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Directions for Correspondence

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

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This *Bulletin* contains policies and program descriptions as of July 15, 2005, 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

2005 Fall Semester

- Aug. 23* Residence halls open for new students.
- Aug. 23–28* Orientation and placement days.
- Aug. 25* Advising begins. All-adviser meeting in morning. Individual advising begins in afternoon.
- Aug. 26* Residence halls open for returning students. Meal plan starts at dinner for returning students.
- Aug. 27* Registration, 2 p.m. until finished (about 90 minutes).
- Aug. 29* Classes and seminars begin.
- Sept. 5* Labor Day—classes in session.
- Sept. 9* Drop/add ends. Last day to delete a course from or add one to permanent registration, and last day to declare CR/NC grading option.
- Sept. 23–24* Board of Managers meeting.
- Oct. 1* Final examination schedule available on-line.
- Oct. 7* October holiday begins at end of last class or seminar.
- Oct. 17* October holiday ends at 8:30 a.m.
- Nov. 1* Schedule of courses and seminars for next semester available on-line.
- Nov. 4* Last day to withdraw from a course with the notation “W” or to return to regular grading from a CR/NC option.
Schedule of courses and seminars for next semester available in print on campus.
- Nov. 7–17* Advising period.
- Nov. 21–23* Pre-enrollment for spring semester.
- Nov. 23* Pre-enrollment ends at 4 p.m.
Thanksgiving vacation begins at end of last class or seminar.
- Nov. 28* Thanksgiving vacation ends at 8:30 a.m.
- Dec. 1* *Note:* All accounts must show a zero or positive balance to enroll or select a room for spring semester.
- Dec. 2–3* Board of Managers meeting.
- Dec. 5–6* Monday follows the “Friday” class schedule, replacing the Friday of Thanksgiving break. Tuesday follows the “Thursday” class schedule, replacing the Thursday of Thanksgiving break.
- Dec. 6* Classes end.
- Dec. 8* Lottery for spring housing.
- Dec. 9* Final examinations begin.
- Dec. 9–17* *Note:* Final examinations are not rescheduled to accommodate travel plans. If you must make travel arrangements before the examination schedule is published (by Oct. 1), do not expect to be able to leave until after finals.
- Dec. 15* Seminars end.
- Dec. 17* Final examinations end at noon.
Residence halls close at 6 p.m. Meal plan ends at lunch.
-

College Calendar

2006

Spring Semester

Jan. 14	Residence halls open at noon.
Jan. 15	Meal plan starts at dinner.
Jan. 16	Classes and seminars begin. Martin Luther King Jr. Day—classes in session.
Jan. 27	Drop/add ends. Last day to delete a course from or add one to permanent registration and last day to declare CR/NC grading option.
Feb. 24–25	Board of Managers meeting.
March 3	Spring vacation begins at end of last class or seminar.
March 13	Spring vacation ends at 8:30 a.m.
March 15	<i>Note:</i> All accounts must show a zero or positive balance for students to enroll and select a room for the fall semester.
March 24	Last day to withdraw from a course with the notation “W” or to return to regular grading from a CR/NC option.
March 27	Schedule of courses and seminars for next semester available on-line.
March 31	Schedule of courses and seminars for next semester available in print on campus.
April 3–13	Advising period.
April 7–9	Family Weekend.
April 17–19	Pre-enrollment for fall semester.
April 19	Pre-enrollment ends at 4 p.m.
April 28	Classes and seminars end.
May 4	Final course and written honors examinations begin.
May 5–6	Board of Managers annual meeting.
May 13	Course examinations end.
May 14	Meal plan ends at dinner for all but seniors.
May 15	Written honors examinations end. Residence halls close to all but seniors at 8 a.m. (Non-seniors are expected to leave the College within 24 hours after their last examination.)
May 15–16	Senior comprehensive examinations.
May 18–20	Oral honors examinations.
May 27	Baccalaureate.
May 28	Commencement.
May 29	Residence halls close to seniors at 9 a.m.
June 2–4	Alumni Weekend.

2006 Fall Semester

- Aug. 29 Residence halls open for new students.
- Aug. 29–Sept. 3 Orientation and placement days.
- Aug. 31 Advising begins. All-adviser meeting in morning. Individual advising begins in afternoon.
- Sept. 1 Residence halls open for returning students. Meal plan starts at dinner for returning students.
- Sept. 2 Registration, 2 p.m. until finished (about 90 minutes).
- Sept. 4 Classes and seminars begin.
Labor Day—classes in session.
- Sept. 15 Drop/add ends. Last day to delete a course from or add one to permanent registration, and last day to declare CR/NC grading option.
- Sept. 29–30 Board of Managers meeting.
- Oct. 1 Final examination schedule available on-line.
- Oct. 13 October holiday begins at end of last class or seminar.
- Oct. 23 October holiday ends at 8:30 a.m.
- Nov. 7 Schedule of courses and seminars for next semester available on-line.
- Nov. 10 Last day to withdraw from a course with the notation “W” or to return to regular grading from a CR/NC option.
Schedule of courses and seminars for next semester available in print on campus.
- Nov. 13–22 Advising period.
- Nov. 22 Thanksgiving vacation begins at end of last class or seminar.
- Nov. 27 Thanksgiving vacation ends at 8:30 a.m.
- Nov. 27–29 Pre-enrollment for spring semester.
- Nov. 29 Pre-enrollment ends at 4 p.m.
- Dec. 1 *Note:* All accounts must show a zero or positive balance to enroll or select a room for spring semester.
- Dec. 1–2 Board of Managers meeting.
- Dec. 11–12 Monday follows the “Friday” class schedule, replacing the Friday of Thanksgiving break. Tuesday follows the “Thursday” class schedule, replacing the Thursday of Thanksgiving break.
- Dec. 12 Classes end.
Lottery for spring housing.
- Dec. 15 Final examinations begin.
- Dec. 15–22 *Note:* Final examinations are not rescheduled to accommodate travel plans. If you must make travel arrangements before the examination schedule is published (by Oct. 1), do not expect to be able to leave until after finals.
- Dec. 21 Seminars end.
- Dec. 22 Final examinations end at 5 p.m.
Meal plan ends at supper.
- Dec. 23 Residence halls close at noon.
-

College Calendar

2007

Spring Semester

<i>Jan. 20</i>	Residence halls open at noon.
<i>Jan. 21</i>	Meal plan starts at dinner.
<i>Jan. 22</i>	Classes and seminars begin.
<i>Feb. 2</i>	Drop/add ends. Last day to delete a course from or add one to permanent registration and last day to declare CR/NC grading option.
<i>Feb. 23–24*</i>	Board of Managers meeting.
<i>March 9</i>	Spring vacation begins at end of last class or seminar.
<i>March 15</i>	<i>Note:</i> All accounts must show a zero or positive balance for students to enroll and select a room for the fall semester.
<i>March 19</i>	Spring vacation ends at 8:30 a.m.
<i>March 30</i>	Last day to withdraw from a course with the notation “W” or to return to regular grading from a CR/NC option.
<i>April 3</i>	Schedule of courses and seminars for next semester available on-line.
<i>April 6</i>	Schedule of courses and seminars for next semester available in print on campus.
<i>April 9–19</i>	Advising period.
<i>April 13–15</i>	Family Weekend.
<i>April 23–25</i>	Pre-enrollment for fall semester.
<i>April 25</i>	Pre-enrollment ends at 4 p.m.
<i>May 4</i>	Classes and seminars end.
<i>May 10</i>	Final course and written honors examinations begin.
<i>May 4–5*</i>	Board of Managers Annual meeting.
<i>May 19</i>	Course examinations end.
<i>May 20</i>	Meal plan ends at dinner for all but seniors.
<i>May 21</i>	Written honors examinations end. Residence halls close to all but seniors at 8 a.m. (Non-seniors are expected to leave the College within 24 hours after their last examination.)
<i>May 21–22</i>	Senior comprehensive examinations.
<i>May 24–26</i>	Oral honors examinations.
<i>June 2</i>	Baccalaureate.
<i>June 3</i>	Commencement.
<i>June 4</i>	Residence halls close to seniors at 9 a.m.
<i>June 8–10</i>	Alumni Weekend.

*Tentative dates.

Introduction to
Swarthmore College

Educational Resources
Endowed Chairs

Introduction to Swarthmore College

Swarthmore College, founded in 1864 by members of the Religious Society of Friends as a co-educational institution, occupies a campus of 357 acres of rolling wooded land in and adjacent to the Borough of Swarthmore in Delaware County, Pennsylvania. It is a small college by deliberate policy. Its present enrollment is approximately 1,500 men and women students. The Borough of Swarthmore is a residential suburb within half an hour's commuting distance of Philadelphia. College students are able to enjoy both the advantages of nearby rural settings and the opportunities offered by Philadelphia. The College's location also makes possible cooperation with three nearby institutions, Bryn Mawr and Haverford colleges and the University of Pennsylvania.

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.

VARIETIES OF EDUCATIONAL EXPERIENCE

Education is largely an individual matter, for no two students are exactly alike. The Swarthmore College curriculum is designed to give recognition to this fact and seeks to evoke the maximum effort and development from each student. The Swarthmore College Honors Program offers additional enriching and exciting intellectual experiences to students who choose to prepare for evaluation by examiners from other colleges and universities. Throughout the curriculum, options for independent study and interdisciplinary work offer opportunities for exploration and de-

velopment 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.

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.

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

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.

THE ENDOWMENT

The educational resources at Swarthmore College have been provided by gifts and bequests from many alumni, foundations, corporations, parents, and friends. In addition to unrestricted gifts for the operating budget, these donors have contributed funds for buildings, equipment, collections of art and literature, and permanently endowed professorships, scholarships, awards, book funds, and lectureships. Their gifts to Swarthmore have not only provided the physical plant but also have created an endowment fund of \$1,080 million at market value on June 30, 2004. Swarthmore ranks 13th in the country in endowment per student. Income from the endowment during the academic year 2003–2004 contributed approximately \$30,000 to meet the total expense of educating each student and provided about 41 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.

LIBRARIES

The library is an active participant in the instructional and research program of the College. The primary function of the library is to support the teaching mission of the College by acquiring and organizing collections in a variety of print, digital, and other formats and by instructing students in the effective use of the library and its collections. Although the library's collections

are geared primarily toward undergraduate instruction, the scope, nature, and depth of student and faculty research require a greater quantity of source materials than is typically found in undergraduate libraries. Additional needs are met through interlibrary loan, document delivery, and other cooperative arrangements.

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

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

Swarthmore College library holdings amount to approximately 750,000 volumes with some 20,000 volumes added each year. The College participates in the Federal and Pennsylvania Depository Library Program and selects those government documents most appropriate to the needs of the curriculum and the public and catalogs them in Tripod. The library also houses an extensive interdisciplinary audiovisual collection, including 5,000 videotapes and DVDs, more than 13,000 classical and jazz music recordings, and 1,400 spoken word recordings of dramatic and poetic literature. The video collection includes classic U.S. and foreign films as well as educational, documentary, and experimental films.

The collections are housed in three libraries. *The Thomas B. and Jeannette L. McCabe Library* is the center of the college library system and is home

Educational Resources

to the major portion of the collections, extensive public computing resources, a wide variety of reading and study areas, and a video classroom. A recent renovation has added a small coffee bar, which is located near daily newspapers and light reading materials.

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

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. Small collections of relevant materials are located in the Black Cultural Center and the Beit Midrash.

Special Library Collections

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

Within the McCabe Library building are two special libraries that enrich the academic 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 collection includes materials on subjects of Quaker concern such as abolition, Indian rights, utopian reform, and the history of women's rights. Notable among the other holdings are the Whittier Collection (first editions and manuscripts of John Greenleaf Whittier, the Quaker poet), the Mott manuscripts (more than 500 let-

ters of Lucretia Mott, antislavery and women's rights leader), and the Hicks manuscripts (more than 400 letters of Elias Hicks, a prominent Quaker minister). More than 43,000 volumes are in the library's collection of books and pamphlets by and about Friends. More than 200 Quaker periodicals are currently received. The library also has an extensive collection of photographs of meetinghouses and pictures of representative Friends and Quaker activities as well as a number of oil paintings, including *The Peaceable Kingdom* by Edward Hicks. It is hoped that Friends and others will consider the advantages of giving to this library any books and family papers that may throw light on the history of the Society of Friends. Visit the web site <http://www.swarthmore.edu/library/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, A.J. Muste, Lawrence Scott, John Nevin Sayre, William Sollmann, E. Raymond Wilson, and others as well as the records of the American Peace Society, A Quaker Action Group, Center on Conscience and War, Central Committee for Conscientious Objectors, Fellowship of Reconciliation, Friends Committee on National Legislation, The Great Peace March, Lake Mohonk Conferences on International Arbitration, National Council for Prevention of War, SANE Inc., United for Peace and Justice, War Resisters League, Women Strike for Peace, World Conference of Religion for Peace, and many others. The Peace Collection serves as the official repository for the archives of many of these organizations. The Peace Collection also houses more than 12,000 books and pamphlets more than 3,000 periodical titles, and more than 9,000 linear feet of manuscripts. Four hundred periodicals are currently received from 22 countries. The comprehensive *Guide to the Swarthmore College Peace Collection*, published in 1981, and the *Guide to Sources on Women in the Swarthmore College Peace Collection* describe the archival holdings. See the web site <http://www.swarthmore.edu/library/peace>.

PHYSICAL FACILITIES

When Swarthmore College opened in the fall of 1869, it consisted of one building—Parrish Hall—set on farmland and serving 199 students. Today, it encompasses more than 40 buildings used by approximately 1,500 students on 357 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 and 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.

The new *science center* completed in 2004, physically links the departments of Biology, Chemistry, Computer Science, Mathematics and Statistics, and Physics and Astronomy and the Cornell Science Library to foster interaction and exchange among faculty and student scientists. The center offers an 80-seat lecture hall, a 120-seat auditorium, and the Eldridge Commons area. The project was designed and was constructed using criteria developed by the U.S. Green Building Council to produce a sustainable design that will provide opportunities for education about the environment and environmental responsibility. For further information about the science center and to view recent photographs, visit the project Web site at <http://sciencecenter.swarthmore.edu>.

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 and acknowledges its commitment to current and future societies. An example of Swarthmore's commitment to sustainability is the biostream bed, located between McCabe Library and Willets Hall and designed to filter runoff from upper-campus building roofs.

Educational Resources

Information Technology Services (ITS), with offices in *Beardsley Hall*, provides computing and telecommunication resources and support to all faculty, registered students, and College staff members. 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 the 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* and *Haverford* colleges), 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 members may seek assistance through a Help Desk or through ITS staff assigned to their respective division for curricular support.

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

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

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 the wall is raised, the space may be used simultaneously as a cinema seating more than 300 and a theater space of about equal seating capacity. The stage

of the theater may also be transformed from its traditional configuration into a thrust stage.

The Frear Ensemble Theatre on the lower level of the LPAC is another more intimate theater, a “black box” that serves as an experimental and instructional studio as well as the *Patricia 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, and baseball. Track sports are supported by both an outdoor track around the *Clothier Field* and indoor track in the *Lamb-Miller Field House*, which also provides indoor basketball courts 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. All students have private telephone and computer hookup capabilities in their rooms. All halls have common lounges for socializing, and Swarthmore’s *Sharples Dining Hall* provides an impressive single dining space, ensuring that students have the opportunity to interact regularly at mealtimes. Small dining rooms within the dining hall are frequently used for special-interest groups such as language discussion groups.

Other student activity and organization space on campus includes *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; the *Kitao Gallery*, a

student-run art gallery; and *Olde Club*, the party place.

Scott Arboretum

About 357 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 \$21 million as of June 30, 2004.

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 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 propaga-

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tion, 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*, publicizes their activities and provides up-to-date information on seasonal gardening topics. Maps for self-guided tours and brochures of the arboretum's plant collections are available at the Scott offices, (610) 328-8025, located in the Cunningham House.

The Scott Arboretum was accredited by the American Association of Museums in 1995, signifying its professional standards of operation as an arboretum.

SPECIAL FUNDS AND LECTURESHIPS

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

The Stanley Adamson Summer Internship for Research in Chemistry is endowed in memory of Stanley D. Adamson '65 by his parents, June and George Adamson. It provides funding for the summer research of a well-rounded rising senior majoring in chemistry or biochemistry, who, in the opinion of the department, gives great promise of excellence and dedication in the field.

The Monroe C. Beardsley Research Fellowship and Internship Fund was established in 2004 to support students in the humanities by providing grants to encourage and facilitate research, original scholarship, and professional development in the areas of art, classics (literature), English literature, modern languages and literature, music and dance, philosophy, religion, and theater. Named after renowned contemporary philosopher Monroe C. Beardsley, a professor of philosophy at Swarthmore for more than 20 years, the fund is administered by the Division of the Humanities and the Provost's Office.

The Jonathan Leigh Altman Summer Grant is given in memory of this member of the Class of 1974 by Shing-mei P. Altman '76. It is awarded

by the Art Department to a junior who has strong interest and potential in studio arts. It provides support for purposeful work in the studio arts during the summer between junior and senior year.

The Janice Robb Anderson '42 Junior Faculty Research Endowment was established by Janice Robb Anderson '42 in 2001. The Anderson endowment supports faculty research, with preference for junior faculty members in the humanities whose research requires study abroad.

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.

Paul and Catherine Armington Endowment was established in 2003 to support student internship and/or study in Africa by Swarthmore students interested in socioeconomic development. It is administered by the Provost's Office.

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

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

The 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 Monroe C. Beardsley Research Fellowship and Internship Fund was established in 2004 by Ramon L. Posel '50 to support students in the

humanities by providing grants to encourage and facilitate research, original scholarship, and professional development in the areas of art, classics (literature), English literature, modern languages and literature, music and dance, philosophy, religion, and theater. Named after renowned contemporary philosopher Monroe C. Beardsley, a professor of philosophy at Swarthmore for more than 20 years, the fund is administered by the Division of the Humanities and the Provost's Office.

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

Sadie Bock Memorial Fund was established in 2004 in memory of Sadie Bock, the daughter of Jim Bock '90, dean of admissions and financial aid. The fund will support a small bulb garden near the Science Center where Sadie will be remembered by all those who were touched by her life.

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

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

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

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

Wendy Susan Cheek '83 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 Cilento Family Community Service Internship was established in 2002 by Alexander Cilento '71 to support Swarthmore College students who carry out community service projects that benefit low-income families in the area. The fund is administered by the Swarthmore Foundation.

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

The Cilento Family Information Technology Fund was established in 2002 by Alexander P. Cilento '71 as an expression of gratitude and appreciation for the Engineering Department at Swarthmore College. The fund supports teaching innovations in information science, with preference for computer science, engineering, and related disciplines. The fund is administered by the Provost's Office.

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

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

The William J. Cooper Foundation provides funding for a varied program of lectures, exhibits, and concerts, which enriches the academic work and cultural experience of the College and the community. The foundation was established by William J. Cooper, a devoted friend of the College whose wife, Emma McIlvain Cooper, served

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as a member of the Board of Managers from 1882 to 1923. It provides annual funds that are used "in bringing to the College from time to time, eminent citizens of this and other countries who are leaders in statesmanship, education, the arts, sciences, learned professions and business, in order that the faculty, students and the college community may be broadened by a closer acquaintance with matters of world [interest]."

The Cooper Foundation Committee, composed of students, faculty members, and staff members, works with members of all campus constituencies to arrange lectures, exhibitions, and performances of College-wide interest as well as to bring to the College speakers of note who will remain in residence long enough to enter into the life of the community. In the past, some speakers have been invited with the understanding that their lectures would be published under the auspices of the foundation. This arrangement has produced 18 volumes.

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

The Deborah A. DeMott '70 Student Research and Internship Fund was established by Deborah A. DeMott '70 in 2004. The fund is awarded to students following their second or third years on the recommendation of the Provost's Office in conjunction with an advisory panel of faculty. The recommendation is based on the caliber and potential of the student project proposals.

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

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

The David E. Fisher '79-Arthur S. Gabinet '79 Summer Internship for Biological Sciences and Public Service was established by Andrew H. Schwartz '79 and his wife, Dagmar Schwartz, to honor Andy's friends and classmates, David E. Fisher '79 and Arthur S. Gabinet '79, and sup-

ports students working in life sciences or public service who exemplify Fisher's and Gabinet's values, pursuing studies out of love of learning and devotion to the improvement of the human condition.

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

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

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

The David R. Goodrich '71 Endowment for Islamic Studies was established in 2003 to support the Islamic Studies program at Swarthmore College. The fund will be administered by the Provost's Office.

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

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

The Edward F. Green '40 scholarship was established in 1999 and is awarded on the basis of academic merit and financial need.

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

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

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

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

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

The William L. Hugarir Summer Research Endowment is awarded each spring by the chairs of the Social Science Division based on the academic interests of a student or students who wish to pursue summer research on global population issues.

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

The 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.

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

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

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

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

The 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.

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

The Norman Meinkoth Premedical Research Fund was established in 2004 by Marc E. Weksler '58 and Babette B. Weksler '58 to honor Norman A. Meinkoth's long service as a premedical advisor to students at Swarthmore College, where he was professor of biology for 31 years and chairman of the department for 10 years. The funds are awarded on the basis of scientific merit to a rising junior or senior premedical student to allow the pursuit of laboratory research in the sciences on or off campus. The fund will be administered by the Provost's Office.

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

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

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

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

The Arthur S. Obermayer '52 Summer Internship was established in 2005 and is intended to broad-

en and enrich the experience of a Swarthmore student. The grant shall be awarded with preference to a domestic student who is studying in a major that may not inherently offer an international opportunity.

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 Pasahow Family Student Research Grant in Political Science was established in 2004 by the Pasahow family. The grant supports students engaged in full-time summer research in the area of political science. The award is administered by the Department of Political Science and the Provost's Office.

The Penrose International Service Fund provides a stipend to support participation in a project to improve the quality of life of a community outside North America. The project should involve direct interaction with the affected community and be of immediate benefit to them, rather than action in support of social change at a regional or national level. The stipend will be available to a Swarthmore student from any class for a project in any country other than that of his or her own citizenship. The Penrose International Service Fund will be administered by the Lang Center for Civic and Social Responsibility.

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 outstanding student string players at the College. Interested applicants should write to the chair of the Music Department and should plan to audition at the College when arriving for an interview. Membership in the quartet is competitive. Other students may challenge and compete for a place in the quartet at the beginning of any semester.

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

The Promise Fund, established anonymously by an alumnus on the occasion of his graduation, is administered by The Cooper Foundation Com-

mittee. Income from the Promise Fund brings guest speakers, artists, and performers in music, film, dance, and theater who show promise of distinguished achievement.

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

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

The 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. Grants are awarded at the discretion of the chair of the Biology Department.

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

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

The Starfield Student Research Endowment was established by Barbara Starfield '54 and Phoebe Starfield Leboy '57 in 2004. The fund supports student summer research fellowships in social justice with a preference for students pursuing research in the areas of health services delivery/health policy and social, demographic, and geographic equity. Starfield and Leboy established the fellowships to honor their parents, Martin and Eva Starfield, educators who instilled a love of learning and social justice in their daughters.

The Gil and Mary Roelofs Stott Concert Fund was established in 1997 on the 25th anniversary of the Lang Music Building. The fund was created as an expression of deep affection for the Stotts by Eugene M. Lang, Class of 1938, to recognize their special artistic talents and all that they

have meant to the Swarthmore community. Each year, a new musical composition will be commissioned by the College to be performed at an annual Gil and Mary Roelofs Stott Concert at which the Gil and Mary Roelofs Stott Resident Student Artist will perform.

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

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

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

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

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

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

The Benjamin West Lecture, made possible by gifts from members of the Class of 1905 and other friends of the College, is given annually on some phase of art. It is the outgrowth of the Benjamin West Society, which built up a collection of paintings, drawings, and prints, which are exhib-

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ited, as space permits, in the buildings on campus. The lecture was named for the American artist who was born in a house that stands on the campus and became president of the Royal Academy.

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

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

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

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

Endowed Chairs

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 in 1964 by a bequest from Albert Buffington, Class of 1896 in honor of his wife, Edna Pownall Buffington, Class of 1898.

The Dorwin P. Cartwright Professorship in Social Theory and Social Action was created in 1993 by Barbara Weiss Cartwright '37, to honor her husband, Dorwin P. Cartwright '37. The professorship 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 Jr. Professorship of Biology was established by Isaac H. Clothier Jr. as a tribute of gratitude and esteem to Dr. Spencer Trotter, a professor of biology from 1888–1926.

The Isaac H. Clothier Professorship of History and International Relations was created in 1888 by Isaac H. Clothier, a member of the Board of Managers. Originally the professorship was granted in the field of civil and mechanical engineering. Clothier later approved its being a chair in Latin, and in 1912 he approved its present designation.

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

The Julien and Virginia Cornell Visiting Professorship was endowed by Julien Cornell '30 and Virginia Stratton Cornell '30, former members of the Board of Managers, to bring professors and lecturers from other nations and cultures for a semester or a year. Since 1962, Cornell professors and their families from every corner of the world have resided on the campus so that they might deepen the perspective of both students and faculty.

The Alexander Griswold Cummins Professorship of English Literature was established in 1911 in honor of Alexander Griswold Cummins, Class of 1889, by Morris L. Clothier, Class of 1890.

The Howard N. and Ada J. Eavenson Professorship in Engineering was established in 1959 by a trust bequest of Mrs. Eavenson, whose husband graduated in 1895.

The James H. Hammons Professorship was established in 1997 by Jeffrey A. Wolfson '75, to recognize the inspiring academic and personal guidance provided by James H. Hammons, professor of chemistry, who began his distinguished teaching career at Swarthmore in 1964. The professorship may be awarded in any division, with preference given to the Chemistry Department.

The James C. Hormel Professorship in Social Justice, established in 1995 by a gift from James C. Hormel '55, is awarded to a professor in any academic division whose teaching and scholarship stimulate increased concern for and understanding of social justice issues, including those pertaining to sexual orientation.

The Howard M. and Charles F. Jenkins Professorship of Quakerism and Peace Studies was endowed in 1924 by Charles F. Jenkins H'26 and a member of the Board of Managers, on behalf of the family of Howard M. Jenkins, a member of the Board of Managers, to increase the usefulness of the Friends Historical Library and to stimulate interest in American and Colonial history with special reference to Pennsylvania. The fund was added to over the years through the efforts of the Jenkins family and by a 1976 bequest from C. Marshall Taylor '04.

The William R. Kenan Jr. Professorships were established in 1973 by a grant from the William R. Kenan Jr. Charitable Trust to "support and encourage a scholar-teacher whose enthusiasm for learning, commitment to teaching, and sincere personal interest in students will enhance the learning process and make an effective contribution to the undergraduate community."

The Eugene M. Lang Research Professorship, established in 1981 by Eugene M. Lang '38, a member of the Board of Managers, normally rotates every four years among members of the Swarthmore faculty and includes one year devoted entirely to research, study, enrichment, or writing. It carries an annual discretionary grant for research expenses, books, and materials.

Endowed Chairs

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 Jane Lang Professorship in Music was established by Eugene M. Lang '38, to honor his daughter, Jane Lang '67. The Jane Lang Professorship is awarded to a member of the faculty whose teaching or professional activity promotes the centrality of music in the educational process by linking it to other disciplines.

The Stephen Lang Professorship of Performing Arts was established by Eugene M. Lang '38, to honor his son, Stephen Lang '73. The Stephen Lang Professorship of Performing Arts is awarded for five years to a member of the faculty whose teaching or professional activity promotes excellence in the performing arts at Swarthmore.

The Sara Lawrence Lightfoot Professorship was created by the College in 1992 in recognition of an unrestricted gift by James A. Michener '29. The professorship is named in honor of Sara Lawrence Lightfoot '66, Doctor of Humane Letters, 1989, and a former member of the Board of Managers.

The Susan W. Lippincott Professorship of Modern and Classical Languages was endowed in 1911 through a bequest from Susan W. Lippincott, a member of the Board of Managers, a contribution from her niece, Caroline Lippincott, Class of 1881, and gifts by other family members.

The Edward Hicks Magill Professorship of Mathematics and Natural Sciences was created in 1888 largely by contributions of interested friends of Edward H. Magill, president of the College from 1872 to 1889, and a bequest from John M. George.

The Charles and Harriett Cox McDowell Professorship of Philosophy and Religion was established in 1952 by Harriett Cox McDowell, Class of 1887 and a member of the Board of Managers, in her name and that of her husband, Dr. Charles McDowell, Class of 1877.

The Mari S. Michener Professorship was created by the College in 1992 to honor Mrs. Michener, wife of James A. Michener '29, and in recognition of his unrestricted gift.

The Gil and Frank Mustin Professorship was established by Gilbert B. Mustin '42 and Frank H. Mustin '44 in 1990. It is unrestricted as to field.

The Richter Professorship of Political Science was established in 1962 by a bequest from Max Richter at the suggestion of his friend and attorney, Charles Segal, father of Robert L. Segal '46 and Andrew Segal '50.

The Scheuer Family Chair of Humanities was created in 1987 through the gifts of James H. Scheuer '42; Walter and Marge Pearlman Scheuer '44; and their children, Laura Lee '73, Elizabeth Helen '75, Jeffrey '75, and Susan '78 and joined by a challenge grant from The National Endowment for the Humanities.

The Howard A. Schneiderman '48 Professorship in Biology was established by his wife, Audrey M. Schneiderman, to be awarded to a professor in the Biology Department.

The Claude C. Smith '14 Professorship was established in 1996 by members of the Smith family and friends of Mr. Smith. A graduate of the Class of 1914, Claude Smith was an esteemed lawyer with the firm of Duane, Morris and Heckscher and was active at the College, including serving as chairman of the Board of Managers. This chair is awarded to a member of the Political Science or Economics departments.

The Swarthmore Professorship was established in 2002 by Eugene M. Lang '38 in honor of President Alfred H. and Peggi Bloom.

The Henry C. and Charlotte Turner Professorship was established in 1998 by the Turner family. Henry C. Turner '93 and J. Archer Turner, Class of 1905, served as members of the Board of Managers of Swarthmore College, as officers of the corporation, and as members of various committees. Henry Turner was founder of the Turner Construction Co.; his brother, J. Archer Turner, was the firm's president. Four generations of Turners have had ties with the College, and Sue Thomas Turner '35, wife of Robert C. Turner '36 (son of Henry C. Turner), is a 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 J. Archer and Helen C. Turner Professorship was established in 1998 by the Turner family. Henry C. Turner '93 and J. Archer Turner, Class of 1905, served as members of the Board of Managers of Swarthmore College, as officers of the corporation, and as members of various committees. Henry Turner was founder of the Turner Construction Co.; his brother, J. Archer Turner, was the firm's president. Four generations of

Turners have had ties with the College, and Sue Thomas Turner '35, wife of Robert C. Turner '36 (son of Henry C. Turner), is a current board member. Howard Turner '33, son of J. Archer Turner, has also been very active as past chair and a 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 his brother, J. Archer Turner, Class of 1905. Both were members of the Board of Managers.

The Daniel Underhill Professorship of Music was established in 1976 by a bequest from Bertha Underhill to honor her husband, Class of 1894 and a member of the Board of Managers.

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

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

The Isaiah V. Williamson Professorship of Civil and Mechanical Engineering was endowed in 1888 by a gift from Isaiah V. Williamson.



Admissions
Expenses

Financial Aid

Admissions

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

GENERAL STATEMENT

In the selection of students, the College seeks those qualities of character, social responsibility, and intellectual capacity that it is primarily concerned to develop. It seeks them not in isolation but as essential elements of the whole personality of candidates for admission.

Selection is important and difficult. No simple formula will be effective. The task is to choose those who give promise of distinction in the quality of their personal lives, in service to the community, or in leadership in their chosen fields. Swarthmore College must choose its students on the basis of their academic achievement and commitment to intellectual inquiry as well as their individual future worth to society and of their collective contribution to the College.

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

Admission to the first-year class is normally based on the satisfactory completion of a 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. Home-schooled students should make every effort to complete the application with information that is appropriate to their experience. It is useful to note that Swarthmore is looking for the same information about a candidate as is required from a student with more traditional secondary schooling. Students who have already completed a college degree, or higher, are not eligible for admission to Swarthmore College.

All applicants are selected on the following evidence:

1. Record in secondary school.
2. Recommendations from the school principal, headmaster, or guidance counselor, and from two academic teachers.
3. Standardized testing results including the SAT reasoning test with mandatory writing section and two SAT subject tests, or the ACT with writing component, or the SAT I or ACT without writing and three SAT II/subject tests, one of which must be the SAT II writing test.
4. Applicants considering a major in engineering are strongly encouraged to take the SAT Math level 2 subject test.
5. A brief statement about why the student is applying to Swarthmore, a brief essay on a meaningful activity or interest, and a longer essay (subject specified).
6. Co-curricular and extracurricular activities.

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

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 coursework in history and social studies; literature, art, and music; and mathematics and the sciences. Variations of choice and emphasis are acceptable, although some work in each of the three groups is recommended.
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Admissions

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

APPLICATIONS AND EXAMINATIONS

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

The *Regular Decision* plan is designed for those candidates who wish to keep open several different options for their undergraduate education throughout the admissions process. Applications under this plan will be accepted at any time up to the Jan. 2 postmark deadline, but the application should be submitted as early as possible to create a file for the candidate to which supporting material will be added up to the deadline.

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

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

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

Fall Early Decision

Postmark application deadline	Nov. 15
Notification of candidate	by Dec. 15

Winter Early Decision

Postmark application deadline	Jan. 2
Notification of candidate	by Feb. 15

Regular Decision

Postmark application deadline	Jan. 2
Notification of candidate	by April 1
Candidate reply date	May 1

Under certain circumstances, admitted students may apply in writing to defer their admission for 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 on a student maintaining his or her standard of academic achievement before enrolling at the College. An offer of admission is also dependent on a student's continued demonstration of character and high standards for personal conduct. Lapses in either category may be grounds for rescinding an offer of admission.

For U.S. citizens and permanent residents applying as first-year or transfer students, admission to Swarthmore is determined without regard to financial need. Information concerning financial aid is on pp. 33–50.

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 are encouraged to complete the interview before submitting an application to the College. Those who can reach Swarthmore with no more than a half-day's trip are urged to make an appointment to visit the College for this purpose. Other students may contact the Admissions Office in the fall of their senior year to request a meeting with an alumni representative in their own area. The deadline to request an alumni interview is Dec. 1.

Arrangements for on-campus or alumni interviews can be made by writing to the Office of Admissions or by calling (610) 328-8300 or (800) 667-3110. Directions for reaching the College can be found on p. 454.

ADVANCED PLACEMENT

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

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

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

stance, students may be required to take a placement examination at Swarthmore to validate their previous work.

INTERNATIONAL ADMISSIONS

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

1. Admission is not need-blind. Students must submit additional financial documentation to the Financial Aid Office. Applying for financial aid places the student in the most selective subgroup of the total application pool regardless of the parental contribution.
2. Demonstrated proficiency in English is required of those for whom English is not their first language. This may be in the form of a standardized test for non-native speakers of English, such as TOEFL or IELTS, or superior academic achievement in a school where English is the language of instruction. Although not required, an interview on campus or with a College admissions representative overseas is considered to be very helpful.
3. Required 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 submitted credentials. This includes notarized translations of official documents and certified school transcripts signed by the appropriate school staff member.
5. The College does not accept transfer applications from foreign nationals who require financial aid.

APPLICATIONS FOR TRANSFER

The College welcomes well-qualified transfer applicants. Applicants for transfer must have had an outstanding academic record in the institution attended and must present transcripts for both college and secondary school work, includ-

Admissions

ing an official statement indicating that the student is leaving the institution attended in good standing. Students who have completed the equivalent of two or more semesters of university-level work must apply for transfer admission. Admission status for students who have completed less than the equivalent of two semesters of university-level work will be decided on a case-by-case basis. Transfer applicants must take the SAT reasoning test 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 15.

Expenses

STUDENT CHARGES

Total charges for the 2005–2006 academic year (two semesters) are as follows:

Tuition	\$31,196
Room	5,006
Board	4,758
Student activities fee	<u>320</u>
	<u>\$41,280</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, Worth Health Center fees, and other fees and fines not collected at the source.

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

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

tions 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 (\$3,899.50) or half-course (\$1,949.75), 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 Foreign Study Office. Students contemplating study abroad should contact Steven Piker, foreign study adviser, well in advance for academic and administrative planning.

PAYMENT POLICY

Semester bills are mailed in July and December. Payment for the first semester is due by Aug. 12, 2005, and for the second semester by Jan. 13, 2006. A 1.5 percent late fee will be assessed monthly on payments received after the due date. Many parents have indicated a preference to pay College charges on a monthly basis rather than in two installments. For this reason, Swarthmore offers a monthly payment plan, which pro-

WITHDRAWAL POLICY

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

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

Expenses

vides for payment in installments without interest charges. Information on the plan is mailed to all parents in April 2005.

Tuition payments may also be made by credit card through a third-party service provider, PhoneCharge Inc., for which they will charge a convenience fee of 2.75 percent. Payments can be made by MasterCard, Discover, or American Express by calling the toll-free number (866) 800-3240 or through their Web site www.payby-internet.com/swarthmore. This plan does not replace the monthly payment plan, although payment-plan payments may be made by credit card through this program.

HOUSING FINES

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

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. If everyone does notify the office, the fine will be \$100 each.
 - b. A \$500 penalty for each person moving off campus when notice is given between June 1 and the eighth week of classes.
 - c. No room refund when notice is given after the eighth week.
2. Take a leave of absence and notify the Dean's Office, you will be assessed:
 - a. A \$100 penalty if notice is given by Aug. 1.
 - b. A \$500 penalty if notice is given between Aug. 1 and the eighth week of classes.
 - c. No room refund after the eighth week.

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 Dec. 1.
 - b. A \$500 penalty each if notice is given between Dec. 1 and the eighth week of classes.
 - c. No room refund if notice is received after the eighth week.
 2. Take a leave of absence and notify the Dean's Office, you will be assessed:
 - a. No penalty if notice is given by Dec. 1.
 - b. A \$100 penalty if notice is given between Dec. 1 and Jan. 5.
 - c. A \$500 penalty if notice is given between Jan. 5 and the eighth week of classes.
 - d. No room refund after the eighth week.
-

INQUIRIES

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

Financial Aid

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. About 99 percent of the 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. In 2005–2006, Swarthmore students need an average of \$29,500. Thus, to meet that need, our average award is \$29,500.

Although admission and financial aid decisions are made separately, they are made at the same time. A prospective student should thus apply for aid and outside assistance when applying for admission to Swarthmore. Instructions for filing an aid application are included in the admissions application instruction booklet or can be found under Admissions on the College's Web site, <http://www.swarthmore.edu>. Financial assistance will be offered if a family does not have the capacity to meet College costs without our help. The amount a family is expected to contribute is determined by weighing the family's income and assets against such demands as taxes, living expenses, medical expenses, siblings' undergraduate tuition expenses, and so forth. Family contributions also include a \$1,450 to \$1,890 summer earnings contribution as well as a portion of the student's personal savings and assets.

For 2005–2006, the College charges, which include tuition, room, board, and a student activity fee, will be \$41,280. This activity 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 \$41,352. This allows adding \$1,006 for books and supplies, and \$986 for 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. It is this larger total that we use when determining a student's need for our help.

In keeping with our policy of basing financial aid upon demonstrated need, the College reviews each student's family financial situation annually. Students who would like to be considered for

our support for the next year must submit a new financial aid application each spring. A student's aid is not withdrawn unless financial need is no longer demonstrated. Assistance is available only during a normal-length undergraduate program (eight semesters) and only if a student earns 4 credits each semester and 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. However, the cost of living off campus will 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 they would have 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 cannot be considered after admission.

A financial aid 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, <http://financialaid.swarthmore.edu>.

Financial Aid

SCHOLARSHIPS

For the academic year 2005–2006, the College awarded more than \$16 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 scholarships listed on pp. 35–50. 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 the qualifying criteria for awarding most endowed scholarships remain general, some donors have established explicit guidelines that closely mirror the interests of the individual for whom the scholarship is named. Financial need, however, is a requirement for all College scholarships unless otherwise indicated except the regional McCabe Scholarship. Federal Pell Grants and federal Supplemental Educational Opportunity Grants are also available to eligible students.

LOAN FUNDS

The College is able to meet the financial needs of each student through long-term, low-interest loan funds with generous repayment terms combined with Swarthmore's scholarship programs. Although most offers of support from the College include elements of self-help (campus work and borrowing opportunities), the College strives to keep each 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, the federal Perkins Loan, or the Swarthmore College Loan programs. 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.

Parents who wish to borrow might consider the federal PLUS Loan. Up to \$41,280 per year is available at a variable interest rate, and 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).

The College also maintains the following special loan funds and eligibility is determined by our financial aid office:

The Jay and Sandra Levine Loan Fund

The Thatcher Family Loan Fund

The Swarthmore College Student Loan Fund

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 our libraries, academic and administrative offices, information technology services, the post office, and the student-run coffeehouse. Our students manage and give tours and tutor and write and coordinate and provide support throughout the campus. Placements can be arranged when students arrive in the fall. On-campus hourly rates of pay run from \$7.47 to \$8.01. Students receiving financial aid are usually offered the opportunity to earn up to \$1,600 during the year and are given hiring priority, but there are jobs available for others who wish to work on campus. Students are encouraged not to work no more than about 7 or 8 hours weekly. Students are generally able to carry this moderate working schedule without jeopardizing their academic performances.

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

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 nationwide during the summer (when federal funds are sufficient) for students who qualify under the federal College Work-Study Program. Hospitals, schools, museums, and social service agencies, and local, state, or federal government agencies are suitable employers.

ENDOWED SCHOLARSHIPS

All students who demonstrate financial need are offered scholarship aid, some of which is drawn from the following endowments. However, students should not worry if they do not fit the specific restrictions subsequently listed because

their scholarships will be drawn from other sources not listed here. By completing the aid application process, a student will be considered for the following funds. No separate application is needed.

(Financial need is a requirement for all scholarships unless otherwise indicated except the regional McCabe Scholarships. 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 shows great promise. This renewable scholarship is awarded to a first-year student who demonstrates both need and academic excellence.

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 was established as a memorial by the Alden Trust and is awarded on the basis of merit and need with preference given 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.

Susan W. Almy '68 established *The Susan W. Almy '68 Scholarship* in 2003. The fund supports financial aid for needy students at Swarthmore College, with preference given to students interested in international careers, especially in developing nations.

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

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

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

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 to 1940 and originator of the Honors Program at Swarthmore, and of Marie Osgood Aydelotte, his wife.

The David Baltimore '60 Scholarship was established by an anonymous donor in 2000. It is awarded with preference given to 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. 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 Peter B. Bart '54 Scholarship was established in 2005 and is awarded to deserving students.

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

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Bell. It is awarded each year to a junior on the basis of need and merit, with preference given to a student majoring in Russian.

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

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

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

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

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.

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

The Winifred Cammack Bond '43 Scholarship was established by Winifred Cammack Bond '43, and her husband, George Cline Bond '42, to be awarded to a freshman with a high school record showing strong academic, athletic, and leadership abilities who is the first member of his or her family to attend a college.

The Edward S. Bower Memorial Scholarship, established by Mr. and Mrs. Ward T. Bower in memory of their son, Class of '42, is awarded an-

nually to a man or woman student who ranks high in scholarship, character, and personality.

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

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 parents or guardians, and is renewable.

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

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

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 '74, is awarded to a senior majoring in biology who is distinguished for scholarship and an interest in plant ecology, wildlife preservation, or animal behavior research. The recipient is chosen with the approval of the biology and classics faculty.

The Malcolm Campbell Unitarian 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.

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

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.

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 its 60th reunion. It is awarded alternately to a woman or a man on the basis of sound character and academic achievement, with preference given to those who exercise leadership in athletics and community service. The scholarship is renewable.

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

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

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.

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.

The Class of 1943 Scholarship, established to honor the 50th reunion of that class, is awarded to a student in the sophomore class on the basis of sound character and academic achievement, with preference given to those participating in athletics and community service. The scholarship is renewable through the senior year.

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

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

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

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

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

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 Charles A. Collins Class of 1912 Scholarship Fund is awarded every year to a deserving student who is in need of financial assistance, in accordance with the donor's will.

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

The Marcia Perry Ruddick Cook '27 Scholarship is awarded to a junior on the basis of merit and need, with preference given to an English literature major, and is renewable. Both scholarships

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are endowed by J. Perry Ruddick in memory of his parents.

The David S. Cowden Scholarship was established by Professor David S. Cowden '42, 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 the 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 who intend to major either in engineering or 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 William Diebold 1906, William Diebold Jr. '37, and John T. Diebold '49 Endowed Scholarship was established in 2004 by John T. Diebold in honor of the Diebold family. It is awarded on the basis of academic merit and financial need with a preference for students studying and performing research overseas in Europe.

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. Preference is given to residents of Berkshire County, Mass.

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

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.

The Agnes B. Doty Memorial Scholarship, established in 2000 by her daughter, Christine M. Doty '70, is awarded each year with a preference

given to students majoring in Asian studies. The scholarship is renewable.

The Faith and Ross Eckler Scholarship was established in 2002 by A. Ross '50 and Faith Woodward Eckler '51. The Scholarship is awarded on the basis of academic merit and financial need, with preference given to a man or woman with a commitment to community service, and 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 given to a junior or senior who has demonstrated a commitment to socially responsible citizenship with a special interest in peace and conflict studies. The 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 students who are outstanding in leadership, intellectual curiosity, community service, and athletic participation. The scholarship is awarded to members of the first-year class and is renewable annually. It provides a summer-opportunity grant as well as internship, mentoring, networking, and alumni opportunities.

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

economics or mathematics. The scholarship is renewable.

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.

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.

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.

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 to students studying in Asian, Middle Eastern, and African countries.

The Marianne Durand Frey '57 Scholarship was established by Marianne Durand Frey in 2002 and reflects the donor's gratitude for scholarship aid received during her attendance at Swarthmore. This renewable scholarship is awarded based on merit and financial need to a woman who has attended a public high school.

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 is 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 John and Gail Gaustad Scholarship was established by friends and students of the Gaustads to honor their many years of service to the College. It is awarded annually to a promising student who demonstrates need and academic excellence. It is renewable.

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

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

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

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. Preference will be given to a student who has attended the Settlement Music School and shows an interest and proficiency in playing the piano.

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

The 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.

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

The Mary Lippincott Griscom Scholarship was established by Mary Griscom and her daughter, Mary Griscom Colegrove '42, through outright gifts and the maturity of life income contracts, to provide financial aid on the basis of academic merit and financial need.

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

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 '75. Lucinda's father, B.A. Thomas, M.D., graduated with the Class of 1899. This scholarship is awarded to a junior and is renewable, based on need. Preference is given to students who have demonstrated proficiency in water sports, or have shown talent in studio arts and who have been outstanding in service to the College.

The Mason Haire Scholarship is given by his wife, Vivian, in honor of this member of the Class of 1937, a distinguished psychologist and former 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.

The Margaret Johnson Hall Scholarship for the Performing Arts is the gift of Margaret Johnson Hall '41. It provides financial assistance based on merit and need, with preference to students intending to pursue a career in music or dance.

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

The John W. Harbeson '60 and Ann E. Harbeson Scholarship was established by the Harbesons in 2004 and is awarded on the basis of academic merit and financial need to a first-year student,

renewable through the senior year. Preference is given to a deserving international student reflecting the donors' active involvement, careers, and interests.

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

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

The Holland Family Scholarship was established in 2002 by Jim Holland '71 and Nancy Holland '72 and is awarded on the basis of academic merit and financial need. 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 non-profit sectors and is renewable.

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 Co. Preference 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 '48, 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 given to a student majoring in engineering. The scholarship is renewable.

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

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 awarded on the basis of need and merit with preference given to a student from the New York metropolitan area.

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 Edmund A. Jones Memorial 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 2004, this 4-year, renewable scholarship was designated with preference for graduates of Strath Haven High School, graduates from Delaware County high schools, or Pennsylvania high schools, respectively. Edmund A. Jones was the son of Adalyn Purdy Jones, Class of 1940, and Edmund Jones, Class of 1939, long-time residents of Swarthmore.

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

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 Michael Kelley and Elizabeth Lavin Kelley '87 Scholarship will be awarded on the basis of academic merit and financial need and is renewable.

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

The Kennedy Scholarship is given in honor of the parents and with thanks to the children of Christopher and Jane Kennedy. The scholarship is awarded on the basis of need and merit and is renewable.

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

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

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

The William H. Kistler '43 Scholarship is endowed in his memory by his wife, Suzanne, 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

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Class of '46, is awarded each year to a junior pre-medical student(s) with financial need. The scholarship is renewable.

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.

The Robert E. 1903, Elizabeth 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. 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 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. (This grant is under review.)

The Ida and Daniel Lang Scholarship, established by their son, Eugene M. Lang '38, 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 a definite interest in a career in business.

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

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

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

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 Michigan public high school graduates. The scholarship is renewable.

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

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 given to 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.

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.

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.

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

The Lyman Scholarship was established by Frank L. Lyman Jr. '43 and his wife, Julia, on the occasion of his 50th reunion in 1993. It 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.

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, Class of 1915, are awarded to entering students. Regional McCabe Scholarships will be awarded to a few students from the Delmarva Peninsula and from southeastern Pennsylvania (Chester, Montgomery, and Delaware counties). These awards provide a minimum annual scholarship of full tuition, or a maximum to cover tuition, fees, room, and board, depending on need. Candidates for the regional McCabe Awards must apply for admission to the College by Dec. 15. The National McCabe Scholarship will be awarded to a few students and will be

based on a student's financial need. Students do not apply for National McCabe Award consideration but rather are selected from among all admission candidates. In making selections for the McCabe Scholarships, the committee places emphasis on ability, character, personality, and service to school and community.

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 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. It has been endowed by Charlotte McCurdy '20.

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. It is the gift of the McDiarmid family in commemoration of their close association with Swarthmore College.

The Marcia McGill Scholarship, established in 2003 in loving memory by her husband, George R. Tyler, is awarded on the basis of academic merit and financial need with a preference for minority students. The scholarship is renewable.

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 '57. It is renewable.

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.

Financial Aid

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

The Florence Eising Naumburg Scholarship was named in 1975 in honor of the mother of an alumna of the Class of 1943. It 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.

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

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 school or preparatory school.

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

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

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

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.

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

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

The J. Roland Pennock Scholarships were established 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.

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 needs financial assistance.

The Frances Hughes Pitts Scholarship was established in 2003 by George R. Pitts '72 in honor and memory of his mother. The scholarship is awarded on the basis of academic merit and

financial need with a preference given to students with an interest in the sciences. The scholarship is renewable.

The Page-Pixton Scholarship for Foreign Study is awarded on the basis of financial need each year to rising juniors or seniors who seek through foreign study experience to prepare themselves to become effective leaders of a more inclusive, generous, and peaceful world.

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 '59.

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.

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

The 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. 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 com-

mitment 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 Jed S. Rakoff '64 Scholarship was created by an anonymous donor in 2005, in recognition of the benefits of an independent judiciary. It is awarded on the basis of academic merit and financial need, with preference for students who have demonstrated an interest in public affairs. The scholarship is renewable.

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.

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.

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

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

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.

Financial Aid

The Richard L. Rubin Mentoring and Scholarship Fund was established by Richard Rubin, a professor of political science and public policy at the College, in 2003. The scholarship is awarded on the basis of academic merit and financial need and is renewable. Preference shall be given to economically disadvantaged students.

The Girard Bliss Ruddick '27 Scholarship is awarded to a junior on the basis of merit and need, with preference given to an economics major. It is renewable.

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 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 '38, it is renewable.

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. This renewable scholarship is unrestricted.

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

The Howard A. Schneiderman '48 Scholarship, established in 1991 by his family, is awarded to a first-year student and is renewable. Preference is

given to students with interest in the biological sciences.

The Schoenbaum Family Scholarship was established in 2003 and is awarded on the basis of academic merit and financial need and is renewable. Preference shall be given to first-generation college students.

The Joe and Terry Shane Scholarship was created in honor of Joe Shane '25, who was vice president of Swarthmore College's Alumni, Development, and Public Relations from 1950 to 1972, and his wife, Terry, who assisted him in countless ways in serving the College. It 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.

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

The Felice K. Shea '43 Scholarship was established in 2004 by an anonymous donor and honors the Honorable Felice K. Shea, who has dedicated her life to issues of justice and public service throughout her 25 years on the bench and her work with the Legal Aid Society of New York. The scholarship is awarded on the basis of academic merit and financial need with preference given to a student looking toward a career in public service. The scholarship is renewable.

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

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

The William C. and Barbara Tipping Sieck Scholarship was established in 1980 by the Siecks and is awarded annually to a student showing distinction in academics, leadership qualities, and extracurricular activities and who indicates an interest in a career in business.

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

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

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

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

The William W. Slocum '43 Scholarship was established in 1981 and is awarded to a deserving student on the basis of 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. 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 Elizabeth Thorn Snipes Scholarship was established in 2004 by Jim Snipes '75 and is awarded on the basis of academic merit and financial need with preference given to students majoring in religion or philosophy. The scholarship is renewable.

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

The Cindy Solomon Memorial Scholarship is awarded with preference given 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 Frank Solomon Jr. '50 Scholarship was established in 2004 and is awarded on the basis of academic merit and financial need.

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

The Babette S. Spiegel Scholarship Award, given in memory of Babette S. Spiegel '33, 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 William T. '51 and Patricia E. Spock Scholarship was established in 2000 by Thomas E. '78 and Linda M. Spock. This renewable scholarship is awarded with preference given to a man or woman majoring in mathematics or the fine arts.

The Harry E. Sprogell Scholarship was established in 1981 in memory of Harry E. Sprogell '32 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 preference given to 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.

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

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

The Clarence K. Streit Scholarship 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.

Financial Aid

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

The *Katharine Bennett Tappen, Class of 1931, Memorial Scholarship* was established in 1980 and is awarded to a first-year student. The scholarship is renewable for four years at the discretion of the College. Preference is given to a resident of the Delmarva Peninsula.

The *Newton E. Tarble Award*, established by Newton E. Tarble, 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, Ill.

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

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

The *Jean Goldman Todd & Alden Todd '39 Endowed Scholarship* was established in 2002 by writer and editor Alden Todd. The late Jean Goldman Todd was a research biologist specializing in tissue culture. The scholarship is award-

ed on the basis of academic merit and financial need with preference given to students concentrating in the life sciences. 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. 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 art history majors.

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 given 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 and Vice President for Finance and Treasurer in 2002. 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.

The *Dan and Sidney West Scholarship* was established in 2003 by an anonymous donor to reflect the appreciation, respect, and affection that the Swarthmore College community holds for the Wests and to honor their significant accomplishments at institutional, community, and per-

sonal levels. The scholarship is awarded on the basis of financial need and academic merit with first preference given to African-American students, second preference to other underrepresented minorities, and third preference to any deserving student. The scholarship is renewable.

The Thomas H. White and Paul M. White Scholarship provides financial aid for a deserving student.

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.

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

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.

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 financial need. The scholarship is renewable.

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

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 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

Edna Flaig Evans Endowment

The Eleanor Flexner Scholarship

The Joseph E. Gillingham Fund

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

Financial Aid

The Aaron B. Ivins Scholarship
The William and Florence Ivins Scholarship
The George K. and Sallie K. Johnson
Scholarship Fund
The Howard Cooper Johnson Scholarship
The Kappa Kappa Gamma Scholarship
The Floyd C. and Virginia Burger Knight '39 Fund
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
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
Virginia L. and Robert C. Sites Scholarship
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 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



College Life

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 occur off campus. In situations in which both the complainant and accused are matriculated Swarthmore students, however, College policies and jurisdiction may apply regardless of the location of the incident. In the event that a student organization violates a College regulation, the organization, as well as its individual members, can be held accountable for the violation and sanctioned by the College. Finally, students should realize 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 relationship. Faculty members may not refuse to en-

roll 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 Judiciary 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 examination; 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 ac-

knowledged 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 examinations, 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 College's associate dean 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 CJC 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 determine an appropriate sanction if a finding of guilty is reached.

ii. In determining a sanction, the commit-

tee 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 members 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 including by their instructors or advisers, 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 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 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 occasionally 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 section f, 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 preceding rules and guidelines have been adapted from earlier statements in the *Swarthmore College Student Handbook* and 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 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 on 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 attempts 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,¹ vilifying,² or degrading³ 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), earlier, *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 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 dimin-

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 causes feelings of inferiority or loss of self-respect.

ish 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), earlier, 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 adjudicative 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.

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: (1) 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); (2) 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 (1) unwelcome verbal or physical advances, persistent leers, lewd comments; (2) the persistent use of irrelevant references that insult or degrade a person's gender or the use of sex stereotypes to insult or degrade; (3) 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 harass-

ment 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, the equal opportunity officer, 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, the equal opportunity officer, or another person trained in this area.

It is important to remember that any member of the community can be guilty of sexually harassing 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 Sexual Misconduct Advisers and Resource Team (SMART), and the deans for students who think that they have been subjected to any form of sexual miscon-

duct. 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 Dean's 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

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 re-

moved 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 designated locations may be coordinated through the Public Safety Department.

Fires, 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). Open flames are not permitted in residence halls. Any student with an open flame (e.g., candle or incense) will be subject to a \$500 fine. Students are financially responsible for any damages resulting from reckless conduct or violation of college rules regulating residence hall safety.

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 student 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 overnight, 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.

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 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 student's 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 student's 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 non-adversarial 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*.

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

Fifteen 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 Alice Paul, Dana, Hallowell, Mary Lyon; Mertz Hall (the gift of Harold and Esther Mertz); Palmer, Pittenger, and Roberts; 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; Worth Hall (the gift of William P. and J. Sharples Worth, as a memorial to their parents; and Kyle House (named in honor of Fred and Elena Kyle '55).

A mixture of classes lives in each residence hall. 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 sec-

tions, 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, whereas 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 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 on the housing Web site.

Swarthmore Dining Services

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

All students living in campus housing must participate in the college's meal plan. Three meal plans are available. The 20-meal plan allows a student access to the dining hall for one meal per meal period, totaling 20 per week. (First-year students are required to be on the 20-meal plan for their first semester.) The 14-meal plan and the 17-meal plan allow students to eat 14 meals with \$125 in declining balance points or 17 meals with \$65 in points. The 14- and 17-meal plans allow two meals to be used for any given meal to enable students to bring a guest. Points are used like cash in any Dining Services facility. Unused meals do not carry over to the next week, and unused points do not carry over to the next semester.

Students living off campus may subscribe to the meal plans, or they may purchase a debit card or a five-meal plan from the Dining Services office in Sharples. The debit card may be purchased in any amount and renewed at any time. The five-meal plan allows access to Sharples for five lunches per week at a rate discounted from the cash entry fee. The five-meal plan costs \$315 per semester. Off-campus students should report to the Dining Services office in Sharples for payment and details.

Sharples Dining Hall is open Monday through Friday, 7:30 a.m. to 7:15 p.m.; Saturday, 7:30 a.m. to 6:30 p.m.; and Sunday, 11 a.m. to 6:30 p.m. Guest prices are the following: breakfast, \$3.50; lunch, \$5.50; and dinner, \$7. Unlimited servings are permitted, but take-out is not. Although a sincere effort is made to meet the dietary needs of all students, not all special requirements can be accommodated. Kosher meals are not available in the Dining Hall.

Essie Mae's Snack Bar is located on the first floor of Tarble in Clothier and is open Monday through Friday, 8 a.m. to 10 p.m.; and Saturday and Sunday, 7 to 10 p.m. Customers pay cash, or students may use a meal equivalency at the following rates: breakfast, Monday through Friday, 8 to 10 a.m., \$2.25; lunch, Monday through Friday, 1 to 4 p.m., \$3.25; dinner, every day, 7 to 9:30 p.m., \$4.

Kohlberg coffee bar and the science center coffee bar are located in the commons of their respective buildings. They are open Monday through Thursday, 8 a.m. to 10 p.m., and Friday, 8 a.m. to 4 p.m. Friday evening and weekend hours are announced via campus e-mail. Gourmet coffee, fruit, and fresh pastries may be purchased with cash or declining balance points.

Mary Lyon's Breakfast Room is located in the Mary Lyon Building. Breakfast is served Monday through Saturday by and for its residents.

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

Students eating in Sharples Dining Hall must present their college picture identification card for every meal. Absolutely no meal credit is given at Essie Mae's, and no points may be used at any dining services facility without a college picture ID. These policies are in effect to protect each student's personal meal plan account.

STUDENT CENTERS

Tarble Social Center

Through the original generosity of Newton E. Tarble of the Class of 1913 and his widow, Louise A. Tarble, the Tarble Social Center in Clothier Memorial Hall opened in April 1986. The facility includes a snack bar, the College bookstore, Paces, an all-campus space, meeting rooms, a game room, the SCCS media lounge and the offices of the Student Budget Committee, the Social Affairs Committee (SAC), Debate Society, and Rattech.

Other Centers

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

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/, or contact us at (610) 328-8456.

The Intercultural Center (IC) is a multipurpose center devoted to developing greater awareness of Asian American, Latino/Hispanic, gay/lesbian/bisexual, and Native American contributions to Swarthmore College as well as the broader society. The IC provides a supportive environment where students are welcome to discuss and understand the educational, political, and social concerns that affect 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 Resource Center will include Asian American, Hispanic/Latino/a, Native American and queer books, journals, films, videos, scholarships, academic resources, and alumni outreach information such as the alumni database, alumni mentor program, and alumni speaker series. The IC center and its programs are coordinated by Director Rafael Zapata. See the IC Web site at www.swarthmore.edu/admin/IC, or telephone (610) 328-7360.

