Westminster College; M.Ed., Temple University, Receptionist.

## *Bibliographic Instruction and Reference*

**Megan Adams**, B.A., College of St. Benedict, St. Joseph; M.L.S., Syracuse University, Social Sciences Librarian.

**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.

**Edward H. Fuller**, B.A., Widener College; M.S. in L.S., Drexel University, Reference/Video Resources Librarian.

## *Cornell Science Library*

**Meg E. Spencer**, B.A., University of Richmond; M.S., Drexel University, Head of Cornell Library of Science and Science Subject Specialist.

**Teresa E. Heinrichs**, B.A., Waynesburg College, Cornell Access and Lending Services Supervisor.

**Kerry Mashburn**, B.A., State University of New York, Serials and Access Specialist.

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*Underhill Music Library*

**George K. Huber**, B.A., University of Pennsylvania; M.S. in L.S., Drexel University, Performing Arts Librarian.

*Tri-College Library Automation*

**Linda G. Bills**, B.A., University of California, Los Angeles; M.S.L.S., Case Western Reserve University, Library Automation Coordinator.

FRIENDS HISTORICAL LIBRARY

**J. William Frost**, B.A., DePauw University; M.A. and Ph.D., University of Wisconsin, Director.

**Christopher Densmore**, B.A., Oberlin College; M.A., University of Wisconsin, Curator.

**Patricia Chapin O'Donnell**, B.A. and M.A., University of Pennsylvania; M.A., University of Delaware, Archivist.

**Barbara E. Addison**, B.S., University of Wisconsin (Milwaukee); M.S. in Librarianship, University of Wisconsin (Madison), Technical Services Coordinator.

**Susanna K. Morikawa**, B.A., Dickinson College; M.F.A. and Ph.D., Syracuse University, Archival Specialist.

**Charlotte A. Blandford**, Administrative Assistant.

*Honorary Curators of the Friends Historical Library*

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*Swarthmore College Peace Collection*

**Wendy E. Chmielewski**, B.A., Goucher College; M.A. and Ph.D., State University of New York at Binghamton, Cooley Curator.

**Barbara E. Addison**, B.S., University of Wisconsin (Milwaukee); M.S. in Librarianship, University of Wisconsin (Madison), Technical Services Coordinator.

**Anne Yoder**, B.A., Eastern Mennonite College; M.L.S., Kent State University, Archivist.

**Susanna K. Morikawa**, B.A., Dickinson College; M.F.A. and Ph.D., Syracuse University, Archival Specialist.

*Advisory Council of the Swarthmore College Peace Collection*

**Harriet Hyman Alonso, Irwin Abrams** (emeritus), **Asia Bennett, Katherine Camp, Kevin Clements, Hilary Conroy** (emeritus), **John Dear, Donald B. Lippincott, Hannah and Felix Wasserman.**

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**LIST GALLERY**

**Andrea Packard**, B.A., Swarthmore College; Certificate, The Pennsylvania Academy of the Fine Arts; M.F.A., American University, Director.

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**OCCUPATIONAL AND ENVIRONMENTAL SAFETY**

**Paul T. Rogers**, B.S., Millersville University; M.S. in Safety Sciences, Indiana University of Pennsylvania, Occupational and Environmental Safety Officer.

---

**PAYROLL**

**Karen Phillips**, Payroll Administrator.

**Kathryn Timmons**, Payroll Assistant.

**Bonnie Gasperetti**, Payroll Clerk.

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**POST OFFICE**

**Vincent J. Vagnozzi**, B.S., West Chester University, Supervisor.

# Administration

---

**Joseph Quinn**, Assistant Supervisor.

**John Quinn**, Window Clerk.

**Mary Hamilton**, Clerk.

**John Steel, Earl Leight, Russ Quann**,  
Couriers.

---

## PSYCHOLOGICAL SERVICES

**David Ramirez**, B.A., M.A., and Ph.D.,  
University of Texas, Director of  
Psychological Services.

**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.

**Sabrina Ford**, B.S., University of  
Michigan; M.A., University of Iowa; Ph.D.,  
University of Iowa, Clinical Psychologist.

**Jack L. Solomon**, B.S., Villanova  
University; M.D., Hahnemann University,  
Consulting Psychiatrist.

**David M. Astorino**, B.A., Temple  
University; M.Ed., Temple University;  
Doctoral Candidate, Widener University  
Institute of Graduate Clinical Psychology,  
Psychology Intern.

**Winnie Eng**, B.A., Brown University;  
M.A., Temple University; Doctoral  
Candidate, Temple University Clinical  
Psychology Program, Psychology Intern.

**Nadine E. Rogers**, B.A., The University of  
Montana; M.D., The Medical College of  
Pennsylvania, Psychology Resident.

**Nicholas C. Scull**, B.A., University of  
Arizona; Master's Candidate, Bryn Mawr  
College Graduate School of Social Work  
and Social Research, Psychology Intern.

**Bhavna Shyamalan**, B.A., New York  
University; M.A., Bryn Mawr College;  
Doctoral Candidate, Bryn Mawr College  
Clinical Developmental Psychology  
Program, Psychology Intern.

**Birgitte Haselgrove**, Administrative  
Assistant.

## PUBLIC SAFETY

**Owen Redgrave**, B.S., West Chester  
University; A.A.S., Delaware County  
Community College, Director of Public  
Safety.

**Leon Francis**, Assistant Director of Public  
Safety.

**Marty Dietz**, A.A.S., Criminal Justice,  
Philadelphia Community College; Brian  
Harris; Pat Laurenzi, Patrol Sergeants.

**Jim Ellis, Kathy Agostinelli**, A.A.S.,  
Delaware County Community College,  
**Bakir Fareed, Joe Louderback, Brian  
Matuliewich, Rob Warren**, Public Safety  
Officers.

**Bob Stephano**, Patrol Corporal.

**Ellie Jamison, George Darbes**, Fire  
Protection Engineering, A.A.S., Safety  
Management, Delaware Technical  
Community College; Bill Kaeser,  
Communications Center Staff.

**Terri Narkin, Sally Coultres**,  
Administrative Assistants.

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## 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,  
Assistant Registrar.

**Elaine Hamilton**, Recorder.

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## THE SCOTT ARBORETUM

**Claire Sawyers**, B.S. and M.S., Purdue  
University; M.S., University of Delaware,  
Director.

**Andrew Bunting**, A.A.S., Joliet Junior  
College; B.S., Southern Illinois University,  
Curator.

**James Duell**, Curatorial Intern.

**Josephine O. Hopkins**, Office Manager.

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**Jeff Jabco**, B.S., Penn State University; M.S., North Carolina State University, Horticultural Coordinator.

**Julie Jenney**, B.A., University of Oregon, Education and Special Events Coordinator.

**Rhoda Maurer**, B.A., University of Washington, Plant Records Supervisor.

**Allison Necaize**, B.S., James Madison University, Assistant Education Coordinator.

**Helen DiFelicianantonio**, Administrative Assistant.

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### TREASURER'S OFFICE

**Suzanne P. Welsh**, B.A., B.S., University of Delaware; M.B.A., University of Pennsylvania, Treasurer.

**Louisa C. Ridgway**, B.A., Vassar College; M.B.A., University of Pennsylvania, Assistant Treasurer.

**Carmen Duffy**, Administrative Assistant.

---

### UPWARD BOUND

**C. Kemal Nance**, B.A., Swarthmore College; M.A., Temple University, Director.

**DeLois M. Collins**, B.A., Temple University, Associate Director.

**Sharon D. White**, B.A., Eastern College; M.S.W., Bryn Mawr College, Academic Coordinator.

---

### VISUAL RESOURCES COLLECTIONS, DEPARTMENT OF ART

**Tessa Izenour**, B.A., Swarthmore College; M.F.A., Yale University, Curator.

**Laura Grutzeck**, B.F.A., Tyler School of Art; M.S., Drexel University, Assistant Curator.

### DEPARTMENT/CONCENTRATION ASSISTANTS AND TECHNICIANS

**Art:** June V. Cianfrana, A.A.S., Delaware County Community College, Administrative Assistant; Nick Haney, B.F.A., Virginia Commonwealth University; M.F.A., Tyler School of Art, Studio Technician.

**Asian Studies:** Jenny Gifford, Administrative Assistant.

**Biology:** Matt Powell, Administrative and Technology Manager, B.S., Central Michigan University; Maria E. Musika, Administrative Assistant; John Kelly, A.A.S., Community College of Philadelphia; B.S., The Wharton School, University of Pennsylvania, Sr. Technical Specialist; Gwen Rivnak, B.S. Denison University; M.E., Widener University, Laboratory Coordinator; Bill Pinder, B.A., Swarthmore College, Biology Greenhouse Manager.

**Black Studies:** Jenny Gifford, Administrative Assistant.

**Chemistry:** Katherine R. McGinty, B.A., M.A., California State University at Long Beach, Administrative Assistant; Ryan Christ, B.S., Ohio University, Instrument Coordinator.

**Classics:** Francesca Giegengack, Administrative Assistant.

**Computer Science:** Bridget M. Rothera, Administrative Assistant; Jeffrey M. Knerr, B.S., William and Mary College; M.S. and Ph.D., University of North Carolina, Lab/System Administrator.