The director, interns, and the administrative assistant are responsible for the center's programming and operation. 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.

Fraternities. There are two fraternities at Swarthmore: Delta Upsilon, affiliated with a na-

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

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.

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 the 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 psycho-

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logical care when the Worth 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.

Insurance

Students may consult the medical facilities of the College when ill or injured in athletic activities or otherwise, free of charge. The College cannot assume financial responsibility for medical, surgical, or psychological expenses incurred when seeking or referred for care elsewhere. For this reason, we expect students to be responsible for these expenses and to be insured through family or other plans. Insurance plans should provide some coverage for prescription medications. For those who have no health insurance or whose insurance does not meet our specifications, we offer a functional yearly plan beginning Aug. 17, 2005, through Aug. 17, 2006. Students receiving 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 the 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 Worth Health Center administrative assistant, the trainer, or visit the Web site at <http://swarthmore.edu/Admin/health>.

Health Services

Physicians and nurse practitioners hold hours every weekday at the College and 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 part of the admission process, each student must submit a medical history and health certificate prepared by a personal or school health care provider. The Health Center provides a health certificate in the preadmission packet for your convenience. Pertinent information such as medical or psychological problems, allergies, handicaps, medications will be especially valuable to the College Health Service when assisting each student. All information is kept confidential.

Each student is allowed 10 days of in-patient care without charge in the infirmary each academic year. Students suffering from communicable disease, such as chicken pox, may not remain in their residence hall room and must stay in the infirmary or go home for the duration of their illness. The Health Center each academic year dispenses up to \$300 in various medications without charge, but we do charge for special medications, contraceptives, immunizations, and certain laboratory tests. Students are responsible for securing transportation to off-campus appointments, although the nurses will assist with arrangements.

The Health Center staff works closely with the Physical Education and Athletics Department. Students who must defer from a portion of the physical education requirement (such as the swim requirement) and those who need accommodations or alterations in academic programming must provide medical documentation to the director of the Health Center and the dean who works with disabled students. Both will evaluate the request and make a recommendation for an alternative plan.

Psychological Services

Services for students include counseling and psychotherapy, after-hours emergency-on-call availability, consultation regarding the use of psychiatric drugs, psychological testing, 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.

The College maintains a policy of strict confidentiality except where there may be a significant question of imminent threat to 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. 85–86).

For more detailed information about psychological services, visit the Web site at <http://www.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 his or her academic adviser. When students are accepted by a major, normally at the end of the sophomore year, the advising responsibility shifts to the chair, or chair's designate, of the student's major department. Requests for a change of adviser in the first two years will be freely granted (for example, when a student's substantive interests change) subject only to equity in the number of advisees assigned to individual advisers.

The deans hold overall responsibility for the advising system. They are 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.

Students who wish to link their interest in social service and social action to their academic programs are encouraged to take advantage of the advising offered by staff of the Lang Center for Civic and Social Responsibility.

Academic Support

Various forms of academic support are available to help all students succeed in their coursework. These include a peer Student Academic Mentoring (SAM) program, tutors, special review sessions and clinics attached to introductory courses in the natural sciences and economics, a mathematics lab, a multiday study skills workshop, and training sessions on topics such as time management, note taking, reading, and test tak-

ing. No fees are required for any of these services.

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

Career Services

Career Services works to help students develop knowledge of themselves and their life options; to advance their career planning and decision-making abilities; and to help them develop skills related to their internship/job search and graduate/professional school admission. Individual counseling and group sessions help students expand their career options through exploration of their values, skills, interests, abilities, and experiences. Developmental programs are available for all students, regardless of their academic discipline.

Exploration of career options is encouraged through summer internships and summer jobs, internships and part-time positions during the school year and opportunities that take place during a semester or year away from campus. Students may receive assistance in researching, locating, and applying for internships and employment opportunities and receive advice in how to gain the most they can from these experiences. Students are particularly encouraged to test options by participating in the alumni-sponsored Externship 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 project during one week of winter break. 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.

Additional help is provided through career information panels, presentations, and conferences; the biannual Student Alumni Networking Dinner; attendance at career fairs; and workshops on topics such as resume and cover letter writing, mentoring, interviewing skills, and internship/job-search techniques. The office cooperates with Alumni Relations, the Alumni

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Council, and the Parents Council to put students in touch with a wide network of potential mentors. The Career Services library includes many career development publications as well as employer directories. The office hosts on-campus recruiting by representatives from business, industry, government, nonprofit organizations, and graduate and professional schools. The Career Services eRecruiting site provides one comprehensive on-line database of internship and job listings, a career events calendar and resume deadlines for employers recruiting on campus. Students can easily upload resumes to apply for opportunities. Career Services also maintains a Web site accessible at <http://career-services.swarthmore.edu> to make information about activities and programs available to students wherever they are around the world. Credential files are compiled for interested students and alumni to be sent to prospective employers and graduate admissions committees.

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 3 years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Swarthmore College, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. To obtain a full copy of this document, or to discuss any questions or concerns, contact Owen Redgrave, director of public safety.

COCURRICULAR ACTIVITIES

Student Council

The Student Council is the chief body of student government and exists to serve and represent the

students of Swarthmore College. Its 11 members are elected semiannually. The powers and responsibilities of the Student Council are (1) the administration of the Student Activities Account; (2) the appointment of students to those committees within the College community upon which student representatives are to serve; (3) the oversight of those students of those committees; (4) the administration of student organizations; (5) the operation of just elections; (6) the execution of referendums; (7) the representation of the student body to the faculty, staff, and administration, and to outside groups, as deemed appropriate; and (8) the formulation of rules needed to exercise these powers and to fulfill these responsibilities. The Student Council provides a forum for student opinion and is willing to hear and, when judged appropriate, act upon the ideas, grievances, or proposals of any Swarthmore student.

Major committees of the Student Council include the Appointments Committee, Student Budget Committee, Student Groups Committee, and Social Affairs Committee. The five-member Appointments Committee selects qualified student applicants for positions on student, faculty, and administration committees. The Student Budget Committee, made up of 10 appointed members, a treasurer, and two assistant treasurers, allocates and administers the Student Activity Fund. The six-member Student Groups Committee oversees, administers, and guides the chartering process for student organizations. The Social Affairs Committee allocates funds to all campus events, maintains a balanced social calendar, and is responsible for organizing formals and various other activities that are designed to appeal to a variety of interests and are open to all students free of charge. The Social Affairs Committee consists of 10 appointed members and two hired student co-directors.

Music

The Music and Dance Department offers several musical ensembles led by college faculty. These are the College Chorus, the College Orchestra, the Jazz Ensemble, the Wind Ensemble, Chamber Wind Ensemble, and Gamelan Semara Santi (a traditional Indonesian percussion orchestra). Each group rehearses 3 hours a week and normally performs once per semester. Student members of these groups may elect to receive 0.5 academic credit every semester that they participate. Information regarding audition

requirements and the rehearsal and concert schedules may be obtained from the Music Program's Web site or the department's administrative coordinator.

The department also administers the Elizabeth Pollard Fetter chamber music coaching program. Instrumentalists and singers involved in this program form chamber music groups, receive coaching by experienced professional musicians, and perform at several concerts each year in Lang Concert Hall. These concerts also provide opportunities for student composers to have their works performed. For more information, consult the Music Program's Web site. The department also welcomes applications from highly qualified student musicians to give solo recitals in Lang Concert Hall.

The College offers academic credits in conjunction with subsidies to support private instrumental and vocal lessons for qualified students; refer to p. 444 (Awards and Prizes and Fellowships) and p. 295 (Music Department, MUSI 048).

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

The William J. Cooper Foundation presents a distinguished group of concerts each year on campus. The Music and Dance Department 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 Emeritus James Freeman, the group gives an annual series of four or five concerts in the 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 in the Music and Dance Department, directed by Stephen Lang Professor of Performing Arts Sharon E. Friedler, strives to foster a cooperative atmosphere in classes and performance situations.

The Swarthmore College dancers and the Dance and Drum Ensemble and the Swarthmore College Taiko Ensemble regularly perform public concerts with works choreographed by students, the dance faculty, and other professional choreographers.

Each year, there is a series of formal concerts at the end of each semester as well as informal performances throughout the year. 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 3 days to 2 weeks and include master classes, lectures, and performances. The residencies funded for 2005–2006 will include Jane Comfort and Company, the Doug Varone Dance Company, and a 2-day residency in South Indian music.

The Swarthmore Project's Window on the Work will present master classes and informal presentations by Lacey James and Brian Sanders. During the fall semester, guest artist Wil Swanson will create a new work for student performers in the program's repertory class.

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 student organizations Rhythm 'N Motion and Terpshichore also create choreography and perform. The Physical Education and Athletics Department sponsors a class in folk dance.

Theater

Associate Professor Allen Kuharski is chair of the Theater Department. Interested students should consult the departmental statement for theater.

The Theater Department 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 (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 Lang Performing Arts Center Office is another potential source of theater-related student employment. For information, contact James Murphy.

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Professional internships are strongly recommended to theater majors and minors and are available at theaters throughout the Philadelphia area and around the country. Students should consult the theater faculty for advice about applying.

In conjunction with the William J. Cooper Foundation, the Theater Department typically sponsors various public events, such as performances, workshops and symposia. The department regularly invites outstanding professional companies to campus for short-term residencies of 1 to 2 weeks in which public performances are combined with intensive workshops with the visiting artists.

The Drama Board, a student organization, also sponsors classes, workshops, and performances.

In the summer, the department makes its facilities available to a variety of professionally active alumni for rehearsals and workshops while in residence on the campus. Current students may become involved in a variety of ways with this work. Interested students should contact the department chair.

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 the opportunity to participate 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, club, or intramural teams. 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. For more information on athletics, see the section on Physical Education and Athletics (p. 324).

Extracurricular Activities

Students are encouraged to get involved in extracurricular activities at Swarthmore. There are more than 100 clubs and organizations that span a broad range of interests such as community service, athletics, political action, and religious, cultural and social activities. If there isn't a club or organization that meets a student's interest, he

or she may form one through the guidance of Student Council. The College is committed to student learning in and out of the classroom and thus supports the personal and leadership development of students through extracurricular activities.

Publications and Media

The Phoenix, the weekly student newspaper; the *Halcyon*, the College yearbook; and WSRN, the campus radio station, are completely student-run organizations. There are several other student publications, including literary magazines and newsletters. For more information, contact the student publications coordinator. The current list of publications can also be found in the *Guide to Student Life*.

PROGRAMS FOR SERVICE, ACTIVISM, AND OUTREACH

Eugene M. Lang Center for Civic and Social Responsibility

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

The following programs are supported and coordinated by the Lang Center:

Lang Opportunity Scholarships. These are awarded to up to six students during first semester of their sophomore years. Scholars are selected after a competition that involves a written application, an interview, and review of the students' previous experiences in service and social action. The scholarship includes a guaranteed summer internship, the opportunity to apply for a substantial grant that supports implementation of a major project, and a no-loan financial aid package beginning the following semester. Lang Center staff work closely with Lang Opportunity scholars as they develop and carry out their projects.

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

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

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

The Swarthmore Foundation

The Swarthmore Foundation is a small philanthropic body formed by Swarthmore College in 1987 with endowments from alumni, foundations, and others. The mission of the Swarthmore Foundation is to promote a sense of social responsibility within the college community by

aiding students, graduating seniors, staff, and faculty to become involved in community service and social action. Initiatives supported by the Swarthmore Foundation address a variety of social problems, with emphasis on service that addresses the causes and/or consequences of poverty in surrounding communities; and then further a field to the nation and the world. Applications for grants are accepted three times during the academic year.

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

The Swarthmore College Upward Bound Program

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

The Upward Bound Program at Swarthmore College began in 1964. Upward Bound is one of the oldest and most active community outreach programs at Swarthmore College.

Upward Bound offers both a 5-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. Students have volunteered their time to successfully tutor and mentor hundreds of Upward Bound participants for more than 40 years. The program is under the direction of the Lang Center for Civic and Social Responsibility and is administered by Cynthia Jetter, director for community partnerships and planning.

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,

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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 the Career Services Office to facilitate networking between students and alumni and among alumni, to take advantage of the invaluable experience represented among the alumni. The Alumni Office also helps officers of the senior class and alumni groups plan special events.

The Alumni Office gives staff support to the Alumni Association, which was founded in 1882, and to the Alumni Council, the governing body of the Alumni Association. The Alumni Office also gives staff support to regional alumni and parent groups, called Connections, in Atlanta; Austin/San Antonio; Boston; Chicago; Durham, N.C.; London; Los Angeles; Metro DC/Baltimore; Metro NYC; Minneapolis and Minnesota; Paris; Philadelphia; Pittsburgh; San Francisco; Seattle; and Tucson.

There are 18,586 alumni: 9,458 men, 9,128 women, and 1,239 married to each other, giving substance to the College's traditional appellation, "Quaker matchbox." The College defines an alumnus/a as anyone who has completed one semester.

COLLEGE PUBLICATIONS

The Publications Office creates a variety of printed communications for the College community. The quarterly *Swarthmore College Bulletin* is a magazine 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 faculty-staff 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.

NEWS AND INFORMATION

The Office of News and Information works with students and faculty and staff members to communicate information about Swarthmore to the public, primarily through media relations. 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 3,500 households in the Philadelphia area and is posted on the Web. *The Weekly News*, a newsletter of events and announcements, is also posted electronically each week during the academic year. The office lends support for special events and projects and provides public relations counsel for the College.

IV

Educational Program
Faculty Regulations
Degree Requirements

Awards and Prizes
Fellowships

Educational Program

GENERAL STATEMENT

Swarthmore College offers the degree of bachelor of arts and the degree of bachelor of science. The latter is given only to students who major in engineering. Four years of study are normally required for a bachelor's degree (see p. 88), but variation in this term, particularly as a result of Advanced Placement (AP) credit, is possible (see p. 29).

The selection of a program will depend on the student's interests and vocational plans. The primary purpose of a liberal arts education, however, is not merely to provide the best foundation for one's future vocation. The purpose of a liberal arts education is to help students fulfill their responsibilities as citizens and grow into cultivated and versatile individuals. A liberal education is concerned with the development of moral, spiritual, and aesthetic values as well as analytical abilities. Furthermore, just as a liberal education is concerned with the cultural inheritance of the past, so, too, it is intended to develop citizens who will guide societies on a sustainable course where future culture will not be compromised in the development of the present. Intellectually, it aims to enhance resourcefulness, serious curiosity, open-mindedness, perspective, logical coherence, and insight.

During the first half of their college program, all students are expected to satisfy most, if not all, of the distribution requirements, to choose their major and minor subjects, and to prepare for advanced work in these subjects by taking certain prerequisites. The normal program consists of four courses 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.

The program for engineering students follows a similar basic plan, with certain variations explained on p. 168. Courses outside the technical fields are distributed over all 4 years.

For honors candidates, courses and seminars taken as preparation for external evaluation occupy approximately one-half of the student's work during the last 2 years. In addition to work taken as a part of the Honors Program, the students take other courses that provide opportuni-

ties for further exploration. During the senior year, many departments offer a specially designed senior honors study for honors majors and minors to encourage enhancement and integration of the honors preparations. At the close of the senior year, candidates for honors will be evaluated by visiting examiners.

The course advisers of first-year and sophomore students 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.

PROGRAM FOR THE FIRST AND SECOND YEARS

The major goals of the first 2 years of a Swarthmore education are to introduce students to a broad range of intellectual pursuits, to equip them with the analytic and expressive skills required to engage in those pursuits, and to foster a critical stance toward learning and knowing. All students must fulfill the requirements normally intended for the first 2 years of study, although in some science and engineering majors, students may spread some requirements over 4 years. Students entering Swarthmore as transfer students normally fulfill these requirements by a combination of work done prior to matriculation at Swarthmore and work done here, according to the rules detailed below.

To meet the distribution requirements, a student must:

1. Complete at least 20 credits outside the major department before graduation.
2. Complete at least 3 credits in each of the three divisions of the College (listed later). Work in each division may include one AP credit or credit awarded for work done elsewhere.
3. Complete at least 2 credits in each division at Swarthmore.
4. Complete at least 2 courses in each division in different departmental subjects; these courses must be at least one credit each, and may include AP credit or credit awarded for work done elsewhere.
5. Complete the PDC/W or W requirement defined for the student's graduating class.
6. Complete a natural sciences and engineering practicum (for the classes of 2008 and thereafter).

Students are advised to complete at least two courses in each division within the first 2 years.

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

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

Natural Sciences and Engineering: Biology, Chemistry and Biochemistry, Computer Science, Engineering, Mathematics and Statistics, Physics and Astronomy, and Psychology courses that qualify for the NSE practicum.

Social Sciences: Classics (ancient history), Economics, Education, History, Linguistics, Political Science, Psychology (other than NSE practicum courses), and Sociology and Anthropology.

A few courses do not satisfy the divisional distribution requirement. These are identified as such in the catalog or the official schedule of courses.

The PDC or W requirement by graduating class:

The Class of 2006 must complete at least five PDC or W courses or seminars, and those five must include work in at least two divisions.

The Class of 2007 must complete at least four PDC or W courses or seminars, and those four must include work in at least two divisions.

Students entering in the Class of 2008 and thereafter must complete at least three W courses or seminars, and those three must include work in at least two divisions; students are advised to complete two Ws in the first 2 years, and students are required to complete a natural sciences and engineering practicum.

Writing courses: In addition to addressing field-specific substance, writing courses will focus on the development of the students' expository prose to ensure they can discover, reflect upon, organize, and communicate their knowledge effectively in written form.

Natural sciences and engineering practicums have at least 18 hours per semester of scheduled meeting time for laboratory, separate from the scheduled lecture hours. How the laboratory hours are scheduled varies with the nature of the course and the types of laboratories involved. Such meetings may entail weekly or biweekly 3-hour sessions in a laboratory, several all-day field trips, or several observation trips.

Any course credit in a division (with the excep-

tion of ENGL 001B) counts toward the distribution courses 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 (e.g., 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.

Foreign language: It is most desirable that students include in their programs some work in a foreign language, beyond the basic language requirement (see p. 88).

Mathematics: A student who intends to major in one of the natural sciences, mathematics, or engineering should take an appropriate mathematics course in the first year. Students intending to major in one of the social sciences should be aware of the increasing importance of mathematical background for these subjects.

Physical education: Students are encouraged to enjoy the instructional and recreational opportunities offered by the department throughout their college careers. As a requirement for graduation, all students not excused for medical reasons are required to complete 4 units of physical education by the end of their sophomore year. In addition, all students must pass a survival swimming test or complete a unit of swimming instruction. Most physical education courses are offered for a half a semester and earn 1 unit toward the 4 units required for graduation. A complete list of physical education opportunities including how many units each earns is available from the Physical Education and Athletics Office. More information can be found in the Physical Education and Athletics section (p. 86).

Students who enter Swarthmore as transfer students must fulfill Swarthmore's requirements for the first 2 years, including the natural sciences and engineering practicum. Transfer courses can be applied toward these requirements if specifi-

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cally approved by the registrar. Transfer students who enter Swarthmore with 8 credits of college work are exempted from one of the three required writing courses and have the credits-at-Swarthmore requirement reduced from 2 in each division to 1 in each division. Transfer students who enter Swarthmore with, at most, four semesters remaining to complete their degree are exempted from two of the three required writing courses and are exempted from the requirement that in each division 2 credits be taken at Swarthmore.

Early in the sophomore year, each student should identify one or two subjects as possible majors, paying particular attention to departmental requirements and recommendations. In the spring of the sophomore year, each student will, with the guidance of his or her adviser, prepare a reasoned plan of study for the last 2 years. Sophomores who wish to link their interest in social service/social action to their plan of study are also encouraged to take advantage of the advising offered by the staff at the Lang Center for Civic and Social Responsibility. The sophomore plan of study will be submitted to the chair of the student's proposed major department as a part of the application for a major. Acceptance will be based on the student's record and an estimate of his or her capacities in the designated major. Students who fail to secure approval of a major may be required to withdraw from the College.

Although faculty advisers assist students in preparing their academic programs, students are individually responsible for planning and adhering to programs and for the completion of graduation requirements. Faculty advisers, department chairs, other faculty members, the deans, and the registrar are available for information and advice.

PROGRAMS FOR JUNIORS AND SENIORS

The major goals of the last 2 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 2 years prepare students to pursue these goals. With the choice of a major and, perhaps, candidacy for honors, the focus shifts from scope to depth. Students be-

come involved for 2 years with a discrete field of inquiry and demonstrate their command of that field through the completion of courses within the major and courses taken outside the major that expand and deepen the student's perspective on the major.

MAJORS AND MINORS

All students are required to include sufficient work in a single department or program designated as a major. To complete a departmental major, a student must be accepted as a major, must complete eight courses (or more, depending on the department), must pass the department's comprehensive requirement, and must fulfill other specific departmental requirements. Detailed requirements for acceptance to departmental majors and for completion of them are specified in this catalog under the respective departmental listings and are designed to ensure a comprehensive acquaintance with the field. A student must accumulate 20 course credits outside one major, but there is no other limit on the number of courses that a student may take in his or her major.

Completing a second major or one or two minors is optional, as is choosing to do an Honors Program. Students are limited in the number of majors and/or minors they may earn. If they have only one major, they may have as many as two minors. Students who choose an honors major plus honors minor may have an additional course minor outside the Honors Program. If students have two majors, they may not have a minor, except in one circumstance: A student who elects honors, designating an honors major and minor, may have a second major outside of honors if that second major is the same subject as the honors minor. The completion of two majors must be approved by both departments. Triple majoring is not allowed.

Most departments and programs offer course minors. Those departments or programs that do not offer a course minor are Comparative Literature, Economics, Political Science, Sociology and Anthropology, and Studio Art. (These departments or programs do offer honors minors.) Minors will include at least 5 credits, 4 of which may not be double-counted with the student's major or other minor. The double-counting prohibition applies to any comparison of two given

programs of study (not three taken together, even if the student has three programs). This means that a student who has a major in medieval studies, for example, and minors in both English literature and women's studies, would need four courses in English literature that are not part of the medieval studies major and four courses in women's studies that are not part of the medieval studies major. In addition, each minor must have four courses that are not part of the other minor. Special minors are not permitted.

Exceptions to the double-counting prohibition:

- a. The double-counting prohibition is not applicable to courses that students are required by their majors or minors to take in other departments. For example, mathematics courses required for an engineering major are not automatically excluded from counting toward a minor defined by the Mathematics and Statistics Department.
- b. For an honors major who is also a double major, the double-counting prohibition does not apply to the relationship between the honors minor and the second major because these will always be in the same field.

Special majors: With permission of the departments concerned, it is possible for a student to plan an individualized special major that includes closely related work in one or more departments. In some areas, such as biochemistry, film and media studies, and psychobiology, in which special majors are done frequently, the departments and programs involved provide recommended programs. These regularized special majors are described in the relevant department sections of the catalog or in material available from department chairs. A special major is expected to be integrated in the sense that it specifies a field of learning (not necessarily conventional) or topic or problems for sustained inquiry that crosses departmental boundaries, or it may be treated as a subfield within the normal departmental major. Special majors consist of at least 10 credits and normally of no more than 12 credits. Students with special majors normally complete a minimum of six courses in the primary department or program, omitting some of the breadth requirements of the major field. However, course requirements central to systematic understanding of the major field may not be waived. Students with special majors must complete the major comprehensive requirement, which may consist of a thesis or other written re-

search projects designed to integrate the work across departmental boundaries, or a comprehensive examination. By extension, special majors may be formulated as joint majors between two departments, normally with at least 5 credits in each department and 11 in both departments. The departments involved collaborate in advising and in the comprehensive examination. Students are not 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.

HONORS PROGRAM

The Honors Program, initiated in 1922 by President Frank Aydelotte and modified most recently in 1994, is a distinctive part of Swarthmore's educational life.

The Honors Program has as its main ingredients student independence and responsibility in shaping the educational experience; collegial relationships between students and faculty; peer learning; opportunity for reflection on, and integration of, specific preparations; and evaluation by external examiners. Honors work may be carried out in the full range of curricular options, including studio and performing arts, study abroad, and community-based learning.

Students and their professors work in collegial fashion as honors candidates prepare for evaluation by external examiners from other academic institutions and the professional world. Although Swarthmore faculty members grade most of the specific preparations, the awarding of honorifics on a student's diploma is based solely on the evaluation of the external examiners.

Preparations for honors are defined by each department or program and include seminars, theses, independent projects in research as well as in studio and performing arts and specially designated pairs of courses. In addition, many departments offer their own format for senior honors study, designed to enhance, and where appropriate integrate, the preparations in both major and minor.

Each honors candidate's program will include three preparations for external examination in a

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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 examinations in those majors. 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.

Honors special majors who design their own programs, not those in College-sponsored programs such as bioanthropology, will be required to include four related preparations in the major from at least two departments or academic programs. Honors special major programs do not include a separate minor. Honors special majors must either (1) write a thesis drawing upon their cross-disciplinary work—the thesis will be examined by examiners in different fields or (2) have a panel oral examination that presents the opportunity for cross-disciplinary discussion. Honors special majors will follow the Senior Honors Study (SHS) activity and portfolio procedures of the various departments whose offerings they use as preparations in their programs. Individualized honors special major programs require the approval of all departments involved in the program and of the honors coordinator.

All preparations will be graded by Swarthmore instructors with the exception of theses and other original work. Grades for theses and other similar projects will be given by external examiners. Except in the case of theses or other original work, modes of assessment by the external examiners will include written examinations and/or other written assignments completed in the spring of the senior year. In addition, during honors week at the end of the senior year, every honors candidate will meet on campus with external evaluators for an oral examination of each preparation. Specific formats for preparations and for SHS are available in each department office.

Students will normally include their intention to prepare for honors in their "Plan of Study for the Last Two Years," written in the spring of their sophomore year. They must also submit a formal application for a specific program of honors

preparation to the Registrar's Office. The registrar provides a form for this purpose. Departments, programs, and concentrations will make decisions about acceptance of honors programs at the end of the sophomore year. Students will be accepted into honors with the proviso that their work continue to be of honors quality. Students may also apply to enter honors during their junior year. Any proposed changes to the Honors Program must be submitted for approval on a form for this purpose available from the registrar. The decision of the departments or interdisciplinary programs will depend on the proposed program of study and the quality of the student's previous work as indicated by grades received and on the student's apparent capacity for assuming the responsibility of honors candidacy. The major department or interdisciplinary program is responsible for the original plan of work and for keeping in touch with the candidate's progress from semester to semester. Normally, honors programs may not be changed after Dec. 1 of a student's senior year, depending on departmental policies. Students may not withdraw from honors after Dec. 1 of the senior year except under extraordinary circumstances and with the permission of the major and minor departments and the Curriculum Committee. Further information about honors policies may be found in the *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 whether to award the honors degree to the candidates is entirely in the hands of the visiting examiners. Upon their recommendation, successful candidates are awarded the bachelor's degree with honors, with high honors, or with highest honors.

EXCEPTIONS TO THE FOUR-YEAR PROGRAM

Although the normal period of uninterrupted work toward the bachelor of arts and bachelor of science degrees is 4 years, graduation in 3 years is freely permitted when a student can take advantage of Advanced Placement credits, perhaps combining them with extra work by special permission. In such cases, students may qualify for advanced standing—they may become juniors in their second year. To qualify for advanced

standing, a student must (1) do satisfactory work in the first semester; (2) obtain 14 credits by the end of the first year; (3) intend to complete the degree requirements in 3 years; and (4) signify this intention when she or he applies for a major by writing a sophomore paper during the spring of the first year.

When circumstances warrant, a student may lengthen the continuous route to graduation to 5 years by carrying fewer courses than the norm of four, although College policy does not permit programs of fewer than 3 credits for degree candidates in their first eight semesters of enrollment. A course load lower than the norm may be appropriate for students who enter Swarthmore lacking some elements of the usual preparation for college, who have disabilities, or who wish to free time for activities relating to their curricular work that are not done for academic credit. Such 5-year programs are possible in Music and Studio Arts for students who are taking instruction off campus or who wish to pursue studio or instrumental work without full credit but with instruction and critical supervision. However, such programs are possible only on application to, and selection by, the department concerned, which will look for exceptional accomplishment or promise. In all cases where it is proposed to reduce academic credit and lengthen the period before graduation, the College looks particularly to personal circumstances and to careful advising and necessarily charges the regular annual tuition (see the provisions for overloads, p. 31). 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 those taking a leave is available through the College Venture Program in the Career Services Office.

NORMAL COURSE LOAD

The academic year at Swarthmore is 32 weeks long, during which time students are expected to complete 6 to 8 semester course credits of work. Normal progress toward the degree of bachelor of arts or bachelor of science is made by eight semesters' work of four courses or the equivalent each semester, although the object of progress toward the degree is not the mere accumulation of 32 credits. Students may and frequently do

vary this by programs of three or five courses, with special permission. College policy does not permit programs of fewer than 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. 31 on tuition and p. 84 on registration).

The definitions of upper-class levels are as follows: Students become sophomores when they have earned 6 to 8 semester course credits toward their degree. Students become juniors when they have earned 14 to 16 credits. Students become seniors when they have earned 22 to 24 credits. Some offices on campus, such as the Housing Office, may have additional requirements in their definitions of the student classes.

FORMATS OF INSTRUCTION

Although classes and seminars are the normal curricular formats at Swarthmore, faculty regulations encourage other modes as well. These include various forms of individual study, student-run courses, and a limited amount of "practical" or off-campus work.

The principal forms of individual work are attachments to courses, directed reading, and tutorials. The faculty regulation on attachments provides that a student may attach to an existing course, with the permission of the instructor, a project of additional reading, research, and writing. If this attachment is taken concurrently with the course, it is normally done for 0.5 credit. If it is taken in a later semester (preferably the semester immediately following), it may be done for either half or full credit. This kind of work can be done on either a small-group or individual basis. It is not possible in all courses, but it is in most, including some introductory courses. For first-year students and sophomores, it is a way of developing capacities for independent work. For honors candidates, it is an alternative to seminars as a preparation for papers. Students who decide before the middle of the semester to do a 0.5-credit attachment may, with permission, withdraw from a regular course and carry 3.5 credits in that term to be balanced by 4.5 credits in another term. Students may do as many as two attachments each year.

Educational Program

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 Dec. 1 (for the spring semester) or May 1 (for the fall semester) on the basis of an initial memorandum emphasizing the principal subject matter to be studied, the questions to be asked about it, the methods of investigation, and provision of a preliminary bibliography. The course is then registered by its organizers with the provost, who has administrative supervision of such work and who may waive the foregoing deadlines to recognize problems in the organization of such courses. The course supervisor consults his or her department and, in the case of an interdepartmental course, any other department concerned, whose representatives together with the provost will decide whether to approve the course. The supervisor also reviews the course outline and bibliography and qualifications and general eligibility of students proposing to participate in the course. After a student-run course has been found acceptable by the appropriate department (or departments) and the provost, the course supervisor's final approval is due 10 days before the term begins, following which a revised reading list and class list are given to the librarian, and the course title and class list are filed with the registrar. At

the end of the course, the supervisor evaluates and grades the students' work in the usual way or arranges for an outside examiner to do so.

Student-run courses may vary in format and content. In particular, they may be provisionally proposed for 0.5 credit to run in the first half of the semester, and at midterm, may be either concluded or, if the participants and course supervisor find the work profitable, continued for the balance of the term for full credit. Alternatively, student-run courses may be started after the beginning of the semester (up to midsemester) for 0.5 credit and then be continued, on the same basis, into the following term. Or they may be taken for half credit over a full term. The role of the course supervisor may go beyond planning and evaluation and extend to occasional or regular participation. The only essentials, and the purpose of the procedures, are sufficient planning and organization of the course to facilitate focus and penetration. The course planning and organization, both analytical and bibliographical, are also regarded as important ends in themselves, to be emphasized in the review of proposals before approval. Up to 4 of the 32 credits required for graduation may be taken in student-run courses. Many student-run courses are offered only on the credit/no-credit basis.

Finally, as to applied or practical work, the College may, under faculty regulations, grant up to 1 course credit for practical work, which may be done off campus when it can be shown to lend itself to intellectual analysis and is likely to contribute to a student's progress in regular coursework. The work is subject to four conditions: (1) agreement of an instructor to supervise the project; (2) sponsorship by the instructor's department, and in the case of an interdisciplinary project, any other department concerned, whose representatives together with the provost will decide whether to grant permission for the applied or practical work before that work is undertaken; (3) a basis for the project in some prior coursework; and (4) normally, the examination of pertinent literature and production of a written report as parts of the project. This option is intended to apply to work in which direct experience of the off-campus world or responsible applications of academic learning or imaginative aspects of the practice of an art are the primary elements.

Because such work is likely to bear a loose relation to organized instruction and the regular cur-

riculum, the College limits academic credit for it while recognizing its special importance for some students' programs.

INTERDISCIPLINARY WORK

The requirements of the major typically leave room for significant flexibility in students' programs, both within and outside the major. This may be used to pursue a variety of interests and to emphasize intellectual diversity. It may also be used for the practical integration of individual programs around interests or principles supplementing the major. The College offers interdepartmental majors in Asian studies, medieval studies, and comparative literature, and formal interdisciplinary minors in black studies, cognitive science, environmental studies, film and media studies, Francophone studies, German studies, interpretation theory, Latin American studies (interdisciplinary minor only), 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 and that a considerable number of courses are cross-listed between departments. Also, some courses each year are taught jointly by members of two or more departments, and departments commonly recommend or require supporting work for their majors in other departments. Many other opportunities exist informally (e.g., in African studies, in American studies, in religion and sociology and anthropology, in engineering and social sciences, and in chemical physics). Students are encouraged to seek the advice of faculty members on such possibilities with respect to their particular interests.

Guidelines on Scheduling Conflicts Between Academics and Athletics

The following guidelines (adopted by the faculty in May 2002) are affirmed in order to recognize both the primacy of the academic mission at Swarthmore and the importance of the intercollegiate Athletics Program for our students. The guidelines are meant to offer direction with an appropriate degree of flexibility. Where conflicts occur, students, the faculty, and coaches are encouraged to work out mutually acceptable solutions. Faculty members and coaches are also en-

couraged to communicate with one another about such conflicts. *Note that the guidelines make a firm distinction between athletics practices and competitive contests.*

1. Regular class attendance is expected of all students. Students who are participating in intercollegiate athletics should not miss a class, seminar, or lab for a practice.
2. Students who have a conflict between an athletics contest and a required academic activity, such as a class meeting or a lecture, should discuss it and try to reach an understanding with their coach and their professor as soon as possible, preferably during the first week of the semester and certainly in advance of the conflict. When a mutually agreeable understanding is not reached, students should be mindful of the primacy of academics at Swarthmore. Students should understand that acceptable arrangements may not be feasible for all classes, particularly seminars and laboratories.
3. Students should take their schedule of athletics contests into account as they plan their class schedules and may want to discuss this with their academic advisers. Students should also provide coaches with a copy of their academic schedules and promptly inform them of any changes.
4. Coaches should make every effort to schedule practices and contests to avoid conflict with classes and should collect their students' academic schedules in an effort to coordinate team activities and minimize conflict. Coaches should instruct students not to miss class for practice and should encourage students to work out possible conflicts between classes and contests as early as possible.
5. Faculty members should provide as complete a description of scheduling requirements as possible to their classes early each semester, preferably before registration or during the first week of classes. Both faculty members and coaches should work with students to resolve contest-related conflicts.
6. Both coaches and faculty should avoid last-minute scheduling changes, and faculty should normally avoid scheduling extraordinary class meetings. Where such meetings seem desirable, students should be consulted and, as the *Faculty Handbook* (p. 52) stipulates, the arrangement cleared with the department chair and registrar. Where possible,

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extraordinary sessions should be voluntary or offered with a choice of sections to attend. When a schedule is changed after students have arranged their commitments, it is important for the faculty member or coach to be flexible.

7. Classes will normally end each day by 4 p.m. and at 5 p.m. on Fridays. Seminars will often extend beyond 4 p.m. Afternoon laboratories are usually scheduled until 4:15 p.m. or 4:30 p.m., and students who encounter difficulties completing a lab may need to stay later than the scheduled time. In all cases, students are expected to keep to their academic commitments and then attend practices as soon as possible.
8. Faculty members should recognize that students usually set aside the time from 4:15 to 7 p.m. for extracurricular activities and dinner. Late afternoon has also traditionally been used for certain courses in the performing arts. Some use of this time for other academic purposes (such as department colloquia, lectures, etc.) is appropriate, but departments are encouraged to exercise restraint in such use, particularly with respect to activities they judge important for the full academic participation of students.

HEALTH SCIENCES ADVISORY PROGRAM

The function of the Health Sciences Advisory Program is twofold: to advise students interested in a career in the health professions and to prepare letters of recommendation for professional schools to which students apply. The letters are based on faculty evaluations requested by the student, the student's academic record, and nonacademic activities.

Students intending to enter a career in the health professions, especially those applying to medical, dental, or veterinary schools, should plan their academic programs carefully to meet the professional schools' requirements as well as the general College requirements. The following courses fulfill the basic requirements of most medical schools: BIOL 001, 002; CHEM 010, 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*, *Official Guide to Dental Schools*, and *Veterinary Medical School Admission Requirements*.

The work of the junior and senior years may be completed in any major department of the student's choice. All required courses should be taken on a graded basis after the first semester of the first year.

The health sciences adviser meets periodically with students interested in health careers and is available to assist students in planning their programs in cooperation with students' own academic advisers. The Health Sciences Office publishes *Guide to Premedical Studies at Swarthmore College* and *Frequently Asked Pre-veterinary 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 at http://www.swarthmore.edu/admin/health_sciences/.

CREATIVE ARTS

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

COOPERATION WITH NEIGHBORING INSTITUTIONS

With the approval of their faculty advisers and the registrar, students may take a course offered

by Bryn Mawr or Haverford College or the University of Pennsylvania without the payment of extra tuition. Students are expected to know and abide by the academic regulations of the host institution. (This arrangement does not apply to the summer sessions of the University of Pennsylvania and Bryn Mawr College.) Final grades from such courses are recorded on the Swarthmore transcript, but these grades are not included in calculating the Swarthmore grade average required for graduation.

STUDENT EXCHANGE PROGRAMS

To provide variety and a broadened outlook for interested students, the College has student exchange arrangements with Harvey Mudd College, Middlebury College, Mills College, Pomona College, Rice University, and Tufts University. With each institution, there are a limited and matched number of exchanges. Students settle financially with the home institution, thus retaining during the exchange any financial aid for which they are eligible.

Application for domestic exchange should be made to the registrar. Selection is made from among applicants who will be sophomores or juniors at the time of the exchange. Exchange arrangements do not permit transfer of participants to the institution with which the exchange takes place.

Credit for domestic exchange is not automatic. Students must follow the procedures for receiving credit for work done elsewhere, including obtaining preliminary approval of courses and after-the-fact validation of credit by the relevant Swarthmore department chairs (see "Faculty Regulations" on pp. 83-87).

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 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 fall 1972. Students entering this program spend 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. Applications from students at other institutions are accepted if places are available. 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, and 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 Oct. 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.)

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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 nonacademic 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 Centro Universitario de Estudios Hispánicos of Hamilton College. This center 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.

For the following four study-abroad programs, please consult the *Bulletin* entries for Music and Dance, Environmental Studies, and Theater:

The Swarthmore Dance and Performing Arts Program at the University of Ghana (Legon, Ghana).

The Swarthmore Program in Environmental Studies and Environmental Science in Krakow, Poland.

The Swarthmore Program in Theater and the Program in Dance in Bytom, Poland.

Macalester, Pomona, and Swarthmore Environmental Studies Program at the University of Cape Town, South Africa.

In addition to these programs, Swarthmore students attend a number of excellent foreign study programs throughout the world provided solely by other institutions. The Office for Foreign Study, along with the academic departments and programs of the College, will advise students on these. The Office for Foreign Study is the on-campus clearinghouse for information on study abroad, and normally is the starting place for ex-

ploration and planning.

To receive Swarthmore credit for study abroad, students must participate in the College's Semester/Year Abroad Program and comply with its payment plan. The Office for Foreign Study has complete information on this. Normally, financial aid is automatically applied to study abroad.

STUDENT RIGHT TO KNOW

Swarthmore College's graduation rate is 92 percent (this is the percentage graduating within 6 years, based on the most recent cohorts, calculated according to "Student Right to Know" guidelines).

Faculty Regulations

ATTENDANCE AT CLASSES

Regular attendance is expected. Faculty members will report to the dean the name of any student whose repeated absence is in their opinion impairing the student's work. The number of absences allowed in a given course is not specified, a fact that places a heavy responsibility on all students to make sure that their work is not suffering as a result of absences. First-year students should exercise particular care in this respect.

When illness necessitates absence from classes, the student should report at once to the Health Center.

A student may obtain credit for a course without attending class meetings by reading the material prescribed by a syllabus and taking a final examination, under the following conditions:

1. The student must signify intent to do so at the time of registration, having obtained the instructor's approval in advance.
2. If, after such registration, the student wishes to resume normal class attendance, the instructor's approval must be obtained.
3. The student may be required to perform such work, in addition to the final examination, as the instructor deems necessary for adequate evaluation of his or her performance.
4. The registrar will record the final grade exactly as if the student had attended classes normally.

GRADES

During the year, instructors periodically report on the students' coursework to the Dean's and Registrar's offices. Informal reports during the semester take the form of comments on unsatisfactory work. At the end of each semester, formal grades are given in each course either under the credit/no credit (CR/NC) system, or under the letter system, by which A means excellent work; B, good work; C, satisfactory work; D, passing but below the average required for graduation; and NC (no credit), uncompleted or unsatisfactory work. Letter grades may be qualified by pluses and minuses. W signifies that the student has been permitted to withdraw from the course. X designates a condition that means a student has done unsatisfactory work in the first half of a yearlong course but by creditable work during

the second half may earn a passing grade for the full course and thereby remove the condition. R is used to designate an auditor or to indicate cases in which the work of a foreign student cannot be evaluated because of deficiencies in English.

In Progress

IP (in progress) is the grade used when normally everyone in a class continues working on a project into the next semester. IP is given at the end of the first semester. Final grades are normally due at the end of the succeeding semester.

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 Inc. may be assigned with the permission of the faculty instructor and the registrar. Note that "having too much work to do" is not, in fairness to other students, considered a circumstance beyond the student's control. A form for the purpose of requesting an incomplete is available from the Registrar's Office and must be filled out by the student and signed by the faculty instructor and the registrar and returned to the registrar no later than the last day of final examinations. In such cases, incomplete work must normally be made up and graded, and the final grade recorded within 5 weeks after the start of the following term. Except by special permission of the registrar and the faculty instructor, all grades of Inc. still outstanding after that date will be replaced on the student's permanent record by NC (no credit). Waiver of this provision by special permission shall in no case extend beyond one year from the time the Inc. grade was incurred.

Credit/No Credit

The only grades recorded on students' records for courses taken during the first semester of the first year are CR and NC. In the balance of their work at Swarthmore, students may exercise the option to take up to four more courses for credit/no credit by informing the Registrar's Office within the first 2 weeks of the term in which the course is taken. Until the end of the 9th week of

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classes, students may reconsider and opt to receive a formal grade in the course. This course will count as one of the four CR/NC options.

Students normally may not be taken credit/no credit (see later). Courses only offered as credit/no credit do not count in the four options. For first-year students and sophomores, CR will be recorded for work that would earn a grade of straight D or higher. For juniors and seniors, that is, students with at least 16 credits—not counting Advanced Placement (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 an evaluation of the student's CR/NC work. The evaluation for first-semester first-year students includes a letter-grade equivalent. For other students, the evaluation may be either a letter-grade equivalent or a comment. Such evaluations are not a part of the student's grade record. If available, letter-grade equivalents for first-semester first-year students may be provided to other institutions only if requested by the student and absolutely required by the other institution. Students should save their copies of these evaluations for their records.

Repeated Courses

Some courses can be repeated for credit; these are indicated in departmental course descriptions. For other courses, the following rules apply: (1) Permission to repeat a course must be obtained from the Swarthmore instructor teaching the repeated class. (2) These repeated courses may not be taken CR/NC. (3) To take a course at another school that will repeat a course previously taken at Swarthmore, the student must obtain permission from the chair of the Swarthmore department in which the original course was taken, both as a part of the pre-approval process to repeat it elsewhere and, in writing, as part of the credit validation after the course is taken elsewhere.

For repeated courses in which the student withdraws with the notation W, the grade and credit for the previous attempt will stand. For other repeated courses, the registration and grade for the previous attempt will be preserved on the permanent record but marked as excluded, and any credit for the previous attempt will be permanently lost. The final grade and any credit earned in the repeated course are the grade and credit that will be applied to the student's

Swarthmore degree.

Grade Reports

Grades are available to students on a secure Web site. Paper grade reports are sent to students each June.

Grade reports are not routinely sent to parents or guardians, but such information may be released when students request it. The only exception to this is that parents or guardians of students are normally informed of grades when students have critical changes in status, such as probation or requirement to withdraw.

Grade Average

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+, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, and D- = 0.67). Grades of CR/NC and grades on the record for courses not taken at Swarthmore College are not included in computing this average.

REGISTRATION

All students are required to register and enroll at the times specified in official announcements and to file programs approved by their faculty advisers. Fines are imposed for late or incomplete registration or enrollment.

A regular student is expected to take the prescribed number of courses in each semester. If more than 5 or fewer than 4 credits seem desirable, the faculty adviser should be consulted and a petition filed with the registrar. Students are expected to select classes that do not pose scheduling conflicts.

Applications to add or drop a course from registration must be delivered to the Registrar's Office within the first 2 weeks of the semester. Applications to withdraw from a course and receive the permanent grade notation W must be received no later than the end of the 9th week of classes or the 5th week of the course if it meets for only half the semester. After that time, late withdrawals are recorded on the student's record with the notation NC unless the student withdraws from the College.

Students do not register for audits. Successfully completed audits are recorded (with the nota-

tion R) at the end of the semester (except in cases where a registered student has withdrawn after the first 2 weeks of the semester, in which cases the appropriate withdrawal notation stands).

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

EXAMINATIONS

Any student who is absent from an examination that is announced 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 other special arrangements. However, College policy holds that students with three final examinations within 24 hours are allowed to reschedule one of these examinations in consultation with the instructor, as long as the consultation occurs in a timely manner.

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

STUDENT LEAVES OF ABSENCE, WITHDRAWAL, AND READMISSION

Leaves of Absence

Student leaves of absence are freely permitted provided the request for leave is received by the date of enrollment and the student is in good

standing. Students planning a leave of absence should consult with a dean and complete the necessary form before the deadline published each semester (usually Dec. 1 and April 1). The form asks students to specify the date of expected return. Students need only notify the dean of their return if their return date changes from that originally indicated on the completed form.

Withdrawal

Withdrawal from the College may occur for academic, disciplinary, health, or personal reasons and may be voluntary or required by the College.

For health-related withdrawals, in no case will a student's mental or physical condition itself be a basis for a required withdrawal. However, when health problems of a physical or psychological nature result in behavior that substantially interferes with a student's academic performance or the educational endeavors of other students or poses a significant threat to the student's safety or safety of others, the College may require the student to withdraw. The Evaluation Committee—chaired by the associate dean for academic affairs and comprising the associate dean for student life and the assistant dean/director of residential life—makes the decision to require withdrawal for health-related reasons. The Evaluation Committee will review the problematic behavior and may consult with the director of Worth Health Center, the director of Psychological Services, or any other appropriate College official when making its decision. Decisions of the Evaluation Committee may be appealed to the dean of the College.

Students withdrawing from the College before the end of the semester normally receive the grade notation "W" (withdrawal) on their permanent record for all in-progress courses.

Readmission

A student who has withdrawn from the College for any reason, voluntarily or involuntarily, may apply for readmission by writing to Robert Gross, dean of the College. Normally, the College will not accept applications for readmission until a full semester, in addition to the semester in which the student has withdrawn, has passed.

A student applying to the College for readmission after withdrawal is required to provide appropriate documentation of increased ability to function academically and in a residential environment and/or of a decreased hazard to health and safety of self and/or others. In the case of

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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 the associate dean for academic affairs and including the associate dean for student life and the associate dean for multicultural affairs. 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 during the semester are subject to the readmission procedures described above before they may return to campus to resume their studies. In these situations, the Evaluation Committee may also counsel and advise the student about options for how best to approach the remaining academic work in the semester. In all cases, a student returning to campus from the hospital must report to the Worth Health Center and get clearance from the appropriate health care professional *before* returning to the dormitory to ensure the student's readiness to resume college life and so that follow-up care can be discussed.

The College Venture Program

The College Venture Program, supported by Swarthmore College, Bates College, Brown University, Franklin & Marshall College, the College of Holy Cross, Sarah Lawrence College, 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.

SUMMER SCHOOL WORK AND OTHER WORK DONE ELSEWHERE

Students who wish to receive Swarthmore College credit for work at another school must obtain preliminary approval and after-the-fact validation by the chair of the Swarthmore department or program concerned. Preliminary approval depends on adequate information about the content and instruction of the work to be undertaken. Preliminary approval is tentative. Final validation of the work for credit depends on evaluation of the materials of the course, including syllabus, transcript, written work, examinations, indication of class hours, and so forth. Work in other programs, especially summer school programs, may sometimes be given less credit than work at Swarthmore, but this will depend on the nature of the program and the work involved. Validation may include an examination, written or oral, administered at Swarthmore. All decisions are made on a case-by-case basis. Credit for AP and similar work is discussed on p. 29.

An official transcript from the other school must be received by the Registrar's Office before validated work can be recorded for credit. By College policy, in order for work done elsewhere to be granted Swarthmore College credit, the grade for that work must be the equivalent of a straight C or better, but a better than C grade does not in itself qualify for Swarthmore credit.

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.

PHYSICAL EDUCATION

In the first and second years, all nonveteran students not excused for medical reasons are re-

quired to complete 4 units of physical education by the end of their sophomore year. All students must pass a survival swimming test or take up to one unit of swimming instruction. For complete requirements, see the Physical Education and Athletics section (p. 324).

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.

Degree Requirements

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

The degree of bachelor of arts or bachelor of science is conferred upon students who have met the following requirements for graduation. The candidate must have:

1. Completed 32 course credits or their equivalent.
2. An average grade of at least C in the Swarthmore courses counted for graduation (see p. 84). 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. 72--74).
4. Fulfilled the foreign language requirement, having either: (1) successfully studied three years or the "block" equivalent of a single foreign language during grades 9 through 12 (work done before grade 9 cannot be counted, regardless of the course level); (2) achieved a score of 600 or better on a standard achievement test of a foreign language; (3) passed either the final term of a college-level, year-long, introductory foreign language course or a semester-long intermediate foreign language course; or (4) learned English as a foreign language while remaining demonstrably proficient in another.
5. Met the requirements in the major and supporting fields during the last two years. (For requirements pertaining to majors and minors, see the section on Majors and Minors.)
6. Passed satisfactorily the comprehensive examinations in his or her major field, or met the standards set by visiting examiners for a degree with honors.
7. Completed four semesters of study at Swarthmore College. Two of these must constitute the senior year (i.e., the last two full-time semesters of degree work), with the exception that seniors during the first semester of their senior year, with the approval of the chair(s) of their major department(s), may participate in the Swarthmore Semester/Year Abroad Program.
8. Completed the physical education requirement set forth on p. 324 and in statements of the Physical Education and Athletics Department.

9. Paid all outstanding bills and returned all equipment and library books.
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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 announce-

ments of departments that admit candidates for the degree.

The tuition fee for graduate students who are candidates for the master's degree is the same as for undergraduates (see p. 31).

Awards and Prizes

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. A committee of the Engineering Department faculty chooses the recipient.

Flack Achievement Award, established by Jim and Hertha Flack in 1985, is given to a deserving student who, during his or her first two years at the College, has demonstrated leadership potential and a good record of achievement in both academic and extracurricular activities.

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

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

The Jonathan Leigh Altman Summer Grant is given in memory of this member of the Class of 1974 by Shing-mei P. Altman '76. It is awarded by the Art Department to a junior who has strong interest and potential in the studio arts. It provides up to \$3,000 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 the Chemistry Department judges to have the best performance in chemistry and overall academic achievement.

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

The Solomon Asch Award recognizes the most outstanding independent work in psychology, usually a senior course or honors thesis.

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 '72, M.D., 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 a historical subject by a history major during the previous academic year.

The Tim Berman Memorial Award is presented annually to the senior man who best combines qualities of scholarship, athletic skill, artistic sensitivity, respect from and influence on peers, courage, and sustained commitment to excellence.

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 honors Brand Blanshard, professor of philosophy at Swarthmore from 1925 to 1945, and was established by David H. Scull '36. The Philosophy Department presents the \$150 award each year to the student who 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 Department, and it carries a cash stipend.

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

The Susan P. Cobbs Prize Fellowship is awarded to one or more students to assist them in the study of Latin or Greek or with travel for educational

purposes in Italy or Greece. It was made possible by a bequest of Susan P. Cobbs, who was dean and professor of classics until 1969, and by additional funds given in her memory.

The Susan P. Cobbs Scholarship is awarded to the most outstanding student of classics in the senior class. It was made possible by a bequest of Susan P. Cobbs, who was dean and professor of classics until 1969, and by additional funds given in her memory.

The Sarah Kaighn Cooper Scholarship, founded by Sallie K. Johnson in memory of her grandmothers, Sarah Kaighn and Sarah Cooper, is awarded to the member of the junior class who is judged by the faculty to have had the best record for scholarship, character, and influence since entering the College.

The Anna May Courtney Award is named in honor of the late singer who performed often in Lang Concert Hall. It 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 by the Asian Studies Committee to the student or students who submit the best essays on any topic in Asian studies.

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

The Deans' Awards are given by the deans to the graduating seniors who have made significant and sustained contributions to the Swarthmore community.

The Dunn Trophy was established in 1962 by a group of alumni to honor the late Robert H. Dunn, a Swarthmore coach for more than 40 years. It is presented annually to the sophomore male who has contributed the most to the intercollegiate athletic program.

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 Lew Elverson Award is given in honor of Lew Elverson, who was a professor of physical education for men from 1937 to 1978. The award is presented annually to the junior or senior man who has demonstrated commitment and dedication to excellence and achieved the highest degree of excellence in his sport.

The Robert Enders Field Biology Award was established by his friends and former students to honor Dr. Robert K. Enders, a member of the College faculty from 1932 to 1970. It is awarded to support the essential costs of both naturalistic and experimental biological studies in a natural environment. The field research awards are given annually by the Biology Department to Swarthmore students showing great promise in biological field research.

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

The Elizabeth Pollard Fetter Chamber Music Program, endowed by Frank W. Fetter '20, Robert Fetter '53, Thomas Fetter '56, and Ellen Fetter Gille in memory of Elizabeth Pollard Fetter '25, subsidizes the coaching and master classes of chamber music ensembles. Interested musicians should contact the program coordinator to schedule an audition. At least one member of each ensemble must be registered for MUSI 047: Chamber Music, and each ensemble must perform in an Elizabeth Pollard Fetter Chamber Music Program concert.

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. The Edwin B. Garrigues Foundation named Swarthmore as having one of the top four music programs in the Philadelphia area and established awards to subsidize the entire cost of private instrumental or vocal lessons for a limited number of gifted, often incoming first-year students. These awards, which are given each semester by the music faculty to approximately 10 to 15 students, are determined by competition on campus. Recipients

Awards and Prizes

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

The Gonzalez-Vilaplana Award was established by Francisco Gonzalez-Vilchez and Rosaria Vilaplana, professors at the Universita de Sevilla, as an expression of their gratitude to the Swarthmore College community. The award is given each year by the Chemistry Department to two members of the senior class who show great promise in chemistry and related fields.

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 Eleanor Kay Hess Award is given in honor of "Pete" Hess, whose 33 years of service to Swarthmore College and Swarthmore students were exemplified by her love of athletics, leadership, hard work, fairness and objectivity. This award is given to the sophomore woman who best demonstrates those qualities and has earned the

respect and affection of her peers for her scholarship and dedication through athletics.

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

The Jesse H. Holmes Prize in Religion of \$150 was donated by Eleanor S. Clarke '18 and named in honor of Jesse Holmes, a professor of history of religion and philosophy at Swarthmore from 1899 to 1934. It is awarded by the Religion Department to the student who submits the best essay on any topic in the field of religion.

The Gladys Irish Award is presented to the senior woman who has best combined devotion to excellence in athletic performance with qualities of strong leadership and the pure enjoyment of sports activities at Swarthmore.

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 Physical Education and Athletics Department 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 Biology Department.

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 *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).

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

The *Leo M. Leva Memorial Prize* was established by his family and friends and is awarded by the Biology Department to a graduating senior in biology whose work in the field shows unusual promise.

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* was established by his friends and former students to honor Dr. Norman A. Meinkoth, a member of the College faculty from 1947 to 1978. It is awarded to support the essential costs of the study of both naturalistic and experimental biological studies in a natural environment. The intent of this fund is to facilitate the joint participation of Swarthmore students and faculty in field biology projects, with priority given to marine biology. The awards are given annually by the Biology Department.

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

The *Ella Frances Bunting Extemporary 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* 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 '46, goes to the student who has submitted the best original poem in the annual competition for this award. The fund also supports campus readings by visiting poets.

The *Morrell-Potter Summer Stipend in Creative Writing*, intended to enable a summer's writing project, is awarded by the English Literature Department to a poet or fiction writer of exceptional promise in the spring of the junior year.

MUSI 048 Special Awards. Endowed by Boyd T. Barnard '17 and Ruth Cross Barnard '19, grants are given by the music faculty to students at the College who show unusual promise as instrumentalists or vocalists. For more information, please refer to Credit for Performance—Individual Instruction (MUSI 048).

The *A. Edward Newton Library Prize*, endowed by A. Edward Newton, to make permanent the Library Prize first established by W.W. Thayer, is awarded annually by the Committee of Award to the undergraduate who shows the best and most intelligently chosen collection of books upon any subject. Particular emphasis is laid not merely upon the size of the collection but also on the skill with which the books are selected and upon the owner's knowledge of their subject matter.

The *Helen F. North Fellowship* is awarded to one or more students to assist them in the study of Latin or Greek or with travel for educational purposes in Italy or Greece. It is made possible by a fund established by the late F.C. Ruff '60 and Susan Willis Ruff '60 and supported by many others, in honor of Helen F. North, who retired in 1991 as the Centennial Professor of Classics after 43 years as a member of the Swarthmore faculty.

The *Mark L. Osterweil '94 Memorial Fund* was established by his family and friends to assist stu-

Awards and Prizes

dents 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 Physical Education and Athletics Department faculty to the senior woman who has made a valuable contribution to the College by her loyalty, sportsmanship, and skill in athletics.

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.

The Penrose International Service Fund provides a stipend to support participation in a project to improve the quality of life of a community outside North America. The project should involve direct interaction with the affected community and be of immediate benefit to them rather than action in support of social change at a regional or national level. The stipend will be available to a Swarthmore student from any class for a project in any country other than that of his or her own citizenship. The Penrose International Service Fund will be administered by the Lang Center for Civic and Social Responsibility.

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

The William Plumer Potter Public Speaking Fund was established in 1927 and provides funds for the collection of recorded literature described on p. 11. It also sponsors awards for the best student short stories and is a major source of funds for campus appearances by poets and writers.

The Ernie Prudente Sportsmanship Award is given in honor of Ernie Prudente, a coach and professor at Swarthmore College for 27 years, to the male and female athletes that, through their participation, have demonstrated the character-

istic exemplified by Ernie: sportsmanship, love of the sport, and respect for their teammates.

The Dinny Rath Award is administered by the Athletics Department and is given to a senior woman who demonstrates the highest degree of achievement, commitment to intercollegiate athletics, high regard for fair play, and awareness of the positive values of competition.

Judith Polgar Ruchkin Prize Essay is an award for a paper on politics or public policy written during the junior or senior year. The paper may be for a course, a seminar, or an independent project, including a thesis. The paper is nominated by a faculty member and judged by a committee of the Political Science Department to be of outstanding merit based on originality, power of analysis and written exposition, and depth of understanding of goals as well as technique.

The James H. Scheuer Summer Internship in Environmental and Population Studies Endowment was established in 1990. The Scheuer Summer Internship supports student research in environmental and public policy issues. The coordinators of the environmental studies and public policy concentrations select interns in alternate years.

The Somayyah Siddiqi '02 Economics Research Fellowship, for economics research, is funded by T. Paul Schultz '61 in memory of Somayyah Siddiqi '02.

The Frank Solomon Jr. Student Art 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 the dance faculty believes best exemplifies Hally Jo's dedication to the ideals of dance. It carries a cash stipend.

The Karen Dvonch Steinmetz '76 Memorial Prize, endowed in her memory by many friends and family, is awarded annually to a Swarthmore medical school applicant who demonstrates a special compassion for others.

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 was established in 1986 through the generosity of Mrs. Newton E. Tarble. The Tarble Summer Fund supports undergraduate research. The fund is administered by the Provost's Office.

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

The Albert Vollmecke Engineering Service Award was established in 1990 in memory of Albert Vollmecke, father of Therese Vollmecke '77. The Vollmecke Prize is awarded for service to the student engineering community. The Engineering Department administers the fund.

The Eugene Weber Memorial 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.

FACULTY AWARD

The Flack Faculty Award is given for excellence in teaching and promise in scholarly activity by a member of the Swarthmore faculty to help meet the expenses of a full year of leave devoted to research and self-improvement. This award acknowledges the particularly strong link that exists at Swarthmore between teaching and original scholarly work. The president gives the award based upon the recommendation of the provost and the candidate's academic department. This award is made possible by an endowment established by James M. Flack and Hertha Eisenmenger Flack '38.

Fellowships

The *Leedom*, *Lippincott*, and *Lockwood* fellowships (see later) are awarded annually by the faculty, and the *Mott* and *Tyson* fellowships (see later) 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 submitted by April 20. The committee considers applicants for all of these fellowships for which they are eligible and makes recommendations that overall do not discriminate on the basis of sex. These fellowships follow:

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

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

The John Lockwood Memorial Fellowship was founded by the bequest of Lydia A. Lockwood, New York, in memory of her brother, John Lockwood. It was the wish of the donor that the fellowship be awarded to a member of the Society of Friends.

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

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

The Monroe C. Beardsley Research Fellowship and Internship Fund was established in 2004 to support students in the humanities by providing grants to encourage and facilitate research, original scholarship, and professional development in the areas of art, classics (literature), English literature, modern languages and literature, music and dance, philosophy, religion, and theater. Named after renowned contemporary philosopher Monroe C. Beardsley, a professor of

philosophy at Swarthmore for more than 20 years, the fund is administered by the Division of the Humanities and the Provost's Office.

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 is awarded to a graduating senior for the first year of graduate work and 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 doctorate 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: the University of Chicago, Massachusetts Institute of Technology, Northwestern University, the University of Pennsylvania, or Stanford University. The McCabe Fellowship is renewable for a second year on the same program. Yvonne and Thomas B. McCabe Jr. lived in Cambridge, Mass., for a time, and he received an M.B.A. from Harvard and was a visiting lecturer there. In selecting the recipient, the Committee on Fellowships and Prizes follows the standards that determine the McCabe Achievement Awards, giving special consideration to applicants who have demonstrated superior qualities of leadership. Young alumni and graduating seniors are eligible to apply.

Mellon Mays Undergraduate Fellowship Program. The Andrew W. Mellon Foundation has provided a grant to establish an undergraduate fellowship program intended to increase the num-

ber of minority students, and others, who choose to enroll in doctoral programs and pursue academic careers. The foundation's grant provides term and summer stipends for students to work with faculty mentors as well as a loan-forgiveness component to reduce undergraduate indebtedness for those fellows who pursue graduate study. The fellowships are limited to the humanities, a very few of the social sciences, and selected physical sciences. A faculty selection committee invites nominations of sophomores in February and awards the fellowships in consultation with the dean and provost.

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 \$3,750 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 Public Policy Concentration Internship Funding. The Public Policy Concentration will provide travel (not travel to home area) and living expense support for students in the public policy concentration working at an internship that fulfills the concentration's requirements.

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 a distinguished member of the Swarthmore faculty for more than 60 years. The fellowship supports one outstanding summer research project in psychology for a rising Swarthmore College senior or junior, with preference given to a project leading to a senior thesis.

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 to 1970. The fellowship will provide a semester of leave at full pay for a member of the humanities faculty to do research and write, in the fields of art history, classics, English literature, history, linguistics, modern languages, music, philosophy, or religion but with preference given to members of the Department of English Literature.

The Brand Blanshard Faculty Fellowship is an endowed faculty fellowship in the humanities established in the name of philosopher and former faculty member Brand Blanshard, who taught philosophy at Swarthmore from 1925 to 1944. The fellowship will provide a semester leave at

Fellowships

full pay for a member of the humanities faculty to do research and to write. On recommendation of the Selection Committee, a small additional grant may be available for travel and project expenses. Any humanities faculty member eligible for leave may apply. Fellows will prepare a paper about the work of their leave year and present it publicly to the College and wider community. The Blanshard Fellowship is made possible by an anonymous donor who was Blanshard's student at Swarthmore, and a challenge grant from the National Endowment for the Humanities.

The Eugene M. Lang Faculty Fellowship is designed to enhance the educational program of Swarthmore College by contributing to faculty development, by promoting original or innovative scholarly achievement of faculty members, and by encouraging the use of such achievements to stimulate intellectual exchange among scholars. The fellowship will provide financial support for faculty leaves through a grant of about one-half the recipient's salary during the grant year. On recommendation of the Selection Committee, a small additional grant may be available for travel and project expenses and for library book purchases. The Selection Committee shall consist of the provost, three divisional chairs, and three others selected by the president, of whom at least two must be Swarthmore alumni. Any faculty member eligible for leave may apply. Fellows will be expected to prepare a paper or papers resulting from the work of their leave year, presented publicly for the College and wider community. The Selection Committee may wholly or partially support the cost of publishing any of these papers. These fellowships are made possible by an endowment established by Eugene M. Lang '38.

V

Courses of Instruction and Course-Numbering System

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 semester course credits. A few courses are given for 0.5 credit.

Courses are numbered as follows:

- 001 to 010 Introductory courses
- 011 to 099 Other courses (Some of these courses are not open to first-year students or sophomores.)
- 100 to 199 Seminars for upperclass students and graduate students.

The numbers for yearlong courses are joined by a hyphen (e.g., 001–002) and must be continued for the entire year. For introductory language yearlong courses, credit is not given for the first semester's work only, nor is credit given for the first semester if the student fails the second semester. In cases where credit is not earned for the second half of a yearlong course, the first semester is excluded from counting toward degree credit, although the registration and grade for the first semester remain on the permanent record.

Course listings in this catalog are intended to facilitate planning. 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.

FOOTNOTE KEY

- 1 Absent on leave, fall 2005.
 - 2 Absent on leave, spring 2006.
 - 3 Absent on leave, 2005–2006.
 - 4 Absent on administrative leave, 2005–2006.
 - 5 Fall 2005.
 - 6 Spring 2006.
 - 7 Affiliated faculty.
 - 8 Ex-officio.
 - 9 Campus coordinator, Swarthmore Program in Grenoble, fall 2005.
 - 10 Campus coordinator, Swarthmore Program in Grenoble, spring 2006.
 - 11 Program director, Swarthmore Program in Grenoble, fall 2005.
 - 12 Program director, Swarthmore Program in Grenoble, spring 2006.
 - 13 Visiting Assistant Professor, Bryn Mawr College.
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Art

MICHAEL W. COTHREN, Professor of Art History and Art History Coordinator
RANDALL L. EXON, Professor of Studio Art¹
CONSTANCE CAIN HUNGERFORD, Professor of Art History⁴
BRIAN A. MEUNIER, Professor of Studio Art, Chair, and Studio Art Coordinator
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 (part time)
ANDA DUBINSKIS, Visiting Assistant Professor of Studio Art (part time)⁵
JESSICA TODD HARPER, Visiting Assistant Professor of Studio Art (part time)
MARY PHELAN, Visiting Assistant Professor of Studio Art (part time)⁶
SARAH ZWERLING, Visiting Assistant Professor of Studio Art (part time)⁵
TOMOKO SAKOMURA, Instructor of Art History
JUNE V. CIANFRANA, Administrative Assistant

1 Absent on leave, fall 2005.

4 On administrative leave, 2005–2006.

5 Fall 2005.

6 Spring 2006.

The Art Department 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 and 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. April and May feature a series of senior thesis exhibitions by art majors, and an Alumni Weekend exhibition takes place in June. Together with the gallery director, the Exhibition Committee selects exhibitions that complement and strengthen the studio arts and art history curriculum. Exhibiting artists come to campus as visiting critics and lecturers, giving students access to a broad range of media and interpretation. Occasionally, the gallery presents historical exhibitions that offer art history students opportunities for direct observation and analysis.

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 exhi-

bitions offer opportunities for interdisciplinary study and are often co-sponsored by other departments. Located in the Eugene M. and Theresa Lang Performing Arts Center, the List Gallery's 1,200-square-foot facility was made possible, in part, through generous gifts by Vera G. List and by Eugene M. and Theresa Lang. The Phillip Bruno Fine Art Fund supports work with the permanent collection. The Ann Trimble Warren Exhibition Fund and the List Gallery Fund support List Gallery exhibitions.

Donald Jay Gordon Visiting Artist; Heilman Artist. Each year, the Art Department invites distinguished artists to the College as the Marjorie Heilman Visiting Lecturer or the Donald Jay Gordon Visiting Artist. The work of the invited artist is exhibited in the List Gallery, and while on campus, she or he gives a public lecture, critiques work in the studios, and meets with both majors and nonmajors.

Lee Frank Lecture: See p. 18.

Benjamin West Lecture: See p. 21.

Jonathan Leigh Altman Summer Grant: See p. 16.

Frank Solomon Jr. Student Art Prize: See p. 94103.

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites

Most art history courses are offered without prerequisites. STUA 001 is the prerequisite for all studio arts courses, even for seniors. Students are advised that graduate work in art history requires a reading knowledge of at least German and French. The Art Department approves a credit for Advanced Placement, grade 5 in art history and studio arts (with submission of a portfolio).

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. To facilitate the process of applying for Swarthmore credit for art history courses taken elsewhere, students should meet with the art history coordinator before entering foreign study. 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.

Course Major in Art History

Art history majors are required to take ARTH 002 (Western Art), ARTH 003 (East Asian Art), ARTH 020 (Junior Workshop), one course in studio arts, and 6 elective credits in art history including at least one 2-credit seminar and courses or seminars in each of the four subject areas: (1) Ancient and Medieval, (2) Renaissance and Baroque, (3) Western art after 1800, and (4) non-Western art. The comprehensive requirement will consist of an examination given in the spring of the senior year.

Course Minor in Art History

The course minor in art history will consist of 5 credits in art history, 4 of which must be taken at Swarthmore.

Course Major in Art

The course major in art consists of four courses in art history (including ARTH 002) and seven

courses in studio arts (including courses in drawing, a three-dimensional medium, an advanced credit). The comprehensive consists of a senior exhibition and written artist statement prepared during the fall and spring of the senior year. Studio arts facilities are closed during summer and normally during October, winter, and spring holidays.

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.

ART HISTORY

ARTH 001C FYS. Making Art History

Are works of art direct extensions, pure reflections, or unique expressions of an individual artist's genius, fragile by implication and susceptible to destruction from overanalysis? Or are works of art (as well as the definition just offered) cultural artifacts produced under specific material and social conditions, and fully meaningful only under extended analysis? Must we choose? And are these questions themselves, and the talk they generate or suppress, yet another manifestation of the Western European and American commodification of art, its production, and its consumption? Such questions will underlie this introduction to the goals, methods, and history of art history. Focusing on works drawn from a variety of cultures and epochs, as well as on the art historical and critical attention those works have attracted, students will learn to describe, analyze, and interpret both images and their interpretations and to convey their own assessments in lucid writing and speaking.

Writing course.

1 credit.

Fall 2005. Cothren.

ARTH 001E FYS. Michelangelo and Renaissance Culture

In this discussion-based first-year seminar, we will study the sculptures, paintings, architecture, poetry, drawings, and biographies of the Renais-

sance artist Michelangelo. We will investigate these in light of Michelangelo's patrons, audiences, and the larger cultural, political, and religious contexts in which these works were produced. We will also consider the ways in which these works have been analyzed over the centuries and how the biographies and myths of Michelangelo have been created and understood. In doing so, we will develop a critical understanding of the methods and terminology of the discipline of art history itself. Course projects include convening as a mock group of museum trustees to discuss whether the museum should purchase a sculpture that has recently been attributed to Michelangelo.

Writing course.

1 credit.

Fall 2005. Reilly.

ARTH 001F FYS. Interpreting Picasso

How should we understand the art of one of the most significant artists of the 20th century? Although long embraced by the history of art, Picasso's art still remains a challenge to its interpreters. This course looks at the sets of questions developed within the discipline of art history to understand this protean artist. Strategies addressed include formal analysis, biography, iconography, semiotics, social history, feminist critique, ethnography, and the history of exhibition and display. Emphasis will be placed on developing critical skills in oral and written formats.

Writing course.

1 credit.

Not offered 2005–2006. Mileaf.

ARTH 001G FYS. The Art of Exhibition

This first-year seminar examines the art exhibition as a vehicle for communication of aesthetic, political, social, and theoretical convictions. Recent critical debates surrounding such controversial exhibitions as *Sensation* (The Brooklyn Museum, 1997); *Freestyle* (Studio Museum in Harlem, 2001); and *Mirroring Evil* (The Jewish Museum, 2002) will be discussed as well as such historical case studies as the Impressionist exhibitions of the 1870s and 1880s, the Armory show of 1913, and First International Dada Fair held in Berlin in 1921. Along with an introduction to the vocabulary and methods of art analysis, students will explore art writing from the viewpoint of the critic and the curator. They will visit current exhibitions, meet with curators, write exhi-

bition reviews, and design a virtual exhibition, complete with introduction, wall text, and object labels.

Writing course.

1 credit.

Spring 2006. Mileaf.

ARTH 002. Western Art

An introduction to the art of Western Europe and the United States from prehistoric cave painting to the art of the 20th century. We will consider a variety of media—from painting, sculpture, and architecture to ceramics, mosaic, metalwork, prints, and earthworks. The goal of this course is to provide a chronology of the major works in the Western tradition and to provide the vocabulary and methodologies necessary to analyze these works of art closely in light of the material, historical, religious, social, and cultural circumstances in which they were produced and received. We will give attention to the use and status of materials; the representation of social relations, gender, religion, and politics; the context in which works of art were used and displayed; and the critical response these works elicited.

1 credit.

Each semester. Cothren or Reilly.

ARTH 003. East Asian Art

This course surveys the major artistic traditions of East Asia—China, Korea, and Japan—from prehistoric times to the 19th century. We will examine the uses and functions of select works of painting, sculpture, calligraphy, and ceramics in their specific sociocultural and political contexts as well as the artistic vocabulary, formats, and tools unique to each medium. Particular focus will be given to the rich cultural exchange among the three countries; issues of gender and class; and the impact of religion, philosophy, and literature on the visual arts. Although generally presented in a chronological order, the course will take a thematic approach to better contrast and understand the similarities and differences of the East Asian artistic tradition.

1 credit.

Fall 2005. Sakomura.

ARTH 005. Modern Art

This course surveys European and American art from the late 18th century to the present. It introduces significant artists and art movements in

their social, political, and theoretical contexts. Attention will also be given to interpretive strategies that have been used to write the history of this art. Issues to be considered include definitions of modernism and modernity, constructions of gender, the rise of urbanism and leisure, the independent art market, and questions of originality and representation.

1 credit.

Fall 2005. Mileaf.

ARTH 012. Northern Renaissance Art

1 credit.

Not offered 2005–2006.

ARTH 013. Warriors, Maidens, Myths, Monsters: Ancient Greek and Roman Art

This chronological survey will begin with a glance at the art of the Aegean and conclude with a study of the art and architecture of late Imperial Rome. We will consider issues such as mythology in daily ritual; the religious, social, and political functions of sculpture; the use of architecture as propaganda; and the invention of the ideal warrior, athlete, and maiden.

1 credit.

Fall 2005. Reilly.

ARTH 014. Medieval Art and Architecture

In this introduction to European art and architecture from late antiquity to the 12th century, special attention will be given to the “Romanization” of Christian art under Constantine, the Celtic Christian heritage of the British Isles and its culmination in the Book of Kells, Justinianic Constantinople and Ravenna, the Carolingian Renaissance, Romanesque sculpture as ecclesiastical propaganda, and the efflorescence of monastic art under the Cluniacs and Cistercians.

1 credit.

Not offered 2005–2006. Cothren.

ARTH 019. Contemporary Art

This course takes a focused look at European and American art from 1945 to the present, a period during which most conventional meanings and methods of art were challenged or rejected. Beginning with the brushstrokes of abstract expressionism and continuing through to the bitmaps of today’s digital art, we consider the changing status of artists, artworks, and institutions. Emphasis will be placed on critical understanding of the theoretical and historical foundations for these shifts.

Prerequisite: ARTH 002 or 005.

1 credit.

Not offered 2005–2006. Mileaf.

ARTH 020. Junior Workshop

This foundation colloquium for art history majors will explore various approaches to the historical interpretation of the visual arts. Attention will be given to art historiography—both theory and practice—through the critical reading and analysis of some important foundation texts of the discipline as well as more recent writings that propose or challenge a variety of old and new analytic strategies. Central to the course will be the research and writing of a paper interpreting a work of art or architecture available in the Philadelphia area, an exercise that will help majors develop a clearer sense of the sorts of questions that are central to their own interest in the historical study of visual culture.

1 credit.

Fall semesters. Cothren.

ARTH 025. Native American Art

An overview of the arts of native peoples across the North American continent from the archaeological records of prehistory to the contemporary creations of painters and sculptors working within an international “art world.” Attention will be given to the theoretical, political, and methodological challenges inherent in the study of these indigenous arts and their interactions with other cultures and cultural viewpoints, past and present. Discussions will focus on issues of identity and ritual, artists and their audiences, archaeology and recovery, colonization and tourism.

1 credit.

Not offered 2005–2006. Cothren.

ARTH 032. Crafting Nature: The Art of Japanese Tea Ceremony

This course explores the rich cultural practice of the Japanese tea ceremony, also known as the Way of Tea (*chanoyu*), which emerged around the preparation of powdered green tea. We will examine the ritual, aesthetic, and institutional history of this practice from the 12th century to the present and explore the various cultural forms, including painting, calligraphy, ceramics, architecture, garden design, religious ritual, performance, food preparation, and flower arrangement, that were integrated into and developed through the tea ceremony. Discussions will also

include the significance of the tea ceremony in Japanese aesthetic discourse, the relationship between tea ceremony connoisseurs and art collecting, and the continuing influences of the tea ceremony in contemporary productions of lacquerware and ceramics.

1 credit.

Spring 2006. Sakomura.

ARTH 033. Famous Places and Sacred Sites: The Art of Landscape in East Asia

This course surveys the major traditions of landscape art in premodern East Asia. We will explore the ways in which places and spaces are transformed into famous places and sacred sites and consider the critical role of visual representation in this process. Major topics include the relationship between landscape and power, cultural memory, literature, mythology, seasonality, travel, and literati culture. We will also examine the functions of landscape art in various cultural, geographical, and temporal contexts within East Asia as well as the complex processes of cultural dissemination and adaptation by considering the reception of Chinese landscape painting tradition in Korea and Japan.

1 credit.

Spring 2007. Sakomura.

ARTH 036. Word and Image in Japanese Art

This course explores the interrelationships between text and image in Japanese art from the Heian (794–1185) to the Edo (1615–1868) periods, with an emphasis on major traditions in the native *yamato-e* (“Yamato” or Japanese painting) style. We will examine the ways in which textual content of select works of narrative tales and poetry are visualized and explore the complex and nuanced interactions of text, image, and calligraphy. The relationship between artistic formats and their conventions of pictorializing and inscribing text will be discussed through a wide range of media including handscrolls, album books, folding screens, poem sheets, lacquerware boxes, textiles, and fans. Particular emphasis will be given to the relationship of content to format and the function and meaning of objects in their respective sociocultural contexts.

1 credit.

Fall 2005. Sakomura.

ARTH 039. Contemporary Japanese Visual Culture

This course aims to familiarize students with the visual culture of contemporary Japan and its complex relationship to the traditional arts of Japan as well as to Western culture. Among the topics examined will include representations of gender, nature, tradition, history, nation, city and suburbia, tourism, food, commodity, and fashion. We will closely analyze and critique works in the print media such as advertisements, graphic design, photography, magazines, and *manga* (comic books). We will also discuss trends in television and film media, including *anime*, as well as Japanese product designs and character designs that have achieved global recognition such as MUJI and Hello Kitty.

1 credit.

Spring 2006. Sakomura.

ARTH 042. Colloquium on Islamic Narrative Painting

After a brief general introduction to the forms, foundations, and practices of Islamic art, we will explore the history and evolution of pictorial narrative traditions across the Islamic world, with special attention to 13th-century Baghdad and 16th-century Persia.

1 credit.

Not offered 2005–2006. Cothren.

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 affected the works of art themselves and the way we have traditionally chosen to study them.

1 credit.

Not offered 2005–2006. Cothren, Ross.

ARTH 051. Renaissance Art in Florence and Environs

An introduction to painting, sculpture, drawings, prints, and architecture produced in Florence and its environs from the late 14th to the 16th century. We will consider a full range of issues related to the production and reception of these works, including the representation of individuals, the state, and religion. We will also ex-

amine the context in which these works were used and displayed, art and anatomy, art and gender, the critical responses these works elicited, and the theories of art developed by artists and nonartists alike.

1 credit.

Spring 2006. Reilly.

ARTH 056. Print Culture in Early Modern Europe

This course examines 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.

1 credit.

Not offered 2005–2006. Reilly.

ARTH 074. History of Photography

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.

1 credit.

Not offered 2005–2006. Mileaf.

ARTH 076. The Body in Contemporary Art

This course examines the use of the body as a subject and medium in art of the past few decades. While poking, prodding, fragmenting, and displaying the bodies of themselves and others, recent artists have called into question everything from conventional uses of the nude to the viewer's own physical experience of art. Themes to be considered include the abject, health and sickness, 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 005 or permission of the instructor.

1 credit.

Spring 2006. 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 005.

1 credit.

Not offered 2005–2006. Mileaf.

ARTH 096. Directed Reading

1 credit.

Staff.

ARTH 180. Thesis

A 2-credit thesis normally carried out in the fall of the senior year. The topic must be submitted and approved by the instructor in charge before the end of the junior year.

2 credits.

Staff.

SEMINARS

Unless otherwise noted, the prerequisite for all seminars is two courses in art history.

ARTH 136. Word and Image in Japanese Art (See description for ARTH 036)

2 credits.

Fall 2006. Sakomura.

ARTH 145. Gothic Art and Architecture

This seminar will examine the formation of "The Gothic" around 1140 and its development and codification in the Ile-de-France to the middle of the 13th century; monasteries, cathedrals, and chapels; neo-platonism and the new aesthetic; "court style" and political ideology; structural technology and stylistic change; patronage and production; contextualizing liturgy and visualizing dogma.

Art

2 credits.

Not offered 2005–2006. 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 Parisian Sainte-Chapelle of ca. 1245, and Giotto's frescos in the Arena Chapel in Padua of 1303–1305.

2 credits.

Not offered 2005–2006. Cothren.

ARTH 151. The Visual Culture of Renaissance Rome

From the 14th to the 17th century, Rome was transformed from a “dilapidated and deserted” medieval town to a center of spiritual and worldly power. This seminar will consider the defining role that images played in that transformation. In addition to studying the painting, sculpture and architecture of artists such as Fra Angelico, Bramante, Raphael, and Michelangelo, we will study the creation and use of objects such as banners, furniture, and temporary festival decorations. Topics will include papal reconstruction of the urban landscape; the rebirth of classical culture, art and the liturgy, private devotion and public ritual, and the construction of the artist as genius.

2 credits.

Spring 2006. Reilly.

ARTH 164. Modern Art

Current discussions from multiple theoretical perspectives of artists such as Courbet, Manet, Degas, Gauguin, Cezanne, Picasso, and Pollock and the issue of “modernism” in 19th- and 20th-century painting.

2 credits.

Not offered 2005–2006. Hungerford.

ARTH 166. Avant-Gardes in Early 20th-Century Art

This seminar examines case studies in European and American avant-garde art from the first half of the 20th century. Major theoretical texts by Poggioli and Bürger will act as a background for discussions about such artistic movements as cubism, futurism, Die Brücke, Devetsil, dada, surrealism, Russian constructivism, and the Bauhaus. 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 2005. Mileaf.

ARTH 168. Dada and Surrealism

Signing a name, going into a trance, collecting dust, shopping in a flea market, dreaming, scribbling, and playing a game—all of these activities were investigated as methods of art production by artists associated with Dada and surrealism in the early decades of the 20th century. This seminar examines not only these new modes of making art but also the artists' political, cultural, and theoretical reasons for developing them. By carefully reading primary and secondary texts, we consider the questions, aims, and desires of these revolutionary art movements as well as the methods of art history that have been conceived to address them.

2 credits.

Not offered 2005–2006. Mileaf.

STUDIO ARTS

STUA 001. Foundation Drawing

This course is designed as an introduction to drawing as the basis for visual thinking and perception. The class will focus on concepts and practices surrounding the use of drawing as a visual language rather than as a preliminary or planning process. Whether students are interested in photography, painting, pottery, sculpture, installation or performance, the ability to design and compose visually is fundamental to their development. The course follows a sequence of studies that introduces students to basic drawing media and compositional elements while they also learn to see inventively.

This course is a prerequisite for all other courses in studio art.

1 credit.

Each semester. Staff.

STUA 001B. FYS: Making Art

This studio art experience is designed for first-year artists in all media who have demonstrated through a portfolio presentation their knowledge of the elements of visual thinking, design, and composition. This course is similar in content to the foundation drawing class STUA 001. However, it will be more in depth, with more emphasis on individually designed studio and research projects. Portfolios of actual or photographed work must be submitted for evaluation during the freshman advising week prior to the start of the fall semester. Contact the department for details.

1 credit.

Fall 2005. Reisman.

STUA 002. Ceramic Sculpture

This class comprises a series of projects using a diverse range of hand-building processes and themes. The areas of practice include life-modeling, slab construction, and coil-built sculptural forms. Students will also learn traditional and nontraditional solutions to the ceramic surface. Group critiques and class discussion will combine with demonstrations and slide lectures to build upon this intensive studio experience.

1 credit.

Spring 2006. Carpenter.

STUA 003. Drawing

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

1 credit.

Offered occasionally.

STUA 004. Sculpture

This course covers a broad range of sculptural concepts and techniques. Through individual projects, several different mediums will be explored including woodcarving and construction, clay modeling, plaster casting, and assemblage.

1 credit.

Fall 2005. Zwerling.

Spring 2006. Meunier.

STUA 006. Photography

This course introduces 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.

Fall 2005. Harper.

Spring 2006. 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.

Not offered 2005–2006.

STUA 008. Painting

Students will investigate the pictorial structure of oil painting and the complex nature of color. A thorough study of texture, spacial conventions, light, and atmosphere will be included.

1 credit.

Fall 2005. Reisman.

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.

Fall 2005. Dubinskis.

STUA 011. Watercolor

This course is a complete exploration of water-soluble media with an emphasis on transparent, gum arabic-based watercolor. Other materials and techniques will include ink wash, gouache, silk colors, collage, handmade papers, matting, and pen making, using reeds and quills. When in the studio, the class will work from the figure and still life. The central motif, however, will be painting the landscape. Whenever possible, we shall work outdoors. Occasional field trips to locales other than the campus will be offered.

1 credit.

Offered occasionally.

STUA 012. Figure Composition

In this advanced course in painting and drawing the human form, emphasis will be given to the methods, thematic concepts, conventions, and techniques associated with multiple figure design and composition.

Prerequisite: STUA 008 and/or STUA 010.

Offered occasionally.

STUA 014. Landscape Painting

This course explores the vast array of interpretive approaches, and practical methods available to the painter interested in landscape. Each student will be introduced to analytical strategies, methods, and techniques that can be used in the field while painting directly from nature. Topics include atmospheric perspective, linear perspective, viewpoint, compositional structuring through shape and rhythmic manipulation as well as a thorough study of light through changing effects of color and tonality. These topics will be introduced using demonstrations during class (both in the field and outside) and analysis of landscapes from art history. Workshops and presentations by visiting artists will also assist us throughout the semester. Weekly excursions into the landscape around the College will be scheduled (this includes the urban, suburban, and rural landscape of southeastern Pennsylvania). Assignments will be given each week outside of class to reinforce the methods introduced during the week. The primary subject for these works will be the environs of the College during the changing autumnal season. Oil paints will be the central medium of the class, and the necessary technical needs will be established. However, design and composition (both pictorial and spatial) will be emphasized throughout the semester.

1 credit.

Offered occasionally.

STUA 015. The Potter's Wheel

This class focuses on a series of projects for the wheel that assist in development of ideas and technique. Most projects will involve the functional container, but the option to explore the wheel for nonfunctional form will also be available. Five assigned projects will be followed by the advanced series in which the student will propose and concentrate on a series of related objects for the remainder of the semester. Critiques and in-class discussion are an impor-

tant component of this experience. Students will be exposed to traditional and nontraditional solutions to the wheel-thrown container through slide lectures, videos, and a guest artist. For beginners and advanced students.

1 credit.

Each semester. Carpenter.

STUA 017. The Hand-Built Container

The subject of this class is the hand-built ceramic container. Slab construction and traditional coil building are just two of the processes that will be used in the development of a series of ceramic containers. Students will work within a range of thematic sources and processes to develop technically as well as aesthetically. Varied surface solutions will be explored including high, low, and pit fired. Group critiques, slide presentations, and a guest artist demonstration will enhance this studio experience.

1 credit.

Spring 2006. Carpenter.

STUA 019. Works on Paper

This class is an introduction to various printing processes, which can include monoprints, linoprints, wood engraving, etchings, and typesetting. Students will learn technical approaches and investigate visual solutions using a format of serial imagery. Weekly class assignments will integrate drawing and design concepts and explore the range of materials available, using paper as a support. Longer projects will rely on either book format or suites of images that explore thematic ideas developed by the student.

1 credit.

Spring 2006. Phelan.

STUA 020. Advanced Studies

020A. Ceramics

020B. Drawing

020C. Painting

020D. Photography

020E. Sculpture

020F. Printmaking

These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are ex-

pected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.

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

Prerequisites: STUA 001 and at least one previous course in the chosen medium.

1 credit.

Each semester. Staff.

STUA 025. Advanced Studies II

Continuation of STUA 020 on a more advanced level.

Prerequisite: STUA 020.

1 credit.

Each semester. Staff.

STUA 026. The Digital Darkroom

The digital darkroom is an expressive tool for the black-and-white photographer and printer. When images made on conventional film are converted to digital form via scanning, a whole new world of printing and publishing becomes available. This option is a particular boon to photographers who are adversely affected by darkroom chemicals or who do not have ready access to a darkroom. The controls offered by the digital darkroom emulate and often exceed those available in the conventional darkroom. The purpose of this class is to understand those controls and to apply them to images captured on film. After a basic tour of Photoshop tools and techniques, we explore contrast control, selective tonal control, dodging and burning, monitor calibration, using grayscale and Duotone, Tritone, and Quadtone inks, retouching and enhancement, and various special effects. Parallels are drawn to conventional darkroom techniques throughout.

Prerequisite: STUA 006 or the equivalent.

1 credit.

Offered occasionally.

STUA 030. Senior Workshop I

This course is designed to strengthen critical, theoretical, and practical skills on an advanced level. Critiques by the resident faculty members and visiting artists as well as group critiques with

all members of the workshop will guide and assess the development of the students' individual directed practice in a chosen field. Assigned readings and scheduled discussions will initiate the writing of the thesis for the senior exhibition.

This course is required of senior art majors.

1 credit.

Fall 42005. Carpenter.

STUA 035. Alternative Processes in Photography

This advanced photography course will cover a broad range of silver and nonsilver processing techniques in photography. Techniques will include toning, hand coloring, staining, various photo papers, alternative light sources, photograms, solarization, creative techniques with developer, cyanotypes, Polaroid transfer and emulsion lifts, and wearable art.

Prerequisite: STUA 006 or the equivalent (to be evaluated in advance of pre-registration by the chair of the Art Department).

1 credit.

Offered occasionally.

STUA 040. Senior Workshop II

This course is designed to further strengthen critical, theoretical, and practical skills on a more advanced level. During the spring semester of the senior art major, students will write their senior artist statement and mount an exhibition in the List Gallery of the Eugene M. and Theresa Lang Performing Arts Center. The artist statement is a discussion of the development of the work to be exhibited. The exhibition represents the comprehensive examination for the studio art major. Gallery exhibitions are reserved for studio art majors who have passed the senior workshop and fulfilled all requirements, including the writing of the senior art major statement.

1 credit.

Spring 2006. Carpenter.

Asian Studies

- Chair: **ALAN BERKOWITZ** (Modern Languages and Literatures, Chinese)
Jenny Gifford (Administrative Assistant)
- Faculty: **Steven Day** (Modern Languages and Literatures, Chinese)
Aya Ezawa (Sociology and Anthropology)³
William O. Gardner (Modern Languages and Literatures, Japanese)
Haili Kong (Modern Languages and Literatures, Chinese)³
Steven P. Hopkins (Religion)²
Youngmin Kim (East Asian Studies)^{5, 13}
Gerald Levinson (Music)
Lillian M. Li (History)³
Xiaorong Li (Modern Languages and Literatures, Chinese)
Bakirathi Mani (English Literature)³
Jeanne Marecek (Psychology)²
Steven I. Piker (Sociology and Anthropology)⁷
Tomoko Sakomura (Art)
Larry E. Westphal (Economics)²
Tyrene White (Political Science)
Thomas Whitman (Music)
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2 Absent on leave, spring 2006.
3 Absent on leave, 2005–2006.
5 Fall 2005.

7 Affiliated faculty (do not teach courses on Asia but are available for independent study projects).
13 Visiting Assistant Professor, Bryn Mawr College.

Asian studies is an interdisciplinary program that introduces students to the vast range of historical and contemporary human experience on the Asian continent. The Asian continent consists of five diverse regions: from South Asia (India, Pakistan, Bangladesh, Sri Lanka, and the Himalayas), to peninsular and insular Southeast Asia, to East Asia (China, Korea, and Japan), as well as Southwest Asia (the Arabian peninsula, Iranian highlands, and Turkey), and Central Asia (Afghanistan, the republics that gained independence from the former Soviet Union, and Mongolia). Courses on Asia are offered in the Art, Economics, English Literature, History, Modern Languages and Literatures (Chinese and Japanese), Music and Dance, Political Science, Religion, Sociology and Anthropology, and Theater departments. Asian studies offers majors and minors in course and honors. Majors construct individualized programs of study, with a focus on a comparative theme or on a particular country or region. Some examples of compar-

ative 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. However, in all cases, 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 at <http://www.swarthmore.edu/Humanities/asian/> for up-to-date information on courses and campus events. Students 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 those integrating study abroad in the major.

LANGUAGE STUDY AND STUDY ABROAD

Although not required, majors are strongly encouraged to consider studying an Asian language and a period of study in Asia. Swarthmore currently offers Chinese and Japanese, but many other Asian languages may be studied at the University of Pennsylvania during the regular academic year, in summer-language programs, or abroad. Experience has shown that off-campus language courses may create scheduling difficulties. As a result, many students elect the summer or study abroad option. For languages offered at Swarthmore, courses above the first-year level count toward the major. For Asian languages not offered at Swarthmore, courses at the entry level may be approved if at least the equivalent of 1.5 credits are 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. Non-language courses taken abroad may also be applied toward the major, if credit has been granted by the College and subject to the approval of the Asian Studies Committee. However, normally *at least 6 credits toward a student's Asian studies major and 3 credits for the minor should be taken at Swarthmore.*

The Alice L. Crossley Prize in Asian Studies: See p. 91.

REQUIREMENTS AND RECOMMENDATIONS

Course Major

An Asian studies major is more demanding than a departmental major because it is each student's responsibility to make the connections between courses that differ widely in content and method. When considering applicants to the major, the Asian Studies Committee looks for evidence of intellectual flexibility and independence. The student should have taken at least two Asia-related courses in different departments, and received grades of B- or better.

The major in Asian studies consists of a minimum of 10 credits, with requirements and distribution as follows:

1. *Geographic breadth.* Coursework must be completed concerning more than one of the re-

gions of Asia (South, Southeast, Southwest, Central, and East Asia). This requirement can be accomplished by taking at least two courses that are pan-Asian or comparative in scope or by taking at least one 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. *Core courses in the cultural traditions of Asia.* At least 1 credit must be taken from the following range of courses:

CHIN 016/LITR 016CH. Substance, Shadow, and Spirit in Chinese Literature and Culture

CHIN 023/LITR 023CH. Modern Chinese Literature: A Novelistic Discourse

HIST 009A. Chinese Civilization

JPNS 017. Introduction to Japanese Culture: The Cosmology of Japanese Drama

MUSI 008. Music of Asia

RELG 008. Patterns of Asian Religions

RELG 009. The Buddhist Tradition

RELG 011B. Introduction to Islam*

RELG 012 and 013. History, Religion, and Culture of India I and II

4. *Intermediate and advanced work.* A minimum of 5 credits must be completed at the intermediate or advanced level in at least two departments.

5. *Asian-language study.* Asian-language study is not required but is strongly recommended. Up to 4 credits in language study may be applied toward the major. For languages offered at Swarthmore, courses above the first-year level may count toward the major. Courses above the second-year level will 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 exercises.

a. *Thesis option.* A 1- or 2-credit thesis, followed by an oral examination. The thesis must be advanced and supervised by two

members of the Asian studies faculty who participate in the direction of its research and the examination of its results. Students must enroll for the thesis (ASIA 096) normally no later than fall semester of the senior year. For more information about the thesis, see the department Web site (<http://www.swarthmore.edu/Humanities/asian/>) or the sophomore paper guidelines.

- b. *Qualifying papers option.* Students revise and expand two existing Asia-related course papers with the consultation of Asian Studies faculty members. With the approval of the Asian Studies Committee, the qualifying papers will be orally examined.
- c. *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.)
7. *Grade-point average requirement.* A student must have at least a C average across all courses applied to the course major.

Course Minor

Students will be admitted to the minor after having successfully completed at least two Asia-related courses with grades of B– or better from different departments. 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.* Coursework must be completed concerning more than one of the regions of Asia (South, Southeast, Southwest, Central, 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.* Asia-related courses must be taken in at least two departments outside of the disciplinary major. Only one course may overlap the Asian studies minor and a disciplinary major.
3. *Core courses in the cultural traditions of Asia.*

Students are required to include at least one course from the list of core 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, 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.

Honors Major

To be admitted to the honors major, students should have completed at least two Asia-related courses in different departments at the B+ level or above.

The honors major in Asian studies consists of a minimum of 10 credits (including four honors preparations).

1. *Geographic and disciplinary breadth requirements.* These are the same as those for the course major (see earlier).
2. *Core courses in the cultural traditions of Asia.* Normally, at least one course should come from the list of core courses (see earlier).
3. *Asian studies as an interdisciplinary major.* All four fields presented for external examination must be Asian studies subjects. The 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 representing at least two different disciplines.* Careful advance planning is essential to make certain that the prerequisites and requirements established by separate departments and 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 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 a 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, coursework or research done in study abroad may be incorporated into the preparation.

5. *Senior honors study (SHS) for majors.* SHS, 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 and some oral exams.
6. *Grade-point average requirement.* A student must have at least a B+ in all courses applied to the honors major.

Honors Minor

To be admitted to the honors minor, students should have completed at least two Asia-related courses in different departments at a 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 credits of language study may be counted.

2. *Disciplinary breadth.* Asia-related courses must be taken in at least two departments outside of the disciplinary honors major. Only one course may overlap with the honors minor and the honors major.
3. *Core courses in the cultural traditions of Asia.* Normally at least one of the five courses should come from the list of core 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, 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. *SHS for minors.* 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 and some oral examinations.
7. *Grade-point average requirement.* A student must have at least a B+ in all courses applied to the honors minor.

COURSES

(See descriptions under individual departments to determine offerings for each semester.)

Art (Art History)

ARTH 003.	East Asian Art
ARTH 031.	Traditional Japan
ARTH 033.	Special Topics in Asian Art
ARTH 036.	Word and Image in Japanese Art

Asian Studies

- ARTH 038. Ritual and Image in the
Buddhist Traditions
ARTH 132. Arts of the Buddhist Temple

Asian Studies

ASIA 026. Introduction to Korean Culture

This course examines the dynamics of Korean cultural and intellectual history from the perspective of cultural identity. The questions to be addressed include How did Korea negotiate its position in the traditional Asian cultural sphere? What is the significance of the so-called Confucianization of Chosen Korea? What events and conditions shaped Korea in the 20th century? What was the impact of Japanese colonialism on Korea's modern transformation? This course explores these questions through a variety of literary works as well as historical writings, philosophical debates, and the arts. No knowledge of either Korean history or language is required.

1 credit.

Fall 2005. Kim.

ASIA 093. Directed Reading

1 credit.

Each semester. Staff.

ASIA 096. Thesis

1 credit.

Fall 2005 and 2006. Staff.

ASIA 180. Thesis

2 credits.

Fall 2005 and 2006. Staff.

ASIA 199. Senior Honors Study

0.5 credit.

Fall 2005 and 2006. Staff.

Economics

- ECON 081. Economic Development*
ECON 083. Asian Economies
ECON 181. Economic Development+

English Literature

- ENGL 065. Introduction to Asian
American Literature
ENGL 075. South Asian Diasporas:
Culture, Politics, and Place

History

- HIST 001G. Women, Family, and the State
in China
HIST 009A. Chinese Civilization

- HIST 009B. Modern China
HIST 043. Wars in the Pacific and Asian
American Culture
HIST 075. Modern Japan
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 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 071J. Introduction to Japanese
Culture: The Cosmology of
Japanese Drama
LITR 018CH. The Classical Tradition in
Chinese Literature
LITR 023CH. Modern Chinese Literature
LITR 024J. Japanese Film and Animation
LITR 025CH. Contemporary Chinese
Fiction: Mirror of Social
Change
LITR 027CH. Women Writers in 20th-
Century China
LITR 041J. Fantastic Spaces in Modern
Japanese Literature
LITR 055CH. Contemporary Chinese
Cinema
LITR 066CH. Chinese Poetry
LITR 081CH. Transcending the Mundane:
Taoism in Chinese Literature
and Culture
LITR 091 CH. Culture Fever: Contemporary
Chinese Culture and Society
(1978–1989)

Modern Languages and Literatures (Chinese and Japanese)

- CHIN 003B. Second-Year Mandarin
Chinese (fall 2005)
CHIN 004B. Second-Year Mandarin
Chinese (spring 2006)

Asian Studies

RELG 119. Sufism: Muslim Mystics,
Saints, and Poets

Sociology and Anthropology

SOAN 003C. First-Year Seminar: Japan and
Globalization

SOAN 033B. Colloquium: Japanese Society
and Culture

SOAN 033C. Global Asia

SOAN 043C. Gender in Contemporary
East Asia

SOAN 093. Southeast Asia: Culture and
History, Independent Study

SOAN 133. Reinventing Japan

Theater

THEA 015. Directing I/Performance
Theory*

* *Cognate course*. Counts toward Asian studies if all papers and projects are focused on Asian topics. No more than two may be applied to the course or honors major. No more than 1 credit may be applied to the honors minor.

+ *Cognate seminar*. No more than 1 credit may be applied toward the honors major. It does not count toward an honors minor.

Biology

SCOTT F. GILBERT, Professor
JOHN B. JENKINS, Professor
RACHEL A. MERZ, Professor²
KATHLEEN K. SIWICKI, Professor and Chair
AMY CHENG VOLLMER, Professor³
SARA HIEBERT BURCH, Associate Professor³
COLIN PURRINGTON, Associate Professor
ELIZABETH A. VALLEN, Associate Professor
JULIE HAGELIN, Assistant Professor
NICK KAPLINSKY, Assistant Professor
JOSE-LUIS MACHADO, Assistant Professor
MARK HAUSSMAN, Visiting Assistant Professor
ELIZABETH JOYCE, Visiting Assistant Professor
DARLENE D. BRAMUCCI, Laboratory Instructor/Academic Coordinator
WILLIAM GRESH JR., Laboratory Instructor
BETSY HORNER, Laboratory Instructor
JOCELYNE MATTEI-NOVERAL, Laboratory Instructor
ERIN SCHLAG, Laboratory Instructor
MARIA E. MUSIKA, Administrative Coordinator

² Absent on leave, spring 2006.

³ Absent on leave, 2005–2006.

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 to 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.

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 023 or 025). One semester of statistics (STAT 11) is strongly recommended.

Students majoring in biology must take at least one course or seminar in each of the following three groups: Group I: Cellular and Molecular Biology, Group II: Organismal Biology, and Group III: Population Biology. 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: Themes in Biology.

Students who wish to minor in biology must take 6 credits, at least 4 of which are to be taken at Swarthmore. The grade requirement to enter the minor is the same as for the biology course major. BIOL 001 and 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 to 009 is allowed and only one course in either BIOL 093 or 094. CHEM 038: Biological Chemistry may be counted as 1 of the 6 biology credits. Special majors in biochemistry, psychobiology, biostatistics, and environmental science are also

Biology

offered. Additional information about these special majors can be found on the Biology Department Web site at <http://biology.swarthmore.edu>. We offer teacher certification in biology through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies chair, the Biology Department chair, or the Educational Studies Department Web site at 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 examinations. Qualified students will prepare for two external examinations from the following areas: animal physiology, behavioral ecology, biomechanics, cell biology, developmental genetics, human genetics, microbiology, neurobiology, plant physiology, plant defense, and plant ecology. Students in honors also will undertake a substantial research project (BIOL 180) and participate in senior honors study (BIOL 199). These efforts will be evaluated by external examiners, who will determine the level of honorific and grades for BIOL 180 and 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).

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.

Natural sciences and engineering practicum.

Writing course.

1 credit.

Fall 2005. Staff.

BIOL 002. Organismal and Population Biology

Introduction to the study of organisms emphasizing morphology, physiology, behavior, ecology, and evolution of whole organisms and populations.

One laboratory per week.

Natural sciences and engineering practicum.

Writing course.

1 credit.

Spring 2006. Staff.

BIOL 006. History and Critique of Biology

The topics of this course focus on the history and sociology of genetics, development and evolution, science and theology, and feminist critiques of biological sciences.

Prerequisites: BIOL 001 and 002.

1 credit.

Not offered 2005–2006.

Group I: Cellular and Molecular Biology (010–019)

BIOL 010. Genetics

This introduction to genetic analysis and molecular genetics explores basic principles of genetics, the chromosome theory of inheritance, classical and molecular strategies for gene mapping, strategies for identifying and isolating genes, the genetics of bacteria and viruses, replication, gene expression, and the regulation of gene activity. Major concepts will be illustrated using human and nonhuman examples.

One laboratory period per week.

Prerequisite: BIOL 001 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Jenkins.

BIOL 014. Cell Biology

A study of the ultrastructure, molecular interactions, and function of cell components, focusing primarily on eukaryotic cells. Topics include protein and membrane structure, organelle function and maintenance, and the role of the cytoskeleton.

One laboratory period per week.

Prerequisites: BIOL 001 and previous or concurrent enrollment in CHEM 022 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Vallen.

BIOL 016. Microbiology

This study of the biology of microorganisms will emphasize aspects unique to prokaryotes. Topics include microbial cell structure, metabolism, physiology, genetics, and ecology. Laboratory exercises include techniques for detecting, isolating, cultivating, quantifying, and identifying bacteria. Students may not take both BIOL 016 and 017 for credit.

One laboratory period per week.

Prerequisites: BIOL 001 and CHEM 022.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Joyce.

BIOL 017. Microbial Pathogenesis and the Immune Response

A study of bacterial and viral infectious agents and of the humoral and cellular mechanisms by which vertebrates respond to them. Laboratory exercises include techniques for detecting, isolating, cultivating, quantifying, and identifying bacteria. Students may not take both BIOL 016 and 017 for credit.

One laboratory period per week.

Prerequisites: BIOL 001 and CHEM 022. BIOL 002 is recommended.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

BIOL 019. Genomics

Recent advances in DNA sequencing technology have provided us with a treasure trove of sequence information from hundreds of different organisms spanning all kingdoms. The availability of these molecular blueprints and the concomitant development of bioinformatics and genomics-based tools to explore and dissect these sequences have revolutionized the way we think about biology and biological processes. We will begin with an introduction to genomics-related databases and other tools, including DNA microarrays that will then allow us to explore a range of topics in functional and comparative genomics.

One laboratory period per week.

Prerequisite: BIOL 001.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Joyce.

Group II: Organismal Biology (020–029)

BIOL 020. Animal Physiology

An examination of the principles and mechanisms of animal physiology, ranging from the subcellular to the integrated whole animal in its environment. Possible topics include metabolism, thermoregulation, endocrine regulation, nutrient processing, and muscle physiology.

Prerequisites: BIOL 001 and 002. CHEM 010 is recommended.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Haussman.

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 and CHEM 010.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Siwicki.

BIOL 024. Developmental Biology

This analysis of animal development will combine descriptive, experimental, and evolutionary approaches. Laboratories will involve dissection and manipulation of invertebrate and vertebrate embryos.

One laboratory period per week.

Prerequisites: BIOL 001 and 002.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Gilbert.

BIOL 025. Plant Biology

This course is an exploration of the diverse field of plant biology. Topics will include growth and development, reproduction, genetics and genome biology, evolution and diversity, physiolo-

Biology

gy, responses to pathogens and environmental stimuli, domestication, agriculture, and applications of plant genetic modification. Laboratories will introduce organismal, cellular, molecular, and genetic approaches to understanding plant biology.

One laboratory period per week.

Prerequisites: BIOL 001 and 002.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Kaplinsky.

BIOL 026. Invertebrate Biology

The evolution, morphology, ecology, and physiology of invertebrate animals.

One laboratory period per week; some all-day field trips.

Prerequisites: BIOL 001 and 002.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Merz.

Group III: Population Biology (030–039)

BIOL 030. Animal Behavior

This course is 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, sexual selection, and migration.

Three to 6 hours of fieldwork per week.

Prerequisite: BIOL 002.

Natural sciences and engineering practicum.

Writing course.

1 credit.

Fall 2005. Hagelin.

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.

Natural sciences and engineering practicum.

Fall 2005. Purrington.

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 or the permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. 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.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

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.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

INDEPENDENT STUDIES

BIOL 093. Directed Reading

A program of literature study in a designated area of biology not usually covered by regular courses or seminars and overseen by a biology faculty member.

0.5 or 1 credit.

Fall or spring semester. Staff.

BIOL 094. Research Project

Qualified students may pursue a research program for course credit with the permission of the department. The student will present a written report to the biology faculty member supervising

the work.

1 credit.

Fall or spring semester. Staff.

**BIOL 094A. Research Project:
Departmental Evaluation**

Students carrying out a BIOL 094 research project will present a written and oral report on the project to the Biology Department.

0.5 credit.

Fall or spring semester. Staff.

BIOL 180. Honors Research

Independent research in preparation for an honors research thesis.

Fall or spring semester. Staff.

SENIOR COMPREHENSIVE EXAMINATION

BIOL 095, 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 to satisfy the requirement of a comprehensive examination for graduation.

BIOL 097. Themes in Biology

Invited scientists present lectures and lead discussions on a selected topic that can be engaged from different subdisciplines within biology. Serves as the senior comprehensive and examination; it is required of all biology majors in course.

Fall 2005. Staff.

HONORS STUDY

BIOL 199. Senior Honors Study

An interactive, integrative program that allows honors students to finalize their research thesis spring semester.

Spring 2006. Staff.

SEMINARS

BIOL 110. Human Genetics

In this exploration of the human genome, the topics to be discussed will include patterns of human inheritance; classical and molecular strategies for mapping and isolating genes; the metabolic basis of inherited disease; the genetic basis of cancer; developmental genetics; complex-trait analysis; the genetic basis of human behavior; and ethical, legal, and social issues in human genetics.

Attendance at medical genetics rounds and seminars at Philadelphia-area medical schools is required.

Prerequisite: BIOL 010 or permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Spring 2006. Jenkins.

BIOL 111. 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.

One laboratory per week.

Prerequisites: BIOL 024 or permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Fall 2005. Gilbert.

BIOL 114. Regulation of Cell Division

A study of a subset 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. The laboratory will use molecular, genetic, biochemical, and cytological techniques to investigate aspects of cell division.

One laboratory per week.

Prerequisites: BIOL 014, 015, or permission of

Biology

the instructor.

Natural sciences and engineering practicum.

2 credits.

Fall 2005. Vallen.

BIOL 115. Plant Developmental Biology

Development is a continuous and dynamic process during a plant's life. This seminar will examine how plants normally develop, the genetic mechanisms involved in these processes, and how plants modulate their growth in response to environmental conditions. Lab projects will include independent and ongoing research.

One laboratory per week.

Prerequisites: BIOL 001 and one BIOL 002 to 009 course.

Natural sciences and engineering practicum.

2 credits.

Not offered 2005–2006.

BIOL 116. Microbial Processes and Biotechnology

A study of microbial mechanisms regulating metabolism and gene expression in response to natural and experimental stressors; technical and ethical applications of these concepts in biotechnology.

Independent laboratory projects.

Prerequisite: BIOL 016 or 017 or permission of the instructor.

Natural sciences and engineering practicum.

Writing course.

2 credits.

Not offered 2005–2006.

BIOL 121. Physiological Ecology

Physiological basis for interactions between animals and the environment, including thermoregulation, seasonality, foraging, reproduction, and energetics with an emphasis on critical reading of primary literature. Independent laboratory research or field projects.

Prerequisites: BIOL 001, 002, and 020 or permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Not offered 2005–2006.

BIOL 122. Developmental Neurobiology

Cellular and molecular mechanisms of nervous system development and plasticity are studied

through extensive reading and discussion of research literature.

Independent laboratory projects.

Prerequisite: BIOL 022 or 111.

Natural sciences and engineering practicum.

2 credits.

Not offered 2005–2006.

BIOL 123. Learning and Memory

Neural systems and cellular processes involved in different types of learning and memory are studied through reading and discussion of research literature.

Independent laboratory projects.

Prerequisite: BIOL 022 or permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Fall 2005. Siwicki.

BIOL 124. Hormones and Behavior

This course will focus on endocrine regulation of animal behaviors, including reproduction, aggression, stress, sickness, parental care, and seasonality, with an emphasis on critical reading of primary literature.

Independent laboratory projects.

Prerequisites: BIOL 001 and 002 or the equivalent and one of the following: BIOL 020, 022, or permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Not offered 2005–2006.

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.

Natural sciences and engineering practicum.

2 credits.

Not offered in 2006.

BIOL 130. Behavioral Ecology

The study of the evolution of behavior as an adaptation to an environment. Topics include bioeconomics, parental care, mating systems, cooperation, and communication.

Prerequisite: BIOL 030, 032, 034, or 036.

Students with preparation outside biology should seek permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Spring 2006. Hagelin.

BIOL 132. Evolutionary Genetics

The genetic basis of evolutionary change. Among the topics to be discussed will be the history and development of modern evolutionary theory; the development of population genetics; the forces that disrupt genetic equilibrium, including selection and drift; the process of speciation; evolution above the species level; and molecular evolution.

One laboratory per week.

Prerequisite: BIOL 010 or 034 or permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Not offered 2005–2006.

BIOL 134. Analysis of Adaptation

This course focuses on adaptations, those traits of organisms that tend to increase reproductive success and/or survival. The seminar will emphasize the strategies used by evolutionary biologists to ascertain whether morphological, physiological, and behavioral traits in a given species are truly adaptive and how they might have evolved. Readings will be drawn from Charles Darwin and from modern literature.

One laboratory each week with continuing, independent laboratory projects.

Prerequisites: BIOL 002 and BIOL 034 or permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Spring 2006. Purrington.

BIOL 137. Biodiversity and Ecosystem Functioning

Can the current decline in global biodiversity alter the functioning and stability of ecosystems? The answer to this question can be reached by evaluating the ecological consequences of changing patterns in biodiversity, through either extinction or addition of species. We will review the relative or specific role of extrinsic factors (climate, disturbance, soils, etc.), genetic, taxonomic, or functional diversity in ecosystem

processes using both experimental and natural evidence.

Prerequisite: Any biology course numbered BIOL 026 or higher. Students with preparation outside biology should seek permission of the instructor.

Natural sciences and engineering practicum.

2 credits.

Spring 2006. Machado.

Black Studies

Coordinator: **TIMOTHY BURKE** (History)
Jenny Gifford (Administrative Assistant)

Committee: **Syd Carpenter** (Art)
Stephen O'Connell (Economics)¹
Adrienne Petty, Visiting Assistant Professor
Micheline Rice-Maximin (Modern Languages and Literatures, French)¹
Peter Schmidt (English Literature)
Sarah Willie (Sociology/Anthropology)

¹ Absent on leave, fall 2005.

The purpose of the Black Studies Program is (1) to introduce students to the history, culture, society, and political and economic conditions of black people in Africa, the Americas, and elsewhere in the world; 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 traditional and nontraditional methodological tools to pursue knowledge that assumes the peoples and cultures of Africa and the African diaspora are central to understanding the world accurately. The courses in the Black Studies Program at Swarthmore enhance the liberal arts tradition of the College, acknowledging positivist, comparative, progressive, modernist and postmodernist, postcolonial, and Afrocentric approaches.

Students in any department may add an interdisciplinary minor in 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.

REQUIREMENTS AND RECOMMENDATIONS

All interdisciplinary minors in black studies are required to take BLST 015: Introduction to Black Studies, ordinarily in their first two years; BLST 091: Special Topics in Black Studies, ordi-

narily 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 is a community-based learning seminar that allows students to participate in volunteer and/or research activities that focus on the black community and to combine them with their academic knowledge.

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 2 units of academic 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, for example, HIST 008B and RELG 010, or FREN 033 and ENGL 061, 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 on 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 Black Studies Committee must approve proposals for either the 2-credit honors thesis or the honors courses that will be examined. That is usually done 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 work will be examined with a written and/or oral examination by an outside examiner. (An honors thesis may include a videotape or audiotape of a creative performance activity in dance or music or other approved creative work.)

COURSES

Courses in the Black Studies Program are listed later. 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 catalog) 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.

The following courses may be counted toward a minor in black studies. Descriptions of the courses can be found in each department's course listings in this catalog.

Art

- ARTH 025. Arts of Africa
ARTH 027. African American Art

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 also examines the movement from the more object-centered

Africana studies to subject- and agent-oriented black studies that occurred as a result of the U.S. civil rights and 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 2005. Petty.

BLST 091. Special Topics in Black Studies

1 credit.

Spring 2006. Willie.

BLST 093. Directed Reading

1 credit.

Each semester. Staff.

Dance

- DANC 009. Music and Dance of Africa
DANC 021. History of Dance: Africa and Asia
DANC 043. African Dance I
DANC 049. Performance Dance: Repertory
Section 2: African.
DANC 053. African Dance II
DANC 078. Dance/Drum Ensemble

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 066. Race, Ethnicity, and Inequality in Education
EDUC 068. Urban Education

English Literature

- ENGL 009S. Black Liberty, Black Literature
ENGL 061. Fictions of Black America
ENGL 062. Black Autobiography

French

- FREN 025. Introduction au monde francophone

Black Studies

FREN 028. Francophone Cinema:
Configurations of Space in Postcolonial
Cinema

FREN 033. Fictions d'enfance

FREN 036. Poésies d'écritures françaises

FREN 075F. Haïti, the French Antilles and
Guyane in Translation

FREN 076. Ecritures au féminin

FREN 112. Ecritures francophones: fiction
et histoire dans le monde francophone

FREN 114. Théâtre d'écritures françaises

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. Slavery: 1550–1865

HIST 138. Black Urban Communities:
1800–2000

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 075F. Haïti, 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 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

Sociology and Anthropology

SOAN 007B. Introduction to Race and
Ethnicity in the United States

SOAN 007C. Sociology Through African
American Women's Writing

SOAN 020B. Urban Education

Chemistry and Biochemistry

ROBERT S. PALEY, Professor
ROBERT F. PASTERNAK, Professor¹
THOMAS A. STEPHENSON, Professor
KATHLEEN P. HOWARD, Associate Professor
PAUL R. RABLEN, Associate Professor and Chair
STEPHEN T. MILLER, Assistant Professor
EDWARD A. GOODING, Visiting Assistant Professor
J. MATTHEW HUTCHISON, Visiting Assistant Professor
VIRGINIA M. INDIVERO, Lecturer
MARY E. ROTH, Lecturer
CAROLINE A. BURKHARD, Laboratory Instructor
DONNA T. HALLEY, Laboratory Instructor
LORI SONNTAG, Laboratory Instructor
DAVID TRIMBLE, Instrument Coordinator
KATHRYN R. MCGINTY, Administrative Assistant

¹ Absent on leave, fall 2005.

The objective of the Chemistry and Biochemistry Department is to offer effective training in the fundamental principles and basic techniques of science and to provide interested students with the opportunity for advanced work in the main subdisciplines of modern chemistry.

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.

Students not otherwise invited to enroll in CHEM 010H but seeking credit and/or advanced placement will be required to take a placement examination. Consult with the department chair.

The minimum requirement for a major in chemistry is 9 credits in the department. These must include CHEM 010/010H, 022, 032, 034, 038, 045A/B, 046, 050, and one single-credit seminar. Students should note the mathematics and physics prerequisites for Physical Chemistry, which are PHYS 003 and 004 (or 007 and 008), MATH 015, one of MATH 025, 025S, or 026 and one of MATH 033, 034, or 035. *Those con-*

sidering a major in chemistry are strongly urged to complete these prerequisites by the end of the sophomore year. In addition, all students must complete CHEM 010/010H, 022, and 034 before enrolling in a Chemistry and Biochemistry Department advanced seminar. Students are urged to complete these requirements by the fall semester of the junior year.

Those students planning professional work in chemistry or biochemistry should include at least 2 additional credits in chemistry in their programs. Accreditation by the American Chemical Society is useful for those who intend to pursue a career in academics or the chemical industry and requires a year of independent research through CHEM 094, 096, or 180. In addition, proficiency in reading scientific German, Russian, or French is an asset to the practicing chemist, as is a fourth semester of mathematics.