**Economics:** Nancy Carroll, B.A., Barat College, Administrative Assistant.

**Education:** Kae Kalwaic, B.S., Shippensburg University; M.Ed., Temple University, Administrative Assistant.

**Engineering:** Holly A. Castleman, Administrative Assistant; Grant Lee Smith, Mechanician; Charles A. White, Electronics Technician.

**English Literature:** Carolyn Anderson, Administrative Coordinator; Nancy Bech, Administrative Assistant.

# Administration

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**Environmental Studies:** Holly Castleman, Administrative Assistant.

**Francophone Studies:** Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator.

**German Studies:** Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator.

**History:** Theresa Brown, A.A.S., Delaware County Community College, Administrative Assistant.

**Latin American Studies:** Jenny Gifford, Administrative Assistant.

**Linguistics:** Sean Crist, B.A., M.A., West Virginia University; M.A., University of Delaware; Ph.D., University of Pennsylvania, Administrative Assistant.

**Modern Languages and Literatures:** Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator; Michael Jones, B.A., SUNY, Buffalo, Language Resource Center Director; Deborah DiFilippo, Administrative Assistant.

**Music and Dance:** Judy Lord, A.A., Wesley College, Administrative Coordinator.

**Philosophy:** Jacqueline Robinson, Administrative Assistant.

**Physical Education and Athletics:** Marian Fahy, Administrative Assistant; Sharon J. Green, Administrative Assistant; Ray Scott, David Lester, Equipment/Facilities Managers; Marie Mancini, A.T., C., B.S., West Chester University.

**Physics and Astronomy:** Deborah J. Economidis, A.A., Cecil Community College, Administrative Assistant; Steven Palmer, Mechanician; David E. Radcliff, B.A., Rutgers University, Instrumentation/Computer Technician; Christopher D. Cothran, B.S., Stanford University; Ph.D., University of Virginia, Postdoctoral Research Scientist.

**Political Science:** Kathleen Kerns, B.A., University of Pennsylvania, Deborah Sloman, Administrative Assistants.

**Psychology:** Joanne Bramley, Administrative Coordinator; Julia Welbon, B.A., William Smith College, Academic Coordinator; Donald Reynolds, Instrumentation Technician.

**Public Policy:** Catherine Wareham, A.S., Wesley College, Administrative Assistant.

**Religion:** Eileen McElrone, Administrative Assistant.

**Sociology and Anthropology:** Rose Maio, Administrative Coordinator.

**Women's Studies:** Jenny Gifford, Administrative Assistant.

# Visiting Examiners 2001

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## **ART**

- Professor Jesse Amar, *Thiel College*  
Professor H. Perry Chapman, *University of Delaware*  
Professor Michael David, *Lesley University*  
Professor Paul Jaskot, *DePaul University*  
Professor Alyce Jordan, *Northern Arizona University*  
Ms. Denise Leidy, *Metropolitan Museum of Art*  
Professor Quitman E. Phillips, *University of Wisconsin-Madison*

## **BIOLOGY**

- Professor Carole Conn, *University of New Mexico*  
Professor Robert Jinks, *Franklin & Marshall College*  
Professor Scott Poethig, *University of Pennsylvania*  
Professor Marc Schmidt, *University of Pennsylvania*  
Professor Diane Shakes, *College of William & Mary*  
Professor Mitch Singer, *University of California, Davis*  
Professor Forrest Spencer, *Johns Hopkins University School of Medicine*  
Professor Robert Janice Voltzow, *University of Scranton*  
Professor Jerry Wilkinson, *University of Maryland*

## **CHEMISTRY**

- Professor Lynn Francesconi, *Hunter College-CUNY*  
Professor Esther Gibbs, *Goucher College*  
Professor Helen Leung, *Mt. Holyoke College*  
Professor Dewey McCafferty, *University of Pennsylvania*  
Professor Thomas Smith, *Williams College*  
Professor Douglas Turner, *University of Rochester*

## **CLASSICS**

- Professor T. Corey Brennan, *Rutgers University*  
Professor Joseph Farrell, *University of Pennsylvania*  
Professor Deborah Roberts, *Haverford College*

## **COMPUTER SCIENCE**

- Professor Douglas Blank, *University of Arkansas*  
Mr. Barry Brummitt, *Microsoft Corporation*  
Professor Bruce Char, *Drexel University*

- Professor Karen Karavanic, *Portland State University*  
Professor Mark Stevens, *Worcester Polytechnic Institute*

## **DANCE**

- Professor Ze'eva Cohen, *Princeton University*

## **ECONOMICS**

- Professor Scott Bierman, *Carleton College*  
Professor Eleanor Brown, *Pomona College*  
Dr. Neil Ericsson, *Federal Reserve—Board of Governors*  
Professor Keith Head, *University of British Columbia*  
Professor Christopher Kilby, *Vassar College*  
Professor Jens Ludwig, *Georgetown University*  
Professor Scott Redenius, *Bryn Mawr College*

## **EDUCATION**

- Professor Barbara Beatty, *Wellesley College*  
Professor Sam Intrator, *Smith College*  
Professor Cynthia Lightfoot, *Pennsylvania State University-Delaware Co.*  
Professor Robert Siegler, *Carnegie Mellon University*

## **ENGINEERING**

- Professor Maurice Aburdene, *Bucknell University*  
Professor James Baish, *Bucknell University*  
Professor Khondokar Billah, *Stevens Institute of Technology*  
Professor Charles Haas, *Drexel University*  
Professor Gerard Jones, *Villanova University*  
Professor JoAnn Koskol, *Widener University*  
Professor Susan Lord, *University of San Diego*  
Dr. Jih-Shyang Shih, *Resources for the Future*  
Professor Wole Soboyejo, *Princeton University*

## **ENGLISH LITERATURE**

- Professor Rita Barnard, *University of Pennsylvania*  
Professor Ian Baucom, *Duke University*  
Professor Woon Ping Chin, *Goddard College/Dartmouth College*  
Professor Katherine Eggert, *University of Colorado, Boulder*  
Professor Elaine Freedgood, *University of Pennsylvania*  
Mr. Jonathan Kahana, *Bryn Mawr College*  
Professor Peggy Knapp, *Carnegie Mellon University*

# Visiting Examiners

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Professor Vicki Mahaffey, *University of Pennsylvania*

Professor Anna McCarthy, *New York University*

Ms. Margaret Robinson, *Widener University*

Professor Erik Simpson, *University of Pennsylvania*

Professor Amy Villarejo, *Cornell University*

## **HISTORY**

Professor James Burns, *Clemson University*

Professor Rebecca B. Edwards, *Vassar College*

Professor David Engerman, *Brandeis University*

Professor Leslie Harris, *Emory University*

Professor Ian Lekus, *Duke University*

Professor David Montgomery, *Yale University*

Professor Donald Raleigh, *University of North Carolina*

Professor John Theibault, *Digital Learning Institute*

Professor Helmut Walser-Smith, *Vanderbilt University*

## **LINGUISTICS**

Professor Ellen Broselow, *SUNY–Stony Brook*

Professor Jacob Hoeksma, *University of Gronigen*

Mr. Richard Janda, *Ohio State University*

Ms. Brian Joseph, *Ohio State University*

Professor Richard Larson, *SUNY–Stony Brook*

Professor Ove Lorentz, *University of*

*Tromsø/University of California–Santa Cruz*

Professor Carol Neidle, *Boston University*

Professor Leslie Saxon, *University of Victoria*

Professor Walt Wolfram, *North Carolina State University*

## **MATHEMATICS AND STATISTICS**

Professor Eric Bradlow, *Wharton School of Business, University of Pennsylvania*

Professor Donald Davis, *Lehigh University*

Professor Thomas Halverson, *Macalester College*

Professor Paul Klingsberg, *St. Joseph's University*

Professor Eric Quinto, *Tufts University*

## **MODERN LANGUAGES—CHINESE**

Professor Charles Laughlin, *Yale University*

Professor Yingjin Zhang, *Indiana University*

## **MODERN LANGUAGES —FRENCH**

Professor Gerty Dambury, *L'Education Nationale*

Professor Leah Hewitt, *Amherst College*  
Professor Francis Higginson, *Bryn Mawr College*

Dr. Marjorie Salvodon, *Independent Scholar*

## **MODERN LANGUAGES—GERMAN**

Professor Imke Meyer, *Bryn Mawr College*

## **MODERN LANGUAGES—RUSSIAN**

Professor Sergei Davydov, *Middlebury College*

Professor Robin Feuer Miller, *Brandeis University*

## **MODERN LANGUAGES—SPANISH**

Professor Linda Materna, *Rider University*

Professor Lucia Melgar-Palacios, *Princeton University*

## **MUSIC**

Professor Charles Abramovic, *Temple University*

Professor Thomas Lloyd, *Haverford College*

Professor Robert Maggio, *West Chester University*

Professor Daniel Melamed, *Indiana University*

## **PHILOSOPHY**

Professor Theodore Brennan, *Yale University*

Professor John Christman, *Pennsylvania State University*

Professor Martin Donougho, *University of South Carolina*

Professor John Greenwood, *City University of New York*

Professor Julie Klein, *Villanova University*

Professor Joel Pust, *University of Delaware*

## **PHYSICS AND ASTRONOMY**

Ms. Richard Ellis, *University of Maryland*

Professor Bhuvnesh Jain, *University of Pennsylvania*

Professor Elizabeth McCormack, *Bryn Mawr College*

Professor Richard Wolfson, *Middlebury College*

## **POLITICAL SCIENCE**

Professor Marc Blecher, *Oberlin College*

Professor Thomas Callaghy, *University of Pennsylvania*

Professor Marcus Kruezer, *Villanova University*

Professor William LeoGrande, *American University*

Professor Joshua Miller, *Lafayette College*

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Professor Anne Norton, *University of Pennsylvania*  
Professor Kenneth Oye, *Massachusetts Institute of Technology*  
Professor Stephen Salkever, *Bryn Mawr College*  
Professor Steven Teles, *Brandeis University*