The College offers teacher certification in chemistry through a program approved by the state of Pennsylvania. For further information about the requirements, please contact the Educational Studies Department chair, or visit the Educational Studies Department Web site 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 research programs under way.

Chemistry and Biochemistry

Biochemistry Special Major

The Chemistry and Biochemistry Department and the Biology Department collaborate to offer a special major in biochemistry (see discussion of special major, p. 75), which allows the student to gain a strong background in chemistry with special emphasis on the application of chemistry to biochemical and molecular biological problems. The requirements include CHEM 022, 032, 034, 038, 045A/C, 046, 050, and 108 or 110. Biochemistry majors must also complete either (1) a biochemically related, sophomore-level biology course with a lab and a biochemically related, advanced biology seminar with a lab; or (2) two biochemically related, sophomore-level biology courses (with labs). The term *biochemically related* includes all Biology Group I courses and other courses that are deemed appropriate by consultation among members of the Chemistry and Biochemistry and Biology departments. Students should note the mathematics, physics, chemistry, and biology prerequisites for these courses, which include PHYS 003 and 004 (or 007 and 008), MATH 015, MATH 025 (or 025s or 026), and MATH 033 (or 034 or 035). Those considering a major in biochemistry are strongly urged to complete these prerequisites by the end of the sophomore year. In addition, all students must complete CHEM 010/010H, 022, and 034 before enrolling in a Chemistry and Biochemistry 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 and Biochemistry departments. Interested students should consult the chairs of the two departments.

Chemical Physics Special Major

The Chemistry and Biochemistry Department collaborates with the Physics and Astronomy Department to offer a special major in chemical physics (see discussion of special major, p. 75), which allows the student to gain a strong background in the study of chemical processes from a microscopic and molecular viewpoint. The special major combines coursework in chemistry and physics at the introductory and intermediate levels, along with advanced work in physical chemistry and physics, for a total of 10 to 12 credits. Laboratory work at the advanced level in either chemistry or physics is required. Mathematics courses in linear algebra and multivariable calculus are prerequisites to this work.

In preparation for a major in chemical physics, students must complete: (1) CHEM 010/010H and 022; (2) PHYS 006 to 008 (PHYS 003, 004 can substitute, but the 006 to 008 sequence is strongly recommended); (3) further work appropriate to the major in either chemistry (CHEM 034, 045, and/or 046) or physics (PHYS 014 and 050); and (4) MATH 027 (or 028) and 034 (or 035) by the end of their sophomore year. An example of a major in chemical physics is CHEM 022, 034, 045A/B, 046, 050, and 105; and PHYS 007, 008, 014, 050, 111, and 113. CHEM 096 can be used for laboratory work at the advanced level, but if a student should choose to opt out of the thesis requirement associated with CHEM 096, this credit must be replaced by either CHEM 046, CHEM 050, or PHYS 082.

Chemistry Minor in Course

A chemistry minor in the course program is also available. It is a 5-credit minor plus any prerequisites. The chemistry credits must include 010/010H, 022, and 034 plus 2 other credits, one of which must be numbered 040 or higher. CHEM 001, CHEM 050, and research credits (CHEM 094, 096, and 180) may not be used to fulfill this requirement. At least 4 of the 5 credits must be obtained at Swarthmore.

HONORS PROGRAM

Fields Available for Examination

The fields offered by the Chemistry and Biochemistry Department for examination as part of the Honors Program are Topics in Modern Organic Chemistry, Topics in Physical and Biological Inorganic Chemistry, Quantum Chemistry and Spectroscopy, Topics in Biochemistry, and Topics in Modern Biophysical Chemistry. The department will offer a minimum of three of these preparations during each academic year. In addition, a 2-credit research thesis will be offered during each academic year. All honors majors 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 each of the other five fields consist of completion of the relevant single-credit seminar and associated prerequisites. For each of the preparations, these prerequisites include

CHEM 010/010H, 022, and 034; MATH 015 and 025 (or 025s or 026); and PHYS 003 and 004 (or their equivalent). Individual preparations carry additional requirements and prerequisites, as noted subsequently:

Topics in Modern Organic Chemistry: CHEM 032, 102 (seminar); Quantum Chemistry and Spectroscopy: MATH 033 (or 034 or 035) (MATH 027 (or 028), linear algebra recommended), CHEM 105 (seminar); Topics in Physical and Biological Inorganic Chemistry: CHEM 046, 106 (seminar); Topics in Biochemistry: BIOL 001, CHEM 038 (045 A/B or A/C recommended), 108 (seminar); Topics in Modern Biophysical Chemistry: CHEM 038 (045A/B or A/C recommended), 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 chemistry honors majors are required to complete CHEM 010/010H, 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 Topics in Modern Biophysical Chemistry (CHEM 110); (2) one biochemically oriented preparation from the Biology Department; (3) a 2-credit biochemically oriented research thesis carried out under the supervision of faculty from the Chemistry and Biochemistry and/or Biology departments; and (4) one additional preparation chosen from the Chemistry and Biochemistry Department or the biochemically related preparations offered by Biology and Psychology departments. In addition to the academic credits that the Honors Program comprises, biochemistry majors are required to complete CHEM 010/010H, 022, 032, 034, 038, 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 who wish to minor in the Chemistry Honors Program, with the exception of the research thesis.

All honors minors must meet the same prerequisite requirements for seminars established by the department for chemistry and biochemistry majors.

COURSES

CHEM 001. Chemistry in the Human Environment

This course includes the study of the central concepts of chemistry in the context of current problems that have an impact on the human environment. Class discussion about the philosophical and public policy aspects of these problems as well as the chemistry involved is encouraged. Assigned reading material will be non-mathematical 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 or CHEM 010H.

One laboratory period every second week.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Howard.

CHEM 010. General Chemistry

A study of the general concepts and basic principles of chemistry, including atomic and molecular structure, bonding theory, molecular interactions, and the role of energy in chemical reactions. Applications will be drawn from current issues in fields such as organic, polymer, transition metal, and biological chemistry.

Fall: Two sections will be offered in lecture format and are open to all students. One section will be offered in seminar format and is open to first-year students only.

Spring: One lecture section will be offered in the spring semester with enrollment limited to 25.

One laboratory period weekly.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Stephenson (lecture); Gooding (seminar). Spring 2006. Hutchison.

CHEM 010H. General Chemistry: Honors Course

Topics will be drawn from the traditional general chemistry curriculum but discussed in greater

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detail and with a higher degree of mathematical rigor. Special emphasis will be placed on the correlation of molecular structure and reactivity, with examples drawn from such fields as biological, transition metal, organic, polymer, and environmental chemistry. Some familiarity with elementary calculus concepts will be assumed.

One section will be offered in lecture format and one section in seminar format. Both are open to first-year students only.

One laboratory period weekly.

Prerequisite: A score of at least 4 on the Advanced Placement Chemistry Examination, a score of at least 6 on the International Baccalaureate advanced chemistry examination, equivalent performance on the departmental placement examination, or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Hutchison (lecture); Miller (seminar).

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 section will be offered in lecture format and is open to all students; one section will be offered in seminar format and is open to first-year students only.

One laboratory period weekly.

Prerequisite: CHEM 010/010H or the equivalent.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Rablen.

CHEM 032. Organic Chemistry II

A continuation of CHEM 022 with emphasis on more advanced aspects of the chemistry of monofunctional and polyfunctional organic compounds, multistep methods of synthesis, and an introduction to bio-organic chemistry.

One laboratory period weekly.

Prerequisite: CHEM 022.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. 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 010/010H; MATH 015 025 (or 025S or 026); and PHYS 003, 004 (or 007, 008).

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Howard.

CHEM 038. Biological Chemistry

An introduction to the chemistry of living systems: protein conformation, principles of biochemical preparation techniques, enzyme mechanisms and kinetics, bioenergetics, intermediary metabolism, and molecular genetics.

One laboratory period weekly.

Prerequisite: CHEM 032 (BIOL 001 recommended).

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Miller.

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 and MATH 033 (or 034 or 035).

Natural sciences and engineering practicum.

0.5 credit.

Spring 2006, first half. Stephenson.

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 and 045A.

Natural sciences and engineering practicum.

0.5 credit.

Spring 2006, 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, and 045A.

Natural sciences and engineering practicum.

0.5 credit.

Spring 2006, second half. Gooding.

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.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Pasternack.

CHEM 050. Advanced Laboratory in Chemistry and Biochemistry

This laboratory-intensive course centers on modern instrumental methods.

Approximately 5 hours of laboratory and 1 to 2 hours of class work each week.

Prerequisites: CHEM 032 and either 038 or 046. Prior or concurrent registration in CHEM 034 is required.

Writing course.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Rablen (organizer); staff.

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 and Biochemistry 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 here.

CHEM 102. Topics in Modern Organic Chemistry

This course will address selected advanced topics of current interest in the field of synthetic organic chemistry. Material will largely be drawn from the current research literature and will likely include such topics as the applications of stoichiometric and catalytic organometallic chemistry, the control of relative and absolute stereochemistry, the use of "organocatalysts," and carbohydrates. The total synthesis of architecturally challenging natural products will serve to highlight the application of these technologies.

Additional prerequisite: CHEM 032.

1 credit.

Spring 2006. Paley.

CHEM 105. Quantum Chemistry and Spectroscopy

Advanced consideration of topics in quantum mechanics including the harmonic oscillator, angular momentum, perturbation theory, and electron spin. These concepts, along with molecular symmetry and group theory, will be applied to the study of atomic and molecular spectroscopy.

Additional prerequisite: MATH 033 (or 034 or 035). Some familiarity with linear algebra will be useful.

1 credit.

Spring 2006. Stephenson.

CHEM 106. Topics in Physical and Biological Inorganic Chemistry

This seminar begins with a review of some of the theory and methods used to probe inorganic materials (e.g., group theory, ligand field theory, spectroscopy, and kinetics and mechanisms). Topics for further discussion will include substitution and redox reactions with application of the Marcus theory, inorganic clusters, organo-

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metallic chemistry, and bioinorganic chemistry.
Additional prerequisite: CHEM 046.

1 credit.

Not offered 2005–2006.

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 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.

Additional prerequisites: CHEM 038 and 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.

Fall 2005. Miller.

CHEM 110. Topics in Modern Biophysical Chemistry

An introduction to the interdisciplinary field of biophysical chemistry in which biological systems are explored using the quantitative perspective of the physical scientist.

Additional prerequisite: CHEM 038. Prior or concurrent enrollment in CHEM 045A/B or A/C is recommended.

1 credit.

Not offered 2005–2006.

STUDENT RESEARCH

All students who enroll in one or more research courses during the academic year are required to participate in the department's colloquium series and present the results of their work at a poster session during the spring semester.

CHEM 094. Research Project

This course provides the opportunity for qualified students to participate in research with individual staff members. Students who propose to

take this course should consult with the staff during the preceding semester concerning problem areas under study. This course may be elected more than once.

0.5 or 1 credit.

Each semester. Staff.

CHEM 096. Research Thesis

Chemistry and biochemistry majors will be provided with an option of writing a senior research thesis in lieu of taking comprehensive examinations. Students are strongly urged to participate in on-campus research during the summer between their junior and senior years. The student will form an advisory committee to consist of (but not be limited to) two members of the Chemistry and Biochemistry Department, one of whom 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 on the student's research activity must be submitted before 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

WILLIAM N. TURPIN, Professor¹
ROSARIA V. MUNSON, Professor and Chair
GRACE M. LEDBETTER, Associate Professor
DEBORAH BECK, Assistant Professor
JOHN BAUSCHATZ, Visiting Assistant Professor
DEBORAH SLOMAN, Administrative Assistant

¹ Absent on leave, fall 2005.

Classics is the study of the ancient Greeks and Romans: their languages, literatures, philosophies, cultures, and histories. The Department of Classics offers majors and minors in Greek, Latin, and Ancient History; only the minor in Ancient History requires no work in each of the ancient languages. Any student who wishes to major or minor in Greek or Latin can do so without having studied it before entering college. Those who begin a language at Swarthmore start to read ancient texts such as Plato and Catullus by the end of their first year. After two or three more semesters, students are usually prepared for 2-credit seminars, which cover significant quantities of text (e.g., all of the *Odyssey* or the *Aeneid*), and discuss them in some depth.

Greek and Latin are studied in courses numbered from 001 to 019 and in seminars; they count for distribution credit in humanities. Courses listed as Classics (designated CLAS and numbered 020 and higher) are taught entirely in English and require no knowledge of Greek or Latin. Classics courses (CLAS) listed as Literature in Translation courses count for distribution credit in humanities. Classics courses listed as Ancient History courses count for distribution credit in social sciences; they can also fulfill a requirement in the Department of History, and they can otherwise be counted as part of a major in that department.

The Department of Classics encourages students to spend a semester, usually during their junior year, at the Intercollegiate Center for Classical Studies in Rome, where students can study Latin, Greek, Italian, art history, and the ancient city; they also take field trips in Rome, Pompeii, and Sicily. Classics students are eligible for the Susan P. Cobbs Scholarship, the Susan P. Cobbs Prize Fellowship, and the Helen F. North Award

for study abroad or for intensive 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.

REQUIREMENTS AND RECOMMENDATIONS

Major and Minor

Greek, Latin, or ancient history may be a student's major or minor subject in either the course or the Honors Program.

A major in Greek 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, 038, 042, 044, or 056); a 1-credit attachment to any of those history courses; another attachment to a second course or else any other course in ancient history or classical civilization; and a Latin or Greek seminar, preferably LATN 102, LATN 105, or GREK 113. Admittance to seminars is based on the student's ability to read Greek or Latin with the needed speed and comprehension. Those who intend to major or minor in Greek or Latin, or to major in ancient history, should complete the appropriate language courses numbered 011 and 012 (or their equivalent) as soon as possible.

In their last semester, majors who are not in the Honors Program take a comprehensive examination, including written final examinations in three fields (usually corresponding to seminars taken) and an oral examination. Course majors

Classics

in Ancient History will take written examinations on Greek and Roman history. The oral examination will be based on these examinations and on attachment papers.

A course minor in Greek or Latin will consist of 5 credits of work in either language above the first-year level and must include at least one 2-credit seminar; in addition, minors are strongly encouraged to take more than one seminar. A course minor in ancient history will consist of four courses in ancient history and an attachment to one of them. That attachment will be presented to members of the department for evaluation and oral examination.

Advanced Placement

One credit in Latin (and thus humanities) is awarded for one or more Advanced Placement examinations with a grade of 5 or for comparable results on an International Baccalaureate examination or the equivalent. This credit may also be counted toward a major or minor in Latin.

Honors Program

For a major in Greek or Latin, preparation for honors examinations will normally consist of three seminars (students may take 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 must be a Greek or Latin seminar; the other two will both normally be course plus attachment (this differs from the requirements for the major itself). Students minoring in ancient history will take three courses in ancient history and add an attachment to one of them. That course plus attachment will be the preparation for the external examination. No ancient language is required for this minor.

Students using seminars for honors preparation will select one paper from each seminar to be sent to the external examiner for that seminar. The student is free to submit the paper with minor or major revisions or no revisions at all. The department suggests a word limit of 1,500 to 2,500 words as an appropriate guideline, although there are no absolute limits (except the senior honors studies [SHS] limit of 4,000 words). SHS is not required when an honors preparation is a course with an attachment.

The portfolio sent to examiners will contain the seminar papers, together with syllabi and related materials, if any, from the instructors. A combination of (3-hour) written and oral examinations will be the mode of external assessment for seminars. Students preparing a course with an attachment will take only an oral examination.

GREEK

GREK 001–002. Intensive First-Year Greek

Students learn the basics of the language and are introduced to the culture and thought of the Greeks. The course typically ends with a short dialogue of Plato. The course meets four times a week and carries 1.5 credits each semester. No assumption exists that students have studied Latin.

Students who start in the GREK 001–002 sequence must pass GREK 002 to receive credit for GREK 001.

Humanities. 1.5 credits.

Year course 2005–2006. Munson.

GREK 010. Greek Prose Composition

Extensive translation of English into Greek. Meets one hour per week.

Humanities. 0.5 credit.

Not offered 2005–2006.

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*).

Humanities. 1 credit.

Fall 2005. Bauschatz.

GREK 012. Homer

Selections from either the *Iliad* or the *Odyssey* are read in Greek; the remainder of the poem is read in translation.

Humanities. 1 credit.

Spring 2006. Ledbetter.

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 the equivalent.

Humanities. 1 credit.

Not offered 2005–2006.

GREK 015. Greek Poetry

In this course, we will examine the literary, performative, and political dimensions of Greek lyric and tragic poetry, focusing first on a selection of lyric poetry (including Sappho and Pindar) and then on a single Greek tragedy. The history of the reception of these genres and individual authors will also be considered.

Humanities. 1 credit.

Fall 2005. Ledbetter.

GREK 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

LATIN

LATN 001–002. Intensive First-Year Latin

Students learn the basics of the language, begin reading major classical writers, and are introduced to the culture and thought of the Romans. The course meets four times a week and carries 1.5 credits each semester.

Students who start in the LATN 001–002 sequence must pass LATN 002 to receive credit for LATN 001.

Humanities. 1.5 credits each semester.

Year course 2005–2006. Beck.

LATN 009. Latin Prose Composition

Extensive translation of English into Latin. Meets one hour per week.

Humanities. 0.5 credit.

Not offered 2005–2006.

LATN 010. Introduction to Roman Prose

This course integrates a review of basic Latin grammar with close readings of some of the major prose authors of the Roman Republic or of the Imperial period. Attention is given to vocabulary building and increasing fluency in reading Latin prose. Authors may include Cicero,

Sallust, Livy, Tacitus, or Pliny the Younger, but selections will vary to suit the interests of students and instructor. The course is intended for students who have completed LATN 011 or the equivalent. Students with three or four years of high school Latin are encouraged to consider taking this course but should consult with the department first.

Humanities. 1 credit.

Not offered 2005–2006.

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.

Prerequisite: Normally taken after LATN 002 or three to four years of high school Latin.

Humanities. 1 credit.

Fall 2005. Bauschatz.

LATN 013. Literature of the Augustan Age

Selected readings by the poet Ovid. Topics will include the range of poetic genres in which Ovid wrote, the characteristics of his writing that remain stable across these different genres, and Ovid's relationship to the history and culture of the time in which he lived.

Prerequisite: LATN 011 or its equivalent.

Humanities. 1 credit.

Fall 2005. Beck.

LATN 014. Medieval Latin

Readings are chosen from the principal types of medieval Latin literature, including religious and secular poetry, history and chronicles, saints' lives, satire, philosophy, and romances.

Prerequisite: LATN 011 or its equivalent.

Humanities. 1 credit.

Spring 2006. Bauschatz.

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 its equivalent.

Humanities. 1 credit.

Not offered 2005–2006.

LATN 017. Latin Poetry and the Modernists

This course explores Latin poems influential in the creation of the modernist verse of, in particular, Ezra Pound, and T.S. Eliot. The Latin texts are read in the original, for their own sake and in their own context. But we also explore the readings given them by the modernists, in an attempt to assess the uses and importance of their common literary tradition.

Prerequisite: LATN 011 or its equivalent.

Humanities. 1 credit.

Not offered 2005–2006.

LATN 018. Latin Prose Authors

This course will consider one or more works of Latin prose. The authors may be those important for historical reasons, such as Caesar, Cicero, Sallust, Livy, or Tacitus, or for more literary and philosophical reasons, such as Petronius, Seneca, or Apuleius. The course is intended for students who have taken at least one semester of college Latin (e.g., LATN 011) or the equivalent in high school. It incorporates grammatical review, of forms as well as syntax, and attempts to add significantly to students' vocabulary and facility in reading Latin.

Humanities. 1 credit.

Not offered 2005–2006.

LATN 019. Roman Imperial Literature

This course will consider selected poetry or prose from the Roman imperial period. Authors may include Vergil, Ovid, Seneca, Juvenal, Tacitus, or others. The course is appropriate for students who have done at least one college Latin course at the intermediate level and for some students who have done college-level Latin in high school. Students with no previous Latin courses at the college level should consult the department chair before enrolling.

Humanities. 1 credit.

Not offered 2005–2006.

LATN 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

ANCIENT HISTORY

All of the courses in ancient history are distributions in social sciences. They also count as prerequisites for advanced courses in the Department of History and as part of a major in history.

CLAS 031. Greece and the Barbarians

This course studies 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.

Writing course.

Social sciences. 1 credit.

Not offered 2005–2006.

CLAS 032. The Roman Republic

This course studies Rome from its origins to the civil wars and the establishment of the principate of Augustus (753–27 B.C.). Topics include the legends of Rome's foundation and of its republican constitution; the conquest of the Mediterranean world, with special attention to the causes and pretexts for imperialism; the political system of the Late Republic, and its collapse into civil war.

Writing course.

Social sciences. 1 credit.

Not offered 2005–2006.

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.

Social sciences. 1 credit.

Fall 2005. 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.

Social sciences. 1 credit.

Spring 2006. Bauschatz.

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, state cults, and mystery religions, and concentrates on the various pagan responses to Christianity, from conversion to persecution. Ancient texts may include Apuleius, Lucian, Marcus Aurelius, Porphyry, Justin, Origen, Lactantius, Tertullian, and the *Acts of the Christian Martyrs*.

No prerequisite exists, though CLAS 044 (Early Roman Empire) and RELG 004 (New Testament and Early Christianity) provide useful background.

Social sciences. 1 credit.

Not offered 2005–2006.

CLAS 066. Rome and Late Antiquity

This course will consider the history of the Roman Empire, from its near collapse in the third century A.D. through the “conversion” of Constantine and the foundation of Constantinople to the sack of Rome by Alaric the Visigoth in 410 A.D. Topics will include the social, political, and military aspects of this struggle for survival as well as the religious and cultural conflicts between pagans and the Christian church, and within the Church itself. Principal authors will include Eusebius, Athanasius, Julian the Apostate, Ammianus Marcellinus, Ambrose, and Augustine.

Social sciences. 1 credit.

Not offered 2005–2006.

CLAS 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

LITERATURE IN TRANSLATION

CLAS 011. First-Year Seminar: Persuasion and Power in Ancient Greece

This course will study the craft of public speaking in ancient Greece and its role in the formation of a civic identity, democratic deliberation, and judicial proceedings. Readings will include authoritative utterances of Homeric heroes (Achilles in the *Iliad*), rhetorical displays of sophists and politicians (Gorgias, Antiphon, Pericles in Thucydides, Demosthenes), and court speeches (Lysias). We will also examine the first theoretical formulations by Plato, Aristotle, and others on the goals and instruments of rhetoric. We will explore ancient exemplars also in the light of modern political discourse.

Writing course.

Humanities. 1 credit.

Not offered 2005–2006.

CLAS 013. First-Year Seminar: Mythology

This course examines selected myths in such major works of Greek and Latin literature as Homer’s *Iliad* and *Odyssey*, the tragedies of Aeschylus, Sophocles, and Euripedes, Virgil’s *Aeneid*, and Ovid’s *Metamorphoses*. Specific texts and images are treated both as individual stories and in relation to other texts and images that tell the same mythological tale. Primary texts are supplemented by modern theoretical readings in gender, psychology, and literary theory.

Humanities. 1 credit.

Fall 2005. Beck.

CLAS 020. Plato and His Modern Readers

(Cross-listed as PHIL 020)

Modern thinkers have ascribed to Plato some of the fundamental good and ills of modern thought. It has been claimed, for example, that Socrates and Plato distorted the entire course of Western philosophy, that Plato was the greatest political idealist, that Plato was the first totalitarian, that Plato was a feminist, and that Plato betrayed his teacher, Socrates. In this course, we will view Plato through the lens of various modern and postmodern interpretations (e.g., Nietzsche, Heidegger, Foucault, Irigaray, Rorty, Murdoch, Nussbaum, Vlastos) alongside a close analysis of ethical, metaphysical, and epistemological issues as they arise in the dialogues themselves.

Writing course. 1 credit.

Not offered 2005–2006.

Classics

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.

Humanities. 1 credit.

Not offered 2005–2006.

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.

Humanities. 1 credit.

Not offered 2005–2006.

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 on subsequent literature and other arts. This course examines selected myths in the works of major authors of Greek and Latin literature, including Homer, Vergil, Ovid, Aeschylus, Sophocles, and Euripides as well as representations of mythological stories and characters in the visual arts. The course will also cover several modern theoretical approaches to the study of myth.

Humanities. 1 credit.

Not offered 2005–2006.

CLAS 060. Dante and the Classical Tradition

This course explores the ways in which Dante and other 14th-century Italian authors reinterpreted the classical tradition to create revolutionary works of immense influence for later times. The entire *Divine Comedy* and possibly

selections from Petrarch and Boccaccio are read in English.

Humanities. 1 credit.

Not offered 2005–2006.

CLAS 093. Directed Reading

Independent work for advanced students under the supervision of an instructor.

1 credit.

SEMINARS

LATN 102. The Roman Emperors

This seminar explores Latin authors of the first and second centuries, with particular attention to their responses to the social and political structures of the period. Expressed attitudes toward the emperors range from adulation to spite, but the seminar concentrates on authors who fall somewhere in between, writing skeptically or subversively. Both prose writers (e.g., Tacitus, Suetonius, and Pliny) and poets (e.g., Lucan, Seneca, and Juvenal) may be included.

2 credits.

Fall 2005. Bauschatz.

LATN 103. Latin Epic

This seminar usually focuses on Vergil's *Aeneid*, although it may include other major Latin epics.

2 credits.

Not offered 2005–2006.

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.

Not offered 2005–2006.

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 2005–2006.

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 2006. Turpin.

LATN 109. The Latin Novel

This course will focus on one or both of the two surviving Latin novels, the *Satyricon* of Petronius and the *Metamorphoses* of Apuleius; other works of Apuleius, especially his *Apology*, may also be included, as well as the extant Greek novels, in translation. The seminar will discuss modern critical approaches to these complex texts and will also consider them as documents of the social world of the Roman empire. Among the issues to be addressed will be the nature of Roman satirical writing, the use of allegory, and the connections between Roman fiction, religion, and philosophy.

2 credits.

Not offered 2005–2006.

GREK 111. Greek Philosophers

This seminar examines the development of Greek philosophy from the Presocratics, through Socrates, Plato, and Aristotle. Topics include philosophy's opposition to the mythical/literary tradition, Plato vs. Aristotle on the good life, and the origin of conceptions of reality.

2 credits.

Not offered 2005–2006.

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 2005–2006.

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 2005. 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 2006. Beck.

Cognitive Science

Coordinator: **LISA MEEDEN** (Computer Science)

Committee: **Alan Baker** (Philosophy)
David Harrison (Linguistics)
Ed Kako (Psychology)
Kathy Siwicki (Biology)

The minor in cognitive science has been developed to guide the programs of those who are interested in the interdisciplinary study of the mind, brain, and language, with emphases on formal structure, biological information processing, and computation. The Cognitive Science Program is designed to emphasize guided breadth across various disciplines that contribute to cognitive science as well as depth within a chosen discipline.

A student may have many reasons for deciding to minor in cognitive science. Perhaps the simplest is to indicate and explore a particular interest in cognitive science. Whatever your major, a minor in cognitive science indicates a kind of specialized interest and developing expertise. It is our hope that this interest will be integrated with your major area of study, and we hope to help you formulate a plan of studies that sensibly achieves the requirements of the minor.

We conceive of cognitive science as a loose federation of six specific disciplines. The disciplines included are neuroscience (biology or psychobiology), computer science (including computer engineering), linguistics, mathematics and statistics, philosophy, and cognitive psychology. To demonstrate breadth, students minoring in cognitive science are required to complete at least 5 credits across three of these six disciplines (see details and the list of courses). Students who wish to use 2 credits in mathematics and statistics as one of their disciplines for a cognitive science minor must choose 2 credits from a single 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.

REQUIREMENTS AND RECOMMENDATIONS

Minor

Six or 7 credits are required for the minor. One of these is a required introductory course, and the remaining 5 or 6 are to be distributed across three different disciplines as described subsequently.

In addition to fulfilling these breadth requirements, students must indicate one cognitive science field in which they have substantial depth of preparation. Such depth can be documented by completion of at least four courses from within a cognitive science discipline (even if some of those courses are not directly related to cognitive science). Alternative curricular and extracurricular ways of fulfilling the depth requirement may be discussed with the coordinator.

Honors Minor

To complete an honors minor in cognitive science, students must complete all requirements listed earlier. 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.

All minors must normally take COGS 001: 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? What kinds of explanations are necessary to explain cognition?

1 credit.

Spring 2006. Harrison.

Minors are no longer required to complete a 1-credit thesis in cognitive science in their senior year, but the thesis option is available to those wishing to get formal research experience. Nonhonors theses in cognitive science will normally be examined by Cognitive Science Committee members from within at least two different departments.

COGS 090. Senior Thesis

The 1-credit thesis project can be supervised by any of a number of faculty members associated with the departments in the program but should be approved in advance by the program coordinator. A thesis may be used to establish depth in an area and is normally a required component of a special major in cognitive science.

1 credit.

Each semester. Staff.

The remaining 5 required credits are to be distributed evenly among three different disciplines of cognitive science. That is, 2 credits of listed courses from each of three of the six disciplines must be completed, with the exception that in one—and only one—of the three disciplines, a single “focus” course* may be used to meet the breadth requirement. The list of courses currently approved as cognitive science courses is rather selective because it is intended to focus students on the most essential cores of cognitive science within each discipline. For disciplines where there are courses designated as focus courses, at least one focus course must be taken to include that discipline in the minor. There are many more courses taught on campus that are closely relevant to cognitive science, and this list is subject to periodic re-evaluation.

Computer Science/Computer Engineering

CPSC 037. Structure and Interpretation of Computer Programs

ENGR 027/CPSC 027. Computer Vision

ENGR 127. Advanced Perception (*focus course**)

CPSC 063. Artificial Intelligence (*focus course*)

CPSC 065. Natural Language Processing

CPSC 081. Adaptive Robotics (*focus course*)

ENGR 028/CPSC 082. Mobile Robotics

Linguistics

LING 040/108. Semantics (*focus course*)

LING 043/106. Morphology and the Lexicon

LING 045/105. Phonology (*focus course*)

LING 050/109. Syntax (*focus course*)

LING 06X. Structure of a non-Indo-European Language

Mathematics and Statistics

The subareas of mathematics and their eligible seminars and courses are the following:

Algebra: MATH 037, 048, 049, and 102

Analysis: MATH 034, 044, 047, 081, 085, 101, and 103

Discrete Mathematics: MATH 029, 046, 065, and 072

Geometry: MATH 045 and 106

Statistics: STAT 011, 031, and 053; MATH 105 and STAT 111

Topology: MATH 104

Neuroscience

BIOL 022. Neurobiology

PSYC 030. Physiological Psychology

PSYC 091. Advanced Topics in Behavioral Neuroscience

PSYC 130. Physiological Seminar

BIOL 123. Learning and Memory

Philosophy

PHIL 012/031. Logic/Advanced Logic

PHIL 024/113. Theory of Knowledge

PHIL 026/116. Language and Meaning

PHIL 086/118. Philosophy of Mind (*focus course*)

Psychology

PSYC 032/132. Perception (*focus course*)

PSYC 033/133. Cognitive Psychology (*focus course*)

PSYC 034/134. Psychology of Language/Psycholinguistics (*focus course*)

PSYC 039. Developmental Psychology

PSYC 043. Evolutionary Psychology

*Focus courses are concerned with issues most central to cognitive science and normally taught with this in mind.

Comparative Literature

Coordinator: **CAROLYN LESJAK** (English Literature)

Committee: **Alan Berkowitz** (Modern Languages and Literatures, Chinese)
Jean-Vincent Blanchard (Modern Languages and Literatures, French)
Elizabeth Bolton (English Literature)
Edmund Campos (English Literature)
Marion J. Faber (Modern Languages and Literatures, German)
Sibelan Forrester (Modern Languages and Literatures, Russian)³
Maria Luisa Guardiola (Modern Languages and Literatures, Spanish)
Allen Kuharski (Theater)
George Moskos (Modern Languages and Literatures, French)^{9,12}
Rosaria V. Munson (Classics)
Philip M. Weinstein (English Literature)
Hansjakob Werlen (Modern Languages and Literatures, German)

³ Absent on leave, 2005–2006.

⁹ Campus coordinator, Swarthmore Program in Grenoble, fall 2005.

¹² Program director, Swarthmore Program in Grenoble, spring 2006.

The comparative literature major is administered by a Comparative Literature Committee made up of the coordinator and faculty representing the Classics, English Literature, Modern Languages and Literatures, and Theater departments. The basic requirement for the major is *work in two literatures in the original language*.

The major in comparative literature is designed for those students who have a love for literature and a strong desire to write and are interested in literary critical research. Not for everyone, this major assumes a fair degree of discipline, independence, and self-motivation on the part of the student, especially in the development and writing of the thesis.

In planning a comparative literature major, students should look at course listings in the Classics, English, and Modern Languages and Literatures departments. Of courses in the Classics and Modern Languages and Literatures departments, only courses in the original language numbered 011 or above are counted as constituents of the comparative literature major. Of English courses numbered 009A–Z, only one may be counted for the major.

Students applying for the major will submit to the comparative literature coordinator a proposal of integrated study that sets forth the courses and/or seminars to be taken and the principle of

coherence on which the program of study is based. The student will also submit a 6- to 10-page writing sample from a previously completed course. The committee will review the proposal and the essay and advise the student.

Note: In lieu of a regular course, the Comparative Literature Committee will consider proposals for one or more research papers written as course attachments as well as proposals to substitute an extended research paper for course credit.

REQUIREMENTS AND RECOMMENDATIONS

Major in Course

1. *Ten credits in two or more literatures in the original languages*, including a substantial concentration of work—normally four or five courses—in each of the literatures. The thesis (described later) does not count toward these 10 credits.

Students working entirely in languages other than English may propose one course in translation as a part of their program, as long as it is deeply relevant to their plan of study. Students working in English and any language other than 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 to 60 pages, covering work in at least two languages, planned in the spring of the junior year and submitted in the spring of the senior year, no later than April 30.

Before the end of the junior year, the student will submit to the committee an outline for the thesis and propose faculty advisers from appropriate departments. In some cases, the committee may ask that the thesis be written in whole or in part in the language of a literature studied other than English.

3. An oral comprehensive examination, 1 to 1.5 hours in length, at the end of the senior year, based on the thesis and courses and seminars that the major comprises.

Major or Minor in the Honors Program

Major

Four 2-credit preparations in at least two literatures in the original language, one of which is a thesis. One of the preparations may be used as an independent minor (in Russian or German studies, for instance) if the minor's departmental requirements have been met. Minors requiring unrelated preparations such as biology or psychology are not allowed. All four honors preparations are necessary components of the comparative literature honors major.

Minor

A 2-credit thesis of 50 to 60 pages, integrating preparations that have been done in two literatures in the original language.

Prerequisite for Admission into the Honors Program

Successful completion of an advanced course in literature in each of the literatures of the student's program of study. A minimum grade of a B is required.

Mode of Examination

For each preparation, a 3-hour written examination prepared by the external examiner and a 30-minute oral based on the contents of the written examination.

Procedures for All Majors

All majors will meet with members of the Comparative Literature Committee before the end of the junior year to review and assess the student's program. At this time, both course and honors majors will submit thesis proposals and propose faculty advisers.

The courses and seminars that compose the comparative literature major's formal field of study will naturally differ with each major. To give some sense of the range of possibilities available, a series of sample programs is offered.

SAMPLE: COMPARATIVE LITERATURE COURSE MAJOR

Focus: The Black Atlantic

Courses

- ENGL 009E. First-Year Seminar: The Subject in Question
- FREN 012L. Introduction à l'analyse littéraire
- ENGL 054. Core Course: Faulkner, Morrison, and the Representation of Race
- FREN 025. Centers and Peripheries in the Francophone World
- ENGL 061. Fictions of Black America
- FREN 077. Prose Francophone: littérature et société
- ENGL 062. Black Autobiography
- FREN 110. Écritures françaises hors de France (Caribbean)
- ENGL 086. Postcolonial Literature and Theory
1-credit thesis.

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. Core Course: Modern British Poetry

Comparative Literature

ENGL 053. Core Course: Modern American
Poetry

Seminars

ENGL 115. Modern Comparative Literature

ENGL 116. American Literature

GERM 109. Rise of the Modern German Novel
2-credit thesis.

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
Pío Baroja.

Computer Science

CHARLES F. KELEMEN, Professor and Chair
LISA MEEDEN, Associate Professor
TIA NEWHALL, Associate Professor
RICHARD WICENTOWSKI, Assistant Professor³
BENJAMIN A. KUPERMAN, Visiting Assistant Professor
JEFFREY KNERR, System Administrator
BRIDGET M. ROTHERA, Administrative Assistant

³ Absent on leave, 2005–2006.

Computer science is the study of algorithms and their implementation. This includes the study of computer systems; methods to specify algorithms (for people and computer systems); and the formulation of theories and models to aid in the understanding and analysis of the properties of algorithms, computing systems, and their interrelationship.

The computer science program is designed to provide students with a flexible set of computing choices that can be tailored to satisfy various interests and depths of study. All courses emphasize the fundamental concepts of computer science, treating today's languages and systems as current examples of the underlying concepts. The computer science laboratory provides up-to-date software and hardware facilities. Three entry points to the computer science curriculum are available at Swarthmore.

FIRST-YEAR SEMINAR

CPSC 015: Privacy and Trust in Cyberspace is a first-year seminar that satisfies the W requirement. No previous experience with computers is necessary. Although some programming will be introduced, students whose main goal is to learn to program should take CPSC 021. CPSC 015 has broader goals including a greater emphasis on writing prose.

REQUIREMENTS AND RECOMMENDATIONS

CPSC 021: Algorithmic Problem Solving will introduce fundamental ideas in computer science while building skill in software develop-

ment. No previous experience with computers is necessary. This course is appropriate for all students who want to write programs. It is the usual first course for computer science majors and minors. Students with Advanced Placement credit or extensive programming experience may be able to place out of this course.

CPSC 035: Data Structures and Algorithms assumes that the student has completed CPSC 021 or its equivalent. It is an appropriate entry point for students with extensive computing experience. Students who think they may qualify and have not taken CPSC 021 should see the instructor or department chair.

Students or advisers who want more advice on placement in computer science courses should feel free to contact any computer science faculty member by phone or in person.

The Computer Science Department offers course majors and minors and honors majors and minors. Students interested in any of these options are encouraged to meet with the chair of the Computer Science Department as early as possible in their college career. Students who are interested in a computer science major or minor are encouraged to take both CPSC 021 and CPSC 035 sometime in their first three semesters at Swarthmore. The minor in computer science is designed for students who desire a coherent introduction to the core topics in the field but cannot afford the number of courses required of a major. Students completing the minor will possess intellectual skills that are useful in many disciplines.

REQUIREMENTS

Major

The following are the requirements for a major in computer science:

- A. Two mathematics courses at the level of Discrete Mathematics or above (Discrete Math and Linear Algebra are recommended).
- B. Each of CPSC 021, CPSC 025, CPSC 035, CPSC 046, and CPSC 097.
- C. One of CPSC 022 or CPSC 037.
- D. Three of CPSC 027, CPSC 040, CPSC 041, CPSC 044, CPSC 045, CPSC 063, CPSC 065, CPSC 075, CPSC 081, CPSC 082, CPSC 085, CPSC 091, CPSC 093, CPSC 127, CPSC 129, and CPSC 140.

Successful completion of at least two computer science courses including CPSC 035 is ordinarily required to be admitted as a computer science major. (If exempted from CPSC 021, CPSC 041, CPSC 045, or CPSC 075 must be taken in place of CPSC 021 to satisfy requirement B.)

Minor

The following are the requirements for a minor in computer science:

- A. One mathematics course at the level of Discrete Mathematics or above (Discrete Math recommended).
- B. Each of CPSC 021, and CPSC 025, and CPSC 035.
- C. One of CPSC 022 or CPSC 037.
- D. Either CPSC 041 or CPSC 046.
- E. One of the following (must be different from the choice in part D): CPSC 027, CPSC 040, CPSC 041, CPSC 044, CPSC 045, CPSC 046, CPSC 063, CPSC 065, CPSC 075, CPSC 081, CPSC 082, CPSC 085, CPSC 127, CPSC 129, or CPSC 140.

Successful completion of at least two computer science courses including CPSC 035 is ordinarily required to be admitted as a computer science minor. (If exempted from CPSC 021, CPSC 041, CPSC 045 or CPSC 075 must be taken in place of CPSC 021 to satisfy requirement B.)

Honors Program

Honors majors and minors in computer science are available.

Honors Major

An honors major in computer science will consist of two 2-credit preparations, one 2-credit research report or thesis, and a minor preparation.

The following will be submitted to external examiners for evaluation:

1. Two 2-credit preparations to be selected from the combinations of courses listed under Approved Preparations. Each of these 2-credit preparations will be examined by a 3-hour written examination and an oral examination.

The two 2-credit preparations must include four distinct courses. In certain circumstances, the Computer Science Department may be willing to consider other groupings of courses, seminars, or courses with attachments. If the required courses and preparations would not satisfy a course major, additional computer science courses must be taken to meet course major requirements. In all cases, the Computer Science Department must approve the student's plan of study.

2. One research report or thesis to be read by an external examiner and examined in an oral examination.

At a minimum, this will involve a review of scholarly papers from the primary literature of computer science and the writing of a scholarly, scientific paper. We hope the paper will report on a research experience involving the student and faculty (here or elsewhere). It is expected that most of the research or scholarly groundwork will be completed before the fall semester of the senior year, either by 1 credit of work in the spring semester of the junior year or full-time summer work. Students will register for at least 1 credit of thesis work to complete the work and write the paper in the fall of the senior year. It is recommended that the paper be completed by the end of the fall semester.

To be eligible for an honors major in computer science students must:

1. Have a B+ average in all computer science courses completed by the end of junior year. These must include CPSC 021, CPSC 035, CPSC 022 or CPSC 037, 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 Discrete Mathematics and Linear Algebra with a grade of B+ or better, or
 - b. Passed Linear Algebra Honors with a grade of B or better, or
 - c. Completed Introduction to Real Analysis or Introduction to Modern Algebra with a grade of B- or better.
3. Complete by the end of the senior year a set of courses that would qualify for an ordinary computer science major as well as CPSC 180 (Thesis) and CPSC 097 with course students.

Honors Minor

One 2-credit preparation to be selected from the combinations of courses listed under Approved Preparations. An examiner will set both a 3-hour written examination and an oral examination for the preparation.

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 the junior year. These must include CPSC 021, CPSC 035, CPSC 022 or CPSC 037, 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 completed the following:
 - a. Passed Discrete Mathematics or Linear Algebra with a grade of B or better, or
 - b. Passed Linear Algebra Honors or Introduction to Real Analysis or Introduction to Modern Algebra with a grade of B- or better.
3. Complete by the end of the senior year a set of courses that would qualify for an ordinary computer science minor.

APPROVED PREPARATIONS

The following are the approved preparations for part A. These may not all be available to all students because of the faculty's schedules.

Preparation	Course Combination
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
Distributed Systems	CPSC 045. Operating Systems CPSC 085. Distributed Systems
Perception and Action Systems	CPSC 027. Computer Vision CPSC 081. Adaptive Robotics or CPSC 082 Mobile 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 065. Natural Language Processing
Robotics	CPSC 081. Adaptive Robotics CPSC 082. Mobile Robotics
Language Processing	CPSC 091. Information Retrieval CPSC 065. Natural Language Processing

Computer Science

STUDY ABROAD

Students planning to major or minor in computer science may opt to study abroad for one semester or a whole year. Because some advanced courses in computer science are offered in only alternate years, some selections will be unavailable to some students. The chair of the Computer Science Department should approve all courses of study abroad. The department will credit appropriate courses based on sufficient evidence presented by the student upon returning to Swarthmore. Depending upon the resources available to the department, independent study and/or reading courses may be offered to accommodate students who are unable to take desired offerings because of study abroad.

GRADUATE STUDY

Students interested in graduate study in computer science will be well prepared with a computer science major. Some graduate programs will also accept students who have majored in mathematics or engineering and completed a sufficient number and selection of computer science courses. The choice of the appropriate major and computing courses will depend on the student's interests and should be made in consultation with the chair of the Computer Science Department. Other majors are also reasonable for students with special interests. For example, a major in linguistics or psychology might be appropriate for a student interested in artificial intelligence or cognitive science. In such cases, students should consult with the chair of the department as early as possible to ensure that they take the necessary mathematics and computing courses for graduate work in computer science.

COURSES

CPSC 015. First-Year Seminar: Privacy and Trust in Cyberspace

Building upon the 1st, 3rd, 4th, 5th, and 9th amendments to the U.S. Constitution, the Supreme Court has created and protected a concept of privacy in the physical world. Yet in cyberspace (the world of interconnected computers), information about you and your loved ones

is gathered, used, bought, and sold without your knowledge or permission. How is this possible? Why is undetected cyber-snooping relatively easy? What can you do to improve your information privacy? Who and what are you trusting whenever you communicate or transact business over the Internet?

Some seminar time will be devoted to exploring the concept and desirability of information privacy. A larger portion of the seminar will be devoted to the computer science topics needed to understand the nature of and risks to information in cyberspace: the design of digital computers, machine and assembly language programming, operating systems and high-level languages, computer networks, encryption, decryption, and software system vulnerabilities.

We will work through these topics in the context of the biography *Alan Turing: The Enigma* by Andrew Hodges and the novel *Cryptonomicon* by Neal Stephenson.

Prerequisite: Four years of high school mathematics.

Writing course.

1 credit.

Fall 2005. Kelemen.

CPSC 021. Algorithmic Problem Solving

This course will introduce fundamental ideas in computer science while building skill in software development. Algorithms will be implemented as programs in the Java programming language. Object-oriented programming and data structures will be introduced in order to construct correct, understandable, and efficient algorithms. A deeper coverage of these topics will be presented in CPSC 035. CPSC 021 is appropriate for all students who want to be able to write programs. It is the usual first course for computer science majors and minors. Students with Advanced Placement credit or extensive programming experience may be able to place out of this course. Students who think that they may fall into this latter category should consult with any computer science faculty member.

Lab work required, programming intensive. No prerequisites.

1 credit.

Each semester. Staff.

CPSC 024. Fundamentals of Digital Systems

(Cross-listed as ENGR 015)

Digital and continuous systems are fundamentally different. This course will introduce students to digital system theory and design techniques, including Boolean logic, digital representations of data, and techniques for the design of combinational and sequential digital circuits. Because moving information between systems is critical to real-world applications, the course will include interfaces between digital systems and between digital and continuous systems. In addition, the course will cover selected topics in numerical analysis and applied mathematics that are relevant to modern engineering and computer science.

Lab work required. Offered in the fall semester every year.

Prerequisite: CPSC 021 or ENGR 011 (co-requisite).

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Cheever.

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.

Lab work required.

Prerequisites: CPSC 021, or CPSC 024/ENGR 024, and CPSC 035 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Offered every spring semester. Staff.

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 extraction, stereovision, motion analysis, color and reflection models, and object representation and recognition. The course will focus on object rec-

ognition and detection, introducing the tools of computer vision in support of building an automatic object recognition and classification system. Labs will involve implementing both offline and real-time object recognition and classification systems.

Lab work required.

Prerequisites: ENGR 012, CPSC 021, or permission of the instructor. Mathematics background at the level of Linear Algebra or Calculus is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Next offered spring 2007. Maxwell.

CPSC 035. Data Structures and Algorithms

This course completes the broad introduction to computer science begun in CPSC 021. It provides a general background for further study in the field. Topics to be covered include object-oriented programming in Java, imperative programming in C, 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.

Prerequisite: CPSC 021 or permission of the instructor. Discrete Mathematics is strongly recommended.

1 credit.

Each semester. Staff.

CPSC 037. Structure and Interpretation of Programs

This course is a serious introduction to the study of computer programs and, through programs, some central ideas in computer science. By studying programs that make repeated and deep use of abstraction, students will learn how to generate precise specifications from vaguely formulated and perhaps partially understood descriptions. Topics to be covered include programming idioms and paradigms, recursion, information retrieval, binding and scope, interpreters, and compilers.

Lab work required.

Prerequisite: CPSC 035.

1 credit.

Next offered spring 2006. Meeden.

CPSC 040. Computer Graphics

(Cross-listed as ENGR 026)

Computer graphics deals with the manipulation and creation of digital imagery. We will cover drawing algorithms for two-dimensional (2-D) graphics primitives, 2-D and three-dimensional (3-D) matrix transformations, projective geometry, 2-D and 3-D model representations, clipping, hidden surface removal, rendering, hierarchical modeling, shading and lighting models, shadow generation, special effects, fractals and chaotic systems, and animation techniques. Labs will focus on the implementation of a 3-D hierarchical modeling system that incorporates realistic lighting models and fast hidden surface removal.

Lab work required.

Prerequisites: ENGR 012, CPSC 021, or the permission of the instructor. Mathematics background at the level of Calculus and Linear Algebra Honors is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Next offered fall 2006. Maxwell.

CPSC 041. Algorithms

The study of algorithms is useful in many diverse areas. As algorithms are studied, considerable attention is devoted to analyzing formally their time and space requirements and proving their correctness. Topics to be covered include abstract data types, trees (including balanced trees), graphs, searching, sorting, NP complete optimization problems, and the impact of several models of parallel computation on the design of algorithms and data structures.

Lab work required.

Prerequisites: CPSC 035. Discrete Mathematics is strongly recommended.

1 credit.

Next offered fall 2006. Kelemen.

CPSC 044. Database Systems

This course provides an introduction to relational database management systems. Topics covered include data models (ER and relational model); data storage and access methods (files, indices); query languages (SQL, relational algebra, relational calculus, QBE); query evaluation; query optimization; transaction management; concurrency control; crash recovery; and some advanced topics (distributed databases, object-relational databases). A project that involves

implementing and testing components of a relational database management system is a large component of the course.

Lab work required.

Prerequisite: CPSC 035.

1 credit.

Not offered 2005–2007.

CPSC 045. Operating Systems

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 is recommended.

1 credit.

Fall 2005. Newhall.

CPSC 046. Theory of Computation

(Cross-listed as MATH 046)

This is a study of various models of computation leading to a characterization of the kinds of problems that can and cannot be solved by a computer. Solvable problems will be classified with respect to their degree of difficulty. Topics to be covered include formal languages and finite state devices, Turing machines, and other models of computation, computability, and complexity.

Prerequisite: CPSC 035. Discrete Mathematics is strongly recommended.

1 credit.

Spring 2006. Kelemen.

CPSC 063. Artificial Intelligence

Artificial intelligence (AI) can be defined as the branch of computer science that is concerned with the automation of intelligent behavior. Intelligent behavior encompasses a wide range of abilities; as a result, AI has become a very broad field that includes game playing, automated reasoning, expert systems, natural language process-

ing, modeling human performance (cognitive science), planning, and robotics. This course will focus on a subset of these topics and specifically on machine learning, which is concerned with the problem of how to create programs that automatically improve with experience. Machine learning approaches studied will include neural networks, decision trees, genetic algorithms, and reinforcement techniques.

Lab work required.

Prerequisites: CPSC 035.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Meeden.

CPSC 065. Natural Language Processing

This course is an introduction to the fundamental concepts in natural language processing, the study of human language from a computational perspective. The focus will be on creating statistical algorithms used in the analysis and production of language. Topics to be covered include parsing, morphological analysis, text classification, speech recognition, and machine translation. No prior linguistics experience is necessary.

Prerequisite: CPSC 035.

1 credit.

Next offered fall 2006. Wicentowski.

CPSC 075. Principles of Compiler Design and Construction

This course introduces the design and construction of language translators for imperative, procedure-oriented programming languages. Topics covered include formal grammars, lexical analysis and finite automata, syntax analysis and push-down automata, LL and LR parsing, semantic analysis and table handling, error detection and recovery, code generation and optimization, and compiler writing tools.

Lab work required.

Prerequisite: CPSC 035.

1 credit.

Spring 2007. Meeden.

CPSC 081. Adaptive Robotics

This course addresses the problem of controlling robots that will operate in dynamic, unpredictable environments. Students will work in groups to program robots to perform a variety of tasks such as navigation to a goal, obstacle avoidance, and vision-based tracking in a laboratory

session. In lecture/discussion sessions, students will examine the major paradigms of robot control through readings with an emphasis on adaptive approaches.

Lab work required.

Prerequisite: CPSC 035 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Meeden.

CPSC 082. Mobile Robotics

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 and to explore and interact with their environment.

Prerequisites: ENGR 015 or CPSC 035. Linear Algebra is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Offered when demand and staffing permit.

CPSC 085. Distributed Systems

This course covers a broad range of topics related to distributed and cluster computing. Distributed systems consist of a collection of computers connected by a network. The computers in a distributed system run special software that allows them to transparently share computing resources and data. We will read and discuss recent and classic research papers on the theory and implementation of distributed and cluster computing systems. In addition, students will have the opportunity to examine one or two topics in depth through a class presentation of a specific topic and through a semester-long project related to distributed computing. Possible topics include networking, parallel programming paradigms, distributed state, distributed coordination and agreement, fault tolerance, authentication and security, scheduling, load balancing, distributed file systems, Web computing, the Grid, peer-to-peer systems, cluster systems, distributed operating systems, and distributed database systems.

Computer Science

The department's new gigabit cluster is available for course programming assignments and projects. Prerequisites: CPSC 035. CPSC 045 is recommended.

1 credit.

Next offered spring 2006. Newhall.

CPSC 091. Special Topics in Computer Science

Subject matter for CPSC 091 is generally dependent on group need or individual interest. The course is normally restricted to upper-level students and offered only when staff interests and availability make it practicable to do so.

1 credit.

Fall 2006. Staff.

CPSC 093. Directed Reading and/or Research Project

A qualified student may undertake a program of extra reading and/or a project in an area of computer science with the permission of a staff member who is willing to supervise.

CPSC 097. Senior Conference

This course provides honors and course majors an opportunity to delve more deeply into a particular topic in computer science, synthesizing material from previous courses. Topics have included natural language processing (2004); advanced algorithms (2003); networking (2001 and 2002); evolutionary computation (1998 and 1999); complexity, encryption, and compression (1996); and parallel processing (1995). CPSC 097 is the usual method used to satisfy the comprehensive requirement for a computer science major and the senior honors study requirement for a computer science honors major.

1 credit.

Fall 2005. Kuperman.

CPSC 127. Advanced Perception

(Cross-listed as ENGR 127)

Advanced perception will look at techniques for understanding sensory information from vision, audio, and other sources of information. We will be going in depth into a number of areas, including visual motion and tracking, object detection and recognition, speech recognition, and stereo vision and audio analysis. We will be focusing on technical papers in the specific areas, implementing a number of techniques over the course of the semester.

Lab work required.

Prerequisite: CPSC 027/ENGR 027 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Next offered spring 2008. Maxwell.

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

JOHN P. CASKEY, Professor and Chair
STEPHEN S. GOLUB, Professor
ROBINSON G. HOLLISTER JR., Professor
PHILIP N. JEFFERSON, Professor
MARK KUPERBERG, Professor
ELLEN B. MAGENHEIM, Professor
STEPHEN A. O'CONNELL, Professor¹
LARRY E. WESTPHAL, Professor²
AMANDA BAYER, Associate Professor
THOMAS S. DEE, Associate Professor
JULIE BECHER, Visiting Assistant Professor (part time)
NANCY CARROLL, Administrative Assistant

¹ Absent on leave, fall 2005.

² Absent on leave, spring 2006.

Economics is the study of how scarce resources are allocated and the implications of such allocations. Because scarcity is a fundamental fact of social life, an understanding of economics is relevant for private and public decision making. Most courses in the department address the dual questions of how resources *are* allocated in real economies and how they *should* be allocated. "Should" is a complex word and encompasses considerations of economic efficiency and distributional equity. Economics does not provide definitive answers to these questions, but it does give the student the tools needed to formulate and evaluate such answers.

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 ECON 035 (Econometrics).

A knowledge of elementary calculus is extremely useful to read economics literature critically. The department strongly recommends that students take MATH 015 and MATH 025 (basic calculus). MATH 027 (Linear Algebra), MATH 034 (Several Variable Calculus) and MATH 044 (Differential Equations) are valuable for those who intend to focus on the more technical aspects of economics. Students who plan to attend graduate school in economics should give serious

thought to taking additional mathematics courses including MATH 047 (Introduction to Real Analysis).

To graduate as majors, students must have at least 8 credits in economics; have taken the three core courses; and, in their 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 examination, course students are very 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 requirements for teacher certification through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, please contact the Educational Studies Department chair, the Economics Department chair, or the Educational Studies Department Web site at www.swarthmore.edu/SocSci/Education.

The Economics Department does not offer a minor in economics except in the Honors Program.

Economics

COURSES

ECON 001. Introduction to Economics

Covers the fundamentals of microeconomics and macroeconomics: supply and demand, market structures, income distribution, fiscal and monetary policy in relation to unemployment and inflation, economic growth, and international economic relations. Focuses on the functioning of markets as well as on the rationale for and the design of public policy. Prerequisite for all further work in economics.

1 credit.

Fall 2005 and spring 2006. Staff.

ECON 002. First-Year Seminar: Greed

In 1776, Adam Smith wrote in *The Wealth of Nations*, "It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest.... The individual intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always worse for society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it." This seminar investigates the degree to which self-interest should be the organizing principle of economic and social organization.

This course counts as 1 of the 8 economics credits needed to fulfill an economics major, but it does not take the place of ECON 001. It, therefore, cannot be used to fulfill the ECON 001 prerequisite for further work in the Economics Department.

1 credit.

Not offered 2005–2006.

ECON 005. Savage Inaccuracies: The Facts and Economics of Education in America

(Cross-listed as EDUC 069)

This course investigates the relationship between issues of resource allocation and educational attainment. It examines the facts about student achievement, educational expenditure in the United States, and the relationship between them. It studies such questions as: Does reducing class size improve student achievement? Does paying teachers more improve

teacher quality and student outcomes? The course also investigates the relationship between educational attainment and wages in the labor market. Finally, it analyzes the effects of various market-oriented education reforms such as vouchers and charter schools. This course may be counted toward a concentration in public policy.

1 credit.

Fall 2005. Kuperberg.

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 2005. 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 situations of interactive decision making in which the participants attempt to predict and to influence the actions of others. We use examples from economics, business, biology, politics, sports, and everyday life. This course may be counted toward a concentration in peace and conflict studies.

1 credit.

Fall 2005. Bayer.

ECON 021. Intermediate Macroeconomics

The goal of this course is to give the student a thorough understanding of the actual behavior of the macroeconomy and the likely effects of government stabilization policy. Models are developed of the determination of output, interest rates, prices, inflation, and other aggregate variables such as fiscal and trade surpluses and deficits. Students analyze conflicting views of business cycles, stabilization policy, and inflation/unemployment trade-offs.

1 credit.

Spring 2006. 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 options prices.

1 credit.

Spring 2006. Caskey.

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.

1 credit.

Fall 2005. Dec. Spring 2006. Hollister.

ECON 032. Operations Research

(Cross-listed as ENGR 057)

This course highlights the principles of operations research as applied in defining optimal solutions to engineering 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.

1 credit.

Not offered 2005–2006.

ECON 033. Accounting

This course surveys financial and managerial accounting. The 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 are covered. 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 2006. Staff.

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 2005. 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 2006. Dec.

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.

Not offered 2005–2006.

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.

Spring 2006. Caskey.

ECON 051. The International Economy

This course surveys the theory of trade (microeconomics) and of the balance of payments and exchange rates (macroeconomics). The theories are used to analyze topics such as trade patterns, trade barriers, flows of labor and capital, exchange-rate fluctuations, the international monetary system, and macroeconomic interdependence. This course may be counted toward a concentration in public policy.

Economics

Prerequisite: ECON 011 or ECON 021; both recommended.

1 credit.

Spring 2006. 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.

Prerequisites: POLS 004 and ECON 001.

1 credit.

Spring 2006. Golub/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.

Prerequisite: ECON 011.

1 credit.

Not offered 2005–2006.

ECON 063. Public Policies in Practice: Establishing What Works and for Whom

Participants in this course will examine research on specific policy interventions designed to change outcomes for individuals, corporations, and communities. Particular focus will be on attempts to establish whether such policy interventions can cause changes in outcomes for individuals, corporations, or communities. In recent decades, random assignment/experimental designs have increasingly been applied to estimate the impact of changes in policies on employment, welfare, housing, education, policing, public health, and community development. Social policy experiments and alternative methods to examine cause and effect will be covered, with emphasis on actual examples from the previously mentioned fields. Specific issues in design, implementation of such studies, the analy-

sis of results, and translation to the policy context will be reviewed. Students will meet with selected analysts who carry out these types of studies. Students will do some analysis of data generated from quantitative studies of what works and for whom.

Prerequisites: ECON 031 or STAT 011, or consent of the instructor.

1 credit.

Spring 2006. Hollister.

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.

Fall 2005. Bayer.

ECON 075. Health Economics

This course applies the tools of microeconomic analysis to the health care industry. We will analyze the determinants of demand for and supply of health care, including the relationship between demographic variables, health status, and health care consumption. The structure and behavior of the major components of the supply side will be studied, including physicians, hospitals, and insurance companies. The variety of ways in which the government intervenes in the health care sector—regulation, antitrust, social insurance, and direct provision—will be considered. Finally, we will study some more specialized topics, including the intersection of bioethics and economics, mental health economics, and international health system comparisons. Students will write a series of short papers, examining medical, economic, and policy considerations related to a health problem or issue.