### **PSYCHOLOGY**

Professor Robert DeRubeis, *University of Pennsylvania*  
Dr. Jennifer Henderlong, *University of California–Los Angeles*  
Professor Kenneth Short, *Grinnell College*  
Professor Jennifer Smith, *Stanford University*  
Professor Michael Spivey, *Cornell University*

### **RELIGION**

Professor David Haberman, *Indiana University*  
Professor Charles Hallisey, *Harvard University*  
Professor Carol Karlsen, *University of Michigan*  
Ms. Anne McGuire, *Haverford College*  
Professor Julie Meisami, *Oriental Institute, Oxford*  
Professor Anselm Min, *Claremont Graduate University*  
Professor Leigh Schmidt, *Princeton University*

### **SOCIOLOGY AND ANTHROPOLOGY**

Professor Harold Bershady, *University of Pennsylvania*  
Ms. Sarah Diamond, *Bryn Mawr College*  
Professor Kathryn Lynn Geurts, *School of American Research*  
Professor Jeffrey Himpele, *Princeton University*  
Professor David Karen, *Bryn Mawr College*  
Professor Sharon Nagy, *DePaul University*  
Professor Nancy Ries, *Colgate University*

### **FILM AND MEDIA STUDIES**

Professor Gary Roodman, *Binghamton University*  
Professor Phillip Wegner, *University of Florida*

### **THEATER STUDIES**

Professor Judith Miller, *New York University (in France)*

### **WOMEN'S STUDIES**

Professor Janet Golden, *Rutgers University*

# Degrees Conferred

June 4, 2001

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## BACHELOR OF ARTS

Marie Abe, *Sociology and Anthropology and Special Major in Ethnomusicology*

Amber Pauline Adamson, *Special Major in Education and English Literature*<sup>12, 13</sup>

Nii Antiaye Addy, *Economics*

Lisa Martine Adler, *Political Science*

Kwabena Adowah Adu, *Computer Science*

Diana Starr Aehagma, *English Literature*

Vanessa Athalia Agosto, *Special Major in Environmental Science*

Jokotade Adeola Agunloye, *Economics*

Crystal Gayle Akers, *Linguistics*

Sandra Leigh Albro, *Special Major in Psychobiology*

Erwin Alemany, *Psychology*

Elaine Cristina Allard, *English Literature*<sup>9</sup>

Sari Beth Altschuler, *English Literature and Biology*

Eric Paul Anderson, *Mathematics*<sup>3</sup>

Erica Lynn Anderson, *Biology*

David William Auerbach, *Physics*

Michael Lee Baldwin, *Biology*

Wilhelmina Jacobi Bandler, *Art History*

Patricia Ivette Barrientos, *Special Major in Biological Anthropology*<sup>4</sup>

Anne Baumgartner, *French*

Daniel Mark Bennett, *Economics*<sup>11</sup>

Nicole Sadie Bensoussan, *Art History*

Julia Anne Benton, *Biology*

Keith Henry Bentrup, *Special Major in Biochemistry*<sup>3</sup>

Sharukh Jamshid Bhavnagri, *Psychology and Economics*

Laura Jean Blume, *Biology*<sup>4</sup>

Patrick Lindley Boe, *Computer Science*

Nicole Denise Bouttenot, *Special Major in Education and Mathematics*<sup>12</sup>

Sabrina Nicole Boyer, *Biology*<sup>4</sup>

Jordan Isaac Brackett, *Political Science and Economics*

Andrew Thomas Breitenberg, *Special Major in Critical Visual Studies*

Brian Pierce Burnheter, *Political Science and German*

Ibrahim Busnaina, *Biology*

Rodney Everett Buttermore, *Political Science*

Sofiya Colette Cabalquinto, *English Literature*

Jason Hassan Caldwell, *English Literature*<sup>1</sup>

Jennifer Ann Callaghan, *English Literature and Religion*

Cristina Veloso Cardemil, *Biology*

Aaron Byrd Carlisle, *Computer Science*

Cynthia Marie Carras, *Special Major in International Social Science*

Julio Carreon-Reyes, *Sociology and Anthropology*

Siobhan Kenny Carty, *Psychology and History*

Robert Thomas Castellucci, *Religion*

Kristin Nicole Chadderton, *Music and Engineering*

Benjamin Man Hon Chan, *Philosophy*

Marisa Chavez, *Biology*

Anthony Cheng, *Economics and Computer Science*

Dennis W. Cheng, *Political Science and Economics*<sup>10</sup>

Nina Chisan Chien, *Special Major in Education and Psychology*

Anthony Cho, *Economics and History*

Elizabeth Cho, *Comparative Literature*

David Jefferson Choe, *Political Science and Economics*

John Paul Christy, *Greek*

Paul Hyun Chung, *English Literature*

Hilary Clay, *Biology*

Xavier Cobos, *Sociology and Anthropology*

Laura Elizabeth Cohen, *English Literature*

Carlos-Antonio Nkuma Colon, *Political Science*

Patrick James Connolly, *Physics and Special Major in Film Studies*

Kimberly Corbette, *Economics*

Nancy Jane Craig, *History*

Joanna Elisabeth Curtis, *History*<sup>7</sup>

Matthew Hanscom Davis, *Biology*<sup>4</sup>

---

1 with the concentration in Black Studies

2 with the concentration in Cognitive Science

3 with the concentration in Computer Science

4 with the concentration in Environmental Studies

5 with the concentration in Film and Media Studies

6 with the concentration in Francophone Studies

7 with the concentration in German Studies

8 with the concentration in Interpretation Theory

9 with the concentration in Latin American Studies

10 with the concentration in Peace and Conflict Studies

11 with the concentration in Public Policy

12 with the concentration in Women's Studies

13 Pennsylvania Teacher Certification

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- 
- Robert Anthony Earle Delgado, *Mathematics*  
 Leah Katherine Deni, *Special Major in Biological Anthropology*  
 Elizabeth Spear Derickson, *Psychology*<sup>11</sup>  
 Uma Shekhar Deshmukh, *Sociology and Anthropology*  
 Lynne Marie DeSilva-Johnson, *Art and Sociology and Anthropology*  
 Ambrose Edward Dieringer, *Economics*<sup>4</sup>  
 Mark Frederick Dingfield, *Political Science*<sup>7,11</sup>  
 Bjorn Michael Dittmer-Roche, *Mathematics*<sup>3</sup>  
 John Henry Dolan, *Political Science and Special Major in Chinese Studies*  
 Vasily Mikhaylovich Dostoinov, *Economics*<sup>4</sup>  
 Deirdre Ann Downey, *Economics*<sup>11</sup>  
 Michael Christopher Duffy, *Music*  
 Allyn Dullighan, *Special Major in Astrophysics*  
 Susanna C. Eng, *Special Major in Comparative American Ethnic Studies*  
 Kristen McCabe English, *Psychology*  
 Gregory Nicholas Erskine, *English Literature*<sup>5</sup>  
 Samuel Matlack Evans, *Psychology*  
 Nathaniel James Stoltzfus Fairfield, *Computer Science*  
 Katherine Alice Fama, *English Literature*  
 Laura Ellen Farra, *Special Major in Psychobiology*  
 Claire Kathleen Feldman-Riordan, *Special Major in Education and Sociology and Anthropology*<sup>12</sup>  
 Ann Kayla Finkelstein, *Biology*  
 Aaron Alexander Firestone, *Psychology*<sup>2</sup>  
 Charles Joseph Fischette, *Philosophy*  
 Allison Michelle Floyd, *Biology*  
 Rose Joy Fox, *Art*  
 Jeanette Elizabeth Francis, *Psychology*  
 Arianna Julia Freeman, *Political Science*  
 Bonnie Elizabeth French, *Music*  
 Helen Chia Lun Fu, *Biology and Economics*  
 Clara Agnes Edna Fuchsman, *Special Major in Biochemistry*  
 Shreena Niketa Divyakant Gandhi, *Religion*  
 Sutharsan Ganesan, *Sociology and Anthropology*  
 Benjamin David Geller, *Chemistry*  
 Joseph Charles Genereux, *Chemistry*  
 George Harold Gibbard, *Linguistics*  
 Janine Marie Gibbons, *Religion*  
 Keith Gilmore, *Physics*  
 Lindsay Thompson Goldsmith, *Special Major in Education and Sociology and Anthropology*  
 Allegra Raboff Gordon, *Special Major in Education and Environmental Studies*<sup>4</sup>  
 Vanessa Anne Gorman, *Special Major in Education and English Literature*  
 Scott Wagner Grant, *Philosophy*  
 Timothy Garrett Gray, *Physics*  
 Alisa Jennifer Greenberg, *Psychology*  
 Sarah Marcia Greenberger, *Psychology*  
 Evan David Gregory, *Music and Computer Science*  
 Elizabeth Christine Hakala, *English Literature*  
 Kimberly LaTriece Harris, *Spanish*  
 Gina Susan Hart, *Special Major in Education and English Literature*<sup>13</sup>  
 Peter Winslow Hastings, *Physics*  
 Tony Michael Hillery, *Economics*  
 Kelly Elaine Hines, *English Literature*  
 Jenny Kathryn Hoedeman, *Sociology and Anthropology*  
 Krista Ann Hollis, *Economics*<sup>11</sup>  
 Peter Michael Holm, *Political Science*  
 Kathleen Anne Holscher, *Religion and English Literature*  
 Michael Jason Hopper, *Political Science*  
 Ethan Gregory Houle, *Religion*  
 Ari Nathaniel Houser, *Physics and Engineering*  
 Soenda Rashida Howell, *Economics*  
 Rebecca Ella Howes-Mischel, *Sociology and Anthropology*  
 Ian Darin Huntington, *Biology and Sociology and Anthropology*  
 Katharine Burrell Hutchinson, *Special Major in Education and Psychology*<sup>12</sup>  
 Sarah Elizabeth Jay, *English Literature*
- 
- 1 with the concentration in Black Studies  
 2 with the concentration in Cognitive Science  
 3 with the concentration in Computer Science  
 4 with the concentration in Environmental Studies  
 5 with the concentration in Film and Media Studies  
 6 with the concentration in Francophone Studies  
 7 with the concentration in German Studies  
 8 with the concentration in Interpretation Theory  
 9 with the concentration in Latin American Studies  
 10 with the concentration in Peace and Conflict Studies  
 11 with the concentration in Public Policy  
 12 with the concentration in Women's Studies  
 13 Pennsylvania Teacher Certification
-

# Degrees Conferred

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Nikolas Anders Johnson, <i>Computer Science</i>	Joachim Patric Lindgren, <i>History</i>
Valeria Jokisch Sagrera, <i>Economics and Political Science</i>	Ira Kenneth Lindsay, <i>History</i>
Edward Gilkison Jones, <i>Computer Science</i>	Joshua Taylor Lindsey, <i>Computer Science</i>
Andrea Joy Juncos, <i>Special Major in Education and English Literature</i>	Margaret Flynn Lippincott, <i>Biology and Economics</i>
Anna Electra Kaczorowski, <i>Sociology and Anthropology</i>	Dana E-Yuan Liu, <i>Economics</i>
Molly Wisch Kalkstein, <i>English Literature and Art</i>	Regina Dionisia Liu, <i>Economics and Psychology</i>
Polina Dimitrova Kehayova, <i>Economics and Special Major in Biochemistry</i>	Jeffrey Andrew Loesel, <i>History and Economics</i>
Portia Cadwallader Kelly, <i>Biology</i>	Aryani Elisabeth Manring, <i>Sociology and Anthropology</i>
Benjamin Jaffer Keys, <i>Economics and Political Science</i>	Eve Isabella Manz, <i>Special Major in Education and Psychology</i>
Jennifer Erin Kidwell, <i>English Literature</i>	Daniel James Patrick Marrin, <i>Sociology and Anthropology</i> <sup>5,9</sup>
Kenneth Hyun-Chung Kim, <i>Biology</i>	Lillian Elena Marsh, <i>Special Major in Biological Anthropology</i>
Diana King, <i>English Literature</i>	Lisa Nomsa Massengale, <i>English Literature</i> <sup>1</sup>
Anne Frances Kittler, <i>Sociology and Anthropology and Biology</i>	Charlotte Amanda McDowell, <i>Sociology and Anthropology</i> <sup>8</sup>
Joshua David Klotz, <i>Special Major in Education and English Literature</i> <sup>13</sup>	Mary Theresa McGuire, <i>Sociology and Anthropology</i>
Michael Klunder, <i>Political Science</i>	Michelle Nicole McKeithan, <i>Sociology and Anthropology</i>
Vanessa Laraine Knoedler, <i>French and Special Major in Biochemistry</i>	Joshua David McKinley, <i>Economics and Special Major in Chinese Language and Literature</i>
James Zhen Bei Kong, <i>Mathematics and Computer Science</i>	Tracy Marie McNeil, <i>Religion</i>
Sarah Tarr Kowalski, <i>History</i>	Elizabeth Selma Meehan, <i>Philosophy</i>
Martin Felix Krafft, <i>Computer Science</i> <sup>2</sup>	Marlena Karen Melhunek, <i>Special Major in German Studies</i>
Natania Emmaline Kremer, <i>Special Major in Education and Psychology</i>	Katrina Elizabeth Mergen, <i>English Literature</i> <sup>3</sup>
Andrea Caroline Kussack, <i>Psychology</i> <sup>12</sup>	Aviva Sari Meyer, <i>Special Major in Biochemistry</i>
Emily Myers Kutolowski, <i>Religion</i>	Aileen Kilpatrick Miller, <i>Biology</i>
Christine Renee Lattin, <i>Linguistics</i>	Isaac Mireles, <i>Special Major in Education and Political Science</i>
Rochelle D. Laws, <i>Economics</i>	Emily Lehua Moore, <i>Art History</i>
Thomas Dong Joon Lee, <i>Economics</i>	Kristine Frances Moore, <i>Russian</i>
Eric Wayne Leive, <i>Art</i>	Amalia Avellana Morales, <i>Music</i>
Ilya Boris Leskov, <i>Biology</i>	Rodney James Morris, <i>English Literature</i>
Dimitriy Levin, <i>Special Major in Psychobiology</i>	Nicole Leah Moss, <i>Comparative Literature</i>
Sean-Michael Lewis, <i>Linguistics</i> <sup>3</sup>	Matthew Noce Murphy, <i>Computer Science and Music</i>
Yingjie Elizabeth Li, <i>Economics</i>	
Peter Jin Lim, <i>English Literature</i>	
Wen-Tsong Lin, <i>Economics</i>	

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1 with the concentration in Black Studies

2 with the concentration in Cognitive Science

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9 with the concentration in Latin American Studies

10 with the concentration in Peace and Conflict Studies

11 with the concentration in Public Policy

12 with the concentration in Women's Studies

13 Pennsylvania Teacher Certification

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Brian Patrick Murray, <i>Special Major in Biochemistry</i>	Stephen Andrew Rauch, <i>Psychology and Religion</i>
Scott Thomas Murray, <i>Mathematics and Computer Science</i>	Demetra Fatima Ray, <i>Psychology</i> <sup>1, 13</sup>
James Alexander Muspratt Jr., <i>Philosophy</i>	Amy Beth Reighard, <i>Special Major in Astrophysics</i>
Eben Isaac Myers, <i>Art</i>	Amy Retsinas, <i>Sociology and Anthropology</i>
Grant Norden Nachman, <i>Economics</i>	Mariel Rivero, <i>Psychology</i>
Kimberly Kikue Nakashima, <i>Spanish</i>	Nicholas Philip Robbins, <i>Mathematics</i>
Vani Murali Natarajan, <i>English Literature</i>	Marc Etienne Benjamin Rockmore, <i>Economics</i>
Derek Philip Nathan, <i>History</i>	Adam Michael Rogers, <i>Biology</i>
Ryan James Neiheiser, <i>Art and Engineering</i>	Andrew Nicholas Bingham Romero, <i>English Literature</i>
Clark Scott Nesbit Jr., <i>Latin</i>	George Johnson Rosenbaum, <i>Biology</i>
Benjamin Newman, <i>Special Major in Computational Cognitive Science</i> <sup>3</sup>	Erica Lynn Rosenthal, <i>Special Major in Psychobiology</i> <sup>12</sup>
Jane Yuenkay Ng, <i>Art</i>	Brandon Foster Roth, <i>Philosophy</i>
David Kim Nguyen, <i>Economics</i>	Julie Levin Russo, <i>English Literature</i> <sup>8</sup>
Clarissa Jane Nobile, <i>Biology</i>	Christopher Anthony Sajdera, <i>Political Science</i>
Uzoamaka Nzegwu, <i>Economics</i>	Mark Atienza Samols, <i>Special Major in Biochemistry</i>
Clarissa Pombo de Oliveira, <i>Sociology and Anthropology and Linguistics</i>	Tenaya Michelle Scheinman, <i>Economics</i>
Kevin Singleton O'Neil, <i>Economics</i>	James Robert Schembs, <i>Economics and Political Science</i>
Anthony Luis Ortegon, <i>Biology</i>	Sonia Rebecca Scherr, <i>English Literature</i>
Catherine Rhiannon Osborne, <i>Art History</i>	Peter Fredrick Schilla, <i>Political Science</i>
Kristen Anne Panfilio, <i>Biology</i>	Caitlin Ann Schlapp-Gilgoff, <i>History</i>
Aymeric Pansu, <i>History</i> <sup>10</sup>	David J. Schlossberg, <i>Physics</i>
Jennifer Yi-Chih Pao, <i>Economics</i>	Marni Deborah Schultz, <i>Political Science</i>
Tushar Anil Parlikar, <i>Mathematics and Engineering</i>	Jessica Anne Schwartz, <i>Psychology</i>
Alissa Anne Parmelee, <i>Special Major in Education and Psychology</i>	Matt Samuel Schwartz, <i>Philosophy</i>
Sabrina Elisa Parra-Garcia, <i>Economics</i>	Joshua Barton Scott, <i>English Literature and Religion</i>
Bianca Passarelli, <i>Psychology</i> <sup>8</sup>	Laura Jane Seeley, <i>English Literature</i>
Emilia Catherine Pastor Bottenberg, <i>Special Major in Education and Political Science</i> <sup>11</sup>	Michael David Fuller Seifert, <i>Physics</i>
Walter Jose Perez, <i>History</i> <sup>8</sup>	Kristen Rutkowski Sharpless, <i>Biology</i>
Sean Brendan Peterson, <i>Comparative Literature</i>	Edward Harding Sherer, <i>Economics</i>
Trang Doan Pham, <i>Political Science and Economics</i>	Ruth Shoemaker, <i>German and Special Major in Education and English Literature</i>
Samuel Donovan Land Picard, <i>History and Religion</i>	Nakeeb Mian Siddique, <i>History</i>
Tracy Kathleen Powell, <i>Biology and Art</i>	Eli Michael Silk, <i>Computer Science</i>
David Martin Ramirez, <i>Political Science</i>	Naomi Ruth Silva, <i>Special Major in Education and Sociology and Anthropology</i> <sup>13</sup>