Writing course.

1 credit.

Not offered 2005–2006.

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 non-economic 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.

Not offered 2005–2006.

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.

Not offered 2005–2006.

ECON 082. Political Economy of Africa

A survey of the 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.

Not offered 2005–2006.

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.

Not offered 2005–2006.

ECON 099. Directed Reading

With consent of a supervising instructor, individual, or group study in fields of interest not covered by regular course offerings.

Fall or spring semester. Staff.

SEMINARS

ECON 101. Advanced Microeconomics

Subjects covered include consumer and producer theory, optimization and duality, general equilibrium, risk and uncertainty, asymmetric information, and game theory.

Prerequisites: ECON 011 and MATH 033.

2 credits.

Not offered 2005–2006.

ECON 102. Advanced Macroeconomics

Subjects covered include microfoundations of macroeconomics, growth theory, rational expectations, and New Classical and New Keynesian macroeconomics. Extensive problem solving, with an emphasis on the qualitative analysis of dynamic systems.

Prerequisites: ECON 011 and ECON 021, MATH 033 (or MATH 023 with permission of the instructor).

Recommended: MATH 043.

2 credits.

Spring 2006. 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, ECON 031 or ECON 035, and MATH 023.

2 credits.

Fall 2005. Caskey.

Economics

ECON 135. Advanced Econometrics

Quantitative methods used in estimating economic models and testing economic theories are studied. Students learn to use statistical packages to apply these methods to problems in business, economics, and public policy. Students will also evaluate studies applying econometric methods to major economic issues. An individual empirical research project is required.

Prerequisites: ECON 035 and MATH 027.

1 credit.

Spring 2006. 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 2006. Dec.

ECON 151. International Economics

Both microeconomics and macroeconomics are applied to an in-depth analysis of the world economy. Topics include trade patterns, trade barriers, international flows of labor and capital, exchange-rate fluctuations, the international monetary system, financial crises, macroeconomic interdependence, the roles of organizations such as the World Trade Organization and International Monetary Fund, and case studies of selected industrialized, developing, and transition countries. This seminar may be counted toward a concentration in public policy.

Prerequisites: ECON 011 and ECON 021.

2 credits.

Spring 2006. 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.

Fall 2005. Magenheimer.

ECON 171. Labor and Social Economics

Students discuss such topics as the organization of work within firms, labor market operations, unions and labor relations, unemployment and macroconditions, economic analysis education, health care, housing, and discrimination, determinants of income inequality, and government policies with respect to health, education, and welfare. This seminar may be counted toward a concentration in public policy (1 credit) and black studies.

Recommended: ECON 011.

2 credits.

Fall 2005. 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 021.

2 credits.

Spring 2006. O'Connell.

ECON 198. Thesis

With consent of a supervising instructor, honors majors may undertake a senior thesis for double credit.

Fall 2005 and spring 2006. Staff.

Educational Studies

K. ANN RENNINGER, Professor¹
LISA SMULYAN, Professor and Chair²
EVA F. TRAVERS, Professor
DIANE ANDERSON, Assistant Professor
FRANK D. GROSSMAN, Assistant Professor
HERBERT R. KOHL, Lang Visiting Professor for Issues of Social Change
ROBERT GROSS, Dean of Students
ELAINE METHERRALL BRENNEMAN, Visiting Assistant Professor (part time)
MARY ANN BLACK, Supervisor of Student Teachers
NANCY DONALDSON, Supervisor of Student Teachers
KAE KALWAIC, Administrative Assistant

¹ Acting chair, spring 2006.

² Absent on leave, spring 2006.

The Educational Studies Department 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 for public school teacher certification, in accordance with the requirements of Pennsylvania Chapters 354, 49, and 4.

The department's most important goal is to help students learn to think critically and creatively about the process of education and the place of education in society. To this end, both its introductory and upper-level courses draw on the distinctive approaches of psychology, sociology, anthropology, political science, economics, and history. With the exception of EDUC 016: Practice Teaching and EDUC 017: Curriculum and Methods Seminar, all education courses include many students who do not intend to become teachers. 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 4 field-based education credits (currently EDUC 016 and 091A), which can be counted toward graduation. EDUC 014: Introduction to Education is generally considered a prerequisite for further work in the program.

SPECIAL MAJORS

There is no major in educational studies, but special majors with history, linguistics, mathematics, political science, psychology, sociology and anthropology, and English literature are regularly approved, and special majors with other fields such as art, computer science, music, and biology have also 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.

HONORS PROGRAM

Students may pursue the Honors Program in Educational Studies either as a part of a special major or as a minor. *Special major honors programs* consist of 2.5 preparations in education and 1.5 preparations in the other discipline (or vice versa), where an integrative, 2-credit thesis receives 1 credit from both departments. *All education special majors* in the Honors Program 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 take a 2-credit seminar, a course and an attachment, or write a 2-credit

Educational Studies

thesis to prepare for the external examination. They also write an intellectual autobiography.

COURSE MINORS

Educational studies supports two kinds of minors: (1) a teaching and field-based minor and (2) an educational studies minor.

Teaching and field-based minor. Students complete at least 5 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 included in this minor are EDUC 021: Educational Psychology, EDUC 017: Curriculum and Methods Seminar, EDUC 016: Practice Teaching (2 credits), and one of the following: EDUC 042: Educating the Young Learner, EDUC 023: Adolescence, or EDUC 121: Child Psychology and Practice.

Educational studies minor. Students take at least 5 credits in discipline-based education courses. For this minor, students identify a focus and describe how two or more of the courses or seminars they propose for the minor are related to this 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.

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 before study abroad or subsequent to it. Credit will be granted once Introduction to Education has been completed.

TEACHER CERTIFICATION

Swarthmore offers a competency-based teacher preparation program for students who seek sec-

ondary 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, citizenship education, English, French, German, mathematics, physics, Spanish, social science, and social studies that meet the state's "General Standards" and "Specific Program Guidelines for State Approval of Professional Education Programs." Individual student programs are designed in conjunction with departmental representatives and members of the education faculty. All students seeking certification must meet Swarthmore College's distribution requirements in the humanities, natural sciences, and social sciences and the requirements for a major or special major. Students are formally admitted to the Teacher Certification Program in the spring semester of their sophomore year. All students seeking teacher certification must meet grade-point averages for entry and exit from the program as specified in PA 354 and must complete 6 credit hours of college-level math and English or meet the requirements for waivers before being admitted to the program. They must also pass the specific PRAXIS examinations required by 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 educational studies 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 Curriculum and Methods Seminar (EDUC 017), may apply to return following graduation to complete the Teacher Certification Program during a ninth semester. During this semester, they take EDUC 016 (2 credits) and EDUC 017, and they pay for a total of one course of tuition and student fees. They are not eligible for campus housing. Further information on the ninth-semester option is available in the Educational Studies Office.

REQUIREMENTS FOR SECONDARY TEACHER CERTIFICATION

Students who plan to seek secondary certification 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 courses:

EDUC 021. Educational Psychology

EDUC 023. Adolescence

And 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 062. Sociology of Education
7. EDUC 063. School and Society
8. EDUC 065. Environmental Education
9. EDUC 066. Race, Ethnicity, and Inequality in Education
10. 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 education faculty who have taught the student. Placement of students for practice teaching is contingent on successful interviews with the chair of the Educational Studies Department and 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 subsequently 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 EDUC 014: Introduction to Education; EDUC 021: Educational Psychology; PSYC 039: Developmental Psychology; EDUC 042: Educating the Young Learner; EDUC 016: Practice Teaching; EDUC 017: Curriculum and Methods Seminar; and a series of workshops in math, social studies, and science methods.

TITLE II TEACHER EDUCATION REPORT

As required by Title II of the Higher Education Act, Swarthmore College has submitted data to the Pennsylvania Department of Education regarding the cohorts of students who have completed the Teacher Certification Program since 1999. Swarthmore College's Secondary Certification program completers have had a 100 percent pass rate on all of the required PRAXIS tests in every year since reporting has begun: Reading, Writing, Math, Listening, and the Principles of Learning and Teaching 7-12. There has also been a 100 percent pass rate on all subject specialty tests, but these could not be officially reported because there were fewer than 10 people taking the tests in any of the subject areas. All of the Swarthmore College elementary certification candidates who participated in the joint program with Eastern College also passed all of the required PRAXIS tests. All of the Swarthmore College graduates who have been certified and desired employment as a teacher held teaching positions in the academic year following certification. Most chose to teach in the Philadelphia metropolitan area, although in a typical year, many Swarthmore teacher education graduates teach throughout the country.

COURSES

EDUC 001C. The Writing Process

(See ENGL 001C)

Fall semester. Staff.

EDUC 014. Introduction to Education

This course provides a survey of issues in education within an interdisciplinary framework. In addition to considering the theories of individu-

als 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 firsthand experience in current elementary and secondary school practice. Fieldwork is required. This course is normally a prerequisite for further course work in education.

Writing course.

1 credit.

Each semester. Staff.

EDUC 014F. First-Year Seminar: Introduction to Education

This seminar will draw on materials from the disciplines of psychology, sociology, philosophy, history, and political science to address questions about American education. Topics are examined through readings, software, writing, discussion, and hands-on activity. Fieldwork is required. This course fulfills the prerequisite for further coursework in education and provides an opportunity for students to explore their interests in teaching, student learning, and educational policy.

Writing course.

1 credit.

Fall 2005. Staff.

EDUC 016. Practice Teaching

This course involves supervised full-time teaching in either secondary or elementary schools. Students pursuing certification must take EDUC 017 concurrently. (Single-credit practice teaching may be arranged for individuals not seeking certification.)

2 credits.

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, non-

racist, and nonsexist education; and legislation regarding the rights of students and teachers. As part of the seminar, students take a series of special methods workshops in their content area.

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

Prerequisite: EDUC 014 or permission of the instructor.

Writing course.

1 credit.

Fall 2005. Renninger.

EDUC 023. Adolescence

(Cross-listed as PSYC 023)

In this course, students will examine adolescent development from psychological, sociological, and life-span perspectives, reading both traditional theory and challenges to that theory that consider issues of race, class, gender, ethnicity, and sexual orientation. During the first part of the term, students explore various aspects of individual development (e.g., cognitive, affective, physiological, etc.). The second part of the semester focuses on the adolescent's adaptation in major social contexts (e.g., family, peer group, school, etc.).

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Spring 2006. Staff.

EDUC 025. Counseling: Principles and Practice

In this course, students critically examine counseling theories and techniques used within the context of school and community-based counseling agencies. Students will develop and practice counseling skills through case studies, role plays, and other modeling exercises.

1 credit.

Not offered 2005–2006.

EDUC 026. Special Education: Issues and Practice

This course is designed to provide students with a critical overview of special education, including its history, the classification and description of exceptionalities, and its legal regulation. Major issues related to identification, assessment, educational and therapeutic interventions, psychosocial aspects, and inclusion are examined. Field placement is required.

1 credit.

Not offered 2005–2006.

EDUC 042. Educating the Young Learner

This course explores the myriad ways that children learn in classrooms and construct meaning within their personal, community, and school lives. Transmissionist, constructivist, social practice, and participation theories of learning will frame the course. Areas to be explored include conditions of learning environments; ways that teachers can learn by observing learners; problem-solving and inquiry approaches; direct instruction, practice, and rote learning; and feedback for learners. Literacy, numeracy, and science learning will serve as the content for instructional and curricular explorations in teaching young children. Intersections of home, community, school, and peer groups will be explored. Fieldwork is required. Required for elementary teacher certification.

Writing course.

1 credit.

Not offered 2005–2006.

EDUC 045. Literacies and Social Identities

This course explores the intersections of literacies, social identities, and social and academic domains. Topics will include orality and literacy; history of literacy; methods of teaching reading and writing; reader response theories; sociolinguistic tools for textual and discourse analysis; the intersections of literacy with race, gender, class, religion, and sexual orientation; personal and academic literacies; situated, participatory, and daily literacy practices; and functional, academic, and sacred views of literacy. The course will draw on readings from education, anthropology, sociology, and linguistics. Students will have opportunities to explore topics of individual interest. Typical fieldwork will include a partnership with a college staff member in the

Learning for Life program. Highly recommended for students interested in secondary English/language arts teaching and elementary teaching.

Writing course.

1 credit.

Fall 2005.

EDUC 051. Language, Culture, and Difference: Current Issues in Teaching English as a Second or Other Language (TESOL)

This course examines current questions and debates in the field of language education. Topics will include models for English Language Learner (ELL) instruction, including English as a Second Language (ESL), bilingual education, content-based instruction, and immersion programs; the role of culture in TESOL; assessment of the ELL learner; focus on *form* or *fluency* first as methods of instruction in the classroom; identities of the language learner; literacy and language; and issues of status and placement of the ESL professional within the public school structure. Fieldwork is required.

1 credit.

Not offered 2005–2006.

EDUC 054. Oral and Written Language
(See LING 054)

Prerequisite: LING 001, 040, 045, or 050.

1 credit.

Not offered 2005–2006.

EDUC 061. Gender and Education

This course uses historical, psychological, and social frameworks to explore the role of gender in the education process. It examines how gender influences the experiences of teaching and learning and how schools both contribute to and challenge social constructions of gender.

Prerequisite: EDUC 014 or permission of the instructor.

Writing course.

1 credit.

Not offered 2005–2006.

EDUC 062. Sociology of Education

(Cross-listed as SOAN 062B)

This course explores the countless connections between schooling and society. The course will look at educational policy and practice, applying prominent sociological perspectives to a broad

Educational Studies

array of educational and social problems. The course will examine schools as socializing institutions, the ways in which schooling influences social stratification, social mobility, and adult socioeconomic success. Topics will include unequal access to education, what makes schools effective, dropping out and persisting in school at various levels, ability grouping and tracking, and school restructuring. Fieldwork is required.

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Fall 2005. Grossman.

EDUC 063. School and Society

(Cross-listed as SOAN 069)

This course examines 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 U.S. society. The course explores topics including the aims of schooling; parent/school/community interaction; race, class, and gender in secondary schools; the school as a workplace; and critical multicultural education. Students in this course are also introduced to qualitative methods in the study of school and society and become critical readers in the field.

1 credit.

Not offered 2005–2006.

EDUC 065. Environmental Education

This course will explore the developments in environmental education, earth education, and watershed programs from practical, curricular, and philosophical perspectives. We will assess the possibility of making environmental education a central part of the curriculum. Students will survey current programs, curricula, and research and consider the role of formal education in generating environmental awareness in light of global ecological crises. Fieldwork is required.

1 credit.

Not offered 2005–2006.

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, gover-

nance, 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. Fieldwork is required.

1 credit.

Spring 2006. Grossman.

EDUC 069. Savage Inaccuracies: The Facts and Economics of Education in America

(Cross-listed as ECON 005)

This course investigates the relationship between issues of resource allocation and educational attainment. It examines the facts about student achievement, educational expenditure in the United States, and the relationship between them. It studies such questions as: Does reducing class size improve student achievement? Does paying teachers more improve teacher quality and student outcomes? The course also investigates the relationship between educational attainment and wages in the labor market. Finally, it analyzes the effects of various market-oriented education reforms such as vouchers and charter schools. 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.

Fall 2005. 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 some 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 credit (CR/NCR).

Fall 2005. Arrow, Whitman.

EDUC 073. Theory and Practice of Teaching for Social Justice

This class will focus on the following topics: teaching human rights; developing anti-racist, -sexist, -homophobic, and other curricula; integrating ethnicity into classroom practice; creating social justice programs in the classroom and implementing them across all subject areas; and developing student voice and democratic functioning within the whole school as well as the classroom. There will also be an emphasis on theories of democratic learning and teaching and how they relate to specific pedagogical practice.

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Fall 2005. Kohl.

EDUC 074. Teacher as Stranger: Knowing Your Students and Shaping Your Pedagogy

This class will consider how teachers can come to know their students and the communities in which they work and focus on the complex roles teachers have to play in order to be effective in schools that have histories of failure. The class will also examine community-based pedagogical theories and explore the role of social imagination in sustaining good practice. Finally, it will illustrate how effective teacher-created curriculum can emerge through cooperative work with students and community despite pressure from advocates of centralized uniform standards, high-stakes testing, and mechanized teaching.

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Spring 2005. Kohl.

EDUC 091A. Special Topics

With permission of the instructor, qualified students may choose to pursue a topic of special interest in education through a field project involving classroom or school practice.

Available as a credit/no credit course only.

0.5 or 1 credit.

Each semester. Staff.

EDUC 091B. Special Topics

With permission of the instructor, students may choose to pursue a topic of special interest by de-

signing an independent reading or project that usually requires a comprehensive literature review, laboratory work, and/or field-based research.

0.5 or 1 credit.

Each semester. Staff.

EDUC 096–097. Thesis

1 or 2 credits, normally in conjunction with a special major.

Each semester. Staff.

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. Members of the seminar work together to consider topics in education (e.g., motivation, professional learning, and instructional practice); cognitive science (e.g., strategy use, metacognition, and individual variation); and social policy (e.g., evaluation, community initiatives, and educational reform) through fieldwork, directed readings, and a literature review on a question of their choice. The fieldwork for the seminar focuses on the evaluation of an issue or problem identified by the local community.

Prerequisites: EDUC 014 and 021.

Writing course.

2 credits.

Not offered 2005–2006.

EDUC 131. Social and Cultural Perspectives on Education

In this seminar, students examine schools as institutions that both reflect and challenge existing social and cultural patterns of thought, behavior, and knowledge production. Seminar participants study and use qualitative methods of research and examine topics including the aims of schooling, parent/school/community interaction, schooling and identity development, and classroom and school restructuring.

Prerequisites: EDUC 014 and an additional course in the 060s.

Writing course.

Educational Studies

2 credits.

Not offered 2005–2006.

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 a range of current policy topics, including school finance, issues of adequacy and equity, the standards movement, systemic reform, testing and accountability, varieties of school choice, early childhood education, immigrant and bilingual education, and special education from the perspectives of several social science disciplines and political perspectives. Fieldwork in a policy-related educational organization is required.

Prerequisites: EDUC 014 and an additional course in the 060s; EDUC 068 is strongly recommended.

Writing course.

2 credits.

Fall 2005. Travers.

EDUC 151. Literacy and Numeracy Research, Policy, and Practice

This seminar will explore issues in the design, implementation, outcomes, and evaluation of literacy and/or numeracy programs at any of the following levels: preschool, elementary, secondary, and adult learning. Policies emanating from local, state, and federal levels will be examined in terms of outcomes and impact on local populations, programs, and assessments. Fieldwork possibilities include program evaluation, investigation of a local problem or issue, development of an approach to address a problem, or a collaborative research project. Members of the seminar may work together or individually on topics and questions of their choice, contributing through directed readings and literature reviews and relevant fieldwork and/or research.

Prerequisites: EDUC 014 and an additional course in the 040–060s. Either EDUC 042 or 045 is highly recommended.

Writing course.

2 credits.

Spring 2006. Anderson.

EDUC 180. Honors Thesis

A 2-credit thesis is required for students completing special honors majors including educa-

tion. 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

ERIK CHEEVER, Professor and Chair
NELSON A. MACKEN, Professor²
ARTHUR E. MCGARITY, Professor³
LYNNE A. MOLTER, Professor
FREDERICK L. ORTHLIEB, Professor
FARUQ M.A. SIDDIQUI, Professor
ERICH CARR EVERBACH, Associate Professor
BRUCE A. MAXWELL, Associate Professor³
MICHAEL J. PIOVOSO, Visiting Associate Professor (part time)
HOLLY CASTLEMAN, Administrative Assistant
EDMOND JAUDI, Electronics, Instrumentation, and Computer Specialist
GRANT SMITH, Mechanician

² Absent on leave, spring 2006.

³ Absent on leave, 2005–2006.

The professional practice of engineering requires creativity and confidence in applying scientific knowledge and mathematical methods to solve technical problems of ever-growing complexity. The pervasiveness of advanced technology within our economic and social infrastructures demands that engineers more fully recognize and take into account the potential economic and social consequences that may occur when significant and analytically well-defined technical issues are resolved. A responsibly educated engineer must not only be in confident command of current analytic and design techniques but also have a thorough understanding of social and economic influences and an abiding appreciation for cultural and humanistic traditions. Our program supports these needs by offering each engineering student the opportunity to acquire a broad yet individualized technical and liberal education.

REQUIREMENTS AND RECOMMENDATIONS

Mission

As stated in the introduction of this catalog, Swarthmore seeks to help its students realize their fullest intellectual and personal potential, combined with a deep sense of ethical and social concern.

Within this context, the Engineering Department seeks to graduate students with a broad,

rigorous education, emphasizing strong analysis and synthesis skills. Our graduates will be well rounded and understand the broader impacts of engineering. They will have the skills to adapt to new technical challenges, communicate effectively, and collaborate well with others.

The Engineering Department and its students provide to the College community a unique perspective that integrates technical and non-technical factors in the design of solutions to multifaceted problems.

Objectives

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. Skills to communicate effectively and collaborate well with others
5. Skills to adapt to changing situations and new technical challenges

Our departmental major program 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. Within their four-year course of study, about half of our majors pur-

Engineering

sue either a minor or a double major, often leading to two degrees: the bachelor of science in engineering and a bachelor of arts in a second academic discipline.

The department's physical facilities include laboratories for general instruction and individual student projects in electronics, electromagnetism, optics, systems dynamics and control, communications, engineering materials, solid and structural mechanics, fluid mechanics, fossil and solar energy conversion, acoustics, nonlinear dynamics, and environmental water and air pollution control. The laboratories contain a wide variety of modern measurement equipment configured for computer-assisted data acquisition and process control. The department's facilities also include a workstation laboratory with high performance color graphics and industry-standard engineering design, analysis, and graphics software. Electronics, metal, and woodworking shops that support our courses and laboratories are also available for student use.

Courses Readily Available to Students Not Majoring or Minor in Engineering

High-Performance Composites (001), Exploring Acoustics (002), Problems in Technology (003), and Art and Science of Structures (007) are designed for students contemplating only an introduction to engineering. Mechanics (006) is primarily for prospective majors, but other interested students, particularly those preparing for careers in architecture or biomechanics, are encouraged to enroll. Introduction to Environmental Protection (004A), Operations Research (057), Solar Energy Systems (035), Water Quality and Pollution Control (063), Swarthmore and the Biosphere (004B), Environmental Systems (066), and Environmental Policy and Politics (004C) appeal to many students majoring in other departments, particularly those pursuing an environmental studies minor. Students interested in computers, including computer science majors or minors, may wish to consider Fundamentals of Digital Systems (015), Principles of Computer Architecture (025), Computer Graphics (026), Computer Vision (027), and Mobile Robotics (028). Students majoring in the physical sciences or mathematics may enroll routinely in advanced engineering courses. Department faculty members also support minors in computer science and environmental studies and a special major with the Linguistics Program.

Note that Engineering Methodology, High-Performance Composites, Exploring Acoustics, Problems in Technology, Art and Science of Structures, Introduction to Environmental Protection, Swarthmore and the Biosphere, and Environmental Policy and Politics are not admissible as technical electives within an engineering major or minor but may be taken as free electives subject to the 20-course rule.

Course Major

Engineering majors must complete requirements from two categories: (1) 12 engineering credits; and (2) 8 credits in math and science, normally 4 in math and 4 in science. No courses taken at Swarthmore and intended to satisfy these departmental requirements, except those taken fall semester in the first year, may be taken credit/no credit. The requirements are detailed below, with math and science discussed separately.

Requirements

Math. To fulfill the math requirement for the engineering major students must receive from the Department of Mathematics and Statistics either placement or credit for: Elementary Single Variable Calculus (Math 015); Topics in Single Variable Calculus or Advanced Topics in Single Variable Calculus (Math 025 (025S) or Math 026); Multivariable Calculus (Math 033, 034 or 035); and Differential Equations (Math 043 or 044). Student with placement, but not credit, for one or more math courses should take Linear Algebra (Math 027 or 028). Students are normally required to complete four credits in mathematics. The exception to this requirement is a student with fewer than four credits who has received credit for Linear Algebra (Math 027 or 028), Multivariable Calculus (Math 033, 034 or 035) and Differential Equations (Math 043 or 044). Such a student may take a fifth science course in lieu of the fourth math credit.

Science. To fulfill the science requirement for the engineering major, students must receive 2 credits from the Physics and Astronomy Department and at least two additional, unspecified, science credits. The physics credits must include either PHYS 003 and 004, or 007 and 008, or the equivalent. The unspecified science course(s) must be acceptable for credit toward a minimal major in the offering department to count toward the engineering major. These course(s) should complement the student's overall program of study and must include at least 1 credit

from either the Biology Department or from the Chemistry and Biochemistry Department. The other credit(s) can come from biology, chemistry, computer science, or physics. Each of the unspecified course(s) in biology, chemistry, or physics must be a Natural Science and Engineering practicum to count toward the science requirement. A student may include PHYS 006 or ASTR 003 as part of the science requirement only if that course is taken before PHYS 007.

Engineering. Students majoring in engineering are required to take at least six engineering core courses. Core courses fall into three categories according to their primary focus: Engineering Science (three courses), Engineering Methodology (three courses), and Engineering Design (one course). All three Engineering Science courses are required and are normally taken in the following order: Mechanics (ENGR 006), Electric Circuit Analysis (ENGR 011), and Thermofluid Mechanics (ENGR 041).

Each engineering major must also take at least two of the Engineering Methodology courses: Linear Physical Systems Analysis (ENGR 012), Experimentation for Engineering Design (ENGR 014), and Fundamentals of Digital Systems (ENGR 015). The Engineering Methodology courses are normally taken during sophomore or junior year; typically, ENGR 012 and ENGR 014 are taken in the sophomore year and ENGR 015 in the junior year.

Students desiring more breadth within engineering may take all three Engineering Methodology courses and five engineering electives. Students who want more depth within an engineering specialty may choose two Engineering Methodology courses, which allows for six engineering electives. Students should consult with their engineering adviser to determine an appropriate course sequence based on their long-term goals and objectives.

Engineering Design (ENGR 090) is the culminating experience for engineering majors, and must be taken by all majors in spring of senior year. Submission and oral presentation of the final project report in Engineering Design constitutes the comprehensive examination for engineering majors.

Elective Program

Each student devises a program of advanced work in the department in consultation with his or her adviser. These programs normally include

five or six elective courses depending on the number of core courses taken. They are submitted for departmental approval as part of the formal application for a major in engineering during the spring semester of the sophomore year.

A student's elective program may not conform to some traditional or conventional area of engineering specialization (e.g., computer, electrical, mechanical, or civil). Therefore, the department requires each plan of advanced work to have a coherent, well-justified program that meets the student's stated educational objectives.

Typical elective program plans include the following:

1. *Electrical engineering group.* Electronic Circuit Applications, Physical Electronics, Electromagnetism, Communication Systems, Digital Signal Processing, VLSI Design, and Control Theory and Design. Students having an interest in digital systems might replace one or more of these courses with Principles of Computer Architecture or Computer Graphics.
2. *Computer engineering group.* Principles of Computer Architecture, Computer Graphics, Computer Vision, and Mobile 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 must find a faculty member within the Engineering Department to advise them. If possible, this faculty member should have inter-

Engineering

ests that overlap the area of the minor. Students who encounter difficulties in identifying an adviser should seek the assistance of the chair of the Engineering Department. Students who plan to minor in engineering should regularly consult their engineering advisers. The sophomore papers of engineering minors should indicate the plan to minor and the courses chosen to fulfill the minor.

Requirements. A minimum of 5 credits in engineering is required, of which at least 2 but not more than 3 must be core courses (ENGR 006, 011, 012, 014, 015, or 041 but not ENGR 090). The remainder will be selected from elective course offerings within the department. Only those electives that count toward an engineering major can be counted toward a minor.

- Supporting work in mathematics, physics, chemistry, and computer science is necessary only when designated as a prerequisite to an individual engineering course.
- No directed readings may be used as one of the 5 credits for the minor.
- A maximum of 1 transfer credit that is pre-approved by the Engineering Department will be accepted as partial fulfillment of the minor requirements. Transfer credits will not count for one of the two courses used to fulfill the core course requirement of the minor. Students should be aware that most lecture courses at other institutions carry only 0.75 Swarthmore credits, unless they include a full lab sequence. Students who want to use foreign study or domestic exchange work in partial fulfillment of the requirements for the minor should consult their academic advisers and the chair of the Engineering Department as early as possible to ensure that all requirements are met.
- No culminating experience will be required. Only students pursuing the major in engineering may enroll in ENGR 090.

Areas of study. Although packaged selections of courses will be suggested as options for those interested in an engineering minor, students may tailor their programs to meet individual needs and interests in consultation with their advisers.

Honors Major or Minor

Students with a B+ average among courses in the Division of Natural Sciences and Engineering may apply for an honors major in engineering. This B+ average must be maintained

through the end of the junior year to remain in the Honors Program. A listing of preparations supported by existing engineering courses is appended. Credits from approved attachments or special topics courses may substitute for not more than 1 credit within any preparation.

Honors Major

Honors majors must complete the same requirements as course majors in engineering. In addition:

- The honors major in engineering is a four-examination program that includes three preparations in engineering (the major) and one minor preparation. Each area comprises 2 credits of work. None of the core courses (except ENGR 090) may be used in the preparations.
- The minor preparation must comprise at least 2 credits of work approved by any department or program outside engineering.
- Each major candidate must accumulate 12 credits in engineering, including ENGR 090, and the same number of science and math credits as required of course majors. All engineering graduates will receive an ABET-accredited bachelor of science degree.
- If one of the major preparations includes ENGR 090, it must be paired with an appropriately related upper-level engineering elective or a 1-credit honors thesis to be completed in the fall semester of senior year. Honors thesis credit may not substitute for any of the 12 engineering credits required for the bachelor of science. Candidates who choose an honors thesis will complete at least 13 credits in engineering and 33 from across the College. The two additional major preparations must each comprise two related, upper-level engineering electives. A précis of not more than 12 pages (including tables and figures) of each candidate's ENGR 090 project must be submitted by the end of the 10th week of the spring semester for mailing to the relevant honors examiner. The final ENGR 090 report will not be mailed to any examiner but may be brought to the oral examinations.
- Senior honors study by engineering majors is not required.

Honors Minor

- Senior honors study is required for all engineering honors minors, except those who are also engineering course majors. For those not majoring in engineering, the senior honors

study is the culminating experience. Course majors will not take senior honors study because ENGR 090 serves as the culminating experience.

- Every engineering honors minor preparation must include two related upper-level engineering electives for which all prerequisites must be satisfied. If the student is not also an engineering course major, then senior honors study is also required. Credits from official attachments or special topics courses in engineering may substitute for not more than one of the two upper-level courses within an engineering minor preparation.
- Prerequisites to upper-level engineering electives may be waived by the department, depending on the student's documentation of equivalent work in another department at the time of application.
- Formats of examination will follow those appropriate for the engineering major.

Prospective engineering majors and minors receive more specific information about course and honors programs from the department each December. Additional information is also available on the engineering Web site at <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 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 Policy in Central and Eastern Europe plus an intensive orientation course on Polish language and culture provided by the Jagiellonian University. Coordinator: McGarity.

COURSES

ENGR 001. High-Performance Composites

Students are introduced to the structure, properties, and performance of composite materials in sports, automotive, energy, and aeronautic applications. Simple models of material behavior are developed and used to examine products like ski poles, tennis racquets, radial tires, human-pow-

ered aircraft and superconductor wire. Weekly labs include making, examining and/or testing polymer and ceramic and metal matrix composites, with a project of the student's choice. Primarily for students not contemplating an engineering major.

Prerequisite: high school physics.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 002. Exploring Acoustics

(Cross-listed as LING 002)

This course exposes students to basic scientific and engineering principles through an exploration of the acoustics of musical instruments, the human voice, structures, and the environment. Hands-on analysis is emphasized, with a minimum use of mathematics. This course is for students not majoring in engineering and includes a laboratory.

Writing course.

1 credit.

Not offered 2005–2006.

ENGR 003. Problems in Technology

For students not majoring in science or engineering, this course has most recently concentrated on the automobile and its impact on society. Technical, political, and socioeconomic aspects are discussed. Class members also work on teams with engineering students in designing, building, and testing a hybrid electric car. Enrollment is limited.

Writing course.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. 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 writing course and natural sciences and engineering practicum requirements. Some may also meet requirements for minors in environmental studies or public policy and special majors in environmental science or environmental policy and technol-

ogy. Similar courses are available through the College's foreign study programs in Poland and Ghana, West Africa. These courses may not be used to satisfy requirements for the major or minor in engineering.

ENGR 004A. Introduction to Environmental Protection

This course covers fundamentals of analysis for environmental problems in the areas of water pollution, air pollution, solid and hazardous wastes, water and energy supply, and resource depletion, with an emphasis on technological solutions. Topics include scientific concepts necessary to understand local and global pollution problems, pollution control and renewable energy technologies, public policy developments related to regulation of pollutants, and methods of computer-based systems analysis for developing economically effective environmental protection policies. This course counts toward distribution credit in the Division of Natural Sciences and Engineering and satisfies the environmental science/technology component of the environmental studies minor. Normally offered in the spring semester.

1 credit.

Spring 2006. Everbach.

ENGR 004E. Introduction to Sustainable Systems Analysis

This course covers definitions of sustainability and sustainable development. Topics include quantitative indicators for evaluating sustainable policy, projects, technology, products, and education; interactions between ecology, society, and economy; alternatives to economic valuation, including energy and energy analysis; dematerialization and recycling; life-cycle analysis; sustainable industrial production; waste minimization; clean technologies; sustainable habitation and communities; and sustainable international, national, and local policies. Includes a laboratory, computer-based simulation exercises, field trips, and international Internet discussion groups. This course counts toward distribution credit in the Division of Natural Sciences and Engineering and satisfies the environmental science/technology component of the environmental studies minor.

Natural sciences and engineering practicum.

1 credit.

Offered when demand and staffing permit.

ENGR 005. Engineering Methodology

A course for those interested in engineering, presenting techniques and tools that engineers use to define, analyze, solve, and report on technical problems, and an introduction to department facilities. Designed for students who are potential majors as well as those interested only in an introduction to engineering. Although ENGR 005 is not required of prospective engineering majors, it is strongly recommended. This course is not to be used to fulfill the requirements for the engineering major or minor. Offered in the fall semester.

0.5 credit.

Fall 2005. Everbach.

ENGR 006. Mechanics

This course covers fundamental areas of statics and dynamics. Elementary concepts of deformable bodies are explored, including stress-strain relations, flexure, torsion, and internal pressure. Laboratory work includes a MATLAB workshop, experiments on deformable bodies, and a truss-bridge team design competition. Offered in the spring semester.

Prerequisite: PHYS 003 or the equivalent.

1 credit.

Spring 2006. Siddiqui.

ENGR 007. Art and Science of Structures

This introduction to the basic principles of structural analysis and design includes an emphasis on the historical development of modern structural engineering. It is suitable for students planning to study architecture or architectural history, or who have an interest in structures. This course includes a laboratory and is designed for students not majoring in engineering.

1 credit.

Fall 2005. Siddiqui.

ENGR 011. Electrical Circuit Analysis

The analysis of electrical circuits is introduced, including resistors, capacitors, inductors, op-amps, and diodes. The student will learn to develop equations describing electrical networks. Techniques are taught to solve differential equations resulting from linear circuits. Solutions will be formulated both in the time domain and in the frequency domain. There is a brief introduction to digital circuits and a laboratory. Offered in the fall semester.

Prerequisites: MATH 006B and PHYS 004 or

their equivalents or permission of the instructor.
Natural sciences and engineering practicum.

1 credit.

Fall 2005. Molter/Piovoso.

ENGR 012. Linear Physical Systems Analysis

Engineering phenomena that may be represented by linear, lumped-parameter models are studied. This course builds on the mathematical techniques learned in ENGR 011 and applies them to a broad range of linear systems, including those in the mechanical, thermal, fluid, and electromechanical domains. Techniques used include Laplace Transforms, Fourier analysis, and Eigenvalue/Eigenvector methods. Both transfer function and state-space representations of systems are studied. The course includes a brief introduction to discrete time systems and includes a laboratory. Offered in the spring semester.

Prerequisite: ENGR 011 or the equivalent or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Molter/Cheever.

ENGR 014. Experimentation for Engineering Design

Students are introduced to measurement systems, instruments, probability, statistical analysis, measurement errors, and their use in experimental design, planning, execution, data reduction, and analysis. Techniques of hypothesis testing, confidence intervals, and single and multi-variable linear and nonlinear regression are covered. This course includes a laboratory and is offered in the spring semester.

Prerequisite: ENGR 011.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Orthlieb/Everbach.

ENGR 015. Fundamentals of Digital Systems

(Cross-listed as CPSC 024)

Digital systems are fundamentally different from continuous systems. This course will introduce students to digital system theory and design techniques, including Boolean logic, digital representations of data, and techniques for the design of combinational and sequential digital circuits. Because moving information between sys-

tems is critical to real-world applications, the course will include interfaces between digital systems and between digital and continuous systems. In addition, the course will cover selected topics in numerical analysis and applied mathematics that are relevant to modern engineering and computer science. Offered in the fall semester.

Prerequisites: ENGR 011, CPSC 035, or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Cheever.

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.

Prerequisites: ENGR 015 or CPSC 035.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. 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 (2-D) graphics primitives, 2-D and three-dimensional (3-D) matrix transformations, projective geometry, 2-D and 3-D model representations, clipping, hidden surface removal, rendering, hierarchical modeling, shading and lighting models, shadow generation, special effects, fractals and chaotic systems, and animation techniques. Labs will focus on the implementation of a 3-D hierarchical modeling system that incorporates realistic lighting models and fast hidden surface removal. Offered in the fall semester of alternate years.

Prerequisite: ENGR 015 or CPSC 035. MATH 016 is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

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. Offered in the fall semester, twice every four years.

Prerequisites: ENGR 015 or CPSC 035. MATH 016 is strongly recommended.

1 credit.

Not offered 2005–2006.

ENGR 028. Mobile Robotics

(Cross-listed as CPSC 082)

This course addresses the problems of controlling and motivating robots to act intelligently in dynamic, unpredictable environments. Major topics will include 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 and to explore and interact with their environment.

Prerequisites: ENGR 015 or CPSC 035. MATH 016 is strongly recommended.

Natural sciences and engineering practicum.

1 credit.

Offered when demand and staffing permit.

ENGR 035. Solar Energy Systems

Fundamental physical concepts and system design techniques of solar energy systems are covered. Topics include solar geometry, components of solar radiation, analysis of thermal and photovoltaic solar collectors, energy storage, computer simulation of system performance, computer-aided design optimization, and economic feasibility assessment. This course includes a laboratory. Offered in the fall semester of alternate years.

Prerequisites: PHYS 004, MATH 006, or the equivalent or the permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Orthlieb.

ENGR 041. Thermofluid Mechanics

This course introduces macroscopic thermodynamics: first and second laws, properties of pure substances, and applications using system and control volume formulation. Also introduced is fluid mechanics: development of conservation theorems, hydrostatics, and the dynamics of one-dimensional fluid motion with and without friction. A laboratory is included. Offered in the fall semester.

Prerequisites: ENGR 006 and ENGR 011 or the equivalent.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Everbach/Orthlieb.

ENGR 057. Operations Research

(Cross-listed as ECON 032)

This course introduces students to mathematical modeling and optimization to solve complex, multivariable problems such as those relating to efficient business and government operations, environmental pollution control, urban planning, and water and food resources. It includes a case study project and an introduction to the AMPL modeling language. Offered in the fall semester.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 058. Control Theory and Design

This introduction to the control of engineering systems includes analysis and design of linear control systems using root locus, frequency response, and state space techniques. It also provides an introduction to digital control techniques, including analysis of A/D and D/A converters, digital controllers, and numerical control algorithms. A laboratory is included. Offered in the spring semester.

Prerequisite: ENGR 012 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Staff.

ENGR 059. Mechanics of Solids

Internal stresses and changes of form that occur when forces act on solid bodies or when internal temperature varies are covered as well as state of stress and strain, strength theories, stability, deflections, photoelasticity, and elastic and plastic theories. A laboratory is included. Offered in the fall semester.

Prerequisite: ENGR 006 or the equivalent.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Siddiqui.

ENGR 060. Structural Theory and Design I

This course covers fundamental principles of structural mechanics, statically determinate analysis of frames and trusses, approximate analysis of indeterminate structures, virtual work principles, and elements of design of steel and concrete structural members. A laboratory is included. Offered in the spring semester.

Prerequisite: ENGR 059 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Siddiqui.

ENGR 061. Geotechnical Engineering: Theory and Design

Soil and rock mechanics are explored, including soil and rock formation, soil mineralogy, soil types, compaction, soil hydraulics, consolidation, stresses in soil masses, slope stability, and bearing capacity as well as their application to engineering design problems. A laboratory is included. Offered in the fall semester of alternate years.

Prerequisite: ENGR 006 or permission of the instructor. May be taken concurrently with ENGR 059.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 062. Structural Theory and Design II

This advanced structural analysis course covers classical and matrix methods of analysis, digital computer applications, and the design of steel and concrete structures. A laboratory is included. Normally offered in the spring semester, in alternative years.

Prerequisite: ENGR 060.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 063. Water Quality and Pollution Control

Students will study elements of water quality management and treatment of wastewaters through laboratory and field measurements of water quality indicators, analysis of wastewater treatment processes, sewage treatment plant design, computer modeling of the effects of waste discharge, stormwater, and nonpoint pollution on natural waters, and environmental impact assessment. Offered in the fall semester of alternate years.

Prerequisites: CHEM 010, MATH 006, or the equivalent or the consent of instructor.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 066. Environmental Systems

Students will explore mathematical modeling and systems analysis of problems in the fields of water resources, water quality, air pollution, urban planning, and public health. Techniques of optimization including linear and integer programming are used as frameworks for modeling such problems. Dynamic systems simulation methods and a laboratory are included. Offered in the spring semester of alternate years.

Recommended: ENGR 057 or the equivalent or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 071. Digital Signal Processing

Students will be introduced to difference equations and discrete-time transform theory, the Z-transform and Fourier representation of sequences, and fast Fourier transform algorithms. Discrete-time transfer functions and filter design techniques are also introduced. This course introduces the architecture and programming of digital signal processors. A laboratory is included.

Prerequisite: ENGR 012 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. 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. This course includes a laboratory. Offered in the fall semester.

Prerequisite: ENGR 011 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Molter.

ENGR 073. Physical Electronics

Topics include the physical properties of semiconductor materials and semiconductor devices; the physics of electron/hole dynamics; band and transport theory; and electrical, mechanical, and optical properties of semiconductor crystals. Devices examined include diodes, transistors, FETs, LEDs, lasers, and pin photo-detectors. Modeling and fabrication processes are covered. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 011 or PHYS 008.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Molter.

ENGR 075, 076. Electromagnetic Theory I and II

The static and dynamic treatment of engineering applications of Maxwell's equations will be explored. Topics include macroscopic field treatment of interactions with dielectric, conducting, and magnetic materials; analysis of forces and energy storage as the basis of circuit theory; electromagnetic waves in free space and guidance within media; plane waves and modal propagation; and polarization, reflection, refraction, diffraction, and interference.

ENGR 076 will include advanced topics in optics and microwaves, such as laser operation, resonators, Gaussian beams, interferometry, anisotropy, nonlinear optics, modulation and detection. Laboratories for both courses will be ori-

ented 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.

Prerequisite: ENGR 012 or the equivalent. ENGR 075 or a physics equivalent is a prerequisite for ENGR 076.

Natural sciences and engineering practicum.

1 credit.

ENGR 075: Not offered 2005–2006.

ENGR 076: Offered when demand and staffing permit.

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 and 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. A laboratory is included. Offered in the fall semester of alternate years.

Prerequisite: ENGR 011 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Staff.

ENGR 078. Communication Systems

Theory and design principles of analog and digital communication systems are explored. Topics include frequency domain analysis of signals; signal transmission and filtering; random signals and noise; AM, PM, and FM signals; sampling and pulse modulation; digital signal transmission; PCM; coding; and information theory. Applications to practical systems such as television and data communications are covered. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 012 or the equivalent.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 081. Thermal Energy Conversion

This course covers the development and application of the principles of thermal energy analysis to energy conversion systems, including cy-

cles and solar energy systems. The concepts of availability, ideal and real mixtures, and chemical and nuclear reactions are explored. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 041.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Staff.

ENGR 082. Engineering Materials

Material structure, properties, and processing is introduced with an 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 of alternate years.

Prerequisite: ENGR 059 or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. 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 are covered along with applications to the study of inviscid and viscous, incompressible, and compressible fluids. A laboratory is included. Offered in the spring semester of alternate years.

Prerequisite: ENGR 041.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 084. Heat Transfer

Students are introduced to the physical phenomena involved in heat transfer. Analytical techniques are presented together with empirical results to develop tools for solving problems in heat transfer by conduction, forced and free convection, and radiation. Numerical techniques are discussed for the solution of conduction problems. A laboratory is included. Offered in the fall semester of alternate years.

Prerequisite: ENGR 041.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006.

ENGR 090. Engineering Design

Students work on a design project that is the culminating exercise for all senior engineering majors. Students investigate a problem of their choice in an area of interest to them under the guidance of a faculty member. A comprehensive written report and an oral presentation are required. Offered in the spring semester. This class is available only to engineering majors.

Writing course.

1 credit.

Spring 2006. Staff.

ENGR 091. Special Topics

Subject matter dependent on a group need or individual interest. Normally restricted to seniors.

1 credit.

Offered when demand and staffing permit.

ENGR 093. Directed Reading or Project

Qualified students may do special work with theoretical, experimental, or design emphasis in an area not covered by regular courses with the permission of the department and a willing faculty supervisor.

1 credit.

Offered only with department approval and faculty supervision.

ENGR 096. Honors Thesis

In addition to ENGR 090, an honors major may undertake an honors thesis in the fall semester of the senior year with approval of the department and a faculty adviser. A prospectus of the thesis problem must be submitted and approved not later than the end of junior year.

1 credit.

Offered only with department approval and faculty supervision.

ENGR 426. Advanced Computer Graphics

(Cross-listed as CPSC 140)

This course takes an in-depth look at a series of current topics in computer graphics, partly 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, nonphoto-

Engineering

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 the presentation of papers. In addition, there will be several significant projects where students implement computer graphics programs based on the topics covered in the course.

Prerequisite: ENGR 26/CPSC 40 and permission of instructor.

1 credit.

Offered when demand and staffing permit.

ENGR 127. Advanced Perception

(Cross-listed as CPSC 127)

Advanced Perception covers techniques for understanding sensory information from vision, audio, and other sources of information. The course takes an in-depth look at a number of areas of computer perception, including visual motion and tracking, object detection and recognition, speech recognition, and stereo vision and audio analysis. The course centers around technical papers in the selected areas, and students will implement a number of the techniques covered over the course of the semester.

Prerequisite: ENGR 27/CPSC 27 and permission of the instructor.

1 credit.

Offered when demand and staffing permit.

ENGR 199. Senior Honors Study

Senior honors study is available only for engineering minors and must include at least 0.5 credit as an attachment to one of the courses in the engineering preparation. This course may be taken only in the spring of the senior year.

0.5 or 1 credit.

Offered when demand and staffing permit.

PREPARATION FOR HONORS EXAMINATIONS

The department will arrange honors examinations in the following areas to be prepared for by the combinations of courses indicated. Other preparations are possible by mutual agreement.

Communications and Electromagnetic Fields

Communication Systems
Electromagnetic Theory

Communications and Signal Processing

Communication Systems
Digital Signal Processing

Computer Architecture

Fundamentals of Digital Systems
Principles of Computer Architecture

Electromagnetic Theory

Electromagnetic Theory I and II

Electronics

Electronic Circuit Applications
Physical Electronics

Environmental Systems

Operations Research
Environmental Systems

Heat Transfer and Fluid Mechanics

Heat Transfer
Fluid Mechanics

Integrated Electronics

Electronic Circuit Applications
VLSI Design

Materials Engineering

Mechanics of Solids
Engineering Materials

Mobile Robotics and Machine Vision

Computer Vision
Mobile Robotics

Signals and Systems

Control Theory and Design
Digital Signal Processing

Solar Thermal Systems

Solar Energy Systems
Thermal Energy Conversion or Heat Transfer

Structural Analysis and Design

Structural Theory and Design I and II

Structures and Soil

Structural Theory and Design I
Geotechnical Engineering: Theory and Design

**Thermal Energy Conversion and
Heat Transfer**

Thermal Energy Conversion

Heat Transfer

Visual Information Systems

Computer Graphics

Computer Vision

Water Quality and Fluid Mechanics

Water Quality and Pollution Control

Fluid Mechanics

Water Quality and Supply Systems

Water Quality and Pollution Control

Environmental Systems

English Literature

NATHALIE ANDERSON, Professor
PETER J. SCHMIDT, Professor and Chair
PHILIP M. WEINSTEIN, Professor
CRAIG WILLIAMSON, Professor
ELIZABETH BOLTON, Associate Professor
NORA JOHNSON, Associate Professor³
CAROLYN LESJAK, Associate Professor
PATRICIA WHITE, Associate Professor³
EDMUND CAMPOS, Assistant Professor
ANTHONY FOY, Assistant Professor
JILL GLADSTEIN, Assistant Professor and Director of Writing Associates Program
KENDALL JOHNSON, Assistant Professor
BAKIRATHI MANI, Assistant Professor³
BARBARA RIEBLING, Visiting Associate Professor (part time)⁵
RONA BUCHALTER, Visiting Assistant Professor (part time)⁵
RAIMA EVAN, Visiting Assistant Professor (part time)
RACHEL PASTAN, Visiting Instructor (part time)⁶
WENDY DOWKINGS, Visiting Lecturer (part time)
CAROLYN ANDERSON, Administrative Coordinator
NANCY BECH, Administrative Assistant (part time)

3 Absent on leave, 2005–2006.
5 Fall 2005.

6 Spring 2006.

This department offers courses in English literature, American literature, Native American literature, African and Caribbean literatures, Asian and Asian American literatures, gay and lesbian literatures, drama, film, some foreign literatures in translation, creative writing, critical theory, and journalism. The departmental curriculum includes the intensive study of works of major writers, major periods of literary history, and the development of literary types; it also provides experience in several critical approaches to literature and dramatic art and explores certain theoretical considerations implicit in literary study, such as the problematics of canon formation and the impact of gender on the creation and reception of literary works.

REQUIREMENTS AND RECOMMENDATIONS

First-Year Seminars and Core Courses

First-year seminars (FYS) are limited to an en-

rollment of 12 to 15 first-year students only. First-year seminars are numbered ENGL 009A–Z. These seminars are designed to emphasize in-depth study of literary texts from a variety of perspectives, with careful attention to writing and maximum opportunity for class discussion. All first-year seminars in English count as humanities W courses. Students may take only one first-year seminar in the English Department.

We also offer core courses (CC). CCs pay special attention to one or more of the following: close reading, historical context, secondary (i.e., theoretical or critical) readings, or genre. They are distinguished by their pedagogical emphasis rather than by course topic per se. They are also distinguished from our other upper-division offerings by the fact that there are no prerequisites for these courses other than a W course from any department on campus. For the Class of 2007 and beyond, all majors are required to take a CC. In addition, first- and second-year students who have not taken a first-year seminar in the English Department will be required to take a

CC before doing upper-division work in the department. This policy does not apply to 070A–070C. Students are welcome to take more than one CC.

Requirements for Admission to the English Major

Because changes in our curriculum are being implemented gradually, you should consult the following information carefully for your particular year:

Class of 2006: An English PDC and one other course in English. You are encouraged but not required to take a CC at some point before or during the English major.

Class of 2007: You must have taken two English courses before being admitted to the major. These can be (1) an English PDC and some other English class, whether or not it was a CC; or (2) a CC in English and some other English class. The prerequisite for the CC is either a PDC or a W course from anywhere on campus.

Class of 2008 and beyond: A W in any department, followed by a CC and one other English course. Students who have taken an English first-year seminar can take either a CC or some other course in the department before applying to major.

Prerequisites for Admission to an Upper-Division Course (Nonmajors or Prospective Majors)

Because changes in our curriculum are being implemented gradually, you should consult the following information carefully for your particular year:

Class of 2006: No prerequisites for seniors.

Class of 2007: For juniors there are no prerequisites. We recommend but do not require that you take a CC before taking upper-division courses. It is assumed that under the new college requirements, all juniors and seniors will have taken at least one W course somewhere on campus.

Class of 2008 and beyond: First-year students and sophomores are required to have taken a W from any department plus a CC. If you have taken an English FYS, we recommend but do not require that you take a CC before taking upper-division courses.

Students with Advanced Placement (AP) scores of 4 to 5 in English literature and/or English language receive credit toward graduation. Only the credit for English literature may count toward the major or minor requirements. AP credit does

not satisfy the prerequisite for upper-level courses. Scores of 6 or 7 on the International Baccalaureate are treated in the same way.

Students considering a major in English are strongly urged to take 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. For further information about the relevant set of requirements, contact the Educational Studies Department or English Department chairs or visit the Educational Studies Department Web site at www.swarthmore.edu/SocSci/Education/.

Students who wish to study abroad should consult with the department chair far enough in advance of such study to effect proper planning of a major or minor. In determining which courses of study abroad will meet department criteria for requirements or to receive credit toward a major or minor, the department will rely both on its experience in evaluating the work of students returning from these programs and on careful examination of course descriptions, syllabi, and schedules. Students may sometimes undertake preparations for examination in the Honors Program while studying abroad but should consult carefully in advance with the appropriate department faculty. For further details concerning department policies for study abroad, consult the department statement filed with the Foreign Studies Office.

Course Major

The major in course for the Class of 2006 consists of a minimum of 8 units of credit in the department, including at least 3 units in literature written before 1830 (such courses are marked with a *), and 3 in literature written after 1830. Beginning with the Class of 2007, 9 units of credit are required for the English major. Majors are encouraged but not required to take one or more core courses. Courses marked with a ***

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may be counted as pre-1830 or post-1830 but not both. First-year seminars or courses previously designated as PDCs may not be counted as part of the pre- or post-1830 requirement. Students must also write a senior essay. Details about the essay are available in the department office.

Course Minor

The minor in course consists of a minimum of 5 units of credit in the department, including at least 1 unit in literature written before 1830 (such courses are marked with a *) and one in literature written after 1830. Minors are encouraged but not required to take core courses.

Honors Major

Majors in English who seek a degree with honors will, in the spring of their sophomore year, propose for external examination a program consisting of four fields: three in English and one in a minor. The three preparations in the major (constituting 6 units of credit) will be constituted as follows: All three preparations will normally be done through seminars (if approved by the department, one preparation may be a thesis or creative writing project); the program must include at least one Group I and one Group II seminar. Students may also take courses in Romanticism as a two-course honors preparation. Honors majors, as part of their overall work in the department, must meet the general major requirement of 3 units of credit in literature written before 1830 and 3 units of credit in literature written after 1830. Beginning with the Class of 2007, 9 units of credit are required for the English major. Honors majors are encouraged but not required to take core courses. The Honors Program requirements are described in detail in the departmental handout.

Students who wish either to write a thesis or pursue a creative writing project under faculty supervision as part of the Honors Program must submit proposals to the department; the number of these ventures the department can sponsor each year is limited. Students who propose creative writing projects will normally be expected to have completed at least one writing workshop as part of, or as a prelude to, the project; the field presented for examination will thus normally consist of a 1-credit workshop plus a 1-credit Directed Creative Writing Project. For further information, including deadlines for Directed Creative Writing proposals, see rubric under ENGL 070K.

Honors Minor

Minors must do a single, 2-credit preparation in the department, normally by means of a seminar (or under special circumstances, a creative writing project). Minors are required to do a total of at least 5 units of work in English (including their honors preparation), with at least one pre- and one post-1830 credit. Honors minors are encouraged but not required to take core courses.

Students interested in pursuing honors within a faculty-approved interdisciplinary major, program, or concentration that draws on advanced English courses or seminars should see the chair for early help in planning their programs.

Double Major

Students may, with the department's permission, pursue a double major either as part of the Course or Honors Program. Double majors must fulfill all the major requirements in both departments. For a double major in honors, one of the majors is used as the honors major, and the other is often used as the honors minor. See the chair for further details.

Special Major

Designed by the student. If English is the central department, you must fulfill most of the regular requirements and have a minimum of 5 English Department credits as part of the special major. At least one of the 5 credits must be a pre-1830 course and one a post-1830 course. Students must consult with the various departments or programs involved in the special major and have all approve the plan of study. Only one integrative comprehensive exercise is required. Students may now also do a special honors major with four related preparations in different departments.

Creative Writing Emphasis

Students who want to major in English with an emphasis in creative writing—whether course or honors majors—must complete 3 units of creative writing in addition to the usual departmental requirements of pre- and post-1830 units. The creative-writing credits will normally consist of either three workshops (ENGL 070A–E or G) or two workshops and ENGL 070K: Directed Creative-Writing Projects. Students may count toward the program no more than one workshop offered by departments other than English Literature. Admission into the program will depend on the quality of the student's written work and the availability of faculty to supervise the work. Students who are interested in the pro-

gram are urged to talk both with the department chair and with one of the department faculty who regularly teach the workshops.

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
- 009A, B, C, etc.:
 - FYS (counted as W courses)
- 010–096: Advanced courses including core courses
- 010, 011: Survey Courses in British Literature
- 014–019: Medieval
- 020–029: Renaissance and 17th Century
- 030–039: Restoration, 18th Century, and Romantic
- 040–049: Victorian to Modern
- 050–069: American (including African American, Asian American, and Native American)
- 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 with approval of the department chair only)

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 a prerequisite course in English.

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.

After completing ENGL 001A, students who wish to continue to work on their academic writing skills may take ENGL 001AA. This is a 0.5 credit (NC/CR) course in which each individual student meets weekly with the instructor of 001A to discuss independent writing projects.

Meets the distribution requirements but does not count toward the major.

Writing course.

1 credit.

Fall 2005. Buchalter. Spring 2006. Gladstein.

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: Theory and Practice

(Cross-listed as EDUC 001C)

How do you work with both the writer and his writing? What is argument and its role in academic writing? What is style, and how does it influence the tone of a text?

This course combines composition theory, research, and practice together with class discussions and assignments in order to educate students on all aspects of the writing process. Students deconstruct the structure of a paper, starting with the overall argument and working through to sentence construction and word choice. The course also introduces students to

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the fundamentals of serving as a writing associate (WA) by covering such topics as conference dynamics and working with writers with diverse learning styles.

This course is required and open to only those selected as WAs. It is a credit/no credit course.

Meets distribution requirements but does not count toward the major.

Writing course.

1 credit.

Fall 2005. Gladstein.

009: FIRST-YEAR SEMINARS

These courses are limited to 12 to 15 first-year students only. No student may take more than one. All count as W courses.

ENGL 009A. First-Year Seminar: Legal Fictions in America

In 1776, Thomas Jefferson declared independence by asserting the “self-evident” truth that “all men are created equal.” This course considers writers who found their personhood denied by imperial or federal law. We will examine how authors responded, using words to challenge the truth and to fight for legal, social, and economic recognition. Authors include Franklin, Jefferson, Poe, Apess, Douglass, Jacobs, Zitkala Sa, Sone, Petry, Alexie, Tapahonso, Williams, Hughes, and Wilson.

Writing course.

1 credit.

Not offered 2005–2006. K. Johnson.

ENGL 009B. First-Year Seminar: 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.

Writing course.

1 credit.

Fall 2005. Campos.

ENGL 009C. First-Year Seminar: 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, Brecht, Zora Neale Hurston, and Tsitsi Dangarembga.

Writing course.

1 credit.

Fall 2005. Lesjak.

ENGL 009D. First-Year Seminar: Nation and Migration

Drawing on novels, short stories, film, and poetry produced by immigrant writers from South Asia, Africa, and the Caribbean, this course explores the ways in which identity and community is shaped in the modern world. How does the migrant/diasporic writer rewrite the English language to reflect questions of race and power, nationhood and citizenship, and histories of the past and present? Authors include Gordimer, Kureishi, Mootoo, Ondaatje, Said, and Rushdie.

Writing course.

1 credit.

Not offered 2005–2006. Mani.

ENGL 009E. First-Year Seminar: 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.

Writing course.

1 credit.

Not offered 2005–2006. Weinstein.

ENGL 009G. First-Year Seminar: Comedy

This course covers a range of comic dramas and comic performances. It will introduce key theories about comedy as a genre and comic performance as a cultural practice. We will also work

intensively on expository writing and revision. Likely texts include plays by Aristophanes, Shakespeare, Behn, and Wilde; films by Preston Sturges and Billy Wilder; and materials on vaudeville, early film, genre theory, and performance studies.

Writing course.

1 credit.

Not offered 2005–2006. N. Johnson.

**ENGL 009H. First-Year Seminar:
Portraits of the Artist**

We will study a variety of works portraying artists in different cultures and contexts and media.

Writing course.

1 credit.

Fall 2005. Schmidt.

**ENGL 009K. First-Year Seminar:
The Philadelphia Story**

This seminar considers representations of Philadelphia in literature and film. The reading will span three centuries, from William Penn's First Proprietors, to the bicentennial celebration in the aftermath of the Vietnam War. As we discuss novels, poems, movies, and legal documents, we will reach to understand the broader national history of revolution and reconstitution that mark the city in our day. Authors may include Benjamin Franklin, Edgar Allan Poe, Fanny Kemble, William Still, Harriet Jacobs, Theodore Dreiser, David Goodis, Daniel Hoffman, and John Edgar Wideman.