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11 with the concentration in Public Policy

12 with the concentration in Women's Studies

13 Pennsylvania Teacher Certification

# Degrees Conferred

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Daniel Aron Simkin, *Economics and Engineering*  
Jaspal Singh, *Economics*  
Yasemin Sirali, *Economics*  
Andrew Franklin Smith, *Special Major in Film Studies*<sup>8</sup>  
Laurie Kay Smith, *Comparative Literature*<sup>9</sup>  
Jared Garth Solomon, *Political Science*  
Daniel Sherwood Sotelino, *Sociology and Anthropology*  
Kara Rebecca Spangler, *Russian*  
Amy Ruth Squire, *Biology*<sup>4</sup>  
Sujatha Aravinda Srinivasan, *Comparative Literature*  
Dionne Kimberly Stanfield, *Theatre Studies*  
Michael Christopher Stanley, *Economics*<sup>11</sup>  
Seth Adam Steed, *Political Science*  
Horatiu Gratian Stefan, *Economics and Political Science*  
Rachel Lee Stein, *Political Science*  
Robyn Banerji Stewart, *Special Major in Education and Psychology*  
Abigail Clare Stewart-Teitelbaum, *Psychology and Religion*  
Timothy David Stewart-Winter, *History*  
Zenzile Rageena Stokely-White, *Special Major in Black Studies and Economics*  
Nathanael Mark Stulman, *Economics and Political Science*  
Katherine Rosellen Surrence, *English Literature*  
Lena Sze, *Latin*  
Aisha Talib, *Economics*<sup>11</sup>  
Philisa Anntoinette Thomas, *Psychology*  
Marguerite Thomer, *Biology*  
Patrick Alexander Thrasher, *English Literature*  
Benjamin Nathaniel Tiven, *Greek*  
Kathryn Godfred Tong, *Political Science*  
Julia Lippincott Trippel, *Special Major in Biological Anthropology*  
Joshua Loring Colvin Tropp, *Philosophy*  
Jonah McDonald Tully, *English Literature*  
Eugene Reed Turk, *Computer Science*

Gabriel Stephen Turzo, *Economics*  
Jennifer Elizabeth Tyson, *Linguistics and Special Major in Cultural Communication*  
Catherine Lee Vaughan, *History*  
Maureen Vernon, *Sociology and Anthropology*<sup>12</sup>  
Kathleen Lynn Komar Vivalo, *Special Major in Education and Sociology and Anthropology*  
Stacey Lynn Wagaman, *Political Science*  
Valerie Anne Walbek, *Philosophy*  
Joel Palmer Weber, *Political Science*<sup>9</sup>  
Talia Rose Weiner, *English Literature and Psychology*  
Martha Sara Weiss, *Political Science*  
Heather Marie Weyrick, *Theatre Studies and Sociology and Anthropology*  
Zoe Nicole Whitley, *Art History*  
Elizabeth Ty Wilde, *Economics*  
Emily Elizabeth Wilkins, *Psychology*  
Beth Ellen Williams, *Biology*  
Erika L. Williams, *Art History*  
Ann Marie Willman, *Biology*<sup>4</sup>  
Darren Prince Wood, *Religion*  
Christopher David Woodrell, *Special Major in Biochemistry*  
Sarah Rose Yahm, *History*  
Lily Yang, *Physics*  
Peter Jun Yoo, *Music*  
Bohee Yoon, *Political Science*<sup>12</sup>  
Talia Young, *Biology*  
Jenny Chihyun Yun, *History*  
Leah Anne Zallman, *Biology*<sup>11</sup>  
Claudia Zambra, *Political Science*  
Ben Zhuk, *Philosophy*

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## BACHELOR OF SCIENCE

Richard Warren Aleong, *Engineering*  
Stephen Emmanuel Armah, *Engineering*  
Kristin Nicole Chadderton, *Engineering and Music*  
Jesse Kenneth Colman-McGill, *Engineering*

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1 with the concentration in Black Studies  
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7 with the concentration in German Studies

8 with the concentration in Interpretation Theory  
9 with the concentration in Latin American Studies  
10 with the concentration in Peace and Conflict Studies  
11 with the concentration in Public Policy  
12 with the concentration in Women's Studies  
13 Pennsylvania Teacher Certification

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Roger David Foltz, *Engineering*  
Ari Nathaniel Houser, *Engineering and Physics*  
Marc Allan Jeuland, *Engineering*  
James Calvin Jones, *Engineering*  
Michael William Lloyd, *Engineering*  
Heather Leigh Marandola, *Engineering*  
Michelle Michiko Mizumori, *Engineering*  
Ryan James Neiheiser, *Engineering and Art*  
Tushar Anil Parlikar, *Engineering and  
Mathematics*  
Luis Antonio Alejandro Quinones,  
*Engineering*  
Hannah Ellee Rakoff, *Engineering*  
Charles Edward Riley, *Engineering*  
Daniel Aron Simkin, *Engineering and  
Economics*  
Frances Berkeley Smith, *Engineering*  
Kyla Tornheim, *Engineering*  
Jordan Joseph Wales, *Engineering*  
Jesse Potter Wells, *Engineering*  
Francisco Cordova Yeo, *Engineering*  
Xiang Lan Zhuo, *Engineering*

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1 with the concentration in <i>Black Studies</i>	8 with the concentration in <i>Interpretation Theory</i>
2 with the concentration in <i>Cognitive Science</i>	9 with the concentration in <i>Latin American Studies</i>
3 with the concentration in <i>Computer Science</i>	10 with the concentration in <i>Peace and Conflict Studies</i>
4 with the concentration in <i>Environmental Studies</i>	11 with the concentration in <i>Public Policy</i>
5 with the concentration in <i>Film and Media Studies</i>	12 with the concentration in <i>Women's Studies</i>
6 with the concentration in <i>Francophone Studies</i>	13 <i>Pennsylvania Teacher Certification</i>
7 with the concentration in <i>German Studies</i>	

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# Awards and Distinctions

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## HONORS AWARDED BY THE VISITING EXAMINERS

### HIGHEST HONORS

Peter Michael Holm, Rebecca Ella Howes-Mischel, Ira Kenneth Lindsay, Eve Isabella Manz, James Alexander Muspratt Jr., Kevin Singleton O'Neil, Jessica Anne Schwartz, Michael David Fuller Seifert, Andrew Franklin Smith, Timothy David Stewart-Winter, Jordan Joseph Wales, Beth Ellen Williams, Sarah Rose Yahm

### HIGH HONORS

David William Auerbach, Daniel Mark Bennett, Rodney Everett Buttermore, Jennifer Ann Callaghan, Julio Carreon-Reyes, Kristin Nicole Chadderton, Elizabeth Cho, Hilary Clay, Patrick James Connolly, Joanna Elisabeth Curtis, Nathaniel James Stoltzfus Fairfield, Katherine Alice Fama, Clara Agnes Edna Fuchsman, Joseph Charles Genereux, Scott Wagner Grant, Kathleen Anne Holscher, Ari Nathaniel Houser, Sarah Elizabeth Jay, Marc Allan Jeuland, Edward Gilkison Jones, Jennifer Erin Kidwell, Sarah Tarr Kowalski, Martin Felix Krafft, Christine Renee Lattin, Ilya Boris Leskov, Margaret Flynn Lippincott, Katrina Elizabeth Mergen, Aviva Sari Meyer, Emily Lehua Moore, Vani Murali Natarajan, Jane Yuenkay Ng, Clarissa Pombo de Oliveira, Catherine Rhiannon Osborne, Tushar Anil Parlikar, Sean Brendan Peterson, Nicholas Philip Robbins, Brandon Foster Roth, Julie Levin Russo, Tenaya Michelle Scheinman, Peter Fredrick Schilla, Caitlin Ann Schlapp-Gilgoff, Matt Samuel Schwartz, Joshua Barton Scott, Ruth Shoemaker, Sujatha Aravinda Srinivasan, Rachel Lee Stein, Katherine Rosellen Surrence, Lena Sze, Joshua Loring Colvin Tropp, Catherine Lee Vaughan, Zoe Nicole Whitley, Elizabeth Ty Wilde, Darren Prince Wood, Ben Zhuk