Writing course.

1 credit.

Each semester. K. Johnson.

**ENGL 009M. First-Year Seminar:
Jane Austen, Cultural Critic**

Mingling stylistic precision with an uncanny eye for social foibles, Austen's novels offer a useful entry point into the study of literature and the ways literature reflects and refracts social conditions. We'll read Austen's six major novels along with the 18th-century fiction, politics, and philosophy to which she was responding; we'll also consider recent critical views on Austen and the ways films of the 1990s engaged Austen's style and social critique. At the same time, students themselves will engage the genre of the academic essay by writing and revising several of the following kinds of literature essays: a close reading of an assigned passage; a close reading of a pas-

sage chosen by the student; analysis of a novel's use of source material; thematic analysis; analysis of a keyword (a thematically central and frequently repeated word in the text); and a research paper addressing one or more of the novels in a broader historical or stylistic context.

Writing course.

1 credit.

Fall 2005. Bolton.

**ENGL 009N. First-Year Seminar:
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.

Writing course.

1 credit.

Not offered 2005–2006. N. Johnson.

**ENGL 009P. First-Year Seminar:
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*. Weekly screenings.

Writing course.

1 credit.

Not offered 2005–2006. White.

**ENGL 009Q. First-Year Seminar:
Subverting Verses**

Once history, biography, fiction, philosophy, and even science could be written in verse without seeming peculiar or affected, but today the line between poetry and prose is sharply drawn. Or is it? This course will examine unconventional forms and uses of poetry—from Seneca's *Oedipus* to Rita Dove's *Darker Face of the Earth*, from Geoffrey Chaucer's *Tales* to Vikram Seth's *Golden Gate*, from Bob Perelman's verse essays to

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Carolyn Forché's prose poems—to explore our assumptions about the nature of genre.

Writing course.

1 credit.

Fall 2005. Anderson.

ENGL 009R. First-Year Seminar: Old Texts/New Tellings

A study of four traditional literary texts, of critical perspectives or “slants” on the texts, and of modern reshaping of these old stories into new forms. Pairings of old and new will include *Beowulf* and Gardner's *Grendel*, Shakespeare's *Hamlet* and Stoppard's *Rosencrantz and Guildenstern Are Dead*, Conrad's *Heart of Darkness* and Coppola's *Apocalypse Now*, and various versions of the Cinderella story.

Writing course.

1 credit.

Fall 2005. Williamson.

ENGL 009S. First-Year Seminar: Black Liberty, Black Literature

Arising from the tomb of slavery, African American literature has, from its origins, concerned itself with the unfinished project of freedom. Drawing upon prose, poetry and personal narrative, this course will examine freedom as a problem of form, content and context that has structured the emergence of a black literary tradition from the 19th century to the present.

Writing course.

1 credit.

Each semester. Foy.

ENGL 009T. First-Year Seminar: The Poetics of Power

This course explores ideas about the problems power raises in texts ranging from ancient Greece to the modern era and from the context of those who are traditionally empowered and those who learn power “from the bottom up.” Through voices of those who feel power's effects and inequities most acutely, we will consider such questions as: What is power? Where does it originate? How does it differ from “authority,” “right,” and “sovereignty”? What are its effects on race, gender, and class? On love and sex? As we tackle such questions, we will be seeking both perennial and carefully historicized answers to the problems power raises, looking for “universals” while differentiating between our contemporary experiences and lives far removed from

our own in circumstance, distance, and time. Among others, writers include Sophocles, Shakespeare, Frederick Douglass, and Virginia Woolf as well as selected poetry.

Writing course.

1 credit.

Spring 2006. Riebling.

010–096: ADVANCED COURSES

These courses are open to freshmen and sophomores who have successfully completed the necessary prerequisites and to juniors and seniors without prerequisite.

CORE COURSES

Prerequisite for core courses: A W (“writing”) course from any department on campus. For fuller descriptions, see the following:

ENGL 010. Core Course: Survey I: *Beowulf* to Milton*

ENGL 011. Core Course: Survey II: Neo-Classical to Post-Colonial

ENGL 019. Core Course: Chaucer and Shakespeare

ENGL 022. Core Course: Literature of the English Renaissance*

ENGL 026. Core Course: English Drama Before 1642*

ENGL 031. Core Course: Topics in the “New” 18th Century*

ENGL 045. Core Course: Modern British Poetry

ENGL 052B. Core Course: U.S. Fiction, 1945 to the Present

ENGL 053. Core Course: Modern American Poetry

ENGL 054. Core Course: Faulkner, Morrison, and the Representation of Race

ENGL 066. Core Course: American Literature Survey I*

ENGL 071B. Core Course: The Lyric Poem in English***

ENGL 071D. Core Course: The Short Story in the United States

ENGL 076. Core Course: The World, the Text, and the Critic

ENGL 080. Core Course: Critical and Cultural Theory

**010–011. SURVEY COURSES IN
BRITISH LITERATURE**

**ENGL 010. Core Course: Survey I:
Beowulf to Milton***

A historical and critical survey of poetry, prose, and drama from *Beowulf* to Milton. This will include British literature from the following periods: Anglo-Saxon, Middle English, Renaissance, and 17th century.

1 credit.

Not offered 2005–2006. Williamson.

**ENGL 011. Core Course: 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 that British literature of this period confronts whether in form or content.

1 credit.

Not offered 2005–2006. Lesjak.

014–019: MEDIEVAL

**ENGL 014. Old English/History of the
Language***

(Cross-listed as LING 014)

A study of the origins and development of English—sound, syntax, and meaning—with an initial emphasis on learning Old English. Topics may include writing and speech, a history of morphology, the changing phonology from Old to Middle English, Shakespeare's puns and wordplay, a history of sounds and spellings, modern coinages, and creoles. We range from *Beowulf* to Cummings, from Chaucer to Chomsky.

This course may be taken without the usual prerequisite course in English; however, it may not serve in the place of a prerequisite for other advanced courses.

Counts as humanities distribution credit under this listing.

1 credit.

Not offered 2005–2006. 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 2005–2006. Williamson.

**ENGL 019. Core Course: Chaucer and
Shakespeare**

A comparative study that focuses on treatments of plot and character, genre, and critical and cultural context. How are issues of class treated in the Knight-Miller and the Theseus-Bottom dialectics? How do the authors portray ethnicity in *The Merchant of Venice* and *The Prioress's Tale*? How do heroines like Kate, Alice, and Viola struggle against or reinvent ideas of gender? What is the sense of (self-)consciousness rising in *The Merchant's Tale* and *Hamlet*? How do Chaucer's and Shakespeare's Cressidas “converse” across time?

1 credit.

Not offered 2005–2006. Williamson.

**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 2005. Riebling.

ENGL 021. Race in Early Modern England*

Renaissance conceptions of race were very different from our own. In fact, the term “race” used to denote phenotypic, ethnic, or cultural specificity did not even exist in the age of Shakespeare. Nevertheless, international war, colonization, and the increase in global trade and exploration brought Elizabethans and Jacobean into contact with a host of cultural others such as Jews, Turks, Moors, Amerindians, and Spaniards. This course will explore the ways in which the Renaissance stage explored the categories of religion, nationality, and skin color in order to continually redefine English identity over and against constructed fantasies of cultur-

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al others. Works include *Othello*, *The Merchant of Venice*, *Henry V* (Shakespeare), *Tamburlaine*, *The Jew of Malta* (Marlowe), *The Fair Maid of the West* (Heywood), and *The Renegado* (Massinger).

1 credit.

Spring 2006. Campos.

ENGL 022. Core Course: 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 2005–2006. 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 2005–2006. N. Johnson.

ENGL 024. Witchcraft and Magic*

Renaissance magic had two faces: witchcraft, a crime associated with women, and hermetic philosophy, a pseudoscience derived from occult forms of knowledge and practiced by men. In this course, we will explore both sides of magic with special attention to the gender divide distinguishing these two forms. Witchcraft: How were plays like Shakespeare's *Macbeth* influenced by contemporary beliefs in witches? How did the European witch hunts determine the theatrical representation of witches and women in general? Hermetic philosophy: How do plays like Marlowe's *Doctor Faustus* elide conjuration and performance? Why do forms of ritual magic make for such good theater? What separates the thaumaturge from the dramaturge?

1 credit.

Spring 2006. Campos.

ENGL 026. Core Course: 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 2005–2006. N. Johnson.

ENGL 027. Tudor-Stuart Drama*

A survey of plays and masques written by Christopher Marlowe, Ben Jonson, Thomas Middleton, Thomas Dekker, John Webster, Elizabeth Cary, John Ford, and others. The course will consider historical, sociopolitical, and literary contexts; just as important, we will look at how the plays have been and continue to be performed.

1 credit.

Not offered 2005–2006. N. Johnson.

ENGL 028. Milton*

Study of Milton's poetry and prose with particular emphasis on *Paradise Lost*.

1 credit.

Not offered 2005–2006. N. Johnson.

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, and Drake) and a wide range of literary forms, including drama (Shakespeare, Marlowe, and Heywood); romance (Spenser and Lodge); and poetry (Donne).

1 credit.

Not offered 2005–2006. Campos.

030–039: RESTORATION, 18TH CENTURY, AND ROMANTIC

ENGL 031. Core Course: 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.

Spring 2006. 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 include Burke, Blake, the Wordsworths, Coleridge, Byron, the Shelleys, and Keats.

1 credit.

Not offered 2005–2006. 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 2005–2006. 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 2005–2006. Bolton.

ENGL 037. Revolution and Literature, 1789–1812*

The French Revolution and its radical reconception of political and social relations presented not only a political and philosophical but also a literary challenge to turn-of-the-century Britons. We'll read Edmund Burke's highly influential *Reflections on the Revolution in France* along with fictional and nonfictional rebuttals

by radicals like Mary Wollstonecraft, William Godwin, Tom Paine, and/or Charlotte Smith. Reflection sometimes led to prophecy: We'll consider William Blake's radical obscurity in *The Marriage of Heaven and Hell* in light of Charlotte Smith's more directly political *Emigrants*. The rest of the course will focus on poetry's own broader "revolution in manners" and in forms. We'll explore the poetic theories of Charlotte Smith, Mary Robinson, Joanna Baillie, William Wordsworth, Samuel Taylor Coleridge, and William Blake, and some of the forms to which these gave rise: sonnets, lyrical tales and ballads, poetic meditations, conversation poems, and revisionary epics. Romanticism's revolutionary vision of the lyric poet still influences much of the poetry produced today: We'll examine both the strengths and weaknesses of that vision.

1 credit.

Not offered 2005–2006. Bolton.

ENGL 038. Regency Skepticism, 1815–1832*

Skepticism and critique, rather than prophecy and transformation, are the common threads linking the "second-generation Romantics": writers like Jane Austen, Byron, the Shelleys, Keats, John Clare, Felicia Hemans, and Letitia Elizabeth Landon (L.E.L.). Indeed, Regency writers, pursuing formal and psychological integrity within a period of complex social changes, transform a certain wry cynicism into both an art form and a tool of inquiry. We'll start by considering the varieties of theatricality (and its counterpart, sincerity) operating in works like Austen's *Mansfield Park*, Byron's *Manfred*, Hazlitt's reviews, L.E.L.'s album poems, popular plays like *Lover's Vows* and *Cataract of the Ganges*, and contemporary disputes over slavery and imperialism. Next, we'll explore the different visions of power at work in such diverse texts as Austen's *Emma*, Percy Shelley's "Mont Blanc" and *Prometheus Unbound*, Mary Shelley's *Frankenstein*, and Hemans' *Records of Women*. Finally, we'll track Byron's shifting, skeptical narrator through *Don Juan's* burlesque adventures and end—still questioning but more affirmatively—with Shelley's "Ode to the West Wind" and Keats's great odes.

1 credit.

Not offered 2005–2006. Bolton.

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ENGL 039. Advanced Topics in Romanticism

As a group, we will select among topics including but not limited to single author studies; Romantic ecology; women poets; working-class poets; madness (Cowper, Blake, Clare); formal innovation (lyric, romance, mixtures of romance and epic, lyric and epic); political and historical referents and the notion of prophecy; Romantic theater and theatricality; originality and its discontents; post-Romantics and their models (Wordsworth to Arnold, etc.; Blake to Rossetti, Yeats, the Beats; Keats to Stevens; Shelley to Oliver, etc.).

Prerequisite: ENGL 033: The Romantic Sublime or permission of the instructor.

1 credit.

Fall 2005. Bolton.

040–049: VICTORIAN TO MODERN

ENGL 040. Victorian Studies

An interdisciplinary study of British cultural formation during the Victorian period. This course 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, and children’s literature)—in and through which ideas of gender, sexuality, domination, and violence are approached.

1 credit.

Not offered 2005–2006. 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.

Spring 2006. 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 formation, 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 2005–2006. Lesjak.

ENGL 045. Core Course: 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 2005–2006. Anderson.

ENGL 046. Fantastic Worlds

Works will include the following series: Tolkien’s *Lord of the Rings*, Card’s *Ender’s World*, and Pullman’s *His Dark Materials*. We will also read portions of the classic texts that have influenced works such as *Beowulf*, Milton’s *Paradise Lost*, and Blake’s *Marriage of Heaven and Hell*. Topics will include the homeless child as hero, pathways between innocence and experience, the role of higher authority (wizards, angels, hive queens, computer consciousness) the nature of evil and its relation to good, and the portrayal of other fantastic cultures. Some film versions will be included.

1 credit.

Not offered 2005–2006. Williamson.

ENGL 048. Contemporary Women’s Poetry

“Merely the private lives of one-half of humanity.” Thus Carolyn Kizer defines the 20th-century revolution through which women poets give voice to the previously unspeakable and explore the political implications of the supposedly personal. This course considers a variety of poetic styles and stances employed by women writing in English today—feminist or womanist, intellectual or experiential, lesbian or straight, and mindful of ethnic heritage or embracing the new through artistic experimentation.

1 credit.

Spring 2006. 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 sociopolitical contexts of contemporary Ireland.

1 credit.

Not offered 2005–2006. Anderson.

050–069: AMERICAN (INCLUDING AFRICAN AMERICAN, ASIAN AMERICAN, AND NATIVE AMERICAN)**ENGL 050. Literatures of Native American and Euro-American Cultural Encounter (Formerly Borders Within)***

Through historical analysis of literary form (autobiography, novels, poetry, storytelling, images, film, as well as the law), we will examine the competing definitions of writing, selfhood, and nation with which “Indians” and “pioneers” tried to shape their world. We will read both white writers who depicted “Indians” and Native authors who resisted and/or reinforced claims of Manifest Destiny. Authors may include John Smith, William Bradford, James Fenimore Cooper, Black Hawk, Simon Ortiz, Luci Tapahonso, Leslie Marmon Silko, and Sherman Alexie.

1 credit.

Spring 2006. K. Johnson.

ENGL 052B. Core Course: U.S. Fiction, 1945 to the Present

Major authors and emerging figures, with an emphasis on the novel, key works from each decade of the postwar era, and relations between the U.S. and global events as represented in fiction. The reading load will be heavy, averaging a novel a week. Authors will probably include Ellison, Kerouac, Bellow, McCarthy, Kingston, Dandicat, Kingsolver, Cisneros, Ozick, and Roth.

Prerequisite: a W (writing) course from any department at Swarthmore.

1 credit.

Spring 2006. Schmidt.

ENGL 053. Core Course: Modern American Poetry

A study of selected U.S. poets beginning with Whitman and Dickinson but with the primary

focus on major and minor poets of the 20th century.

1 credit.

Not offered 2005–2006. Schmidt.

ENGL 054. Core Course: Faulkner, Morrison, and the Representation of Race

This course has two abiding aims. One is to explore in depth—and back to back—the fiction of (arguably) the two major 20th-century novelists concerned with race in America. The other is to work toward evaluative criteria that might be genuinely attentive to both the intricacies of race and the achievements of form. A particular challenge will be the following: how to focus on race (and secondarily gender) yet keep the two writers' distinctive voices from disappearing into “white/male” and “black/female.” Faulkner readings will include some short stories as well as *Light in August*; *Absalom, Absalom!*; and *Go Down, Moses*. Morrison readings will include *Playing in the Dark* as well as *Sula*, *Song of Solomon*, *Beloved*, and *Paradise*.

1 credit.

Fall 2005. Weinstein.

ENGL 055. Captive Audiences*

The origin and history of national identity in the United States has been deeply impressed by captivity narratives in which an individual is removed from his or her home and struggles to return. We will define and trace the ideas of home, captivity, and restoration in literature from the 17th century to the years immediately after the American Civil War. We will consider how authors in various historical contexts reworked these ideas to promote or confound the romance of American self-realization. Authors may include Rowlandson, Behn, *The Declaration of Independence*, Crèvecoeur, Franklin, Rowson, Child, Cooper, Douglass, Jacobs, Melville, and James.

1 credit.

Not offered 2005–2006. K. Johnson.

ENGL 056. Power of Sympathy in America*

Characters in 18th- and 19th-century literature often find themselves at the edge of emotional precipices, weeping in misery, blushing with guilt, and wracked with fear of impending doom. What is all the fuss? This course explores the role of sentiment in formulating national American identity from the colonial period to the mid-

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19th century. With an emphasis on the social contexts of the American Revolution, Civil War, and Manifest Destiny, we will consider the dynamic logic of sympathy in various political and literary texts. Authors include Winthrop, Bradstreet, Crèvecoeur, Franklin, Paine, C.B. Brown, Rowson, Emerson, Douglass, Stowe, Whitman, and James.

1 credit.

Not offered 2005–2006. K. Johnson.

ENGL 058. The American Sublime*

This course explores the intersection of visual art and literature in the late 18th- and early 19th-century United States. We will consider authors who appeal to sight, to art, and to aesthetic ideals of the beautiful, sublime, and picturesque. We will examine how writers blended science and art in order to illustrate the world and its democratic potential. Authors may include Burke, Paine, Jefferson, Crèvecoeur, Barlow, Irving, Sedgwick, Catlin, Emerson, Fuller, Melville, Hawthorne, Louis Agassiz, Whitman, James, and Jacob Riis.

1 credit.

Not offered 2005–2006. K. Johnson.

ENGL 061. Fictions of Black America

This course considers the development of African American fiction over the course of the 20th century, paying particular attention to its attempts to resolve (or simply represent) an interconnected series of problems: realism, racism, sexism, color and class, place, community, and history. Though the assigned texts will vary considerably from semester to semester, they may include work by Chesnutt, J.W. Johnson, Larsen, Hurston, Wright, Marshall, Morrison, or Wideman.

1 credit.

Each semester. Foy.

ENGL 062. Black Autobiography

The autobiographical self has played a fundamental role in black culture, and this course will examine several of the trajectories that African American autobiography has followed during the past 200 years. While paying close attention to the textual strategies that black autobiographers have employed in constructing public selves, we will also focus on the social relations (structured by race, class, gender, and nation) producing, and produced in, black autobiography.

1 credit.

Spring 2006. Foy.

ENGL 065. Introduction to Asian American Literature

How does “Asian American” literature function as the site of debates about ethnic and national identity? This course examines literature and critical essays by writers such as Theresa Hak Kyung Cha, Maxine Hong Kingston, Jhumpa Lahiri, and Lisa Lowe, in order to explore topics such as Asian American racial formation, gendered narratives of immigration, and the changing face (and space) of Asian America.

1 credit.

Not offered 2005–2006. Mani.

ENGL 066. Core Course: American Literature Survey I*

This is a survey of American literature from 1492 to before the Civil War. Through our reading of literary texts (journals, sermons, poems, novels, eulogies, and federal documents), we will consider the social conflicts that underlie the establishment of the United States as a political and cultural identity. We will identify the authors' various promises of American exceptionalism, and calibrate those promises in relation to the legacies of slavery and Manifest Destiny. Syllabus will include writing by Columbus, Harriot, Bradford, Bradstreet, Wigglesworth, Rowlandson, Edwards, DeCrevecoeur, Jefferson, Franklin, Freneau, Foster, Cooper, Emerson, Child, Thoreau, Stowe, Douglass, Hawthorne, Melville, and Whitman.

1 credit.

Spring 2006. K. Johnson.

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 2005–2006. Schmidt.

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 introductory English course. Students may normally take only one workshop at a time. ENGL 070A and 070C may be taken only once. ENGL 070B may be taken twice.

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.

No prerequisite.

1 credit.

Spring semester each year.

Spring 2006. Bolton.

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.

No prerequisite.

1 credit.

Spring semester each year.

Spring 2006. Pastan.

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 2005–2006. Anderson.

ENGL 070D. Grendel's Workshop (New Texts From Old)#

John Gardner rewrote the ancient epic *Beowulf* in modern idiom from the monster's viewpoint. 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 2005. 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.

Fall 2005. Anderson.

ENGL 070F. Journalism Workshop

“Journalism is literature in a hurry,” said poet and critic Matthew Arnold. With that in mind, this crash course in journalism will focus on the basics of gathering information and presenting what's news. Weekly story assignments will put into action lessons on reporting, writing, ethics, fairness, and more. The course will focus on “hard news” and newspapers, although feature stories will be included. Prominent journalists, including a Pulitzer Prize winner, will visit the class to speak about their careers. And there will

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be a tour of the *The Philadelphia Inquirer*. Enrollment limited to 15.

This course is open to all students and is especially recommended for those considering journalism as a career. It counts as a general humanities credit but not as a W (Writing) course, nor as a credit toward a major or minor in English literature.

1 credit.

Fall 2005. Dowkings.

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 2005–2006. Bolton.

ENGL 070K. Directed Creative-Writing Projects

Students—whether course or honors majors—who plan a directed writing project in fiction or poetry must consult with the department chair and with a member of the department's writing faculty who might supervise the project and must submit a prospectus to the department by way of application for such work before the beginning of the semester during which the project is actually done. The number of these ventures the department can sponsor each year is limited. Deadlines for the written applications for the Directed Creative Writing Projects are the Mondays immediately following the fall and spring breaks. Normally limited to juniors and seniors who have taken an earlier workshop in the department.

For creative writing projects in the Honors Program, the 2-credit field will normally be defined as a 1-credit workshop (ENGL 070A, 070B, or 070C) paired with a 1-credit Directed Creative-Writing Project (ENGL 070K). The approximate range of pages to be sent forward to the examiners will be 20 to 30 pages of poetry or 30 to 50 pages of fiction. There will be no written examination for the creative writing project; the student's portfolio will be sent directly to the examiner, who will then give the student an oral examination during honors week. For purposes

of the transcript, the creative writing project will be assigned a grade corresponding to the degree of honors awarded it by the external examiner. Students are advised that such independent writing projects must normally be substantially completed by the end of the fall semester of the senior year as the spring semester is usually the time when the senior honors study essay must be written.

1 credit.

Staff.

ENGL 070M. Advanced Fiction Workshop

In the first part of the semester, students will apprentice themselves to a particular published writer: After analyzing the structure, style and characteristic techniques of their chosen author, students will experiment with using some of those features in their own story. As students present both their model and their own story, we'll blend the workshop format with a student-led survey of contemporary fiction. In the second half of the semester, students will continue producing and honing their own work while researching and reporting on a variety of literary journals, small presses, or contemporary writers.

Prerequisites: ENGL 070B, D, G or by permission of the instructor.

1 credit.

Fall 2005. Bolton.

071: GENRE STUDIES

See also ENGL 081. *Theory of the Novel*.

ENGL 071B. Core Course: The Lyric Poem 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.

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 2005–2006. Schmidt.

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 preoccupa-

tions of the genre: fragmentation and reconstruction, the staging of an encounter between the ordinary and the extraordinary, and the refutation of time and mortality.

1 credit.

Not offered 2005–2006. Bolton.

ENGL 071D. Core Course: The Short Story in the United States

Has the United States produced such brilliant work in the short-story form because it's a highly mobile and fragmented society or because it's highly stratified but pretends it is not? This course will introduce students to classic and contemporary short stories published in the United States in the 19th and 20th centuries, with a focus on close reading techniques and the rich variety of moods and styles short stories may explore. We will read one to two stories each for most of the writers studied.

Prerequisite: a W (writing) course from any department at Swarthmore.

1 credit.

Fall 2005. Schmidt.

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 2005–2006. Bolton.

ENGL 071J. Cherchez la femme: The "Mystery" of Woman 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 revisions 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, and Barbara Wilson.

1 credit.

Not offered 2005–2006. 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 2005–2006. N. Johnson.

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.

Spring 2006. Weinstein.

ENGL 073. Modernism: Theory and Fiction

Drawing on a range of theorists and novelists, this course will explore some of the most compelling energies and problems that drive Western modernism (from the 1840s through the 1940s). Focus will be on modernism's concern with shock rather than resolution, with the uncanny rather than the familiar. More broadly, the course will attend to modernism as a body of thought and expression committed less to knowledge than to "unknowing." Theoretical readings begin with Kierkegaard's *Fear and Trembling*, to be followed by Nietzsche's *Genealogy of Morals* and some of Freud's major essays. Fiction readings begin with Dostoevsky's *Notes From Underground* as a prelude to more sustained inquiry into Kafka (stories, *The Trial*), Proust (selections from *Remembrance of Things Past*), and Woolf (*To the Lighthouse*, *Between the Acts*). The course will conclude by attending to several pertinent essays in Benjamin's *Illuminations*.

1 credit.

Not offered 2005–2006. Weinstein.

English Literature

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 2005–2006. Weinstein.

ENGL 074. Modern Epic: Tolstoy, Joyce, and García-Márquez

This course will examine three “encyclopedic” texts (*War and Peace*, *Ulysses*, *One Hundred Years of Solitude*) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and destiny. Through sustained attention to formal and ideological tenets of these specific texts, we will also seek to interrogate some of the salient procedures of realism, modernism, and postmodernism.

1 credit.

Not offered 2005–2006. Weinstein.

ENGL 075. South Asian Diasporas: Culture, Politics, and Place

This interdisciplinary course surveys a century of migration from the Indian subcontinent overseas, and examines the impact of South Asian immigration on the racial and cultural economies of the United States, the United Kingdom, and Canada. Literary, historical, ethnographic, and cinematic texts explore the following topics: the history of Indian immigration to the Caribbean and North America in the 19th century; queer South Asian diasporas, gendered narratives of immigration; and the politics of popular culture among second-generation South Asian youth. The course emphasizes how South Asians in diaspora negotiate new forms of

national identity and cultural citizenship, with specific attention to axes of gender, generation, sexuality, and class.

1 credit.

Not offered 2005–2006. Mani.

ENGL 076. Core Course: The World, the Text, and the Critic

This core class surveys a range of literary texts in English by writers from around the world. Drawing upon postcolonial literary studies and theories of identity and difference, the course introduces students to critical approaches in contemporary global literatures. Authors include Zadie Smith, *White Teeth*; Arundhati Roy, *The God of Small Things*; V.S. Naipaul, *The Enigma of Arrival*; and J.M. Coetzee, *Disgrace*.

1 credit.

Not offered 2005–2006. Mani.

080–096: CRITICAL THEORY, FILM, AND MEDIA STUDIES

ENGL 080. Core Course: Critical and Cultural Theory

An introduction to texts and contexts in contemporary critical theory and cultural studies. We will read narrative, psychoanalytic, Marxist, poststructuralist, feminist, queer, and postcolonial theory, raising questions of subjectivity, difference, ideology, representation, methodology, and cultural politics.

1 credit.

Not offered 2005–2006. White.

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 2006. Lesjak.

ENGL 082. Transnational Feminist Theory

This class introduces perspectives in feminist theory from domestic United States and global contexts in order to ask: How do the contribu-

tions of women of color in the United States and of feminist movements in the "Third World" radically reshape the form and content of feminist politics? Through critical inquiry into major texts in transnational feminist studies, the course dynamically reconceptualizes the relationship between women and nation; between gender and globalization; and between feminist theory and practice.

1 credit.

Not offered 2005–2006. Mani.

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 2005–2006. 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 2005–2006. 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 2005–2006. Lesjak.

ENGL 087. American Narrative Cinema

Considers film as narrative form, audiovisual medium, industrial product, and social practice, emphasizing the emergence and dominance of classical Hollywood as a national cinema, with

some attention to independent narrative traditions such as "race movies." Genres such as the western, the melodrama, and film noir express aspirations and anxieties about race, gender, class and ethnicity in the United States. Auteurist, formalist, Marxist, feminist, and psychoanalytic methods will be explored.

1 credit.

Not offered 2005–2006. White.

ENGL 087A. Topics in American Cinema

Explores different periods, themes, genres, or authors each time it is offered.

1 credit.

Not offered 2005–2006. White.

ENGL 088. American Attractions: Leisure, Technology, and National Identity

Visual spectacles such as Barnum's museum, minstrelsy, 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 tricollege interdisciplinary class focuses on the history and analysis of U.S. popular culture from the Civil War to the present. Weekly film screenings.

1 credit.

Not offered 2005–2006. 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 the American and European avant-gardes, AIDS activism, and diasporan film and video movements.

1 credit.

Not offered 2005–2006. 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

English Literature

and aesthetics, spectatorship and reception, image and gaze, race, sexual, and national identity, and current media politics.

1 credit.

Not offered 2005–2006. White.

ENGL 094. Shakespeare and Film***

A study of the complex ways in which Shakespeare is transformed from text to film in the hands of directors and actors like Oliver, Welles, Kurosawa, and Branagh. Plays and their film versions will include *The Taming of the Shrew* (Taylor), *A Midsummer Night's Dream* (Reinhardt), *As You Like It* (Czimmer), *Romeo and Juliet* (Zeffirelli), *Twelfth Night* (Dunn), *Henry IV* (Welles), *Hamlet* (Oliver, Zeffirelli, Branagh), and *Macbeth* (Polanski, Kurosawa).

1 credit.

Not offered 2005–2006. 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 and available only if a professor is free to supervise the project.

0.5 or 1 credit.

Staff.

ENGL 098, 098A. Senior Thesis

Course majors in the department may pursue a thesis of their own choosing under the supervision of a member of the department. The thesis may be for 1 (40–50 pages) or 2 (80–100 pages) credits. A brief prospectus for the project must be submitted for approval by the department in April of the junior year. Before submitting this prospectus, course majors should consult with the department chair and with the department member who might supervise the project. This work must be separate from that of the senior culminating essay, required of every course major for graduation. Available only if a professor is free to supervise the project.

1 or 2 credits.

Staff.

ENGL 099. Senior 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 English Literature 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.

SEMINARS

Honors seminars are open to juniors and seniors only and require approval of the department chair. Priority is given to honors majors and minors.

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 2005. Campos.

ENGL 102. Chaucer and Medieval Literature*

A survey of English literature, primarily poetry, from the 8th through the 15th centuries with an emphasis on Chaucer. Texts will include *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, *Troilus and Criseyde*, *Pearl*, *Piers Plowman*, selected medieval plays, Arthurian materials, and Margery Kempe's autobiography. Chaucer will be read in Middle English; other works will be read in translation or modernized versions.

2 credits.

Spring 2006. Williamson.

ENGL 106. Renaissance Epic*

The two major English epics of the period, Spenser's *Farie 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 2005–2006. N. Johnson.

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.

2 credits.

Not offered 2005–2006. 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.

In 2005–2006, this honors preparation will be offered through a combination of two courses, ENGL 033: The Romantic Sublime and ENGL 039: Advanced Topics in Romanticism. Honors students interested in this preparation should contact Professor Bolton.

GROUP II (Post-1830)

ENGL 111. Victorian Literature and Culture

This seminar will treat novels, nonfictional 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.

Spring 2006. Lesjak.

ENGL 112. Women and Literature

Women's poetry of the 20th 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 postmodernist feminist aesthetics.

2 credits.

Not offered 2005–2006. Anderson.

ENGL 113. “American Studies”*

This seminar considers methods of analyzing and interpreting “American literature” that reach to engage the social and historical contexts in which the nation was formed. We will read authors (Mary Rowlandson, Benjamin Franklin, James Fenimore Cooper, Ralph Waldo Emerson, Frederick Douglass, Harriet Beecher Stowe, Nathaniel Hawthorne) who have been central to the development of national American identity. We will also consider the different ways contemporary literary critics have interpreted these texts to define and understand the American experience.

2 credits.

Fall 2005. K. Johnson.

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.

The spring semester will focus on Modernism: theory and fiction. Drawing on a range of authors writing between the 1840s and the 1940s, this seminar will attend to the conceptual underpinnings of European modernism and will seek to come to terms with several of its most salient texts. Primary readings will be drawn from among the following writers: Kierkegaard, Marx, Dostoevsky, Weber, Nietzsche, Freud, Rilke, Kafka, Proust, Joyce, 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.

Section AB: Colonial and Postcolonial. Fall 2005.

Section CD: Modernism. Spring 2006. Weinstein.

English Literature

ENGL 116. American Literature

Advanced work in U.S. literary history, with special focus on contemporary fiction. Prior work in U.S. literature and/or history is recommended.

2 credits.

Not offered 2005–2006. Schmidt.

ENGL 117. Literatures of Globalization

This seminar will examine the literary and cultural dimensions of “globalization.” Pairing novels by major national and diasporic writers with contemporary critical theory, we will examine the relationship between racial formations and national communities; colonialism and post-colonialism; modernity and globalization. Writers will include Salman Rushdie, J.M. Coetzee, Amitav Ghosh, Mahasweta Devi, Zadie Smith, and critical essays by Fanon, Chatterjee, Spivak, and Gilroy.

2 credits.

Not offered 2005–2006. Mani.

ENGL 118. Modern Poetry

A study of the poetry and critical prose of Yeats, Eliot, Stevens, and H.D., in an effort to define their differences within the practice of “modernism” and to assess their significance for contemporary poetic practice.

2 credits.

Fall 2005. 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 2005–2006. White.

ENGL 180. Thesis

A major in the Honors Program may, with department permission, elect to write a thesis as a substitute for one seminar. The student must select a topic and submit a plan for department approval no later than the end of the junior year. Normally, the student writes the thesis of 80 to 100 pages, under the direction of a member of the department, during the fall of the senior year.

2 credits.

Staff.

ENGL 183. Independent Study

Students may prepare for an honors examination in a field or major figure comparable in literary significance to those offered in the regular seminars. Independent study projects must be approved by the department and supervised by a department member. Deadlines for the receipt of written applications are the second Monday in November and the first Monday in April.

2 credits.

Staff.

Environmental Studies

Coordinator: **HANS OBERDIEK** (Philosophy)
Donna Mucha (Administrative Assistant)

Committee: **Elizabeth Bolton** (English)
Peter Collings (Physics and Astronomy)
Erich Carr Everbach (Engineering)
Raymond Hopkins (Political Science)
Jose-Luis Machado (Biology)
Arthur McGarity (Engineering)¹
Rachel Merz (Biology)
Carol Nackenoff (Political Science)
Frederick Orthlieb (Engineering)
Colin Purrington (Biology)
Mark Wallace (Religion)
Larry Westphal (Economics)²

² Absent on leave, spring 2006.

³ Absent on leave, 2005–2006.

Profound anthropogenic changes are occurring in the land, water, and air around us, and education needs to respond to these changes. Swarthmore's heritage of social concern compels us to educate students so that they are well informed about vital, current issues and capable of full political participation. The College has a responsibility to provide means for the study of environmental problems and to encourage students to develop their own perspectives on these problems. The Interdisciplinary Program in Environmental Studies is one way the College meets these responsibilities.

Environmental studies is truly interdisciplinary and offers numerous opportunities for rigorous interdisciplinary work because environmental issues have scientific, engineering, social, political, economic, literary, and philosophical dimensions that must be addressed. Therefore, our program is structured as an *interdisciplinary minor*. This program helps guide students to the many academic fields that afford a perspective on environmental problems and enables them to explore questions most compelling to them from the vantage point of various disciplines in the natural and social sciences, engineering, and the humanities.

REQUIREMENTS AND RECOMMENDATIONS

An *interdisciplinary course minor* in environmental studies is available to all students, consisting of an integrated program of five courses plus a capstone seminar, taken in addition to a regular major. Students may also apply for the honors minor, which has similar requirements plus an external examination on an approved topic that links together two of the courses and a senior honors study paper that explores the connections between the two courses.

Students minoring in environmental studies must take five courses selected from the lists that follow, including at least one course in environmental science/technology, at least one course in environmental social science/humanities, and at least one more from either of these two groups for a minimum of three courses from the list designated Environmental Courses in Specific Disciplines. Up to two of the five required courses may be chosen from the list designated Adjunct and Interdisciplinary Courses. At least three of the five selected courses must be outside the major and, if it exists, a second minor, so that when the capstone seminar is added, the College policy requiring at least four courses outside the major or any other minor will be satisfied. Students should regularly check the program's Web site (<http://www.swarthmore.edu/es>) for additions

Environmental Studies

and changes to course lists. Students must submit their plan of study to the coordinator, usually when they apply for a major, and should inform the coordinator about any changes in their programs. Students may petition the Faculty Committee on Environmental Studies to have courses taken at other institutions fulfill some of these requirements. One of the courses may be independent work or a field study (in the United States or abroad) supervised by a member of the committee (ENV5 090). In addition to the five courses, each concentrator will participate in the capstone seminar in environmental studies (ENV5 091) during the spring semester of the senior year. The capstone seminar will involve advanced interdisciplinary work on one or more issues or problems in environmental studies. Leadership of the capstone seminar rotates among the members of the Faculty Committee on Environmental Studies.

Any student may request credit in environmental studies for interdisciplinary environmental courses taken at other institutions (domestic and foreign). Application forms for credit evaluations are available on the program's Web site. Swarthmore College sponsors environmental foreign study programs in Ghana (West Africa) and Poland (details later).

ENVIRONMENTAL COURSES IN SPECIFIC DISCIPLINES

Students must take at least three of the designated environmental courses in specific disciplines.

Courses in Environmental Science/Technology

Students must take at least one of these courses.

The environmental science/technology category includes courses that emphasize techniques and methodologies of the sciences and engineering and whose subject is central to environmental studies. Therefore, all concentrators will be familiar with a body of scientific knowledge and scientific approaches to environmental problems.

- 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 130. Behavioral Ecology
- BIOL 137. Biodiversity and Ecosystem Function
- ENGR 004A. Introduction to Environmental Protection
- ENGR 004E. Introduction to Sustainable Systems Analysis
- ENGR 063. Water Quality and Pollution Control
- ENGR 066. Environmental Systems
- GEOL 103. Environmental Geology (Bryn Mawr College)
- PHYS 020. The Earth and Its Climate

Courses in Environmental Social Sciences/Humanities

Students must take at least one of these courses.

The environmental social sciences/humanities category includes courses that are central to environmental studies and focus on values, their social contexts, and their implementation in policies. Thus, all concentrators will have studied the social context in which environmental problems are created and can be solved.

- ECON 076. Environmental Economics
- EDUC 065. Environmental Education
- POLS 043. Environmental Policy and Politics
- POLS 047. International Policy: Hunger and the Environment
- ENGL 005L. Reading Nature
- ENGL 070G. Writing Nature
- RELG 022. Religion, the Environment, and Contemplative Practices

ADJUNCT AND INTERDISCIPLINARY COURSES

Students may take at most two of these courses.

The following are courses that are relevant to environmental studies that can be included in the five courses required for the concentration but are not central enough to justify their inclusion in the preceding groups:

- BIOL 016. Microbiology
 - BIOL 017. Microbial Pathogenesis and Immune Response
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- BIOL 026. Invertebrate Zoology
BIOL 034. Evolution
ENGR 003. Problems in Technology
ENGR 035. Solar Energy Systems
ENGR 057. Operations Research
ENVS 002. Human Nature, Technology, and
the Environment (described later)
ENVS 090. Directed Reading in
Environmental Studies (Permission of
the instructor is required.)
ENVS 092. Research Project
MATH 061. Modeling
POLS 048. The Politics of Population

**ENVS 002. Human Nature, Technology,
and the Environment**

This course examines the relationships among the environment, human cultures, and the technologies they produce. The continually accelerating pace of technological change has had effects on both the local and global environment. Although technology may be responsible for environmental degradation, it may also serve as an important societal mechanism that can help us evolve toward a sustainable society. This course investigates how humans evolved, what tools they employed, and what the consequences of new technologies were for human kind and the surrounding environment. Special attention is given to how the problems of the 21st century relate to circumstances of the past.

1 credit.

Spring 2006. Everbach.

ENVS 091. Capstone Seminar

1 credit.

Environmental Justice. Spring 2006. Nackenoff.

*Problems in Environmental Ethics. Spring 2007.
Wallace.*

Eastern Europe, which includes study in the Czech Republic and Hungary, 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. For more information, see the Web site: <http://www.swarthmore.edu/es/Poland.html>.

**Capetown South Africa Consortium:
Globalization and the Natural Environment**

Junior year environmental study-abroad program developed by the Macalester-Swarthmore-Pomona consortium in collaboration with the University of Cape Town, South Africa. Students from the three consortium schools, as well as those schools under consortium agreements with the three schools, may apply for the January-June, 2006, semester. More information is available on the program generally via <http://www.macalester.edu/internationalcenter/SouthAfrica.htm>.

FOREIGN STUDY PROGRAMS

**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 course Environmental Science and Policy in Central and

Film and Media Studies

- Coordinators: **PATRICIA WHITE** (English Literature)³
MANISHITA DASS (Visiting Assistant Professor and Mellon Postdoctoral Fellow)
Carolyn Anderson (Administrative Coordinator)
Nancy Bech (Administrative Assistant)
- Committee: **Marion Faber** (German)
Haili Kong (Chinese)³
William Gardner (Japanese)
Maria Teresa Rodriguez (Visiting Assistant Professor, part time)
Sunka Simon (German)
Craig Williamson (English Literature)
Carina Yervasi (French)³
-

³ Absent on leave, 2005–2006.

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 media such as video, television, and computer-based arts; introduces research and analytical methods; and encourages cross-cultural comparison of media forms, histories, institutional contexts, and audiences. The Film and Media Studies Program incorporates course offerings in departments including English literature, modern languages and literatures, and sociology and anthropology/ and offers its own core courses, 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. Students interested in declaring a special major in film and media studies should review the following guidelines and consult with the coordinator. Students interested in incorporating film and media studies into their programs must submit a proposal as part of their sophomore paper or apply by submitting a modified plan of study in the junior year or early in the senior year. This proposal should be developed in consultation with advisers from the Film and

Media Studies Committee and is subject to approval.

REQUIREMENTS AND RECOMMENDATIONS

Minor

All students must take a minimum of 5 credits, which may be selected from the courses and seminars listed or from those taken abroad or at Bryn Mawr or Haverford colleges or the University of Pennsylvania when the work is approved by the committee. The 5 credits should include 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 history and national cinemas, production, visual ethnography, and topics in film and media studies should be selected with a broad program in mind. To be admitted to the minor, students must have satisfactorily completed one film and media studies course.

Honors Minor

Students in the Honors Program may minor in film and media studies by meeting the requirements for the minor and by preparing for and taking one external examination. The preparation may consist of FMST 092: Film Theory and Culture plus the 1-credit honors attachment FMST 092A, an approved honors seminar, a 2-credit thesis or creative project, or a combina-

tion of course and independent work, with the approval of the film and media studies coordinator. Senior honors study (SHS) consists of a revised essay submitted for a course or seminar in the preparation. There is no SHS for a preparation including a thesis or creative project.

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 one course in film history or a national cinema. Special majors are encouraged to take FMST 002. Remaining courses and seminars may be drawn from a range of departments (work in at least two departments in addition to the Film and Media Studies Program is required). Such courses do not have to be selected from the list below if they are approved by the film and media studies coordinator. Senior majors may apply to write a 1-credit thesis or to make a thesis video.

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. Films by Hitchcock, Godard, Lange, Sembene, Scorsese, Trinh, Welles, and selected video art and television genres. Required weekly evening screenings.

1 credit.

Fall 2005. Dass.

FMST 002. Video Production Workshop

Provides instruction in basic technical aspects of digital video production and background in formal properties of video- and filmmaking. 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. Limited to 12 students. Students may be responsible for some production expenses.

Prerequisite: A prior Swarthmore film studies course, preferably FMST 001.

1 credit.

Spring 2006. Rodriguez.

FMST 080. What on Earth Is World Cinema?

Is there such a thing as world cinema? What is the relationship between "world cinema" and "national cinemas"? What is "national" about national cinemas? This course introduces students to theoretical debates about the categorization and global circulation of films, film style, authorship, and audiences through case studies drawn from Iranian, Indian, East Asian, Latin American, and European cinemas.

1 credit.

Fall 2005. Dass.

FMST 092. Film Theory and Culture

Covers major paradigms and debates in classical and contemporary film theory, historiography, and research methodology: realism, montage, auteur theory, genre, semiotics and psychoanalysis, apparatus and spectatorship theory, Marxism, feminist and queer theory, cultural studies, theories of the avant-garde, Third Cinema, and new media. Recommended for senior minors and special majors, and advanced students with a background in film studies. Authors include Bazin, Benjamin, de Lauretis, Deleuze, Eisenstein, Hansen, Kracauer, Manovich, and Wollen. Directors may include Akerman, Eisenstein, Fassbinder, Frampton, Godard, Griffith, Powell, Sembene, Vertov, Welles, and Wong.

1 credit.

Spring 2006. Dass.

FMST 092A. Honors Attachment to Film Theory and Culture

1 credit

FMST 097. Independent Study

0.5 to 1 credit.

FMST 098. Thesis

For students completing a special major in course.

1 credit.

Film and Media Studies

FMST 180. Thesis

For students completing a special major in honors.
2 credits.

OTHER COURSES AND SEMINARS APPROVED FOR CREDIT

For descriptions of the following courses, please consult the appropriate section of the course catalog:

Courses Offered 2005–2006

- JPNS 024. Japanese Film and Animation (Gardner)
- SOAN 111. Visual Ethnography (Díaz-Barriga)
- SOAN 091B. Practicum in Visual Methodologies (Díaz-Barriga)
- SPAN 067. La guerra civil española en la literatura y el cine (Guardiola)

Courses Not Offered 2005–2006

- CHIN 055. Contemporary Chinese Cinema (Kong)
- CHIN 056. History of Chinese Cinema (Kong)
- ENGL 009P. Women and Popular Culture: Fiction, Film, and Television (White)
- ENGL 087. American Narrative Cinema (White)
- ENGL 087A. Topics in American Cinema (White)
- ENGL 088. American Attractions (White/Ullman)
- ENGL 090. Queer Media (White)
- ENGL 0091. Feminist Film and Media Studies (White)
- ENGL 093. Studies in Film and Literature (Williamson)
- FREN/LITR 028F. Francophone Cinema: Configurations of Space in Postcolonial Cinema (Yervasi)
- FREN 073. Roman et Cinéma: Revolutionizing Everyday Life (Yervasi)
- GERM 054/LITR 054G. Postwar German Cinema (Simon)
- GERM 055/LITR 055G. Film and Literature in Weimar Germany (Faber)
- GERM 068/LITR 068G. History of German Film

- GERM 091. Special Topics: Frauen und Film (Faber); Populärliteratur (Simon)
- LITR 051G. Race and Gender in European Cinema (Simon)
- LITR 058. Cyberculture (Simon)
- SPAN 063. El cine de la democracia en España (Guardiola)

Francophone Studies

Co-Coordinators: **JIMIA BOUTOUBA** (French)
CARINA YERVASI (French)³
Eleonore Baginski (Administrative Coordinator)
Anna Everetts (Administrative Assistant)

Committee: **Jean-Vincent Blanchard** (French)¹⁰
Robert S. DuPlessis (History)³
Cynthia Perwin Halpern (Political Science)
Sally Hess (Dance)
Tamsin Lorraine (Philosophy)
George Moskos (French)^{9,12}
Micheline Rice-Maximin (French)¹¹
Philip M. Weinstein (English)

³ Absent on leave, 2005–2006.

⁹ Campus coordinator, Swarthmore Program in Grenoble, fall 2005.

¹⁰ Campus coordinator, Swarthmore Program in Grenoble, spring 2006.

¹¹ Program director, Swarthmore Program in Grenoble, fall 2005.

¹² Program director, Swarthmore Program in Grenoble, spring 2006.

The minor 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 minor 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 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 Modern Languages and Literatures Department, students will have the opportunity of using French-language materials in many of the courses and seminars offered by other departments.

REQUIREMENTS AND RECOMMENDATIONS

Course Minor

A minor in Francophone studies consists of 5 credits from courses designated subsequently. *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 minor. Under certain circumstances, students may petition to have more than 1 credit from abroad count toward the minor. 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 unless special permission is granted by the coordinator and after consultation with the members of the Francophone Committee.

To ensure a strong groundwork for all minors, 1 of the credits must be a core course; we particularly recommend FREN 025 and HIST 022 or HIST 030, when offered, but any of the core courses or seminars can function as an introductory course. In addition to the 5 credits, each

Francophone Studies

minor 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. The defense will occur in May.

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.

Honors Minor

To be eligible to minor in Francophone studies for the Honors Program, students must complete all the requirements for the Francophone studies minor. This entails the completion of 5 credits and the writing of the senior paper. The senior paper deadlines are as follows: 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. The defense will occur 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 senior honors study for the minor in the department in which the seminar is offered and take that examination.

Special Major in Francophone Studies

Students planning a special major in Francophone studies need to consult with the coordinator of Francophone studies.

Courses and seminars that may be offered for a Francophone studies minor are the following:

(A # indicates courses that cover Francophone material outside of France and/or multicultural material. An * means courses offered 2005–2006.)

CORE COURSES AND SEMINARS

Seventy-five to 100 percent Francophone content: *At least 3 credits required.*

Courses in Disciplines Other Than French

ARTH 017. Art and Society in 19th-Century Europe

HIST 022. Early Modern France and the Francophone New World

HIST 030. France Since 1789: Revolution and Empire

Seminars in Disciplines Other Than French

ARTH 168. Dada and Surrealism

THEA 106. Theater History Seminar*

French Courses Numbered 012 and Above

FREN 012. Introduction aux études littéraires et culturelles françaises et francophones

FREN 022. Le Cinéma français: Le Cinéma de la ville

FREN 025. Introduction au monde francophone#*

FREN 028. Francophone Cinema

FREN 033. Fictions d'enfance#

FREN 036. Poésies d'écritures françaises#

FREN 037. Littératures francophones#

FREN 038. Littératures francophones et cultures de l'immigration en France#*

FREN 040. Tyrants and Revolutionaries (in French)

FREN 060. Le Roman du XIXe siècle

FREN 061. Odd Couplings: Writing and Reading Across Gender Lines*

FREN 062. Le Romantisme

FREN 071F. French Critical Theory: From Foucault to Baudrillard

FREN 072. Le Roman du XXe siècle

FREN 073. Roman et cinema

FREN 075F. Haïti, the French Antilles, and Guyane in Translation#

FREN 076. Ecritures au féminin#

FREN 091. Senior Colloquium: Littérature, Mode, Modernité* (count as # depending on the topic of the year)

French Seminars

FREN 102. Baroque Culture and Literature: The Comic World of Molière

FREN 104. Roman du XIXe siècle

FREN 106. L'expérience poétique: romance et mélancolie

FREN 108. Le Roman du XXe siècle: romans modernes et contemporains
FREN 109. Le Romantisme
FREN 110. Histoires d'îles
FREN 111. Espaces francophones#
FREN 112. Ecritures francophones: fiction et histoire dans le monde francophone#
FREN 114. Théâtre d'écritures françaises#*
FREN 115. Paroles de Femmes#
FREN 116. La Critique littéraire: Racine, Rousseau, Baudelaire, Proust

COGNATE COURSES AND SEMINARS

Thirty percent Francophone content minimum:
No more than 2 credits may count toward the minor.

Cognate Courses

ARTH 005. Modern Art*
ARTH 056. Print Culture in Early Modern Europe
DANC 022. History of Dance: Europe's Renaissance Through 1900
DANC 036. Dance and Gender
ECON 082. Political Economy of Africa#
ENGL 072. Proust, Joyce, and Faulkner
HIST 001U. First-Year Seminar: The Atlantic World#
HIST 002A. Medieval Europe*
HIST 003A. Modern Europe*
HIST 008A. West Africa in the Era of the Slave Trade, 1500–1850#*
HIST 020. Official and Popular Cultures in Early Modern Europe
HIST 023. Sacred and Social in Early Modern Europe
HIST 029. Sexuality and Society in Modern Europe*
HIST 031. Revolutionary Iconoclasm: Tearing Down the Old, Building the New
HIST 086. Image of Africa #*
HIST 087. Development and Modern Africa: Historical Perspectives
LING 027. Sociolinguistics of African Languages
LITR 014. Modern European Literature
MUSI 004. Opera

MUSI 009. Music of the Caribbean
MUSI 022. Nineteenth-Century European Music
MUSI 023. Twentieth-Century Music
MUSI 038. Color and Spirit
PHIL 039. Existentialism*
PHIL 079. Poststructuralism
POLS 003. Comparative Politics
POLS 004. International Politics
POLS 012. Modern Political Thought
POLS 051. Socialism in Europe*
POLS 059. Contemporary European Politics
RELG 011B. Introduction to Islam*
RELG 053. Islam in the Modern World#
SOAN 003B. Nations and Nationalisms
SOAN 023B. History of Culture Concept

Cognate Seminars

Thirty percent Francophone content minimum.

ARTH 166. Avant-Gardes in Early 20th-Century Art*
ENGL 115. Modern Comparative Literature*
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
POLS 107. Comparative Politics: Greater Europe*
POLS 110. Comparative Politics: Africa
RELG 112. Postmodern Religious Thought
SOAN 102. History and Myth
SOAN 103. Gift and Fetish#
SOAN 123. Culture, Power, Islam#

*Note: Among all the courses listed, those satisfying the requirement of at least 2 credits covering Francophone material **outside of France** and/or **multicultural materials** are marked #. These can be courses in French or in other disciplines. FREN 091 Senior Colloquium may count among this category, depending on the topic of the year.*

German Studies

- Coordinator: **SUNKA SIMON** (German)
Eleonore Baginski (Administrative Coordinator)
Anna Everetts (Administrative Assistant)
- Committee: **Richard Eldridge** (Philosophy)
Marion Faber (German)
Pieter Judson (History)
James Kurth (Political Science)
Tamsin Lorraine (Philosophy)
Michael Marissen (Music)
Braulio Muñoz (Sociology and Anthropology)¹
Hansjakob Werlen (German)
Thomas Whitman (Music)
-

¹ Absent on leave, fall 2005.

German studies is an interdisciplinary concentration within the context of studying German culture(s). The concentration in German studies grows out of the historic connection between German thought, music, and art of the 19th and 20th centuries. The study of figures such as Goethe, Wagner, Nietzsche, Marx, or Freud, for example, requires an approach that encompasses multiple disciplines. Similarly, 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 several academic disciplines as well as for a variety of international careers. The concentration may be undertaken in the course program or in the Honors Program. Students should consult the program coordinator during the sophomore year to plan their special major, course minor, or honors minor in German studies.

REQUIREMENTS AND RECOMMENDATIONS

Honors Minor

Requirements

1. Five 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 minors, students must

take the core course, GERM 014: Introduction to German Studies. If possible, honors minors should take GERM 108: Wien und Berlin in their senior year. 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.

2. Students in the Honors Program are expected to be sufficiently proficient in spoken and written German to complete all their work in German. Students are strongly advised to spend at least one semester of study in a German-speaking country. Candidates are expected to have a B average or better in coursework, both in the department and at the college. After studying abroad, minors must take at least one additional class in German studies.

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

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. No credit will be given for the revised paper.

Honors Examination

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.

Course Minor

Requirements

Substantial work in the German language (GERM 004 or the equivalent) is required. The requirements for the German studies course minor are identical to the honors requirements (5 credits include the core course, GERM 014) with the exception that students need not write an interdisciplinary thesis or take honors preparations. Course 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.

Special Major

A student can accomplish a special major in German studies by taking five additional credits from the following courses. Students planning a special major in German studies must consult with the program chair and write a proposal to be submitted for approval.

COURSES ELIGIBLE FOR GERMAN STUDIES

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. From Emancipation to Extermination: Modern Jewry's Encounter With Modernity

HIST 036. Modern Germany

HIST 037/LITR 037G. History and Memory: Perspectives on the Holocaust

LITR 019. Cultural Identity in the European Union

LITR 058. Cyberculture

MUSI 006. Beethoven and the Romantic Spirit

MUSI 007. W.A. Mozart

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 039B. Globalization and Culture

SOAN 083. Senior Colloquium on Art and Society*

SEMINARS (2 credits)

HIST 122. Revolutionary Europe+

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

STEPHEN P. BENSCH, Professor
ROBERT S. DuPLESSIS, Professor
PIETER M. JUDSON, Professor and Chair
LILLIAN M. LI, Professor³
MARJORIE MURPHY, Professor²
ROBERT E. WEINBERG, Professor³
TIMOTHY J. BURKE, Associate Professor
ALLISON DORSEY, Associate Professor
BRUCE A. DORSEY, Associate Professor
DIEGO ARMUS, Assistant Professor
ADRIENNE PETTY, Visiting Assistant Professor
THERESA BROWN, Administrative Assistant

² Absent on leave, spring 2006.

³ Absent on leave, 2005–2006.

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 viewpoints, 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 find 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 the section on teacher certification for more information.)

Survey Courses

Survey courses provide broad chronological coverage of a particular field of history. Survey courses (002–011; 1 credit) are open to all students without prerequisites and are designed to offer a general education in the field as well as provide preparation for a range of upper-level courses. Although these entry-level courses vary somewhat in approach, they normally focus on major issues of interpretation, the analysis of primary sources, and historical methodology.

First-Year Seminars

First-year seminars (HIST 001A–001Z; 1 credit) explore specific historical issues or periods in depth in a seminar setting; they are open to first-year students only and are limited to 12 students. Students who are not admitted to first-year seminars in the fall will receive priority for seminars in the spring.

Upper-Division Courses

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 4 or 5 in any area; (3) received the permission of the instructor; or (4) 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.

Double-Credit Seminars

Admission to these seminars is selective and based on an evaluation of the student’s potential to do independent work and to contribute to seminar discussions. A minimum grade of B+ in at least two history courses and a record of active and informed participation in class discussions are required of all students entering seminars. In addition, recommendations from department faculty members who have taught the student are solicited.

Sophomores hoping to take history seminars in their junior and senior years should give special thought to the seminars that they list in their sophomore papers. Seminar enrollments are normally limited to 10. If you are placed in a seminar at the end of your sophomore year, you will be one of 10 students guaranteed a space and you are, in effect, taking the space of another student who might also like to be in the seminar. Consequently, you should not list any seminar in your sophomore paper without being quite certain that you intend to take it if you are admitted.

REQUIREMENTS

Major and Minor

Admission to the department as a major or minor normally requires at least two history courses taken at Swarthmore with a B average and a satisfactory standard of work in all courses. In addition, admission to double credit seminars and the Honors Program as either major or minor requires a B+ average in at least two Swarthmore history courses, a record of active and informed participation in class discussions, and recommendations from History Department faculty members. Courses in Greek and Roman

history offered by the Classics Department count toward this prerequisite. Students who intend to continue the study of history after graduation should bear in mind that a reading knowledge of one or two foreign languages is generally assumed for admission to graduate school.

All majors (course and honors programs) in history must take at least 9 credits in history that 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, 056, and 066) 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.

Course Major

Complete the Senior Research Seminar (HIST 091) in which students write a research paper based on primary sources. This course satisfies the College’s requirement that all majors and concentrations have a culminating exercise for their majors and is only offered during the fall semester. *The department encourages students to suggest possible research topics in their sophomore papers and to select topics by the end of their junior year.*

Course Minor

Complete 5 history credits at Swarthmore College (AP, transfer credit, and foreign study courses do not count). Two of the 5 credits must be from courses above the introductory level, and 1 credit may be in a history course offered by the Classics Department.

Thesis

A student who wishes to write a thesis should state her or his intention by submitting a proposal 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 upon completion of the thesis.

History

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 seminars and revise one paper per seminar for their portfolio submitted to external examiners. Revised papers will not be graded but will be included in the portfolio to provide examiners a context for the evaluation of the written examination taken in the spring of the senior year. Students may substitute Honors Thesis (HIST 180) for one of their seminars. The thesis and revised seminar papers are due by April 28.

Minors in the Honors Program will complete one double-credit seminar in addition to 3 credits taken at Swarthmore (AP, transfer credit, and foreign study courses do not count) and include one revised paper from that seminar in their portfolio.

Students in seminars take a 3-hour written examination at the end of each seminar and receive a grade from the seminar instructor for their overall performance in the seminar, including the written examination. Seminar instructors will not normally assign grades during the course of the seminar, but they will meet periodically with students on an individual basis during the course of the semester to discuss their progress.

Seminars are a collective, collaborative, and cooperative venture among students and faculty members designed to promote self-directed learning. Active participation in seminars is, therefore, required of all students. Evaluation of performance in the seminar will be based on the quality of seminar papers and comments during seminar discussions, in addition to the written examination. Because the seminar depends on the active participation of all its members, the department expects students to live up to the standards of honors. These standards include attendance at every seminar session, submission of seminar papers according to the deadline set by the instructor, reading of seminar papers before coming to the seminar, completion of all reading assignments before the seminar, respect of the needs of other students who share the reserve readings, and eagerness to engage in a scholarly discussion of the issues raised by the readings and seminar papers. The department reminds students that the responsibility for earning honors

rests squarely on the students' shoulders and will review on a regular basis their performance in the program. Failure to live up to the standards outlined previously may disqualify students from continuing in the Honors Program. Students earn double-credit for seminars and should be prepared to work at least twice as hard as they do for single-credit courses.

The revised seminar papers are written in two stages. During the first stage, students confer with their seminar instructor about what paper to prepare for honors and what revisions to plan for these papers. Seminar instructors will offer advice on how to improve the papers with additional readings, structural changes, and further development of arguments. The second stage occurs when the student revises the papers independently. Faculty members are not expected to read the revised papers at any stage of the revision process. Each revised paper must be from 2,500 to 4,000 words and include a brief bibliography. Students will submit them to the department office by April 28. Students who fail to submit their revised papers by the deadline will not complete the Honors Program.

The department encourages students to form their own study groups to prepare for the external examinations. Although faculty members may, at their convenience, attend an occasional study session, students are generally expected to form and lead the study groups, in keeping with the department's belief that honors is a collaborative, self-learning exercise that relies on the commitment of students.

Students enrolled as minors in history will submit one revised paper as part of their portfolio. It is due by April 28.

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, a student must have departmental preapproval and have taken at least one history course at Swarthmore (normally before going abroad). Students who want to receive credit for a second course taken abroad must take a second history

course at Swarthmore. Students must receive a grade of C or higher to receive history credit at Swarthmore.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE

The History Department will automatically grant 1 credit to students who have achieved a score of 4 or 5 in either the U.S. or European History Advanced Placement examinations (or a score of 6 or 7 in the International Baccalaureate examinations) once they have completed any course number 001 to 011 and earned a grade of C or higher. Students who want credit for a second Advanced Placement/International Baccalaureate examination (in a different area of history) must take a second history course at Swarthmore (any course number) and earn a grade of C or higher. A score of 4 or 5 for Advanced Placement (or a score of 6 or 7 for International Baccalaureate) allows students to take some upper-division courses in the History Department. Advanced Placement/International Baccalaureate credit may be counted toward the number of courses required for graduation and may be used to help fulfill the College's distribution requirements.

LANGUAGE ATTACHMENT

Certain designated courses offer the option of a foreign language attachment, normally for 0.5 credit. Arrangements for this option should be made with the instructor at the time of registration.

TEACHER CERTIFICATION

History majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Because of a change in teacher certification regulations that occurred in November 2000, students completing certification in 2004 and beyond will complete the requirements for Citizenship Education. For further information about the relevant set of requirements, contact the Educational Studies Department director, or see the Educational Studies Department Web site at www.swarthmore.edu/SocSci/Education/.

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.

This course may count toward a major or minor in medieval studies.

Writing course.

1 credit.

Not offered 2005–2006.

HIST 001B. First-Year Seminar: Radicals and Reformers in America

Visions of social change from the American Revolution to the 20th century.

1 credit.

Not offered 2005–2006.

HIST 001C. First-Year Seminar: Sex and Gender in Western Traditions

How have perceived natural differences between the sexes contributed historically to social and legal inequalities among men and women?

This course may count toward a minor in women's studies.

1 credit.

Not offered 2005–2006.

HIST 001E. First-Year Seminar: The Self-Image of Latin America: Past, Present, and Future

Latin America as it was discussed and perceived by Latin American intellectuals and political actors vis-à-vis agendas for social, national and regional change.

This course may count toward a minor in Latin American studies.

1 credit.

Fall 2005. Armus.

HIST 001G. First-Year Seminar: Women, Family, and the State in China

Drawing from diverse sources (literary, philosophical, anthropological, etc.) this seminar will examine the ways in which culture and the state have defined the roles of women and family both in traditional times and in the 20th century, including elite and peasant society.

This course may count toward a major or minor

History

in Asian studies. It may also count toward a minor in women's studies.

1 credit.

Not offered 2005–2006.

HIST 001J. First-Year Seminar: The 1950s: A New History of the Cold War Era

The opening of the former Soviet Union archives created a firestorm of historical debate concerning the politics of the Cold War. This seminar focuses on that debate and the scholarship introduced into the hotly contested issues of McCarthyism, isolationism and containment, the Korean War, Truman's issuance of the Loyalty Oath, Eisenhower's leadership, and the Central Intelligence Agency's role in Guatemala, Iran, Cuba, and Nicaragua.

1 credit.

Not offered 2005–2006.

HIST 001K. First-Year Seminar: Engendering Culture

A seminar focused on the way in which American culture is infused with gender; how culture is constructed and reconstructed to replicate gender roles; the iconography of the industrial worker, gender in WPA art in public spaces, New York night life, John Wayne movies and the masculine West; and suffrage in consumer culture, militarism and pacifism, jobs, and gender.

Writing course.

1 credit.

Fall 2005. Murphy.

HIST 001M. First-Year Seminar: History of Food in North America

"Tell me what you eat, and I'll tell you who you are." The story of food—how and why we come to identify certain items as substances worthy of consumption as well as the process of cultivating, hunting and/or preparing them has a history as much as the story of religion, or art, or architecture. The history of the diet of the Americas, like that of Europe, Africa and Asia was transformed beginning the "Columbian Exchange," an interchange that involved humans on both sides of the Atlantic deliberately (and inadvertently) "redistributing" materials of their homelands in new locales. This seminar introduces first year students to the history of slavery, agricultural production, trade, marketing, animal husbandry and food preparation, which produced the diet of the United States. Primary sources, actual food objects, and visits to rele-

vant historical sites are all part of the exploration of 16th- to 19th-century food history. Students enrolled in this seminar should be open to trying new food items as they retrace the steps of nation's gastronomical ancestors.

1 credit.

Fall 2005. A. 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 2005–2006.

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 2005–2006.

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.

Writing course.

1 credit.

Not offered 2005–2006.

HIST 001S. First-Year Seminar: The American West, 1830 to 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.

Not offered 2005–2006.

**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. Themes revolving around tolerance, persecution, conversion, trade, and travel will be emphasized.

This course may count toward a major or minor in medieval studies.

Writing course.

1 credit.

Spring 2006. Bensch.

**HIST 001V. First-Year Seminar:
Witches, Witchcraft, and Witch-Hunts**

Why has belief in witches and witchcraft been found so widely throughout history? What were central doctrines about witchcraft and how did beliefs vary over time and space? Why were witches usually imagined as female? How was witchcraft linked to religion, magic, and demonic possession? What were the relations between elite and popular witch beliefs? Why did belief in witchcraft die out in some places and survive in others? How do earlier witch crazes help explain modern "witch-hunts"? These and other questions will be studied through original documents, visual and literary representations, films, and historical studies.

Writing course.

1 credit.

Fall 2005. DuPlessis.

**HIST 001Y. First-Year Seminar:
The History of the Future**

The future has arrived, but it is not what it used to be. In this seminar, we will trace the history of the idea of "the future," concentrating on 19th- and 20th-century experience. Topics covered include millennialism and apocalyptic fears, utopian thought, modernist aesthetics, and post-1945 technological optimism.

1 credit.

Spring 2006. Burke.

HIST 002A. Medieval Europe

The course will explore the emergence of Europe from the slow decline of the Roman world and the intrusion of new Germanic and Celtic peoples (third to the 15th centuries). 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.

1 credit.

Fall 2005. Bensch.

HIST 002B. Early Modern Europe

The modern world began to be born in Europe and its colonies between the 15th and 18th 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.

1 credit.

Not offered 2005–2006.

**HIST 003A. Modern Europe, 1789 to 1918:
The Age of Revolution and
Counterrevolution**

A survey that covers the impact of the revolution on European politics, society and culture during the 19th and early 20th centuries. Topics include the revolutionary tradition; industrialization and its social consequences; the emergence of liberalism, feminism, socialism, and conservatism as social and political movements; nationalism and state building; imperialism, the rise of mass society and consumerism; and world war.

1 credit.

Not offered 2005–2006.

**HIST 003B. Modern Europe, 1890 to the
Present: The Age of Democracy and
Dictatorship**

This survey covers the major social, political, and cultural developments of Europe since the late 19th century. Special attention is paid to the consequences of World War I; the failure of liberal politics and the rise of fascism and communism, Stalin and Hitler, the Holocaust; the rebuilding of Europe after 1945; the Cold War; the collapse of communism; and ethnic cleansing and nationalism.

1 credit.

Spring 2006. Staff.

History

HIST 004. Latin American History

This course surveys Latin American history from pre-Columbian times to the present. It explores economic and social dimensions of the major Amerindian civilizations; the colonial incorporation of the region into the Atlantic economy; the imperial efforts to adjust the colonial space to a changing international order; the emergence of independent and peripheral nation-states and their diverse and also convergent paths of economic, political, social, and cultural development; and the challenges of earlier internationalization trends and current globalization. Adopting an interdisciplinary approach, this course will draw on literature, cinema, newspapers, cartoons, music, official documents, and essays by Latin American intellectuals in order to examine gender, ethnic and religious issues, domestic and international migrations, revolutionary and reformist agendas of change, urbanization processes, and popular and elite culture.

1 credit.

Spring 2006. Armus.

HIST 005A. The United States to 1877

In this thematic survey of American culture and society from the colonial era through the American Civil War and Reconstruction, student interpretation of primary-source documents will be emphasized.

Recommended for teacher certification.

1 credit.

Fall 2005. B. Dorsey.

HIST 005B. The United States from 1877 to 1945

This course surveys 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 understanding of the history of the decades following the "second American revolution."

Recommended for teacher certification.

1 credit.

Not offered 2005-2006. A. Dorsey.

HIST 005C. The United States Since 1945

World War II, recovery, the Cold War, McCarthyism, domestic politics from Truman to Bush, suburbanization, Elvis Presley, the New Left and the counterculture, civil rights, black power, women's liberation, Watergate and the imperial

presidency, Vietnam, the rise of the Right, the Gulf War, Clinton, and the Iraq War.

Recommended for teacher certification.

1 credit.

Not offered 2005-2006.

HIST 006. The Formation of the Islamic Near East

This introduction to the history of the Near East from the seventh to the 15th centuries will examine the life of Muhammad; the political dimensions of Islam; and the diversification of Islamic culture through the law, mysticism, philosophy, and the religious sciences.

This course may count toward a major or minor in medieval studies.

1 credit.

Fall 2005. Bensch.

HIST 007A. History of the African American People, 1619 to 1865

This survey of the social, political, and economic history of African Americans from the 1600s to the Civil War focuses on slavery and resistance, the development of racism, the slave family (with special emphasis on women), and the cultural contributions of people of African descent.

This course may count toward a minor in black studies.

1 credit.

Fall 2005. A. Dorsey.

HIST 007B. History of the African American People, 1865 to Present

Students study the history of African Americans from Reconstruction through the present. Emancipation, industrialization, cultural identity, and political activism are studied through monographs, autobiography, and literature.

This course may count toward a minor in black studies.

1 credit.

Spring 2006. A. Dorsey.

HIST 008A. West Africa in the Era of the Slave Trade, 1500 to 1850

This survey course focuses on the origins and impact of the slave trade on West African societies and on processes of state formation and social change within the region during this era.

This course may count toward a minor in black studies.

1 credit.

Spring 2006. Burke.

HIST 008B. Mfecane, Mines, and Mandela: Southern Africa from 1650 to the Present

This course surveys southern African history from the establishment of Dutch rule at the Cape of Good Hope to the present day, focusing on the 19th and 20th centuries.

This course may count toward a minor in black studies.

1 credit.

Not offered 2005–2006.

HIST 008C. From Leopold to Kabila: Central Africa's Bad 20th Century

A survey of central African history from the coming of Belgian colonial rule to recent conflicts in the Congo and Rwanda.

1 credit.

Not offered 2005–2006.

HIST 009A. Chinese Civilization

The history of Chinese civilization and culture from prehistoric times until the early 19th century, emphasizing religious and philosophical traditions, the development of the Chinese state and empire, dynastic rule, Confucian literati and bureaucracy, social and economic change, rebellion, and disorder. Readings include literature, philosophy, anthropology, and other historical materials.

This course may count toward a major or minor in Asian studies.

1 credit.

Not offered 2005–2006.

HIST 009B. Modern China

The course examines the tumultuous changes in China from the early 19th century until the present. Topics include the Opium War, the treaty ports and imperialism, the Taiping and Boxer uprisings, the reform movement, the communist revolution, and the post-Mao era. Emperors, scholar-officials, rebels, peasants, Maoists, and intellectuals are the figures in this tale.

This course may count toward a major or minor in Asian studies.

1 credit.

Not offered 2005–2006.

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 2005–2006.

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 11th to the 15th centuries.

This course may count toward a major or minor in medieval studies.

1 credit.

Spring 2006. Bensch.

HIST 015. Medieval Towns

The course will explore the emergence of Western towns from the “post-nuclear” world of the early Middle Ages to the 15th century. Were medieval towns the seedbeds of capitalism? To answer this question we will explore the material foundations, family structures, communal expression, and architectural projection of Western urbanism.

This course may count toward a major or minor in medieval studies.

1 credit.

Not offered 2004–2005.

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 minor in women's studies.

1 credit.

Not offered 2005–2006.

HIST 019. The Italian Renaissance

This course examines the emergence of a new culture in the city-states of Italy between the 14th and 16th centuries, studied in relation to political, economic, and social contexts. Intel-

History

lectual and artistic developments, historiographical debates over the modernity and secularism of Renaissance civilization, and readings in primary sources will be emphasized.

1 credit.

Fall 2005. DuPlessis.

HIST 021: The Atlantic World

The creation of a multiethnic and polyglot new world in the Atlantic basin between the 15th and 19th centuries will be studied. Original sources and recent scholarship illuminate the social identities, political orders, and economic bonds that developed as a result of intense and often conflicting intercultural exchange.

1 credit.

Spring 2006. DuPlessis.

HIST 023. The Sacred and the Social in Early Modern Europe

Changes in European religious beliefs and practices between the 15th and 18th centuries will be examined. Topics include theological and ecclesiological Reformations, women in religious movements, the religious roots of rebellion, the Inquisition and witch-hunts, toleration and skepticism, Protestantism and capitalism, Christian confessionality, and trends within Judaism.

1 credit.

Not offered 2005–2006.

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 2006. DuPlessis.

HIST 028. Nations and Nationalism in Eastern Europe, 1848 to 1998

This course 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. This course may count toward a minor in peace studies.

First-year students admitted only with the permission of the instructor.

Optional language attachment: German.

1 credit.

Not offered 2005–2006.

HIST 029. Sexuality and Society in Modern Europe

The course examines the historical constructions of sex and sexual identities in Western societies since 1700. Topics include a survey of ancient Greek and medieval European traditions, race and sexuality in colonized societies, urbanization and the creation of sexual communities, the medicalization of sex, the 19th century invention of normal and deviant sexualities, and eugenics and the 20th-century state.

This course may count toward a minor in women's studies.

Writing course.

1 credit.

Fall 2005. Judson.

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 minor in Francophone studies.

Optional language attachment: French.

1 credit.

Not offered 2005–2006.

HIST 031. Revolutionary Iconoclasm: Tearing Down the Old, Building the New

Students undertake a comparative study of efforts by revolutionaries since 1789 to transform their societies and cultures. Case studies include France in the 1790s, Russia in the 1920s, China in the 1960s, Iran in the 1980s, and Afghanistan in the 1990s.

1 credit.

Not offered 2005–2006.

HIST 032. Jewish Nationalisms and Identities

This course focuses on the political expression of Jewish identity since the emergence of Zionism in the late 19th century. We will explore the central texts of Zionist thought in an effort to understand the nature of Jewish identity in the 20th century.

1 credit.

Not offered 2005–2006.

HIST 035. From Emancipation to Extermination: European Jewry's Encounter With Modernity

This course focuses on the fate of European Jewry from the beginning of emancipation in the late 18th century to the Holocaust. 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 minor in German studies.

1 credit.

Not offered 2005–2006.

HIST 036. Modern Germany

German politics, society, and culture in the 19th and 20th centuries. Topics include the industrial society and the Imperial state, German political culture and its critics, colonialism, World War I and revolution, politics, culture and society under the Weimar and Nazi regimes, postwar reconstruction in East and West Germany, recent reunification, and the legacy of the Holocaust.

This course may count toward a minor in German studies.

Optional language attachment: German.

1 credit.

Fall 2005. 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 minor in German studies or peace studies and toward the social science or humanities distribution requirements.

1 credit.

Not offered 2005–2006.

HIST 038. Russia in the 20th Century

This course focuses on the Bolshevik seizure of power, the consolidation of communist rule, the rise of Stalin, de-Stalinization, and the collapse of the Soviet Union.

1 credit.

Not offered 2005–2006.

HIST 041. The American Colonies

A history of European colonies in North America from 1600 to 1760.

1 credit.

Not offered 2005–2006.

HIST 042. The American Revolution

This course explores revolutionary developments in British North America between 1760 and 1800.

1 credit.

Not offered 2005–2006.

HIST 045. Themes in U.S. History: The 1950s

Postwar America, suburbanization, rock 'n' roll, the baby boom, the revival of Hollywood, television, the Red Scare, Cold War politics, and domestic bliss.

1 credit.

Not offered 2005–2006.

HIST 046. The American Civil War

The social, cultural, and political history of the event often called the "second American Revolution." This course examines the sectional conflict that prompted the Civil War, the secession crisis, the war years, and Reconstruction. The central themes of American history emerge—freedom, equality, self-determination, racial justice and injustice, and economic and class conflict. This course will also explore the various meanings and expressions of the Civil War in American memory and popular culture up to the present.

1 credit.

Fall 2005. B. Dorsey.

History

HIST 048. Murder in a Mill Town: A Window on Social Change During the Early Republic

Topics include the social and cultural history of America between the American Revolution and the Civil War, utilizing primary sources from an 1833 murder trial.

1 credit.

Not offered 2005–2006.

HIST 049. Race and Foreign Affairs

In this history of U.S. foreign affairs, attention is paid to the origins of racialism and the impact of expansionism on various ethnic and racial groups.

This course may count toward a minor in public policy or peace studies.

1 credit.

Not offered 2005–2006.

HIST 050. The Making of the American Working Class

Work, community, race, and gender are examined in the context of class relations in the United States from early America to the present.

This course may count toward a minor in public policy.

1 credit.

Not offered 2005–2006.

HIST 052. History of Manhood in America

Meanings of manhood and various constructions of masculine identity in America between the 18th and 20th centuries. A cultural history of gender that explores work, family, sexuality, war, violence, popular culture and films, up to the era of the Cold War and Vietnam War.

This course may count toward a minor in women's studies.

1 credit.

Spring 2006. B. Dorsey.

HIST 053. Topics in African American Women's History

This study of black women in the modern civil rights movement (1945–1975) explores black women's experiences in the struggle for equal rights in mid-20th-century America and examines gendered notions of political activism, leadership styles, and the rise of black feminism.

This course may count toward a minor in black studies and women's studies.

1 credit.

Not offered 2005–2006.

HIST 054. Women, Society, and Politics

This course will examine the historic roots of contemporary gender relations on Capitol Hill from the Anita Hill testimony in the Clarence Thomas hearings to the sad tale of Monica Lewinsky and Linda Tripp.

This course may count toward a minor in women's studies.

1 credit.

Not offered 2005–2006.

HIST 055. Social Movements in the 20th Century

Students will examine large-scale grassroots movements for social change in the United States since the 1890s. Topics will include civil rights and black nationalism, 1890 to 1940 and 1945 to 1975; varieties of women's movements (feminism, welfare, and peace) 1890 to 1920 and 1965 to present; nativism, anti-Catholicism and anti-immigration campaigns; the "Old" and "New" Lefts; labor union struggles in the 1930s and 1990s; environmentalism; pacifism and antiwar movements; gay rights; McCarthyism; and the New Christian Right.

1 credit.

Not offered 2005–2006.

HIST 056. The American West 1850 to the Present

"The West," noted Woodrow Wilson, "has been the great word of our history. The Westerner has been the type and master of our American life." This course is designed to challenge the myths and legends associated with this romantic understanding of the role of the West in the history of the United States. Behind the Western veneer of rugged individualism and independence the region grappled with the same labor struggles, political battles, industrial exploitation, racial warfare, reform movements and expansion of federal authority that plagued Americans east of the Mississippi. Incorporating some of the vast body of literature produced by scholars of the West in the last two decades as well as classic works in the field into a rigorous study and interrogation of the region's human populations, natural resources and economic structure. This course offers students a deeper understanding of the role both the mythology and the actual history of the West has played in the nation's evolution. Prerequisite: An introductory history course.

1 credit.

Fall 2005. A. Dorsey.

**HIST 063. 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 2005–2006.

**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; work, cultural, social, and political citizenship; nationalism; assimilationism and cultural pluralism; and the construction of ethnicity.

This course may count toward a minor in Latin American studies.

1 credit.

Not offered 2005–2006.

**HIST 065. Past and Present in the
Andean World**

This course examines changes and continuities in the Andean world from pre-Columbian times to the present using written and visual primary sources as well as historical, literary, anthropological, and sociological essays. Topics include rural work and informal urban labor, old Inca sophisticated centralized empire and weak contemporary Peruvian civilian and military governments, resilient rural communities and new barrios in cities invaded by highland peoples, 17th-century Indian rebellions and late 20th-century messianic guerrilla movements, traditional ethnic networks and modern unionism, Andean utopias and neo-liberal recipes as agendas of revolutionary transformations.

This course may count toward a minor in Latin American studies.

1 credit.

Fall 2005. Armus.

**HIST 66. Disease, Culture, and Society
in the Modern World: Comparative
Perspectives**

From cholera, malaria, tuberculosis, and yellow fever to syphilis and AIDS to polio, leprosy and cancer, this course aims at exploring the interplay among culture, society, politics, and biomedicine in the historical construction of diseases in the modern world. Emphasis on Latin America along with an examination of European, African, Asian, and North American cases.

This course may count toward a minor in Latin American studies.

1 credit.

Spring 2006. 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 minor in Latin American studies.

1 credit.

Not offered 2005–2006.

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.

Enrollment in this class is restricted to 12 students—juniors and seniors only. History majors will be given preference.

1 credit.

Spring 2006. Burke.

History

HIST 075. Modern Japan

The amazing transformation of Japan from a feudal society to a modern nation-state from the early 19th to the late 20th centuries, 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 major or a minor in Asian studies.

1 credit.

Not offered 2005–2006.

HIST 076. Triumph of the Individual in Modern Japan

This course examines the history of early modern through modern Japan (1600–2000) from the perspective of a handful of its accomplished individuals. Generally considered a homogeneous, consensus-building society, Japan will emerge here as a nation of enormous variety and clamorous debate, where individual voices have transformed the national polity not once, not twice, but at least four times in the last four centuries.

This course may count toward a major or a minor in Asian studies.

1 credit.

Spring 2006. Dickinson.

HIST 077. Orientalism East and West

From Arabian Nights to Lawrence of Arabia, from Marco Polo to Madame Butterfly, from Pearl Buck to Fu Manchu, Westerners have constructed views of the "Orient" that have ranged from fantastic to demonic. Using texts and images mainly concerning China and Japan, and occasionally India and the Islamic world, 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. *Not open to first-year students.*

This course may count toward a major or minor in Asian studies.

1 credit.

Not offered 2005–2006.

HIST 078. Beijing and Shanghai: Tale of Two Cities

Students will study China's two major cities since the early 19th 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—a treaty port governed by Western powers, and a 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 to be a useful preparation, although the course is open to other students as well.

This course may count toward a major or minor in Asian studies.

1 credit.

Not offered 2005–2006. Li.

HIST 086. The Image of Africa

This course focuses on the representation of "Africa" from 1500 to the present day. Students will examine how Europeans regarded Africa before and during the colonial era and whether their views of African societies were a cause or an effect of colonialism. Students will also look at the portrayal of Africa within the African Diaspora and in contemporary American popular culture. This course is designed to skeptically examine how—or whether—representations, images, and stereotypes make a difference over time.

This course may count toward a minor in black studies.

1 credit.

Fall 2005. 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 minor in black studies.

1 credit.

Not offered 2005–2006.

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 2005–2006.

HIST 091. Senior Research Seminar

Students write a 25-page paper based on primary sources.

Required of all course majors.

Writing course.

1 credit.

Fall 2005. B. Dorsey.

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 2005 and spring 2006. Staff.

HIST 093. Directed Reading

Individual or group study in fields of special interest to the student not dealt with in the regular course offerings requires the consent of the department chair and of the instructor.

HIST 093 may be taken for 0.5 credit as HIST 093A.

SEMINARS

HIST 111. The Medieval Mediterranean

The course will examine the interchange and friction among Byzantium, Islam, and Latin Christendom cultures as the sea passed from Islamic to Christian control from the seventh to the 14th centuries.

This course may count toward a major or minor in medieval studies.

2 credits.

Spring 2006. Bensch.

HIST 116. The Italian Renaissance

This course explores topics in the development of the Renaissance state, society, and culture in Italian communes between the 14th and 16th centuries.

2 credits.

Not offered 2005–2006.

HIST 117. State and Society in Early Modern Europe

This comparative analysis of state formation, economic development, and social change covers continental Europe and England from the 16th to the 18th centuries.

2 credits.

Fall 2005. 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 will be considered.

This course may count toward a minor in German studies and Francophone studies.

2 credits.

Not offered 2005–2006.

HIST 125. Fascist Europe

This seminar studies European fascism in the context of societies torn by world war, class conflict, and economic depression. The primary focus will be on fascist movements, regimes, and cultural politics in Italy and Germany, with a secondary comparative focus on France and Eastern Europe.

This course may count toward a minor in German studies.

2 credits.

Spring 2006. Judson.

HIST 128. Russia in the 19th and 20th Centuries

This course focuses on the social, economic, political, and intellectual forces leading to the collapse of the autocracy and the rise of Stalin. Particular attention is devoted to the dilemmas of change and reform, and the problematic relationship between state and society.

Writing course.

2 credits.

Not offered 2005–2006.

History

HIST 130. Early America in the Atlantic World

Students explore the “new world” of European contact and conquest in the Americas, along with the African slave trade. Primary attention is paid to the British North American colonies and the American Revolution.

2 credits.

Spring 2006. B. Dorsey.

HIST 131. Gender and Sexuality in America

A social and cultural history of gender and sexuality in the United States from the early republic to the present. Examines the meanings and power of gender categories and identities (i.e., womanhood, manhood, androgyny, and transgender) and how gender shaped politics, economics, race, and culture in the United States. This course also explores the historical constructions of sexuality.

2 credits.

Not offered 2005–2006.

HIST 133. U.S. Political and Diplomatic History I: The Age of Nationalism

This history of nation building, national identity, and political ideologies and movements covers the period from the American Revolution through the U.S.-Philippines War.

2 credits.

Not offered 2005–2006.

HIST 134. U.S. Political and Diplomatic History II: The Rise of Globalism

This course addresses 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 minor in peace studies.

2 credits.

Not offered 2005–2006.

HIST 135. Labor and Urban History

A seminar that focuses on history from the bottom up, on working-class people as they build America and struggle to obtain political, social, and economic justice. Topics include urbanization and suburbanization, republicanism and democracy, racism and the wages of Whiteness, gender and work, class and community, popular culture, the politics of consumption, industrial-

ism and the managerial revolution, and jobs and gender.

2 credits.

Not offered 2005–2006.

HIST 137. Slavery, 1550 to 1865

This seminar focuses on slavery in the United States between 1550 and the end of the Civil War, emphasizing the link between black enslavement and the development of democracy, law, and economics. Topics addressed include the Atlantic slave trade, the development of the Southern colonies, black cultural traditions, and slave community.

This course may count toward a minor in black studies.

2 credits.

Spring 2006. A. Dorsey.

HIST 138. Black Urban Communities, 1800 to 2000

This seminar is focused on the study of the black community in the United States from the end of the American Revolution to the end of the 20th century. This course investigates the link between racial identification and community formation, the strengths and weaknesses of the concept of community solidarity, and the role class and gender play in challenging group cohesiveness.

This course may count toward a minor in black studies.

2 credits.

Not offered 2005–2006.

HIST 140. The Colonial Encounter in Africa

Students 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 minor in black studies.

2 credits.

Fall 2005. Burke.

HIST 144. State and Society in China, 1750 to 2000

From the height of imperial grandeur, through the turmoil of rebellion, war, and foreign domi-

nation, 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 2005–2006.

HIST 148. Issues and Debates in Modern Latin America

Explores major problems and challenges Latin American nations have been confronting since the last third of the 19th century onward. Topics include the neocolonial condition of the region, nation- and state-building processes, urbanization, industrialization, popular and elite cultures, Latin American modernities, and race, class and gender conflicts.

This course may count toward a minor in Latin American studies.

2 credits.

Fall 2005. Armus.

HIST 180. Honors Thesis

2 credits.

Fall 2005 and spring 2006. Staff.

Interpretation Theory

Coordinator: **NATHANIEL DEUTSCH** (Religion)

Committee: **Jean-Vincent Blanchard** (Modern Languages and Literatures, French)
Timothy Burke (History)
Michael Cothren (Art)
Richard Eldridge (Philosophy)
Kenneth Gergen (Psychology)
Cynthia Halpern (Political Science)
Carolyn Lesjak (English Literature)
Tamsin Lorraine (Philosophy)
Braulio Muñoz (Sociology and Anthropology)
Patricia Reilly (Art)
Robin Wagner-Pacifici (Sociology and Anthropology)
Mark Wallace (Religion)
Patricia White (English Literature)
Philip Weinstein (English Literature)

The interdisciplinary minor in interpretation theory has been providing students and faculty with a forum for exploring the nature and politics of representation for more than a decade. Work done in the program reaches across the disciplines and reflects a long-standing drive to understand the world through the constructs of its interpretive propositions. Although the minor's interdisciplinarity takes its lead from the hermeneutics of Vico and Dilthey, students use their programs to develop a flexible, deeply historical grasp of what is more commonly regarded today as critical and cultural theory.

Students in any major may add either a minor in course or an honors minor for external examination in interpretation theory to their program by fulfilling the requirements stated subsequently. Students begin by proposing their program to the coordinator.

MINOR REQUIREMENTS

Students complete 6 credits toward the minor. Four rules guide the selection.

1. Students 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 only.
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 requirements 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.
4. A minimum B average is required for all minors by their junior and senior years.

COURSES

Currently offered courses relevant to the program include the following:

INTP 091. Capstone Seminar: Power and the Discipline of Vision

This course seeks to interrogate and theorize multiple dimensions of the cultural and political violence of the modern and the antimodern in the contemporary Western world. We will explore desire and the body, technology and morality, the visual and the mediatory, power and knowledge as these register and engender the effects of violence and terror in persons, societies, and the global intellectual and media environ-

- ment. We seek to illuminate interactions between political and literary or critical realizations of violence on behalf of modern and anti-modern actors or forces. We look to understand what modernity and its oppositions entail. In the context of the present, we look to the ways violence is presented, acted, represented, mediated and produced in various modernisms and their antagonists. We will study Rousseau and Foucault, Nietzsche, Sade and Lacan, Baudelaire and Benjamin, Arendt and Agamben, and a variety of other sources and media.
- 1 credit.*
- Spring 2006. *Blanchard, Halpern.*
- ARTH 166. Avant-Gardes in Art Between the Wars (Mileaf)
- BIOL 006. History and Critique of Biology (Gilbert)*
- CLAS 036. Classical Mythology (Munson)**
- ENGL 073. Modernism: Theory and Practice (Weinstein)**
- ENGL 081. Theory of the Novel (Lesjak)**
- ENGL 082. Transnational Feminist Theory (Mani)*
- ENGL 083. Feminist Theory (Lesjak)**
- ENGL 085. "Whiteness" and Racial Differences (Schmidt)**
- ENGL 086. Postcolonial Literature and Theory (Lesjak)*
- ENGL 087. American Narrative Cinema (White)**
- ENGL 088. American Attractions: Leisure, Technology, and National Identity (White)**
- ENGL 091. Feminist Film and Media Studies (White)**
- ENGL 115. Modernism (Weinstein)**
(counts toward INT P in the spring only)
- ENGL 120. Critical and Cultural Theory (White)**
- FMST 091. Feminist Film and Media Studies (White)**
- FMST 092. Film Theory and Culture (White)**
- FREN 030. L'invention de la modernité (Blanchard)*
- FREN 061. Odd Couplings: Writing and Reading Across Gender Lines (Moskos)*
- FREN 071F. Introduction to French Critical Theory (Blanchard)**
- 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 0001N. The Production of History (Burke)**
- HIST 010. Engendering Culture: Twentieth Century Views (Murphy)**
- HIST 029. Sexuality and Society in Modern Europe (Judson)*
- HIST 060. Cultural Constructions of Africa (Burke)**
- HIST 068. Primary Text Workshop (Burke)**
- HIST 088. Social History of Consumption (Burke)*
- INTP 090. Directed Reading
- INTP 091. Capstone Seminar
- INTP 092. Thesis
- 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 Nackenoff)**
- POLS 100. Ancient Political Theory (Halpern)**
- POLS 101. Political Theory: Modern (Halpern)**

Interpretation Theory

- 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 003. Hebrew Bible and the Ancient Near East (Deutsch)*
RELG 005. Problems of Religious Thought (Wallace)**
RELG 015B. Philosophy of Religion (Wallace)*
RELG 018B. Modern Jewish Thought and Literature (Deutsch)**
RELG 048. The Summoned Self: Levinas and Ricoeur (Deutsch and Wallace)**
RELG 112. Postmodern Religious Thought (Wallace)**
RUSS 047. Russian Fairy Tales (Forrester)*
RUSS 070. Translation Workshop (Forrester)**
RUSS 079. Russian Women Writers (Forrester)*
SOAN 003B. Nations and Nationalisms (Grant)**
SOAN 006B. Symbols and Society (Wagner-Pacifici)**
SOAN 10K. Gender and Sexuality (Axel)**
SOAN 022B. Cultural Representations (Díaz-Barriga)**
SOAN 026B. Discourse Analysis (Wagner-Pacifici)**
SOAN 026C. Power, Authority, and Conflict (Wagner-Pacifici)**
SOAN 30G. Colonialism and Postcoloniality (Axel)*/**
SOAN 40C. History in/and Anthropology (Axel)*/**
SOAN 40D. Techgnosis (Axel)**
SOAN 044B. Colloquium: Art and Society (Muñoz)**
SOAN 044D. Colloquium: Critical Social Theory (Muñoz)
SOAN 044E. Modern Social Theory (Munoz)**
SOAN 049B. Comparative Perspectives on the Body (Ghannam)*
SOAN 56B. Standoffs, Breakdowns, and Surrenders (Wagner-Pacifici)*
SOAN 101. Critical Modern Social Theory (Muñoz)*
SOAN 110. Performance Theory: Gender and Sexuality (Axel)**
SOAN 113. Terror (Axel)**
SOAN 114. Political Sociology (Wagner-Pacifici)*
- Note:* This list is revised annually; any courses attached to the program at the time taken will be counted. For the most up-to-date, semester-by-semester list of courses, please consult the program Web pages at <http://www.swarthmore.edu/SocSci/InterpTheory/index.htm>.
- Other courses may be considered on petition to the Interpretation Theory Committee. These may include relevant courses offered at Bryn Mawr and Haverford colleges and the University of Pennsylvania.
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Latin American Studies

-
- Coordinator: **AURORA CAMACHO DE SCHMIDT** (Modern Languages and Literatures, Spanish)
Jenny Gifford (Administrative Assistant)
- Committee: **Diego Armus** (History)
Miguel Díaz-Barriga (Sociology and Anthropology)
Joan Friedman (Modern Languages and Literatures, Spanish)
John Hassett (Modern Languages and Literatures, Spanish)¹
Jose-Luis Machado (Biology)
Braulio Muñoz (Sociology and Anthropology)³
Steven Piker (Sociology and Anthropology)
Kenneth Sharpe (Political Science)
Phillip Berryman, Visiting Assistant Professor⁶
-

1 Absent on leave, fall 2005.

3 Absent on leave, 2005–2006.

6 Spring 2006.

REQUIREMENTS AND RECOMMENDATIONS

Interdisciplinary Minor

Students interested in Latin American studies are invited to consult with the chair and members of the LAS Committee before developing a proposal. The proposal should establish how Latin American studies relates to the overall program of undergraduate study and to the departmental major.

All students must complete the following requirements:

Language: Latin American studies (LAS) requires the successful completion of SPAN 004B or its equivalent. The requirement is waived for native speakers of Spanish or Portuguese and for students who demonstrate sufficient competence in either one of these languages.

Study abroad: All students are required to spend 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.

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.

Honors Minor

To complete an honors minor in Latin American studies, students must have completed all requirements for the interdisciplinary minor. From within these offerings, they may select for outside examination a seminar taken to fulfill the interdisciplinary minor's requirements. However, the chosen seminar may not be an offering within their major department.

COURSES

The following courses may be counted toward a minor in LAS:

Latin American Politics and History

HIST 001E. First-Year Seminar: The Self-Image of Latin America: Past, Present, and Future

Latin American Studies

- HIST 004. Latin America History
HIST 064. Migrants and Migrations:
Europeans in Latin America and Latinos
in the United States
HIST 065. Past and Present in the Andean
World
HIST 067. The Urban Experience in Modern
Latin America
HIST 148. Issues and Debates in Modern
Latin America
POLS 057. Latin American Politics
POLS 109. Comparative Politics: Latin
America
- Latin American Literature**
LITR 052SA. Contemporary Latin American
Literature
LITR 053SA. A Century of Song:
Contemporary Poets of Latin America
LITR 060SA/SOAN 024C. 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
SPAN 013. Introducción a la literatura
hispanoamericana
SPAN 062. Entre historia y ficción: textos
historográficos de la Edad Media a la época
colonial
SPAN 065. Los indígenas en la literatura
latinoamericana
SPAN 068. Identidades híbridas/nomádicas
en España y el Nuevo Mundo: Individuo,
nación e imperio
SPAN 072. La décima musa
SPAN 075. La narrativa de Mario Vargas Llosa
SPAN 076. Grandes voces de América: la
poesía Latinoamericana del siglo XX
SPAN 078. Movimientos sociales y literatura
en México
SPAN 079. El cuento hispanoamericano
SPAN 080. 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 087. Nuevos mundos
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

Latin American Societies and Culture

- HIST 001E. First-Year Seminar: The Self-
Image of Latin America
LITR 060SA/SOAN 024C. Spanish American
Society Through Its Novel
LITR 063SA. La Frontera: The Many Voices
of the U.S.-Mexico Border
RELG 017. The Latin American Religious
Arena
SOAN 002C. Introduction to Latinos in the
United States
SOAN 022D. Latin American Urbanization
SOAN 022G. Social Movements in Latin
America
SOAN 024B. Latin American Society and
Culture
SOAN 024C/LITR 060SA. Spanish-American
Society Through Its Novel
SOAN 032B. Visualizing Latino Culture: Art,
Media, and Social Change
SPAN 010SA. En busca de América Latina

Linguistics

DONNA JO NAPOLI, Professor and Acting Chair
JACK HOEKSEMA, Cornell Visiting Professor
THEODORE B. FERNALD, Associate Professor and Chair
K. DAVID HARRISON, Visiting Assistant Professor
SEAN CRIST, Visiting Assistant Professor (part time) and Phonetics Laboratory Coordinator (part time)
RONALD I. KIM, Visiting Assistant Professor (part time)
ERIC RAIMY, Assistant Professor (part time)
KARI SWINGLE, Instructor
BILL REYNOLDS, Administrative Assistant

The discipline of linguistics is the study of language. On the most general level, it deals with the internal structure of language, the history of the development of language, the information language can give us about the human mind, and the roles language plays in influencing the entire spectrum of human activity.

The relevance of linguistics to the fields of anthropology, cognitive science, language study, philosophy, psychology, and sociology has been recognized for a long time. It is an increasingly valuable tool in literary analysis and is fundamental to an understanding of communication skills. Because the very nature of modern linguistic inquiry is to build arguments for particular analyses, the study of linguistics gives the student finely honed argumentation skills, which stand in good stead in careers in law, business, and any other profession where such skills are crucial.

Linguistics is, at once, a discipline in itself and the proper forum for interdisciplinary work of many types. Language is both the principal medium that human beings use to communicate with each other and the bond that links people together and binds them to their culture. The study of language is the study of the very fabric of our humanity.

Two majors are offered in the course program administered through the Linguistics Department. These are linguistics (LING) and the special major in linguistics and languages (LL).

Two honors majors are administered through the Linguistics Department: LING and the special honors major LL.

All LING and LL majors (honors or course) must take one course or seminar from each of the following three lists:

1. Sounds: LING 045 and 052
2. Forms: LING 050
3. Meanings: LING 026, 040, and 116

All LING and LL majors (honors or course) will be expected to take the structure of a non-Indo-European language (such as LING 061, 062, or 064). 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 course is LING 100. For honors students, this course is LING 195.

Students are encouraged to study abroad, and all departmentally approved courses taken in linguistics abroad can be used to fulfill requirements for the major or minor.

REQUIREMENTS

Linguistics (Honors and Course)

This major consists of 8 credits in linguistics, where the student may or may not choose to count LING 001 as part of the major.

Linguistics and Languages (Honors and Course)

The student may combine the study of linguistics with the serious study of two foreign languages. The languages can be modern or ancient. For this major, precisely 6 credits in linguistics and 3 credits in each of the two languages, for a total of 12 credits, are required.

For a modern language taught by the Department of Modern Languages and Literatures, there must be one composition and diction course (typically numbered 004 or above) and

Linguistics

two other courses (typically numbered 011 or above) or a seminar.

For a classical language taught by the Classics Department, there must be one intermediate-level course (numbered 011–014) and one seminar.

Some work in each foreign language included in the major must be done in the student's junior or senior year.

If one or both of the foreign languages is modern, the student must study abroad for at least one semester in an area appropriate for one of the foreign languages.

Students at Bryn Mawr College or Haverford College

Any student from the tricollege community is welcome to major in linguistics. Haverford and Bryn Mawr students need only talk with their home campus dean and the chair of linguistics at Swarthmore College to arrange a major plan.

Students from Haverford and Bryn Mawr can also do honors in linguistics. The honors portfolio and its preparation are identical to those for Swarthmore honors students, except that the examiners will be internal rather than external.

LINGUISTICS HONORS MAJOR PORTFOLIO

The thesis and two research papers will constitute the portfolio for honors.

The thesis may be on any topic in linguistics and need not be related to coursework. It will be written in fall of the senior year in LING 195. Work may be collaborative with at most one other student at the discretion of the faculty. The examination will consist of a one-hour discussion with the external reader.

The research papers will be on topics selected from a list prepared by the external readers and will be on core areas of linguistics and directly related to coursework the student has taken. The areas will be selected from any combination or blend of the following: phonetics, phonology, morphology, syntax, semantics, and historical linguistics.

The student will prepare for these research papers by taking at least 4 credits of course work (2 credits in each of the research paper areas). The students will work independently on these papers, without collaboration and faculty guidance in the spring of the senior year in LING 199

(SHS) for 1 credit. The examination will consist of a 30-minute discussion with the reader for each paper.

The Linguistics Program puts no restrictions on the minors that can be combined with this major.

LINGUISTICS AND LANGUAGES SPECIAL HONORS MAJOR PORTFOLIO

The portfolio for this special major will consist of a 2-credit thesis and three research papers that follow the same guidelines as those noted under the honors major in linguistics, with the proviso that one of the relevant language departments will administer one of those research papers. The examination will consist of a single 90-minute panel discussion with all four external readers.

MINORS (HONORS OR COURSE)

Four minors are administered through the Linguistics Department, each of which can be done in the course or the Honors programs. The requirements are normally satisfied with the following:

1. Theory: LING 040, 045, and 050 plus any 2 other credits in linguistics.
 2. Phonology/Morphology: LING 043, 045, and 025 or 044 or 052 plus any 2 other credits in linguistics.
 3. Syntax/Semantics: LING 040, 043, and 050 plus any 2 other credits in linguistics.
 4. Individualized: The student may choose five courses in linguistics and provide justification as to why they form a coherent minor.
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HONORS MINOR PORTFOLIO

Students doing a double major who do a course major in linguistics may count linguistics for the minor in the Honors Program. In that case, the portfolio for honors will consist of a 2-credit thesis written in fall of the senior year in LING 195. The student will also take LING 199 (SHS) for 0.5 credit in spring of the senior year.

For all other students, a single research paper will constitute the portfolio for honors. This research

paper will have the same topics and guidelines for preparation and examination as the research papers described earlier for the majors. In addition, 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.

COURSES

LING 001. Introduction to Language and Linguistics

Introduction to the study and analysis of human language, including sound systems, lexical systems, the formation of phrases and sentences, and meaning, both in modern and ancient languages and with respect to how languages change over time. Other topics that may be covered include first-language acquisition, sign languages, poetic metrics, the relation between language and the brain, and sociological effects on language.

Writing course.

1 credit.

Fall 2005. Napoli and Kim. Spring 2006. Raimy.

LING 002. Exploring Acoustics

(See ENGR 002)

This course counts for distribution in the natural sciences only, regardless of rubric.

Writing course.

1 credit.

Not offered 2005–2006.

LING 003. First-Year Seminar: Language Play

This freshman seminar will investigate what we can learn about language by looking at how we play with it. We will look at forms of language play such as poetry (both the meaning side and the metrical side), metaphoric language, language games (pig Latin, “abi-dabi”), song lyrics, puns, limericks, and verbal sparring as sources of data. The conclusion is that by discovering the rules that we play by in these games, we can discover how language reflects the nature of the mind and how it is used as a tool to create and reinforce social groups.

1 credit.

Not offered 2005–2006.

LING 006. First-Year Seminar: Language and Deafness

This course will look at many issues connected to language and people with hearing loss in the United States, with some comparisons to other countries. We will consider linguistic matters in the structure of American Sign Language (ASL) as well as societal matters affecting users of ASL, including literacy and civil rights. A one-hour language drill outside of class is required.

All students are welcome to do a community service credit in LING 095.

1 credit.

Spring 2006. Napoli.

LING 007. Hebrew for Text Study I

(See RELG 057)

This course counts for distribution in humanities under the religion rubric and in social sciences under the linguistics rubric.

1 credit.

Fall 2005. Plotkin.

LING 008A. Russian Phonetics

(See RUSS 008A)

0.5 credit.

Spring 2006. Fedchak.

LING 009. Arabic for Text Study I

(See RELG 056)

1 credit.

Fall 2005 and spring 2006. Romaine.

LING 010. Hebrew for Text Study II

(See RELG 059)

1 credit.

Spring 2006. Plotkin.

LING 012. Arabic for Text Study II

(See RELG 066)

1 credit.

Fall 2005 and spring 2006. Romaine.

LING 014. Old English/History of the Language

(See ENGL 014)

This course counts for distribution in humanities under the English rubric and in social sciences under the linguistics rubric.

1 credit.

Not offered 2005–2006.

LING 016. History of the Russian Language

(See RUSS 016)

This course counts for distribution in humanities under the Russian rubric and in social sciences under the linguistics rubric.

1 credit.

Not offered 2005–2006.

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, 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.

1 credit.

Fall 2005. Raimy.

LING 020. Computational Linguistics

This course will survey various areas of computer processing of natural language. Topics will include speech synthesis and recognition, text parsing and generation, and machine translation. Prerequisites: CPSC 021 (or the equivalent) and LING 001 (or the equivalent).

1 credit.

Not offered 2005–2006.

LING 024. Discourse Analysis

(See SOAN 026B)

1 credit.

Fall 2005. Wagner-Pacifici.

LING 025. Language, Culture, and Society (Cross-listed as SOAN 040B)

This course investigates the influence of cultural context and social variables that form the basis of variation in language. Classic “Labovian” sociolinguistics forms the first part of the course, which allows ideas to be generated about what social variables are important and how cultural context influences language form. The second part of the course investigates what the nature of the relationship is between variation in language and variation in culture and/or thought. The ramifications for educational issues, social justice

and “linguistic prejudice” based on the relationship between language and culture are also explored.

Prerequisite: At least one linguistics course.

1 credit.

Not offered 2005–2006.

LING 026. Language and Meaning (See PHIL 026)

This course counts for distribution in humanities under the philosophy rubric and in social sciences under the linguistics rubric.

1 credit.

Not offered 2005–2006.

LING 030. Languages of the World

This course covers 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 on which each language draws. Students will have the opportunity to work directly with speakers of other languages, applying techniques to elicit, organize, and describe the structures found in human speech.

1 credit.

Not offered 2005–2006.

LING 033. Introduction to Classical Chinese

(See CHIN 033)

This course counts for distribution in humanities or social sciences under either rubric.

1 credit.

Spring 2006. Berkowitz.

LING 034. Psychology of Language

(See PSYC 034)

1 credit.

Fall 2005. 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 humanities under the philosophy rubric and in social sciences under the linguistics rubric.

Writing course.

1 credit.

Fall 2005. Hoeksema. Spring 2006. 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.

Prerequisite: LING 001, 030, or 045.

1 credit.

Not offered 2005–2006.

LING 044. Phonetics

Phonetics is the study of the production and perception of speech sounds. We will cover, in detail, the anatomy of the vocal tract and the activity of the articulators during speech production. We will discuss the acoustic properties of speech within the general mathematical framework used to describe acoustics and will give some attention to applications such as speech synthesis. We will also discuss psychological aspects of the production and perception of speech, including ongoing controversies regarding the relationship between phonetics and phonology.

1 credit.

Spring 2006. Crist.

LING 045. Phonology

Phonology investigates the abstract cognitive system humans use for representing, organizing, and combining the sounds of language as well as processes by which sounds can change into other sounds. This course covers a wide spectrum of data from languages around the world and focuses on developing analyses to account for the data. Argumentation skills are also developed to help determine the underlying cognitive mechanisms that are needed to support proposed analyses.

1 credit.

Fall 2005. Raimy.

LING 050. Syntax

We study the principles that govern how words make phrases and sentences in natural language. Much time is spent on learning argumentation skills. The linguistic skills gained in this course

are applicable to the study of any modern or ancient natural language. The argumentation skills gained in this course are applicable to law and business as well as academic fields.

Writing course.

1 credit.

Fall 2005. Napoli. Spring 2006. Staff.

LING 052. Historical and Comparative Linguistics

The central topic of this course is the comparative method, the procedure used by linguists to reconstruct unrecorded prehistoric languages. The course deals more broadly with the processes of language change. In spring 2006, there will be a particular focus on the early Germanic languages and the reconstruction of Proto-Germanic.

Prerequisite: LING 001, 030, or 045 or permission of the instructor.

1 credit.

Spring 2006. 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 primary research assignments. This course is for linguists and writers of children's fiction and anyone else who is strongly interested in child development or reading skills. It is a course in which we learn through doing.

The course will focus strictly on preschool and elementary school children the next time it is offered.

All students are welcome to do a community-service credit in LING 096.

Prerequisite: LING 001, 043, or 045 and LING 040 or 050. Can be met concurrently.

Writing course.

1 credit.

Not offered 2005–2006.

LING 055. Writing Systems, Decipherment, and Cryptography

We will discuss the typology and history of the writing systems of the world. The modern decipherment of ancient writing systems such as Linear B and Egyptian hieroglyphic writing will be covered, as will some of the approaches and challenges in the modern electronic encoding of

diverse writing systems. The course also includes an overview and history of cryptography and its role in warfare and on the modern Internet.

Prerequisite: LING 001 or permission of the instructor.

1 credit.

Not offered 2005–2006.

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.

Prerequisite: One course in linguistics. No prerequisites are required 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.

This course counts for distribution and as a writing course in humanities or social sciences under any rubric. It counts for natural sciences distribution but does not count as a writing course for natural sciences.

Writing course.

1 credit.

Not offered 2005–2006.

LING 061. Structure of Navajo

Navajo is an Athabaskan language spoken more commonly than any other Native American language in the United States. This course is an examination of the major phonological, morphological, syntactic, and semantic structures of Navajo. The morphology of this language is legendary. This course also considers the history of the language and its cultural context.

Prerequisites: LING 050 and 045 or 052 or permission of the instructor.

1 credit.

Not offered 2005–2006.

LING 062. Structure of American Sign Language

In this course, we look at the linguistic structures of ASL: phonetics, phonology, morphology, syntax, semantics, and history. We also discuss issues of culture, literacy, and politics pertinent to peo-

ple with hearing loss.

All students are required to participate in a rudimentary introduction to ASL for an additional 0.5 credit. Sign up for LING 0062A.

Prerequisites: LING 050 and 045 or 052 or permission of the instructor.

All students are welcome to do a community-service project in LING 095.

Writing course.

1 credit (plus 0.5 credit under 0062A).

Not offered 2005–2006.

LING 064. Structure of Tuvan

Tuvan belongs to the Turkic branch of the Altaic language family and is spoken in Siberia and Mongolia by nomadic herders. It has classically agglutinating morphology and curious phenomena such as vowel harmony, converbs, and switch reference. It has rich sound symbolism, a tradition of oral (unwritten) epic tales, riddles, and world-famous song genres (“throat singing”). We will investigate the sounds, structures, oral traditions, and ethnography of Tuvan, using both printed and digital media.

Prerequisites: LING 050 and 045 or 052 or permission of the instructor.

1 credit.

Spring 2006. Harrison.

LING 070F. Caribbean and French Civilizations and Cultures

(See FREN 070F)

This course counts for distribution in humanities only, under either rubric.

1 credit.

Not offered 2005–2006.

LING 070R. Translation Workshop

(See LITR 070R)

This course counts for distribution in humanities under the literature rubric and in social sciences under the linguistics rubric.

1 credit.

Not offered 2005–2006.

LING 075. Field Methods

This course affords a close encounter with a language, direct from the mouths of native speakers. Students develop inference techniques for eliciting, understanding, analyzing, and presenting complex linguistic data. They also gain practical experience using state-of-the-art digital video, an-

notation, and archiving for scientific purposes. A different (typically non-Indo-European) language will be investigated each time the course is taught.

Prerequisite: LING 001.

1 credit.

Fall 2005. Harrison.

LING 080. Intermediate Syntax

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.

Prerequisite: LING 050.

1 credit.

Not offered 2005–2006.

LING 081. Intermediate Semantics

This course begins with the formal foundations of semantics and then switches to a seminar style of instruction for an examination of classical and recent articles in the field.

Prerequisite: LING 040 or PHIL 026; LING 050 recommended.

1 credit.

Not offered 2005–2006.

LING 094. Research Project

With permission, students may elect to pursue a research program.

1 credit.

Fall or spring. Staff.

LING 095. Community-Service Credit: Literacy and People With Hearing Loss

This course offers credit for community service work. You may work with children on literacy skills at the Oral Program for the Hearing Impaired at the Kids' Place in Swarthmore. Prerequisites are LING 045, LING 006 or 062, permission of the directors of both the Linguistics and Education programs, 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.

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 skills. The prerequisites are LING/EDUC 054, the permission of the directors of both the Linguistics and Education programs, and the agreement of a faculty member in linguistics to mentor 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 mentor).

1 credit.

Fall or spring. Napoli.

LING 097. Field Research

This course offers credit for field research on a language. Prerequisites are the permission of the chair of linguistics and the agreement of a faculty member in linguistics to mentor you through the project.

1 credit.

Fall or spring. Staff.

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 2005. Napoli and Harrison.

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 2005. Napoli and Harrison.

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 2006. Napoli.

Linguistics

SEMINARS

LING 105. Seminar in Phonology

This seminar will consider recent developments in the theory of phonology. Topics vary.

Prerequisite: LING 045.

1 or 2 credits.

Not offered 2005–2006.

LING 106. Seminar in Morphology

This seminar will consider recent developments in the theory of morphology. Topics vary.

Prerequisite: LING 043.

1 or 2 credits.

Not offered 2005–2006.

LING 108. Seminar in Semantics

This seminar will consider recent developments in the theory of semantics. Topics vary.

Prerequisite: LING 040.

1 or 2 credits.

Spring 2006. Hoeksema.

LING 109. Seminar in Syntax

This seminar will consider recent developments in the theory of syntax. Topics vary.

Prerequisite: LING 040 or 050.

1 or 2 credits.

Not offered 2005–2006.

LING 116. Language and Meaning

(See PHIL 116)

This seminar counts for distribution in HU under the philosophy rubric and in SS under the LING rubric.

2 credits.

Not offered 2005–2006.

LING 119. Evolution, Culture, and Creativity

(See SOAN 119.)

2 credits.

Not offered 2005–2006.

LING 120. Anthropological Linguistics: Endangered Languages

(Cross-listed as SOAN 80B)

In this seminar, we address some traditional issues of concern to both linguistics and anthropology, framed in the context of the ongoing, precipitous decline in human linguistic diversity.

With the disappearance of languages, cultural knowledge (including entire technologies such as ethnopharmacology) is often lost, leading to a decrease in humans' ability to manage the natural environment. Language endangerment thus proves relevant to questions of the language/ecology interface, ethnoecology, and cultural survival. The seminar also addresses the ethics of fieldwork and dissemination of traditional knowledge in the Internet age.

Prerequisite: One course in linguistics or anthropology or permission of the instructor.

1 credit.

Spring 2006. Harrison.

LING 134. Psycholinguistics Seminar

(See PSYC 134)

1 credit.

Spring 2006. Kako.

Mathematics and Statistics

DEBORAH J. BERGSTRAND, Professor (part time)
CHARLES M. GRINSTEAD, Professor
EUGENE A. KLOTZ, Professor¹
STEPHEN B. MAURER, Professor and Chair
HELENE SHAPIRO, Professor
JANET C. TALVACCHIA, Professor¹
GARIKAI CAMPBELL, Associate Professor
PHILIP J. EVERSON, Associate Professor
CHERYL P. GROOD, Associate Professor²
THOMAS J. HUNTER, Associate Professor
AIMEE S.A. JOHNSON, Associate Professor
DON H. SHIMAMOTO, Associate Professor
WALTER R. STROMQUIST, Visiting Associate Professor
STEVE C. WANG, Assistant Professor¹
MICHAEL P. LAUZON, Visiting Assistant Professor
STEVEN AMGOTT, Computer Laboratory Coordinator
STEPHANIE J. SPECHT, Administrative Assistant

¹ Absent on leave, 2005–2006.

² Absent on leave, fall 2005.

People study mathematics and statistics for many reasons—for the pleasure of it or for its usefulness as a tool. The Department of Mathematics and Statistics tries to meet a variety of needs. It offers a program that will enable students 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, biological 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 on 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 faculty members hope that studying mathematics and statistics will foster an appreciation for the beauty and power of its methods, abstract approach, and rigorous structure.

Note: The department is in the middle of a 2-year process to revise its program and course numbering. For mathematics and statistics, earlier issues of the

course catalog should not be consulted for 2005–2006, and this issue should not be consulted for years after 2005–2006.

REQUIREMENTS AND RECOMMENDATIONS

First-Year Courses

Most first-year students entering Swarthmore have had calculus while in high school and place out of at least one semester of Swarthmore's calculus courses, whether they continue with calculus or decide, as is often best, to try other sorts of mathematics. See the discussion of placement in the following section. However, some entering students have not had the opportunity to take calculus or need to begin again. Therefore, Swarthmore offers a beginning calculus course (MATH 015) and several courses that do not require calculus or other sophisticated mathematics experiences. These courses are STAT 001 (Statistical Thinking, both semesters), MATH 003 (Introduction to Mathematical Thinking, spring semester), and STAT 011 (Statistical Methods, both semesters). MATH 003 is a writing course. Students who would like to begin calculus (MATH 015) but are not sure they are pre-

Mathematics and Statistics

pared should take the departmental Calculus Readiness Exam when they arrive on campus. MATH 029 (Discrete Mathematics, both semesters) also does not require any calculus but is a more sophisticated course; thus, some calculus is a useful background for it in an indirect way. Once one has had or placed out of two semesters of calculus, many other courses are available, in linear algebra and multivariate calculus.

Placement Procedure

To gain entrance to any mathematics course (but unnecessary to gain entrance to statistics courses), *students must take at least one of the following exams*: the Advanced Placement (AP) or International Baccalaureate (IB) exams, Swarthmore's Calculus Placement Exam, or Swarthmore's Calculus Readiness Exam. Students who do take AP or IB exams may be required to take the 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 on campus only, *during first-year orientation*.

Advanced Placement and Credit Policy

Placement and credit mean different things. Placement allows students to skip material they have learned well already by starting at Swarthmore in more advanced courses. Credit confers placement as well but also is recorded on the student's Swarthmore transcript and counts toward the 32 credits needed for graduation.

The Swarthmore Calculus Placement Exam is used for only placement, not credit. Credit is awarded on the basis of the AP and the IB exams, as follows:

- 1 credit (for STAT 011) for a score of 4 or 5 on the Statistics AP Test of the College Board
- 1 credit (for MATH 015) for a score of 4 on the AB or BC Calculus AP Test of the College Board (or for an AB subscore of 4 on the BC Test) or for a score of 5 on the Higher Level Mathematics Test of the IB
- 1.5 credits (for MATH 015 and the first half of Math 025) for a score of 5 on the AB Calculus AP Test (or for the AB subscore of the BC Test) or a score of 6 or 7 on the higher-level IB. Students who receive this credit and want to continue calculus take MATH 026.

- 2 credits (for MATH 015 and 025) for a main score of 5 on the BC Calculus AP Test.

Alternatively, any entering student who places out of MATH 015 or 025 may receive credit for those courses by passing the final exams in these courses with a grade of straight C or better. These exams must normally be taken during the student's first semester at Swarthmore, at the time when the final exam is given for the course. Students who wish to take these exams must arrange to do so with the departmental placement coordinator and should do so during their first semester at Swarthmore.

Students who are eligible on entrance for credit for a course, but who take the course anyway, will lose the entrance credit.