### HONORS

Crystal Gayle Akers, Sari Beth Altschuler, Nicole Sadie Bensoussan, Patrick Lindley Boe, Jordan Isaac Brackett, Brian Pierce Burnheter, Benjamin Man Hon Chan, Nina Chisan Chien, John Paul Christy, Laura Elizabeth Cohen, John Henry Dolan, Charles Joseph Fischette, Arianna Julia Freeman, Timothy Garrett Gray, Nikolas Anders

Johnson, Anna Electra Kaczorowski, Yingjie Elizabeth Li, Jeffrey Andrew Loesel, Aryani Elisabeth Manning, Elizabeth Selma Meehan, Rodney James Morris, Nicole Leah Moss, Derek Philip Nathan, Benjamin Newman, Trang Doan Pham, Samuel Donovan Land Picard, Amy Beth Reighard, Marc Etienne Benjamin Rockmore, David J. Schlossberg, Marni Deborah Schultz, Nakeeb Mian Siddique, Eli Michael Silk, Yasemin Siralı, Laurie Kay Smith, Jared Garth Solomon, Nathanael Mark Stulman, Patrick Alexander Thrasher, Jonah McDonald Tully, Gabriel Stephen Turzo, Jennifer Elizabeth Tyson, Joel Palmer Weber, Jenny Chihyun Yun

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## ELECTIONS TO HONORARY SOCIETIES

### PHI BETA KAPPA

Diana Starr Aehegma, Anne Baumgartner, Sharukh Jamshid Bhavnagri, Laura Jean Blume, Cynthia Marie Carras, Elizabeth Cho, John Paul Christy, Matthew Hanscom Davis, Elizabeth Spear Derickson, Nathaniel James Stoltzfus Fairfield, Claire Kathleen Feldman-Riordan, Helen Chia Lun Fu, Benjamin David Geller, Allegra Raboff Gordon, Ari Nathaniel Houser, Rebecca Ella Howes-Mischel, Sarah Elizabeth Jay, Marc Allan Jeuland, Polina Dimitrova Kehayova, Jennifer Erin Kidwell, Emily Myers Kutolowski, Ira Kenneth Lindsay, Margaret Flynn Lippincott, Eve Isabella Manz, Emily Lehua Moore, Kimberly Kikue Nakashima, Kevin Singleton O'Neil, Catherine Rhiannon Osborne, Kristen Anne Panfilio, Tushar Anil Parlikar, Stephen Andrew Rauch, Mariel Rivero, Adam Michael Rogers, Brandon Foster Roth, Julie Levin Russo, Sonia Rebecca Scherr, Marni Deborah Schultz, Jessica Anne Schwartz, Joshua Barton Scott, Michael David Fuller Seifert, Kristen Rutkowski Sharpless, Rachel Lee Stein, Timothy David Stewart-Winter, Katherine Rosellen Surrence, Joshua Loring Colvin Tropp, Jordan Joseph Wales, Heather Marie Weyrick, Elizabeth Ty Wilde, Beth Ellen Williams, Sarah Rose Yahm

### SIGMA XI

Nii Antiaye Addy, Sandra Leigh Albro, Richard Warren Aleong, Sari Beth Altschuler, Erica Lynn Anderson, Keith

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Henry Bentrup, Patrick Lindley Boe, Ibrahim Busnaina, Cristina Veloso Cardemil, Kristin Nicole Chadderton, Marisa Chavez, Elizabeth Spear Derickson, Allyn Dullighan, Nathaniel James Stoltzfus Fairfield, Aaron Alexander Firestone, Roger David Foltz, Clara Agnes Edna Fuchsman, Benjamin David Geller, Joseph Charles Genereux, Sarah Marcia Greenberger, Ari Nathaniel Houser, Ian Darin Huntington, Marc Allan Jeuland, Nikolas Anders Johnson, Edward Gilkison Jones, Polina Dimitrova Kehayova, Vanessa Laraine Knoedler, Ilya Boris Leskov, Dimitriy Levin, Margaret Flynn Lippincott, Eve Isabella Manz, Aviva Sari Meyer, Michelle Michiko Mizumori, Matthew Noce Murphy, Brian Patrick Murray, Jane Yuenkay Ng, Clarissa Jane Nobile, Anthony Luis Ortegon, Kristen Anne Panfilio, Tushar Anil Parlikar, Hannah Ellee Rakoff, Amy Beth Reighard, Charles Edward Riley, Mark Atienza Samols, Jessica Anne Schwartz, Eli Michael Silk, Daniel Aron Simkin, Frances Berkeley Smith, Eugene Reed Turk, Jordan Joseph Wales, Emily Elizabeth Wilkins, Beth Ellen Williams, Ann Marie Willman, Christopher David Woodrell, Lily Yang, Talia Young, Leah Anne Zallman

#### **TAU BETA PI**

Kristin Nicole Chadderton, Ari Nathaniel Houser, Marc Allan Jeuland, Michelle Michiko Mizumori, Tushar Anil Parlikar, Jordan Joseph Wales

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#### **FELLOWSHIPS**

*The Susan P. Cobbs Prize Fellowship* to John Paul Christy '01 and Joseph Spadola '04

*The Sarah Kaighn Cooper Scholarship* to Matthew Landreman '02, and Rebecca Paul '02

*The Hannah A. Leedom Fellowship* to Elizabeth Weber '98, Zoe Whitley '01

*The Joshua Lippincott Fellowship* to Tobie Barton '99, James Harker '99, Ruth Shoemaker '01

*The John Lockwood Memorial Fellowship* to Brynne Louise Ford '92, Matthew St. Clair '97, Joseph Tucker '00, Michael Waddington '00

*The Thomas B. McCabe Jr. and Yvonne Motley*

*McCabe Memorial Fellowship* to Theodore S. Cho '93

*The Mellon Minority Undergraduate Fellowship* to Chela Delgado '03, Lashanna Lawler '02, Elizabeth Lindsey '02, Alicia Muñoz '03 and Jonathan Rosa '03

*The Lucretia Mott Fellowship* to Shreena Gandhi '01, Erika Rauer '97, Rani Shankar '98, and Katy Yanda '96

*The J. Roland Pennock Undergraduate Fellowship in Public Affairs* to Tamara Manik-Perlman '02, Dann Naseemullah '02, Benedict Schweigert '02, Renee Witlen '02, and Anna Woodiwiss '02

*The Martha E. Tyson Fellowship* to Nicole Bouttenot '01, Lisa Massengale '01

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#### **AWARDS AND PRIZES**

*The Adams Prize for 1999-2000* to Elizabeth Ty Wilde '01 and Dimo Pramatarov '02

*The Adams Prize for 2000-2001* to Benjamin Keys '01

*The Stanley Adamson Prize in Chemistry* to Leslie Murray '02

*The Jonathan Leigh Altman Summer Grant* to Lauren Tobias '02

*The American Chemical Society Scholastic Achievement Award* to Polina Kehayova '01 and Benjamin Geller '01

*The American Chemical Society Undergraduate Award in Analytical Chemistry* to Bruce Lichtenstein '02

*The American Chemical Society Undergraduate Award in Polymer Chemistry* to Krista Marshall '03

*The American Institute of Chemists Student Honor Award* to Mark Samols '01

*The Solomon Asch Award in Psychology* to Eve Isabella Manz '01 and Jessica Anne Schwartz '01

*The Boyd Barnard Prize* to Alyson Jones '02

*The Paul H. Beik Prize in History* to Timothy Stewart-Winter '01

*The Tim Berman Memorial Award* to Edward Sherer '01 and Peter Schilla '01

*The Black Alumni Prize* to Rodliz Gilpin-Jackson '02 and Aduke Thelwell '03

# Awards and Distinctions

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- The Brand Blanshard Prize in Philosophy* to Benjamin Man Hon Chan '01
- The Sophie and William Bramson Prize* to Claire Feldman-Riordan '01 and Heather Weyrick '01
- Daniel Walter Brenner Memorial Scholarship* to Lisa Ladewski '02
- The Brinkmann Prize* to Kate Minear '04 and Tushar Anil Parlikar '01
- Chemistry Department Service Awards* to Leslie Murray '02
- The Susan P. Cobbs Scholarship* to Philip Garboden '02
- The CRC Press Freshman Chemistry Achievement Award* to James Maiolo '04
- The Alice L. Crossley Prize in Asian Studies* to Rebecca Schultz '02, Chika Watanabe '02, and Andrea Wong '02
- The Deans' Awards* to Jordan I. Brackett '01, Brian P. Burnheter '01, Jennifer Callaghan '01, Cristina Cardemil '01, Marc A. Jeuland '01, Kenneth H. Kim '01, Rodney J. Morris '01, Jane Y. Ng '01, Julie L. Russo '01, Ruth Shoemaker '01, Jared G. Solomon '01, Timothy D. Stewart-Winter '01, Lena Sze '01
- The Department of English Literature Summer Writing Stipend* to Diana Metrick '02
- The Robert Dunn Award* to Kenneth Clark '03
- The William C. Elmore Prize in Physics* to Michael Seifert '01
- The Lew Elverson Trophy* to Marc Jeuland '01
- The Robert Enders Field Biology Award* to Amanda Schneider '02
- The Friedman Field Research Award* to Laura Barker '03
- The Dorothy Ditter Gondos Award* to Emily Moore '01
- The Gonzalez-Vilaplana Prize for Outstanding Achievement in Chemistry* to Polina Kehayova '01 and Benjamin Geller '01
- The Hay-Urban Award in Religious Studies* to Daniel Koltonski '02
- The John Russell Hayes Poetry Prizes* to Sofiya Cabalquinto '01 and Lena Sze '01
- The Samuel Hayes III Research Grant* to Olga Rostapshova '02
- The Eleanor Kay Hess Award* to Sarah Tufano '03
- The Philip M. Hicks Prize for Literary Criticism Essay* to Elizabeth Goldsmith '02, Julie Russo '01, Sonia Scherr '01, Timothy Stewart-Winter '01, and Katherine Surrence '01
- The Jesse H. Holmes Prize in Religion* to Bart Scott '01
- The Gladys Irish Award* to Kristen English '01
- The Ivy Award* to Timothy David Stewart-Winter '01
- The Michael Keene Award* to Jared G. Solomon '01
- The Naomi Kies Award* to Elizabeth Derickson '01, Susan Ansell '02
- The Kwink Trophy* to Joshua Lindsey '01
- The Lande Field Research Award* to Amanda Schneider '02
- The Lang Award* to Eve Isabella Manz '01
- The Leo M. Leva Memorial Prize in Biology* to Adam Rogers '01, Margaret Lippincott '01, Kristen Sharpless '01, and Talia Young '01
- The Linguistics Prizes* to Henrike Blumenfeld (Bryn Mawr College '01) (theoretical linguistics) and Christine Lattin '01 (applications of linguistics)
- Edward Martin Scholarship* to Beth Williams '01
- The McCabe Engineering Award* to Tushar Anil Parlikar '01
- The Norman Meinkoth Field Biology Award* to Marilyn Guzman '02
- The Morris Monsky Prize in Mathematics* to Matti Klock '04
- The Lois Morrell Poetry Award* to Kara Levy '03
- The A. Edward Newton Student Library Prizes* to LiErin Probasco '04
- The Helen F. North Award* to Claire Weiss '03 and Kellam Conover '03
- The Oak Leaf Award* to Rebecca Ella Howes-Mischel '01 and Sarah Elizabeth Jay '01
- The Mark Osterweil Prize* (not awarded this year only)
- The May E. Parry Award* to Rebecca Howes-Mischel '01 and Sarah Jay '01
- The Drew Pearson Prize* to Justin Kane '02
- The Perdue Award* (not awarded this year)
- The William Plumer Potter Prizes in Fiction* to Amalle Dublon '04 (first prize), Kara Levy '03 (second prize), Emily Moore '01 (third prize), and Elaine Allard '01 and Jonah Tully '01

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(Honorable Mentions)

*The Ernie Prudente Award* to Kathleen Vivalo '01 and Tony Hillery '01

*The Dinny Rath Award* to Heather Marandola '01 and Jokotade Agunloye '01

*The Judith Polgar Ruchkin Prize* to Cynthia Carras '01 and Leah Zallman '01

*The James H. Scheuer Environmental Fellowship* to Sierra Curtis-McLane '02

*The Frank Solomon Jr. Student Art Prize* to Molly Kalkstein '01, Eric Leive '01 and Jane Ng '01

*The Hally Jo Stein Memorial Award for Dance* to Emily Moore '01, Jennifer Pike '01, and Christopher Woodrell '01

*The Karen Dvonch Steinmetz '76 Memorial Award* to Emily Bobrow '96 and Aymeric Pansu '01

*The Peter Gram Swing Prize* to Kristin Chadderton '01

*The Melvin B. Troy Award* to Mackenzie Carlson '04 (music); Aryani Manring '01 (dance)

*The Vollmecke Service Award* (not awarded this year)

*The Jerome H. Wood Prize in Latin American Studies* (not awarded this year)

# Enrollment Statistics

## ENROLLMENT OF STUDENTS BY CLASSES (Fall 2000)

	MEN	WOMEN	TOTAL
Seniors	160	184	344
Juniors	160	180	340
Sophomores	173	195	368
Freshmen	172	195	367
	<u>665</u>	<u>754</u>	<u>1419</u>
Graduate Students	0	0	0
Special Students	3	6	9
TOTAL	<u>668</u>	<u>760</u>	<u>1428</u>

Note: These counts include 73 students studying abroad.

## GEOGRAPHICAL DISTRIBUTION OF STUDENTS (Fall 2000)

Alabama.....6	North Carolina.....18	India.....1
Alaska.....4	North Dakota.....1	Indonesia.....2
Arkansas.....3	Ohio.....40	Italy.....2
Arizona.....12	Oklahoma.....2	Jamaica.....2
Army Post Offices.....2	Oregon.....22	Japan.....9
California.....126	Pennsylvania.....179	Kenya.....2
Colorado.....17	Puerto Rico.....3	Malaysia.....4
Connecticut.....37	Rhode Island.....6	Mauritius.....1
Delaware.....12	South Carolina.....4	Mexico.....2
District of Columbia.....18	Tennessee.....9	Nepal.....2
Florida.....40	Texas.....26	New Zealand.....2
Georgia.....9	Utah.....3	Pakistan.....1
Hawaii.....13	Vermont.....10	Peoples Republic of China..5
Illinois.....33	Virgin Islands.....1	Philippines.....2
Indiana.....10	Virginia.....42	Romania.....1
Iowa.....2	Washington.....34	Saudi Arabia.....1
Kansas.....2	West Virginia.....3	Singapore.....3
Kentucky.....7	Wisconsin.....8	South Africa.....0
Louisiana.....1	Total U.S.A..... <u>1323</u>	South Korea.....1
Maine.....11	Argentina.....2	Spain.....1
Maryland.....86	Bolivia.....1	Taiwan.....2
Massachusetts.....86	Brazil.....5	Tanzania.....1
Michigan.....26	Bulgaria.....5	Thailand.....0
Minnesota.....20	Canada.....8	Trinidad and Tobago.....3
Missouri.....11	Colombia.....2	Turkey.....5
Montana.....3	Egypt.....1	United Kingdom.....3
Nebraska.....3	Ethiopia.....1	Venezuela.....2
Nevada.....6	France.....3	Vietnam.....1
New Hampshire.....14	Germany.....3	Zimbabwe.....1
New Jersey.....84	Ghana.....7	Total From Abroad..... <u>105</u>
New Mexico.....3	Greece.....1	GRAND TOTAL..... <u>1428</u>
New York.....205	Hong Kong.....4	

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# Notes

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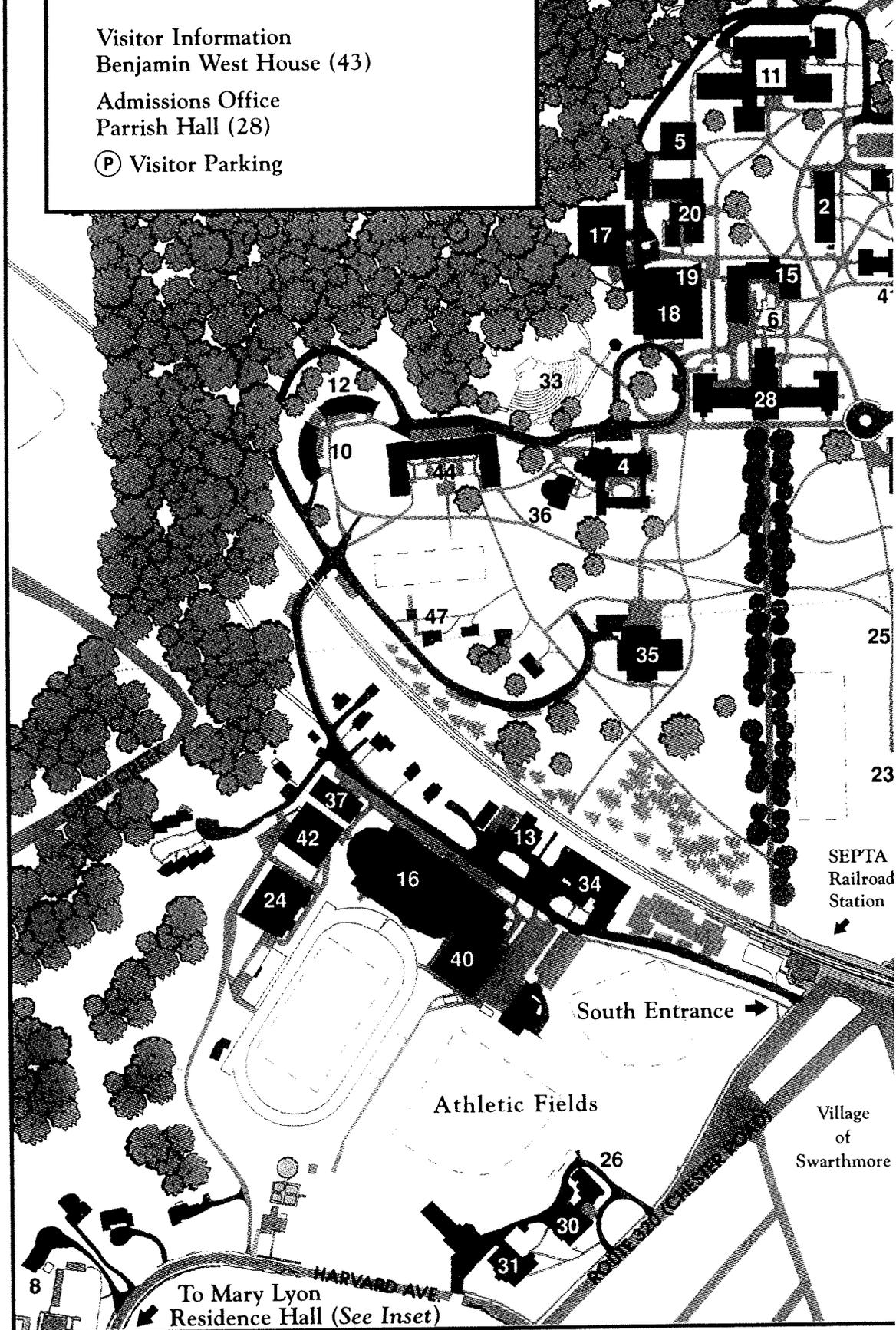
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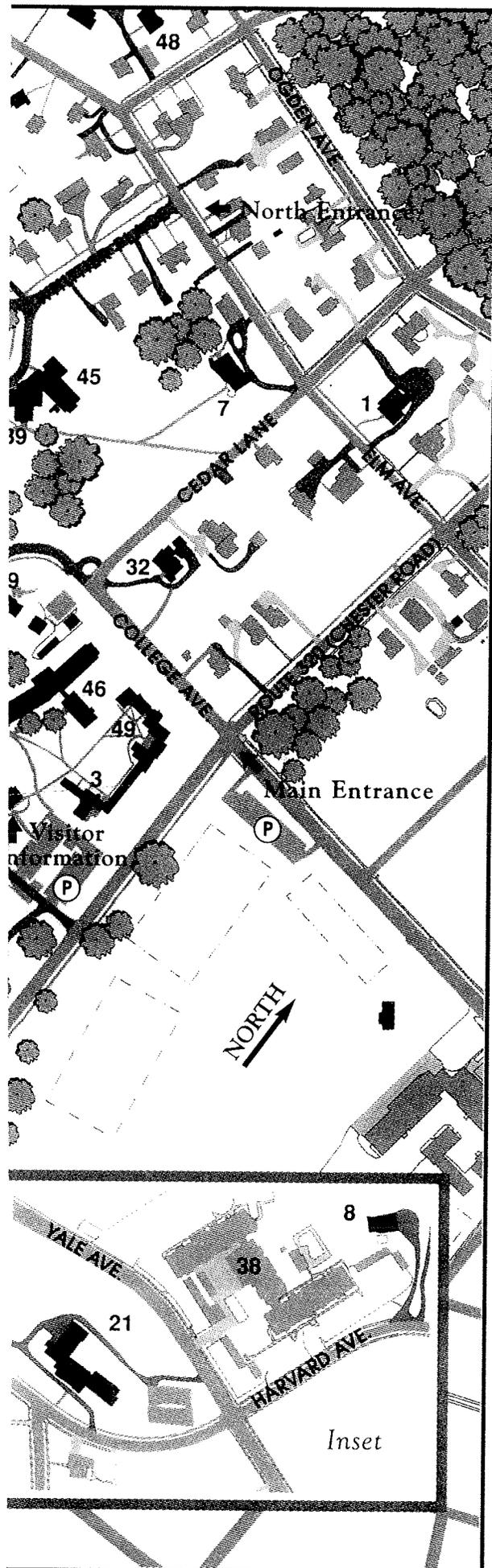
# Swarthmore College Campus Map

Visitor Information  
Benjamin West House (43)

Admissions Office  
Parrish Hall (28)

Ⓟ Visitor Parking





1. Ashton House—College guest house
2. Beardsley Hall—Art History, Studio Art, Computing Center
3. Bond and Lodges—Student residence and meeting rooms
4. Clothier Memorial Hall—Tarble Social Center, snack bar, student offices, bookstore, Intercultural Center
5. Cornell Science and Engineering Library
6. Cosby Courtyard
7. Courtney Smith House—President's residence
8. Cratsley House—College guest house (Inset)
9. Cunningham House—Scott Arboretum Offices and Terry Shane Teaching Garden
10. Dana Hall—Student residence
11. DuPont Science Building—Chemistry, Mathematics and Statistics, Physics and Astronomy
12. Hallowell Hall—Student residence
13. Heating Plant
14. Hicks Hall—Engineering
15. Kohlberg Hall—Economics, Modern Languages and Literatures, Sociology and Anthropology, Language Resource Center, Scheuer Room, Corddry Wing, credit union, coffee bar
16. Lamb-Miller Field House
17. Lang Music Building—Music, Underhill Music Library
18. Eugene M. and Theresa Lang Performing Arts Center—Theatre, Dance, English Literature
19. List Gallery
20. Martin Building and Animal Laboratory—Biology, Kirby Lecture Hall
21. Mary Lyon Building—Student residence (Inset)
22. McCabe Library
23. Mertz Hall—Student residence
24. Mullan Tennis Center
25. Old Tarble
26. Palmer Hall—Student residence
27. Papazian Hall—Philosophy, Psychology, Engineering Laboratory
28. Parrish Hall—Admissions Office, administration offices, student residence, mail room
29. Pearson Hall—Education, Linguistics, Religion, Human Resources, Foreign Study Office
30. Pittenger Hall—Student residence
31. Roberts Hall—Student residence
32. Robinson House—Black Cultural Center
33. Scott Amphitheater
34. Service Building—Maintenance, Grounds, and Environmental Services
35. Sharples Dining Hall
36. Sproul Observatory—Astronomy, Computer Science, Alumni and Gift Records
37. Squash Court Building
38. Strath Haven Condominiums
39. Swarthmore Friends Meetinghouse
40. Tarble Pavilion—Physical Education
41. Trotter Hall—Political Science, History, Classics
42. Ware Pool
43. Benjamin West House—Visitor information, Public Safety, Communications
44. Wharton Hall—Student residence
45. Whittier House
46. Willets Hall—Student residence
47. Women's Resource Center
48. Woolman House—Student residence
49. Worth Hall—Student residence
50. Worth Health Center

# Directions for Reaching Swarthmore College

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## DRIVING

### **From the Pennsylvania Turnpike, going East**

From Exit 24 (Valley Forge) take I-76 East (Schuylkill Expressway) about 2½ miles to I-476 South. Take I-476 approximately 13 miles to Exit 2, Media/Swarthmore. At the bottom of the exit ramp, follow the sign for Swarthmore by turning left onto Baltimore Pike. (See below for “. . . the rest of the way.”)

### **From the Pennsylvania Turnpike, going West**

Take Exit 25A (I-476 South). Stay on I-476 approximately 17 miles to Exit 2, Swarthmore/Media. At the bottom of the exit ramp, follow the sign for Swarthmore by turning left onto Baltimore Pike. (See below for “. . . the rest of the way.”)

### **From the New Jersey Turnpike**

Take Exit 6 (PA Turnpike) and proceed as directed above “From the Pennsylvania Turnpike, going West.”

### **From the South**

Traveling north on I-95, pass the Chester exits and continue to Exit 7, I-476 North/Plymouth Meeting. Take I-476 to Exit 2, Media/Swarthmore. At the bottom of the exit ramp, follow the sign for Swarthmore by turning right onto Baltimore Pike. (See below for “. . . the rest of the way.”)

### **“. . . the rest of the way”**

On Baltimore Pike, stay in the right lane. In less than one mile, turn right onto Route 320 South. (At the next light, Route 320 turns right.) Proceed through the light at College Avenue to the first driveway on the right to visitor parking at the Benjamin West House (the College’s Visitor’s Center).

## 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 22 minutes to reach the Swarthmore station, which is adjacent to campus.

## AIR

An express train runs from the airport to 30th Street Station, where you can take the SEPTA Media/Elwyn Local (R3) train directly to the Swarthmore campus. The combined fare is about \$10, and the trip requires about one hour. Taxi service is also available. The fare is approximately \$30, and the trip requires about 20 minutes. By car from the airport, take I-95 South to Exit 7, I-476 North/Plymouth Meeting. Take I-476 North to Exit 2, Media/Swarthmore. At the bottom of the exit ramp, follow the sign for Swarthmore by turning right onto Baltimore Pike. (See above for “. . . the rest of the way.”)