First-year students seeking advanced placement and/or credit for *calculus taken at another college or university* must normally validate their work by taking the appropriate Swarthmore examination, as described earlier. The department does not grant credit directly for college courses taken while a student is in high school. For work beyond calculus completed before entering Swarthmore, students should consult the departmental placement coordinator to determine the Swarthmore course into which they should be placed. The department will not normally award credit for work above the first-year calculus level completed before entering Swarthmore.

Introductory Statistics

Students who do not know calculus can take STAT 001 or 011. STAT 001 is intended to show how statistics is used to gain an understanding of the world around us and to prepare students to critically interpret and evaluate statistical claims. STAT 011 is a practical course for students who expect to use statistics in their own work. Any students who think they might ever need to *do* statistical analyses (not just critically interpret statistical claims in the media) should take STAT 011, not STAT 001. STAT 011 leads to STAT 031 on data analysis and visualization. Students with a strong background in mathematics can begin with the theoretical course STAT 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. By the end of the sophomore year, an applicant should

have received credit for, or placement out of, at least four of the following five course groups: Elementary Single-Variable Calculus (MATH 015); Further Single-Variable Calculus (MATH 025, 026, or 026S); Linear Algebra (MATH 027, 028, or 028S); Discrete Mathematics (MATH 029); and Several-Variable Calculus (MATH 033, 034, or 035). All majors must complete Linear Algebra and Several-Variable Calculus by the end of the first semester of the junior year.

In addition, a candidate should have a grade-point average in mathematics and statistics courses of at least C+. This should include at least one grade at the B level. In some cases, applicants may be deferred, pending successful work in courses to be designated by the department.

By graduation, a mathematics major must have at least 10 credits in mathematics and statistics courses. At most, 5 of the credits counted in the 10 may be for courses numbered under 036. (Courses numbered under 10 do not count toward the major in any event.) Furthermore, every major is required to obtain credit for, or place out of, each of the following course groups: MATH 015; MATH 025, 025S, or 026; MATH 027, 028, or 028S; MATH 033, 034, or 035; 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 at least every fall semester. At least one of these two should be taken no later than the fall semester of the junior year, and both must be taken before the spring semester of the senior year. Finally, course majors 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 computers and software. Students bound for graduate work should obtain a reading knowledge of French, German, or Russian.

Special Emphases

The preceding requirements allow room to choose an optional special emphasis within the mathematics major. For instance:

A student may major in mathematics with an *emphasis on statistics* by taking the following

courses at the advanced level: (1) the core analysis course (MATH 047); (2) Mathematical Statistics I (STAT 053) (3) Probability (MATH 105) or Mathematical Statistics II (STAT 111) (4) Data Analysis and Visualization (STAT 031); and (5) another mathematics course numbered 036 or higher. 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 considering graduate work in *social or management science* or a master's in business administration. Basic courses: single-variable calculus (two semesters), one or more practical statistics courses (STAT 011 and 031), linear algebra, discrete math, multivariate calculus, and introductory computer science; 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 043 or 044). Because this program is heavy (one who hopes to use mathematics in another field must have a good grasp both of the relevant mathematics and of the intended applications), one of the core course requirements may be waived with permission of the department.

Sample program for students considering 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) Combinatorics (MATH 065) and Topics in Combinatorics (MATH 072); (3) Mathematical Statistics (STAT 053); and (4) at least one of Number Theory (MATH 037), Modeling (MATH 061), or Probability (MATH 105).

Teacher Certification

Swarthmore offers teacher certification in mathematics through a program approved by the state of Pennsylvania and administered by the College's Educational Studies Department. In addition to meeting the general certification requirements, students seeking certification in

Mathematics and Statistics

mathematics have two choices. Either they complete a mathematics major and must include among their electives:

- One semester of computer science (CPSC 010, 020, or 021)
- One semester of discrete mathematics (MATH 029, 065, or 072)
- One semester of geometry (MATH 045)
- One semester of statistics or probability (STAT 011, 031, 053, 111)

or they do a special major in mathematics and education. Such a major must include seven courses in mathematics, including MATH 045 or 047 and one other course numbered over 044. See the Educational Studies Department for more details.

Either way, students seeking certification are strongly advised to take further mathematics or statistics courses emphasizing modeling and applications and/or to take at least one course in the natural or social sciences in which mathematics or statistics is significantly used. They are also highly encouraged to work as a tutor in the math clinic or to do individual tutoring for a semester. To receive certification, a student must receive a grade of C or better in all mathematics courses.

Mathematics Course Minor

By graduation, a mathematics course minor must have 6 credits in mathematics or statistics. Furthermore, every mathematics course minor is required to obtain credit for, or place out of, each of the following subjects: single-variable calculus (two semesters), linear algebra, and several-variable calculus. In addition, every mathematics course minor must obtain at least 2 credits in mathematics or statistics courses whose numbers are greater than 044. At least 1 of these 2 credits must be for MATH 047 or 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.

Statistics Course Minor

By graduation, a statistics course minor must have 6 credits in mathematics or statistics. Furthermore, every statistics course minor is required to obtain credit for, or place out of, each of the following subjects: single-variable calculus (two semesters), linear algebra, and several-variable calculus. In addition, every statistics course minor must obtain credit for, or place out of,

STAT 031 and STAT 053. At least one of STAT 031 and STAT 053 must be taken at Swarthmore. 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.

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.

The program for an honors major in mathematics for the Class of '07 and later consists of preparations for external examination in three fields of 2 credits each. For each field chosen, the courses or seminars are specified by the department. For the honors major, one preparation shall be in algebra (MATH 049 and 102) and one in analysis (MATH 047 and either 101 or 103). Each student may select the third preparation from discrete mathematics, geometry, probability, statistics, and topology.

Students who wish to complete an honors minor in mathematics must have credit for, or place out of, single-variable calculus (two semesters), linear algebra, and several-variable calculus. For the honors portion of their program, minors must complete one preparation chosen from among any of the fields described earlier.

COURSES

Note: In the department's new numbering scheme, in effect for courses numbered under 036, the ones digit indicates the subject matter, and the other digits indicate the level. In most cases, a ones digit of 1 means statistics, 2 to 6 means continuous mathematics, and 7 to 9 means noncontinuous mathematics (algebra, number theory, and discrete math). Courses below 10 do not count for the major, from 10 to 39 are first- and second-year courses, from 40 to 59 are intermediate, in the 60s are core upper-level courses; from 70 to 89 are courses that have one or more core courses as prerequisites, and in

the 90s are independent reading courses.

STAT 001. Statistical Thinking

Statistics provides methods for collecting and analyzing data and generalizing from their results. Statistics is used in a wide variety of fields, and this course provides an understanding of the role of statistics in these fields and in everyday life. It is intended for students who want an appreciation of statistics, including the ability to critically interpret and evaluate statistical claims but who do not imagine they will ever need to carry out statistical analyses themselves. (Those who may need to carry out statistical analyses should take STAT 011.) This course cannot be counted toward a major in mathematics, is not a prerequisite for any other course, and cannot be taken for credit after or simultaneously with any other statistics course, including AP Statistics and ECON 031.

Prerequisite: Four years of traditional high school mathematics (precalculus).

1 credit.

Each semester.

Fall 2005. Stromquist. Spring 2006. Everson.

MATH 003. Introduction to Mathematical Thinking

Students will explore the world of mathematical ideas by sampling logic, number theory, geometry, infinity, topology, probability, and fractals, while we emphasize the thinking and problem-solving skills these ideas stimulate. Class meetings will involve presentation of new material; group work on problems and puzzles; and lively, maybe even passionate discussions about mathematics. This course is intended for students with little background in mathematics or those who may have struggled with math in the past. Students planning to go on to calculus should consult with the instructor. This course does not count toward a major in mathematics.

Writing course.

1 credit.

Spring 2006. Bergstrand.

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

Program. This course does not count toward a major in mathematics.

1 credit.

Not offered 2005–2006.

STAT 011. Statistical Methods

(Cross-listed as SOAN 010E)

STAT 011 prepares students to carry out basic statistical analyses with the aid of computer software. Topics include basic summary statistics and graphics, design of surveys and experiments, one and two-sample t -tests and tests of proportions, chi-square tests, and an introduction to linear regression and analysis of variance. The course is intended for students who want a practical introduction to statistical methods and who intend to do, or think they may eventually do, statistical analysis, especially in the biological and social sciences. Students who receive credit on entrance for the Statistics AP Exam should not take this course; they have placed out of it and will lose their AP credit if they take it. Students who have earned credit for the former STAT 002 or STAT 002C will not receive credit for STAT 011. Note that STAT 011 overlaps considerably with ECON 031; both courses cover similar topics, although ECON 031 focuses more on economic applications while STAT 011 draws examples from a variety of disciplines.

Prerequisite: Four years of traditional high school mathematics (precalculus).

1 credit.

Each semester.

Fall 2005. Everson, Johnson. Spring 2006. Stromquist.

MATH 015. Elementary Single-Variable Calculus

A first-semester calculus course with emphasis on an intuitive understanding of the concepts, methods, and applications. Graphical and symbolic methods will be used. The course will mostly cover differential calculus, with an introduction to integral calculus at the end. Applications to biological science and social science will receive special attention.

Prerequisite: Four years of traditional high school mathematics (precalculus) and placement into this course through Swarthmore's Calculus Readiness Examination or Calculus Placement Examination (see "Placement Procedure" earlier).

1 credit.

Fall 2005. Hunter, Lauzon.

Mathematics and Statistics

MATH 023. Brief Survey of Calculus Through Second Year

Survey of key topics in single- and several-variable calculus for students who do not plan to take any more calculus. In single-variable calculus, topics may include antiderivatives, the fundamental theorem, probability, geometric series, and modeling with differential equations. Topics in several variables may include contour plots, partial derivatives, and Lagrange multipliers. Emphasis on applications in biological and social sciences. Cannot be substituted for either MATH 025 or 033 as courses required for the major.

Prerequisites: MATH 015 or placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Each semester.

Fall 2005. Maurer. Spring 2006. Johnson.

MATH 025. Further Topics in Single-Variable Calculus

The continuation of MATH 015 for students who wish to take more calculus later or wish to major in mathematics, physics, chemistry, or engineering. The course covers the fundamental theorem, integration, geometric series, Taylor polynomials and series, and an introduction to differential equations.

Prerequisites: MATH 015 or placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Each semester.

Fall 2005. Bergstrand. Spring 2006. Grinstead.

MATH 025S. Single-Variable Calculus Seminar

MATH 025S covers the same material as the lecture-based MATH 025 but uses a seminar format (maximum 12 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 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: Placement by examination (see "Advanced Placement and Credit Policy" earlier).

First-year seminar. 1 credit.

Fall 2005. Campbell.

MATH 026. Advanced Topics in Single-Variable Calculus

For students who place out of the first half of MATH 025. This course goes into more depth on sequences, series, and differential equations than does MATH 025. Includes power series and convergence tests. This course, or MATH 025, is required of all students majoring in mathematics, physics, chemistry, or engineering. Students may not take MATH 026 for credit after MATH 025 without special permission.

Prerequisites: Placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Fall 2005. Grinstead.

MATH 027. Linear Algebra

This course covers vector spaces, matrices, and linear transformations with applications to solutions of systems of linear equations, determinants, and eigenvalues. Students may take only one of MATH 027, MATH 028, MATH 028S, and MATH 028P for credit.

Prerequisite: A grade of C or better in some math course numbered 023 or higher or placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Each semester.

Fall 2005. Lauzon. Spring 2006. Campbell.

MATH 028. Linear Algebra Honors Course

More theoretical, abstract, and rigorous than MATH 027. The subject matter will be equally as valuable in applied situations, but applications will be emphasized less. MATH 028 is intended for students with exceptionally strong mathematical skills, especially if they are thinking of a mathematics major. Students may take only one of MATH 027, MATH 028, MATH 028S, and MATH 028P for credit.

Prerequisite: A grade of B or better in some math course numbered 025 or higher or placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Fall 2005. Johnson.

MATH 028S. Linear Algebra Honors Seminar

MATH 028S covers the same material as the lecture-based MATH 028 but uses a seminar for-

mat (maximum 12 students) with additional meetings. Hands-on student participation takes the place of most lectures. Students may take only one of MATH 027, MATH 028, MATH 028S, and MATH 028P for credit.

Prerequisite: Placement by examination (see "Advanced Placement and Credit Policy" earlier).

First-year seminar. 1 credit.

Fall 2005. Hunter.

MATH 028P. Linear Algebra Honors Seminar With Physics

This course is similar to MATH 028S but limited to students who are also taking PHYS 006H; the Physics Department will designate a specific section of that course so that exactly the same students are in that section and this course. PHYS 006H emphasizes quantum theory, and the primary mathematics of quantum theory is linear algebra, done from an "operator" viewpoint. The professors for the two courses will often attend each other's seminars, and some material in MATH 028P will be chosen and arranged to highlight the connections between the physics and mathematics approaches. Students may take only one of MATH 027, MATH 028, MATH 028S, and MATH 028P for credit.

Prerequisite: Placement by examination (see "Advanced Placement and Credit Policy" earlier) and concurrent enrollment in the designated section of PHYS 006H.

First-year seminar. 1 credit.

Fall 2005. Maurer.

MATH 029. Discrete Mathematics

An introduction to noncontinuous mathematics. The key theme is how induction, iteration, and recursion can help one discover, compute, and prove solutions to various problems—often problems of interest in computer science, social science, or management. Topics will include algorithms, graph theory, counting, difference equations, and finite probability with special emphasis on how to write mathematics.

Prerequisite: Placement by examination (see "Placement Procedure" earlier). Familiarity with some computer language is helpful but not necessary.

Writing course.

1 credit.

Each semester.

Fall 2005. Bergstrand. Spring 2006. Maurer.

STAT 031. Data Analysis and Visualization

This course will study methods for exploring and modeling relationships in data. We introduce modern techniques for visualizing trends and formulating hypotheses. We will also discuss methods for modeling structure and patterns in data, particularly using multiple regression and related methods. The format of the course emphasizes writing assignments and interactive problem solving using real datasets.

Prerequisites: Credit for AP Statistics, STAT 011, STAT 053, or ECON 031; or STAT 001 and permission of the instructor.

Writing course.

1 credit.

Spring 2006. Stromquist.

MATH 033. Basic Several-Variable Calculus

This course considers differentiation and integration of functions of several variables with special emphasis on two and three dimensions. Topics include partial differentiation, extreme value problems, Lagrange multipliers, multiple integrals, line and surface integrals, Green's, Stokes', and Gauss' theorems. The department strongly recommends that students take MATH 034 instead, which provides a richer understanding of this material by requiring linear algebra (MATH 027 or 028) as a prerequisite. Students may take only one of MATH 033, MATH 034, and MATH 035 for credit.

Prerequisite: MATH 025, 025S, or 026 or placement by examination (see "Advanced Placement and Credit Policy" earlier).

1 credit.

Each semester.

Fall 2005. Shapiro. Spring 2006. Johnson.

MATH 034. Several-Variable Calculus

Same topics as MATH 033 except in more depth using the concepts of linear algebra. The department strongly recommends that students take linear algebra first so that they are eligible for this course. Students may take only one of MATH 033, MATH 034, and MATH 035 for credit.

Prerequisite: MATH 025, 025S, or 026; and MATH 027, 028, or 028S.

1 credit.

Each semester.

Fall 2005 and spring 2006. Shimamoto.

Mathematics and Statistics

MATH 035. Several-Variable Calculus Honors Course

This version of MATH 034 will be more theoretical, abstract, and rigorous than its standard counterpart. The subject matter will be equally as valuable in applied situations, but applications will be emphasized less. It is intended for students with exceptionally strong mathematical skills and primarily for those who have completed MATH 028 or 028S successfully. Students may take only one of MATH 033, MATH 034, and MATH 035 for credit.

Prerequisite: A grade of C or better in MATH 028 or 028S or permission of the instructor.

1 credit.

Spring 2006. Staff.

MATH 037. Number Theory

The theory of primes, divisibility concepts, and multiplicative number theory will be developed. Students are also expected to learn how to construct a mathematical proof.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

1 credit.

Alternate years.

Not offered 2005–2006.

STAT 041. Topics in Statistics

The choice of topics will depend somewhat on the interest and mathematical background of the students but may include a study of issues in multivariate analysis and statistical inference (Bayesian statistics in particular).

Prerequisite: One course in statistics.

1 credit.

Not offered 2005–2006.

MATH 043. Basic Differential Equations

An introduction to differential equations that includes such topics as first-order equations, linear differential equations, series solutions, first-order systems of equations, Laplace transforms, approximation methods, and some partial differential equations. This course focuses on analytic techniques in solving differential equations, and is meant for students who have limited room in their schedules for mathematical courses and cannot fit in all the prerequisites for MATH 044. Students may not take both MATH 043 and 044 for credit. The department prefers students to take MATH 044.

Prerequisites: Several-variable calculus or permission of the instructor.

1 credit.

Spring 2006. Shapiro.

MATH 044. Differential Equations

An introduction to differential equations that includes similar topics to MATH 043. However, this course emphasizes the interplay between analytic and qualitative methods in studying differential equations, with some focus on the mathematical theory of the discipline. Students may not take both MATH 043 and 044 for credit.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

1 credit.

Spring 2006. Lauzon.

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 linear algebra and several-variable calculus. See the instructor if in doubt.

1 credit.

Fall 2005, fall 2006, then alternate years.

Fall 2005. Shimamoto.

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: Linear algebra and several-variable calculus or permission of the instructor.

Writing course.

1 credit.

Fall 2005. Grinstead, Johnson, Shimamoto.

MATH 048. Topics in Algebra

Course content varies from year to year depending on student and faculty interest. Recent offer-

ings have included coding theory, groups and representations, and finite reflection groups. In 2005–2006, the subject of the course is expected to be elliptic curves.

Prerequisites: Linear algebra and possibly MATH 049.

1 credit.

Alternate years.

Spring 2006. Campbell.

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: Linear algebra or permission of the instructor.

Writing course. 1 credit.

Usually offered fall only.

Fall 2005. Shapiro. Spring 2006. Grinstead.

STAT 053. Probability and Mathematical Statistics I

This course introduces the mathematical theory of probability, including density functions and distribution functions, joint and marginal distributions, conditional probability, and expected value and variance. It then develops the theory of statistics, including parameter estimation and hypothesis testing. The emphasis is on proving results in mathematical statistics rather than on applying statistical methods. Students needing to learn applied statistics and data analysis should consider STAT 011 or 031 in addition or instead of this course.

Prerequisites: Several-variable calculus or permission of the instructor.

1 credit.

Fall 2005. Stromquist.

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, and computer simulation. The emphasis, however, will be on how to apply these subjects to specific modeling problems, not on their systematic theory. The format of the course will include projects as well as lectures and problem sets.

Prerequisites: Linear algebra and several-variable calculus or permission of the instructor.

1 credit.

Alternate years.

Not offered 2005–2006 or 2006–2007.

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 029 and at least one other course in mathematics.

1 credit.

Alternate years.

Not offered 2005–2006.

MATH 072. Topics in Combinatorics

Topics vary from year to year. Past topics have included linear programming, game theory, combinatorial algorithms, number theoretic algorithms, and complexity theory. In 2005–2006, the subject of the course is expected to be combinatorial matrix theory.

Prerequisites: MATH 029 and at least one higher-numbered mathematics course.

1 credit.

Alternate years.

Fall 2005. Shapiro.

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.

Mathematics and Statistics

Prerequisites: Linear algebra, several-variable calculus, and either MATH 043, MATH 44, PHYS 050, or permission of the instructor.

1 credit.

Alternate years.

Spring 2006. Shapiro.

MATH 085. Topics in Analysis

Course content varies from year to year depending on student and faculty interest. Recent topics have included financial mathematics and Fourier analysis. The most recent topic was dynamical systems. This includes an introduction to basic features of a discrete dynamical system, symbolic dynamical systems, and the use of dynamical systems in studying number theory, biology, fractals, and more.

Prerequisites: Linear algebra and several-variable calculus. MATH 047 is also recommended.

1 credit.

Alternate years.

Not offered 2005–2006.

MATH 093/STAT 093. Directed Reading

MATH 096/STAT 096. Thesis

MATH 097. Senior Conference

This course is required of all senior mathematics majors in the course program. It provides an opportunity to delve more deeply into a particular topic agreed on by the student and the instructor. This focus is accomplished through a written paper and an oral presentation.

0.5 credit.

Fall 2005. Campbell.

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 2006. Staff.

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 2006. Grinstead.

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 2005–2006 or 2006–2007.

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 2006. Hunter.

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.

Not offered 2005–2006.

MATH 106. Advanced Topics in Geometry

The course content varies from year to year among differential geometry, differential topology, and algebraic geometry. In fall 2004, the topic was algebraic geometry, including affine and projective geometry, dimension theory, and invariant theory, with a focus on explicit concrete examples and explicit computation.

Prerequisites depend on the topic chosen. In particular, MATH 045 may or may not be a prerequisite.

1 credit.

Alternate years.

Not offered 2005–2006.

STAT 111. Mathematical Statistics II

This seminar is 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 may also include nonparametric statistics, sampling theory, and Bayesian statistical inference.

Prerequisite: Linear algebra and a grade of C+ or better in STAT 053.

1 credit.

Alternate years.

Spring 2006. Everson.

Medieval Studies

Coordinator: **STEPHEN P. BENSCH** (History)
Committee: **Michael W. Cothren** (Art History)
Nathaniel Deutsch (Religion)
Michael Marissen (Music)
Rosaria V. Munson (Classics)
Ellen M. Ross (Religion)
William N. Turpin (Classics)²
Craig Williamson (English Literature)

² Absent on leave, spring 2006.

This interdisciplinary program offers an opportunity for an integrated study of European and Mediterranean civilization from the fourth to the 15th centuries. The period, which has a critical importance for the understanding of Western culture, can best be approached 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.

REQUIREMENTS AND RECOMMENDATIONS

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 111)
 - 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 preceding courses.)

Course Major

1. Distribution requirements as listed previously.
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 exam-

inations are planned as a culminating exercise to facilitate the review and integration of the various subjects and methods involved in the interdisciplinary field of medieval studies.

3. Students must complete at least 8 credits in medieval studies to graduate with a medieval studies major. (In addition to courses, these credits may include directed readings in medieval subjects and/or a thesis written during the first semester of the senior year.)

Course Minor

A minor in medieval studies will consist of 5 credits in medieval studies (see course and seminar options listed subsequently). 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 their major.

Honors Major

1. Distribution requirements as listed earlier.
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 as also part of the separate minor in its home department. Students who minor in another department will have to fulfill the minor prerequisites and requirements (in-

- cluding 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- to 120-minute oral panel with all four examiners present. Minors will have the regular individual oral for the single preparation.

Honors Minor

1. Distribution requirements as listed earlier.
2. The one preparation for the Honors Program should reflect the interdisciplinary nature of this minor and may be satisfied by one of the following: one seminar, a preapproved two-course combination, or one course with an attachment. The minor preparation must be in a department distinct from the student's major.
3. Senior honors study for minors in medieval studies will follow the policies of the individual departmental preparations used in the program. Minors will have the regular individual oral for the single preparation.

COURSES

Courses currently offered in medieval studies (see catalog sections for individual departments to determine specific offerings in 2004-2005):

- 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

- HIST 016. Sex, Sin, and Kin in Early Modern Europe
 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
 RELG 046. Justice and Conscience in Islam
 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
 RELG 119. Sufism: Muslim Mystics, Saints and Poets
 RELG 125. Islamic Society in North Africa and Andalusia

Modern Languages and Literatures

ALAN BERKOWITZ (Chinese), Professor and Acting Chair⁵
MARION J. FABER (German), Professor
JOHN J. HASSETT (Spanish), Professor and Chair¹
GEORGE MOSKOS (French), Professor^{9,12}
HANSJAKOB WERLEN (German), Professor
JEAN-VINCENT BLANCHARD (French), Associate Professor¹⁰
AURORA CAMACHO DE SCHMIDT (Spanish), Associate Professor
SIBELAN FORRESTER (Russian), Associate Professor³
MARIA LUISA GUARDIOLA (Spanish), Associate Professor
HAILI KONG (Chinese), Associate Professor³
MICHELINE RICE-MAXIMIN (French), Associate Professor¹¹
SUNKA SIMON (German), Associate Professor
JIMIA BOUTOUBA (French), Assistant Professor
HORACIO CHIONG RIVERO (Spanish), Assistant Professor³
WILLIAM O. GARDNER (Japanese), Assistant Professor
MILTON R. MACHUCA (Spanish), Visiting Assistant Professor (part time)
MICHAEL A. PEENSON (Russian), Assistant Professor
VICTORIA RIVERA-CORDERO (Spanish), Visiting Assistant Professor
MARINA ROJAVIN (Russian), Visiting Assistant Professor
CARINA YERVASI (French), Assistant Professor³
STEVEN P. DAY (Chinese), Visiting Instructor
XIAORONG LI (Chinese), Instructor
KIMBERLY FEDCHAK (Russian), Language Instructor (part time)
JOAN FRIEDMAN (Spanish), Language Instructor (part time)
SHINO HAYASHI (Japanese), Language Instructor (part time)
YOSHIKO JO (Japanese), Language Instructor (part time)³
WOL A KANG (Chinese), Language Instructor (part time)
MARY K. KENNEY (Spanish), Language Instructor (part time)
CAROLE NETTER (French), Language Instructor (part time)
ELKE PLAXTON (German), Language Instructor (part time)
KIRSTEN E. SPEIDEL (Chinese), Language Instructor (part time)
ATSUKO SUDA (Japanese), Language Instructor (part time)
PATRICIA VARGAS (Spanish), Language Instructor (part time)
BENJAMIN CHEREL (French), Visiting Language Instructor
MICHAEL JONES, Language Resource Center Director
ELEONORE BAGINSKI, Administrative Coordinator
ANNA EVERETTS, Administrative Assistant

1 Absent on leave, fall 2005

3 Absent on leave, 2005–2006.

5 Fall 2005.

9 Campus coordinator, Swarthmore Program
in Grenoble, fall 2005.

10 Campus coordinator, Swarthmore Program
in Grenoble, spring 2006.

11 Program director, Swarthmore Program in
Grenoble, fall 2005.

12 Program director, Swarthmore Program in
Grenoble, spring 2006.

The Modern Languages and Literatures
Department—consisting of Chinese, French,

German, Japanese, Russian, and Spanish sec-
tions—provides Swarthmore students with an

understanding of foreign cultures through their original languages and prepares them to engage effectively with 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 conjunction 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.

REQUIREMENTS AND RECOMMENDATIONS

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, Japanese, Russian, or Spanish fluently should consult with the department before electing courses.

Majors are urged to select supporting courses in other literatures, 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 the Universitat de Illes Balears, in Palma de Mallorca; the University of Pennsylvania-Mexico; Pitzer College-Venezuela; and Washington University-St. Louis-Chile. 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., C.I.E.E., or Middlebury 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, rec-

Modern Languages and Literatures

commended by the Chinese section. In the People's Republic these include, but are not limited to, the Inter-University Board (IUB) Program at Tsing-hua University, the Associated Colleges in China (ACC) Program, and the Council on International Educational Exchange (CIEE) Program in Beijing, and the CET Program in Harbin. In Taiwan, these include the International Chinese Language Program (ICLP) and the Mandarin Training Center in Taipei and the University of Massachusetts Program in Tunghai. Students on scholarship may apply scholarship monies to designated programs of study abroad.

Study abroad is encouraged for students of Japanese. A carefully selected list of programs in Japan will be available to students interested in studying in Japan.

We offer teacher certification in modern languages (French, German, and Spanish) through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, please contact the Educational Studies Department director, the Modern Languages Department chair, or the Educational Studies Department Web site: www.swarthmore.edu/SocSci/Education/.

Students who plan to do graduate work are reminded that, in addition to the language of specialization, a reading knowledge of other languages is often required for admission to advanced studies.

The 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 St. Petersburg 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.

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.

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.

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 011- or 012-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 most fundamental contribution to world culture. This course surveys classic authors and experimental works from the 19th and 20th centuries. Students in the course will deepen their understanding of the context for writers, including Dostoevsky and Tolstoy. They will gain familiarity with literary movements and genres including romanticism, realism, the psychological novel, the picaresque novel, modernism, and the postmodern as they developed in Russia. We will highlight issues including the relationship of Russia to the West, national identity, and the complex relationship of literature and politics.

No prerequisite.

Writing course.

1 credit.

Fall 2005. Pesenson.

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 to 13 first- and second-year students.

1 credit.

Not offered 2005–2006.

**LITR 015R. First-Year Seminar:
East European Prose in Translation**

(Cross-listed as RUSS 015)

Novels and stories by the most prominent 20th-century writers of this multifaceted and turbulent region. Analysis of individual works and writers with the purpose of appreciating the religious, linguistic, and historical diversity of Eastern Europe in an era of war, revolution, political dissent, and outstanding cultural and intellectual achievement. Readings, lectures, writing and discussion in English; qualified students may do some readings in the original language(s). Writing-intensive course limited to 15 students.

Writing course.

1 credit.

Not offered 2005–2006.

**LITR 016CH. Substance, Shadow, and
Spirit in Chinese Literature and Culture**

(Cross-listed as CHIN 016)

This course will explore the literary and intellectual world of traditional Chinese culture, through original writings in English translation, including both poetry and prose. Topics to be discussed include Taoism, Confucianism, and the contouring of Chinese culture; immortality, wine, and allaying the mundane; and the religious dimension, disengagement, and the appreciation of the natural world. The course also will address cultural and literary formulations of conduct and persona and the expression of individualism in an authoritarian society.

No prerequisites.

1 credit.

Fall 2005. Berkowitz.

**LITR 017CH. The Legacy of Chinese
Narrative Literature: The Story in
Dynastic China**

(Cross-listed as CHIN 017)

This course explores the development of diverse genres of Chinese narrative literature through readings of original writings in translation. Readings include tales of the strange, biographies and hagiographies, moral tales, detective stories, literary jottings, drama, novellas and novels, and masterworks of the Chinese literary tradition throughout the centuries of imperial China.

No prerequisites and no knowledge of Chinese or of China is required.

1 credit.

Not offered 2005–2006.

**LITR 017J. Introduction to Japanese
Culture: The Cosmology of Japanese
Drama**

(Cross-listed as JPNS 017)

This course will provide an introduction to Japanese culture through a study of its three great dramatic traditions: Noh masked drama, Bunraku puppet theater, and Kabuki. These fascinating and distinctive dramatic forms offer a microcosm of Japanese religion, history, literature, and visual aesthetics. In our course, we will explore how the Japanese stage becomes a pathway between human beings and the supernatural and between present times and the legendary past. The course will proceed through readings of plays, aesthetic treatises, and articles on the cultural and historical contexts of Japanese drama. Screenings of theatrical performances and films based on classic plays will offer a glimpse of the continuing legacy of these dramatic forms.

No previous knowledge of Japanese language, history, or culture is required.

1 credit.

Not offered 2005–2006.

**LITR 018CH. The Classical Tradition in
Chinese Literature**

(See CHIN 018)

1 credit.

Not offered 2005–2006.

**LITR 019. Cultural Identity in the
European Union**

Since the Treaty of Maastricht in 1992, much interest has been paid to the increasing economic

Modern Languages and Literatures

and political integration within the European Union. But to what degree is it also becoming possible to speak of an integrated European culture? Do contemporary authors and filmmakers think of themselves, either consciously or unconsciously, as multinational or transnational artists? Has the European Union inspired a popular culture that transcends national boundaries and challenges the influence of America? How powerful are national, regional, and ethnic identities in the cultural expressions of an increasingly united Europe?

In this new course (in English), we will explore these questions by studying recent literary and cinematic works from the new "Old Europe." In addition to the concept of Europe as a whole, we will address how Germany and Italy, in particular, have experienced post-Fascism, post-Communism, and issues of immigration and cultural assimilation. Readings will include W.G. Sebald's *Austerlitz*, Andrea Camilleri's *The Snack Thief*, Jose Saramago's *The Stone Raft*, Günter Grass' *Crabwalk* and Emine Oezdamar's *Mother Tongue*. Films will include Ozpetek's *Facing Windows*, Amelio's *Lamerica*, Fatih Akin's *Head-On*, Frears' *Dirty Pretty Things*, and Klapisch's *L'auberge espagnole*. Secondary readings will include essays by Jeremy Rifkin, T.R. Reid, Tobias Jones, and Hilary Mantel.

No prerequisites. Screenings will be held, as necessary, after class with the opportunity to view films subsequently in the Language Resource Center.

1 credit.

Fall 2005. Faber.

LITR 021J. Modern Japanese Literature

(Cross-listed as JPNS 021)

An introduction to Japanese fiction from the Meiji Restoration (1868) to the present day, focusing on how literature has been used to express the personal voice and to shape and critique the concept of the modern individual. We will discuss the development of the mode of personal narrative known as the "I novel" as well as those authors and works that challenge this literary mode. In addition, we will explore how the personal voice in literature is interwoven with the great intellectual and historical movements of modern times, including Japan's encounter with the West and rapid modernization, the rise of Japanese imperialism and militarism, World War II and its aftermath, the emergence of an affluent

consumer society in the postwar period, and the impact of global popular culture and the horizon of new transnational identities in the 21st century. All readings and discussions will be in English.

1 credit.

Fall 2005. Gardner.

LITR 021R. Dostoevsky (in Translation)

(Cross-listed as RUSS 021)

Writer, gambler, publicist, and visionary Fedor Dostoevsky is one of the great writers of the modern age. His work influenced Nietzsche, Freud, Woolf, and others and continues to exert a profound influence on thought in our own society to the present. Dostoevsky confronts the "accursed questions" of truth, justice, and free will set against the darkest examples of human suffering: murder, suicide, poverty, addiction, and obsession. Students will consider artistic, philosophical, and social questions through texts from throughout Dostoevsky's career. Students with knowledge of Russian may read some or all of the works in the original.

1 credit.

Spring 2006. Pesenson.

LITR 023CH. Modern Chinese Literature: A New Novelistic Discourse (1918–1948)

(Cross-listed as CHIN 023)

Modern Chinese literary texts created between 1918 and 1948, presenting a series of political, social, cultural, and ideological dilemmas underlying 20th-century Chinese history. The class will discuss fundamental issues of modernity and new literary developments under the impact of the May Fourth Movement.

1 credit.

Not offered 2005–2006.

LITR 024. Russian and East European Cinema

(Cross-listed as RUSS 024)

This course will introduce students to cinema from the "other Europe." We will begin with influential Soviet avant-garde cinema and survey the traditions that developed subsequently with selections from Russian, Polish, Caucasian, Czech, Hungarian, Ukrainian and Yugoslav cinema. Screenings will include films by Eisenstein and Tarkovsky, Wajda, Kusturica, and Paradzhanov, among others. Students will hone critical skills in filmic analysis while considering the particular cultural, national, and political

forces shaping the work of filmmakers in this "other Europe" from the early 20th to the early 21st century.

No prerequisite.

1 credit.

Not offered 2005–2006.

LITR 024J. Japanese Film and Animation

(Cross-listed as JPNS 024)

This course offers a historical and thematic introduction to Japanese cinema, one of the world's great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki.

1 credit.

Spring 2006. Gardner.

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 2005–2006.

LITR 027CH. Women Writers in 20th-Century China

(Cross-listed as CHIN 027)

This course will be a close study of the literature written by Chinese women, particularly focusing on social, moral, political, cultural, psychological, and gender-related issues through their texts as well as on their writing styles and literary contributions to modern Chinese literature. The chosen women writers will include those from Mainland, Taiwan, Hong Kong, and overseas expatriate Chinese writers as well as from different social and political groups. All the readings are in English translation. No previous preparation

in Chinese is required.

1 credit.

Not offered 2005–2006.

LITR 028F. Francophone Cinema

(Cross-listed as FREN 028)

1 credit.

Not offered 2005–2007.

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 19th-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 2004–2005.

LITR 041J. Fantastic Spaces in Modern Japanese Literature

(Cross-listed as JPNS 041)

As Japanese society has transferred rapidly in the 20th century and beyond, a number of authors have turned to the fantastic to explore the pathways of cultural memory, the vicissitudes of interpersonal relationships, the limits of mind and body, and the nature of storytelling itself. In this course, we will consider the use of anti-realistic writing genres in Japanese literature from 1900 to the present, combining readings of novels and short stories with related critical and theoretical texts. Fictional works examined will include novels, supernatural tales, science fiction, and cyber-fiction by authors such as Tanizaki Junichirô, Abe Kôbô, Kurahasi Yumiko, and Murakami Haruki.

Readings will be in English; no previous experience in Japanese studies is required.

1 credit.

Not offered 2005–2006.

Modern Languages and Literatures

LITR 041R. War and Peace in Russian Literature and Culture

(Cross-listed as RUSS 041)

This exciting new course explores Russian literary and cinematic responses to the ravages of war and revolution, heroic and bloody conflicts that repeatedly devastated the country throughout its long and tumultuous history. We will read a variety of texts dealing with wars in the Middle Ages, the Napoleonic invasion, the Revolution of 1917, the Civil War, World War II, and the present-day conflict in Chechnya and explore how individual writers portrayed the calamity of war and its devastating effect on people's lives, while expressing hope for ever-elusive peace and prosperity. Works to be read include Tolstoy's *War and Peace*, Bulgakov's *White Guard*, Grossman's *Life and Fate*, Babel's *Red Cavalry*, and Akhmatova's *Poem Without a Hero*. Films to be screened include *Alexander Nevsky*, *Battleship Potemkin*, *Ballad of a Soldier*, *My Name Is Ivan*, and *Prisoner of the Mountains*. All readings and discussion will be in English. All films will be screened with English subtitles.

1 credit.

Not offered 2005–2006.

LITR 047R. Russian Fairy Tales

(Cross-listed as RUSS 047)

Folk beliefs are a colorful and enduring part of Russian culture. This course introduces a wide selection of Russian fairy tales in their esthetic, historical, social, and psychological context. We will trace the continuing influence of fairy tales and folk beliefs in literature, music, visual arts, and film. The course also provides a general introduction to study and interpretation of folklore and fairy tales, approaching Russian tales against the background of the Western fairy-tale tradition (the Grimms, Perrault, Disney, etc.).

No fluency in Russian is required, although students with adequate language preparation may do some reading, or a course attachment, in the original.

1 credit.

Spring 2006. Pesenson.

LITR 049S. Quixote Fictions: Cervantes' Don Quixote

Come explore the marvelously quixotic adventures and the fabulously fantastic follies of the most famous knight errant of all time, Don Quixote de la Mancha. We will delve into the

fertile imagination of Miguel de Cervantes' indelible creation, Don Quixote, as he journeys through an almost surreal world of grotesque giants, enchanted castles, damsels in distress, wicked wizards, and chaotically overcrowded inns—and that's just the first 20 chapters. We will examine the literary, theoretical, social, and political issues of Cervantes' times that contributed to his creation of the first modern novel. Readings, assignments, and class discussion will be in English.

1 credit.

Not offered 2005–2006.

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 World War II? How do contemporary films visualize, analyze, resist, and (re-)produce the tensions in the united Europe's multicultural and multiethnic 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 20th-century European history.

1 credit.

Not offered 2005–2006.

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 include María Luisa Bombal (Chile), Juan Rulfo (Mexico), Carlos Fuentes (Mexico), Gabriel García Márquez (Colombia), Mario Vargas Llosa (Peru), Manuel Puig (Argentina), Claribel Alegria (El Salvador), Isabel Allende (Chile), Luisa Valenzuela (Argentina), and Rosario Ferré (Puerto Rico).

1 credit.

Not offered 2005–2006.

**LITR 53SA. A Century of Song:
Contemporary Poets of Latin America**

Latin America gave the world some of the great poets of the 20th century: Gabriela Mistral, César Vallejo, Pablo Neruda, Octavio Paz, Nicolás Guillén, Jorge Luis Borges, Olga Orozco, Ernesto Cardenal, and many others. This course explores the development of a rich and varied poetry, at once in dialogue with the world and deeply rooted in the historical transformations of the continent. It studies the aesthetic foundations of the regions poetic production and considers the relationship between poetry and revolution in Central America as well as the role of poetry in opening a space for women's self-affirmation in many countries.

1 credit.

Not offered 2005–2006.

LITR 054G. Postwar 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 '60s to the present state of German film in the "postwall" era.

1 credit.

Not offered 2005–2006.

**LITR 055CH. Contemporary Chinese
Cinema: The New Waves (1984–2000)**

(Cross-listed as CHIN 055)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization.

1 credit.

Not offered 2005–2006.

**LITR 055G. Film and Literature in
Weimar Germany**

(Cross-listed as GERM 055)

1 credit.

Not offered 2005–2006.

**LITR 055SA. The Fiction of Contemporary
Spanish-American Women Writers**

1 credit.

Not offered 2005–2006.

**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-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 2005–2006.

LITR 058. Cyberculture

(Cross-listed as FMST 058)

In only a decade, it has become "impossible to think about life without the Web" (David Gauntlett, 2000). To facilitate the transition from user to critical user, this course will investigate the media-specific social, cultural, and political interactions that take place via the Internet. With the help of critical theories and group-based Web studies, the class will learn to analyze representations of the World Wide Web in popular culture (film, television, literature, magazines, both on-line and off-line) and to assess the decision and design processes, which form the aesthetic and economic interface between networks and users. Of particular concern will be how the so-called virtual community deals with issues of race and gender and how it (de)constructs subjectivities, bodies, languages, and geographies. Students will develop their research projects by creating their own Web sites linked to the course site.

1 credit.

Not offered 2005–2006.

**LITR 060SA. Spanish American Society
Through Its Novel**

(See SOAN 024C)

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.

1 credit.

Not offered 2005–2006.

Modern Languages and Literatures

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 and causes major intellectual controversies.

1 credit.

Fall 2006. 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, and the individual and gender roles.

No prerequisites; no knowledge of Chinese is required.

1 credit.

Not offered 2005–2006.

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 absorbing 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 2005–2006.

LITR 066CH. Chinese Poetry

(Cross-listed as CHIN 066)

This course explores Chinese poetry and Chinese poetic culture, from early times to the present. While readings and discussion will be in English, and no knowledge of Chinese will be expected, an integral component of the class will be learning how to read a Chinese poem and learning a number of poems in the original.

1 credit.

Not offered 2005–2006.

LITR 066G. History of German Drama

(Cross-listed as GERM 066)

This course will focus on the history of German drama from Lessing to contemporary playwrights like Elfriede Jelinek (last year's recipient of the Nobel Prize for Literature). We will read representative plays of important genres and examine the texts from historical, literary-critical, and theoretical perspectives. Plays read will include *Nathan the Wise* (Lessing), *Faust* (Goethe), *Maria Stuart* (Schiller), *Danton's Death* (Büchner), *Maria Magdalene* (Hebbel), *The Rats* (Hauptmann), *Spring's Awakening* (Franz Wedekind), *Mother Courage* (Brecht), *Tales From the Vienna Woods* (Ödön von Horváth), *The Firebugs* (Frisch), *Marat/Sade* (Weiss), *Kaspar Hauser* (Handke), *The Task* (Müller), *A Sport Play* (Jelinek), and *Amphitryon* (Hacks). No prerequisites. Taught in English.

1 credit.

Spring 2006. Werlen.

LITR 066R. Antichrist and Apocalypse in Russian Literature and Culture

(Cross-listed as RUSS 066)

The Russians have been famously termed “wanderers in search of God's truth.” In much of their literature, there is a discernible thirst for another life, another world; a clear displeasure at what is. There is an eschatological directedness, an expectation that there will be an end to all that is finite, that a final truth will be revealed, that in the future an extraordinary event will occur. This new course will explore and analyze apocalyptic consciousness in Russian literature and culture from the Middle Ages to the present. Emphasis will be on such themes as the expectation of the end of the world, identity of the Antichrist, and visions of an afterlife. Authors to be read include Dostoevsky, Tolstoy, Merezhkovsky, Bely, Solovyov, Bulgakov, Remizov, and Blok. All discussions and readings will be in English.

1 credit.

Fall 2005. Pesenson.

LITR 067S. The 20th-Century Spanish Novel

This course will examine 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 social novel and testimonial literature as well as the ways in which au-

thors sought to compensate for 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 2005–2006.

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 1920s and 1930s; fascist cinema; postwar “rubble” films; and the “young German film of the 1960s” and its developments into the new German Cinema of the 1970s. 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 2005–2006.

LITR 068R. Underground Culture of the Soviet Period

(Cross-listed as RUSS 068)

This course focuses on political and artistic dissent in Soviet Russia after Stalin. We will consider the significance of crucial events from the period of “Thaw,” the liberal romanticism of the 1960s, the crisis of 1968, ensuing stagnation, and new possibilities in the era of perestroika. Students will examine a variety of modes of expression, including underground literature, alternative visual art, bards’ songs, Russian rock, and controversial cinema. The course will address the cultural relationship to history, the construction of cultural memory, and identity and values in the shadow of totalitarianism.

1 credit.

Not offered 2005–2006.

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. Students taking

the course will write a final paper supported by a smaller portfolio of translations.

No prerequisites, but excellent knowledge of a language other than English (equivalent to a 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.

Next offered 2006–2007.

LITR 071CH. Invaded Ideology and Translated Modernity: A Comparative Study of Modern Chinese and Japanese Literatures at Their Formative Stages (1900–1937)

(Cross-listed as CHIN 071)

This course will study selected Chinese and Japanese literary texts from the late 19th century up to 1937 that illustrate the political, social, ideological, and cultural dilemmas underlying the modernization of the two neighboring nations. The focus of the course is on shared concerns, such as the clash between tradition and modernity at both the national and personal levels; and on the transformative cultural interchanges between China and Japan during this era of modernization.

All readings will be in English.

1 credit.

Not offered 2005–2006.

LITR 071F. Violence, Politics, and the Media

(Cross-listed with interpretation theory [INTP Capstone 091] and as FREN 071)

Taught in English.

1 credit.

Spring 2006. Blanchard, Halpern.

LITR 075F. Haïti, the French Antilles, and Guyane in Translation

(Cross-listed with black studies and as FREN 075F)

Study of literary texts from Guadeloupe, Guyane, Haïti, and Martinique and their rewriting of the local colonial history. Writers will include A. and I. Césaire, Condé, Glissant, Maximin, Ollivier, Roumain, Schwarz-Bart, Warner-Vieyra, Zobel, and others.

1 credit.

Fall 2006. Rice-Maximin.

Modern Languages and Literatures

LITR 075F. French Language Attachment to Haïti, the French Antilles, and Guyane in Translation

1 credit.

Fall 2006. 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 traditions. Writers will include Nicole Brossard, Colette, Michel Foucault, Jean Genet, André Gide, Hervé Guibert, Guy Hocquenghem, Violette Leduc, Marcel Proust, Monique Wittig, Christiane Rochefort, Renée Vivien, and others.

1 credit.

Not offered 2005–2006.

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 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 such as Arbatova, Petrushevskaia, and Vasilenko. Students with good Russian skills may do part or all of the readings in the original.

1 credit.

Not offered 2005–2006.

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 19th- and 20th-century Russian poetry and prose.

1 credit.

Not offered 2005–2006.

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 2005–2006.

LITR 083J.

(Cross-listed as JPNS 08J)

What was the Japanese experience of the World War II and the Allied Occupation? We will examine literary works, films, and graphic materials (photographs, prints, advertisements, etc.), together with oral histories and historical studies, to seek a better understanding of the prevailing ideologies and intellectual struggles of wartime and postwar Japan as well as the experiences of individuals living through the cataclysmic events of midcentury. Issues to be investigated include Japanese nationalism and imperialism, women's experiences of the war and home front; changing representations and ideologies of the body, war writing and censorship, the atomic bombings of Hiroshima and Nagasaki, Japanese responses to the occupation, and the war in postwar memory. The course readings and discussions will be in English.

Prerequisite: HIST 075 or permission of the instructor.

1 credit.

Not offered 2005–2006.

LITR 091CH. Special Topics in Chinese Literature and Culture in Translation: "Culture Fever": Contemporary Chinese Culture and Society (1978–1989)

(Cross-listed as LITR 091CH)

This course will examine through readings of literature, film and music, the protean quality of the contemporary Chinese cultural landscape by tracking changes in Chinese culture and society

from the implementation of post-Mao reforms (1978) to the tragedy of Tiananmen (1989). All readings will be in English.

1 credit.

Spring 2006. Day.

EXPLANATORY NOTE OF FIRST- AND SECOND-YEAR LANGUAGE COURSES

Courses numbered 001B–002B, 003B, and 004B carry 1.5 credits per semester. Three semesters in this sequence are equivalent to 2 years of work at the college level. They are 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.

Chinese

First- through fourth-year Chinese language courses are offered each year, as is an introductory course on reading classical Chinese. First-year Chinese and the Introduction to Classical Chinese have no prerequisites and are open to the entire student community. Literature, culture, and film courses in translation also are offered each year and are open to all students. Students of Chinese are particularly urged to take these classes as a means of gaining perspective on traditional and modern Chinese literature and culture over more than 2 millennia, from early times into the contemporary world.

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 Program at Tsing-hua University, the ACC Associated Colleges in China Program, and the CET Program in Harbin. In Taiwan, these include the ICLP International Chinese Language Program and the Mandarin Training Center in Taipei.

Majoring and Minor in Chinese

Students may major or minor in Chinese in both the course and honors programs. The Chinese major contains components of language, literature, and culture. Study abroad is strongly encouraged and supported and contributes directly to a major or minor in Chinese. Students of Chinese also may choose a special major in interdisciplinary Chinese studies (see later) or a major in Asian studies (see under Asian studies), where Chinese language courses above the first-year level as well as Chinese literature and culture courses and credit for study abroad normally may be counted toward the major.

Students interested in majoring or minoring in Chinese should consult with the section head of Chinese as soon as possible.

Course Major in Chinese

1. A minimum of 9 credits in courses numbered 003B and above.
 2. Mandatory completion of the following courses: 020, 021, 033, or equivalents; at least one course or seminar on modern Chinese literature/film in translation and at least one course or seminar on premodern literature/culture in translation.
 3. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the major.
 4. Minimum of 6 credits of work must be completed at Swarthmore.
 5. A culminating exercise or thesis.
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Modern Languages and Literatures

Course Minor in Chinese

1. A minimum of 5 credits of work in courses numbered 004B and above.
2. At least two courses in classical or modern literature/culture/film in translation.
3. A minimum of 3 credits of work must be completed at Swarthmore.
4. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the minor.

Honors Major in Chinese

Requirements for the honors major in Chinese essentially are the same as those for the course major, excepting the culminating exercise. An honors major in Chinese will consist of examinations in Chinese language, literature, and culture. Work done abroad may be incorporated where appropriate. Honors preparations in Chinese consist of 2-credit seminars, designated pairs of courses (or 1-credit attachments to designated 1-credit courses), or a 2-credit thesis. Senior honors study is mandatory and normally is done in the spring semester of the senior year. Work is arranged on an individual basis, and candidates may receive up to 1 credit for completion of the work. Honors examinations normally will consist of three 3-hour written examinations and a 30-minute oral for each examination.

Honors students of Chinese may also consider a special major in interdisciplinary Chinese studies that is coordinated by the section head of Chinese or an honors major in Asian studies (see under Asian studies).

Honors Minor in Chinese

It is possible to prepare for an honors minor in Chinese in either Chinese language or in Chinese literature in translation. Requirements for the honors minor in Chinese are essentially the same as those for the course minor. The honors preparation will consist of a 2-credit seminar or a designated pair of courses (or a 1-credit attachment to a designated 1-credit course). Senior honors study is mandatory and normally is done in the spring semester of the senior year; work is arranged on an individual basis, and candidates will have the option of receiving 0.5 credit for completion of the work. The honors examination normally will consist of one 3-hour written examination and a 30-minute oral examination.

Students of Chinese may also consider an honors minor in Asian studies (see under Asian studies).

Special Major in Interdisciplinary Chinese Studies

1. A minimum of 10 credits in courses numbered 003B and higher.
2. Must complete the following courses: 012 or higher; at least three additional courses on language/literature/culture/film, at least one concerning the modern period, and at least one the premodern period.
3. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the major.
4. A minimum of 6 credits of work must be completed at Swarthmore.
5. At least 1 and up to 3 credits must be earned from other departments on China-related subjects with the approval of the Chinese section.
6. Culminating exercise or thesis.

COURSES

CHIN 001B–002B. Introduction to Mandarin Chinese

Students who start in the 001B–002B sequence must complete 002B to receive credit for 001B.

An intensive introduction to spoken and written Mandarin Chinese, with emphasis on oral practice. Designed to impart an active command of basic grammar. Introduces 350 to 400 characters and develops the ability to read and write in simple modern Chinese.

1.5 credits.

CHIN 001B.

Fall 2005. Li, Speidel.

CHIN 002B.

Spring 2006. Li, 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 pat-

terns. Prepares students for advanced study at the College and in China.

1.5 credits.

CHIN 003B.

Fall 2005. Day, Kang.

CHIN 004B.

Spring 2006. Day, Kang.

CHIN 005. Chinese for Advanced Beginners

Designed for students of Chinese heritage who are able to communicate in Chinese on simple daily life topics and perhaps read Chinese with a limited vocabulary (about 100 characters). An intensive introduction to spoken and written Mandarin Chinese, with emphasis on the development of reading and writing ability. Prepares students for advanced studies at the College and in China.

Prerequisite: Permission of the instructor.

1 credit.

Not offered 2005–2006.

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. This course is to be taken in conjunction with CHIN 011A.

Classes are conducted in Chinese, with precise translation also a component.

Prerequisite: CHIN 004B or equivalent language skills.

1 credit.

Fall 2005. Li.

CHIN 011A. Third-Year Chinese Conversation

This 0.5-credit course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including selected movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments all for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class.

The class is conducted entirely in Chinese.

Prerequisite: CHIN 004B or equivalent language skills.

0.5 credit.

Fall 2005. Kang.

CHIN 012. Advanced Chinese

A multimedia course concentrating on greatly expanding skills in understanding and using modern Chinese in a broad variety of cultural and literary contexts, through a diversity of authentic materials in various media, including the Internet.

Prerequisite: CHIN 011 or equivalent language skills.

1 credit.

Spring 2006. Kang.

CHIN 012A. Advanced Chinese Conversation

This 0.5-credit course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments all for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class.

The class is conducted entirely in Chinese.

Prerequisite: CHIN 011 and/or 011A or equivalent language skills.

0.5 credit.

Spring 2006. 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, wine, and allaying the mundane; and the religious dimension, disengagement, and the appreciation of the natural world. The course also will address cultural and literary formulations of conduct and persona, and the expression of individualism in an authoritarian society.

No prerequisites.

1 credit.

Fall 2005. Berkowitz.

Modern Languages and Literatures

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 2005–2006.

CHIN 018. The Classical Tradition in Chinese Literature

(Cross-listed as LITR 018CH)

Exploration of major themes, ideas, writings, and literary forms that have contributed to the development of traditional Chinese civilization through directed readings and discussions of English translations of original sources from early through medieval times.

No prerequisites and no knowledge of Chinese or of China are required.

1 credit.

Not offered 2005–2006.

CHIN 020. Readings in Modern Chinese

This course aims to perfect the student's Mandarin Chinese skills and at the same time to introduce a few major topics concerning Chinese literature and other types of writing since the May Fourth Movement.

All readings, writing, and discussion are in Chinese.

Prerequisite: Three years of Chinese or the equivalent.

1 credit.

Fall 2005. Day.

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 are in Chinese.

Prerequisite: CHIN 020 or its equivalent.

1 credit.

Spring 2006. Day.

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 2005–2006.

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 2005–2006.

CHIN 027. Women Writers in 20th-Century China

(Cross-listed as LITR 027CH)

This course will be a close study of the literature written by Chinese women, particularly focusing on social, moral, political, cultural, psychological, and gender-related issues through their texts as well as on their writing styles and literary contributions to modern Chinese literature. The chosen women writers will include those from Mainland, Taiwan, and Hong Kong, and overseas expatriate Chinese writers as well as those from different social and political groups.

All the readings are in English translation.

1 credit.

Not offered 2005–2006.

CHIN 033. Introduction to Classical Chinese

(Cross-listed as LING 033)

This is an introductory course on reading one of the world's great classical languages. Classical Chinese includes both the language of China's classical literature as well as the literary language used for writing in China for well over 2 millen-

nia until earlier this century. Complemented with readings in English about Chinese characters and classical Chinese, this course imparts the principal structures of the classical language through an analytical presentation of the rudiments of the language and close reading of original texts. It is not a lecture course and requires active, regular participation on the part of the student, with precise translation into English an integral component.

The course is conducted in English.

The course is open to all interested students and has no prerequisites; no previous preparation in Chinese is required.

1 credit.

Spring 2006. Berkowitz.

CHIN 055. Contemporary Chinese Cinema: The New Waves (1984–2000)

(Cross-listed as LITR 055CH)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization.

1 credit.

Not offered 2005–2006.

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 20th-century cultural hybrid of West and East, reflects social change and intellectual reaction, both collectively and individually, in a changing era.

1 credit.

Not offered 2005–2006.

CHIN 063. Comparative Perspectives: China in the Ancient World

(Cross-listed as LITR 063CH)

Topics to be explored include obligation to self and society, individualism and the role of withdrawal, the heroic ethos, the individual and the cosmos, and the individual and gender roles.

No prerequisites; no knowledge of Chinese is required.

1 credit.

Not offered 2005–2006.

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.

Not offered 2005–2006.

CHIN 071. Invaded Ideology and Translated Modernity: A Comparative Study of Modern Chinese and Japanese Literatures at Their Formative Stages (1900–1937)

(Cross-listed as LITR 071CH)

This course will study selected Chinese and Japanese literary texts from the late 19th century up to 1937 that illustrate the political, social, ideological, and cultural dilemmas underlying the modernization of the two neighboring nations. The focus of the course is on shared concerns, such as the clash between tradition and modernity at both the national and personal levels; and on the transformative cultural interchanges between China and Japan during this era of modernization.

All readings will be in English.

1 credit.

Not offered 2005–2006.

CHIN 081. Transcending the Mundane: Taoism in Chinese Literature and Culture

(Cross-listed as LITR 081CH and RELG 081)

Chinese civilization has been imbued with Taoism and Taoist topoi for some 2.5 millennia, from popular belief and custom to intellectual and literary culture. In addition to consideration of the texts and contexts of both philosophical and religious Taoism, the class will examine the articulation and role of Taoism in Chinese literature and culture and the enduring implications of the Taoist ethos.

All readings will be in English.

Prerequisite: One introductory course on Chinese culture or religion or permission of the instructor.

Modern Languages and Literatures

1 credit.

Not offered 2005–2006.

CHIN 091. Special Topics in Chinese Literature and Culture in Translation: "Culture Fever": Contemporary Chinese Culture and Society (1978–1989)

(Cross-listed as LITR 091CH)

This course will examine through readings of literature, film and music, the protean quality of the contemporary Chinese cultural landscape by tracking changes in Chinese culture and society from the implementation of post-Mao reforms (1978) to the tragedy of Tiananmen (1989). All readings will be in English.

1 credit.

Spring 2006. Day.

CHIN 092. Special Topics in Chinese Literature and Culture in Chinese

This course will concentrate on selected themes, genres, or critical problems in Chinese literature.

All readings are in Chinese.

Prerequisite: Four years of Chinese or the equivalent.

1 credit.

Not offered 2005–2006.

CHIN 093. Directed Reading

SEMINARS

CHIN 103. Lu Xun and 20th-Century Chinese Literature

This seminar is focused on topics concerning modernity, political/social change, gender, and morality through close examination of intellectuals' responses to the chaotic era reflected in their literature writings in 20th-century China. Literary forms, styles, and changing aesthetic principles are also included for discussion. Literary texts, chosen from Lu Xun to Gao Xingjian, will be analyzed in a social and historical context.

2 credits.

Not offered 2005–2006.

CHIN 105. Fiction in Traditional China: People and Places, Journeys, and Romances

In this seminar, we will explore the most cele-

brated and influential examples of novelistic literature in traditional, premodern China. We will look at these extended, elaborate writings in terms of overt structure and content as well as backgrounded literary and cultural material, and we will address their production and consumption in literati and popular contexts. We also will consider these writings in terms of the formulation of enduring cultural contours of allegory and lyricism, individual and society, aesthetics and emotion, imagination and realism, heroism and valor.

All readings will be in English translation.

2 credits.

Spring 2006. Berkowitz.

French

The purpose of the major is to introduce students (1) to important periods and principal figures of literatures written in French and (2) to the diversity of French-speaking cultures. It is intended to develop an appreciation of literary and cultural values, to provide training in critical analysis, and to foster an understanding of the socio-historical forces underlying these various literatures and cultures.

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, 012, the equivalent, or evidence of special competence.

All majors, including students preparing a secondary school certificate, are required to spend at least one semester abroad in the Grenoble Program. Programs of study in other French-speaking countries may be substituted on request and with the approval of the French section.

Majors in the course and Honors programs, as well as minors in the Honors Program, are expected to be sufficiently proficient in spoken and written French to do all of their work in French (i.e., discussions and papers in courses and seminars, and all oral and written examinations, including oral defense of the senior paper and honors examinations).

French Major in Course

Course majors are required to:

1. Take eight advanced courses numbered 003B or above for a minimum of 8 credits.
2. Study at least one semester with the Grenoble Program.
3. Take at least one advanced course in literature before 1800 (Early Modern requirement).
4. Take one advanced course with a Francophone component.
5. Take "Senior Colloquium" (FREN 091) in the fall semester of senior year, which includes the writing of an original, independent research paper of 20 to 30 pages on a topic chosen in a discussion with the senior colloquium professor and adviser or one other professor in the section. The defense of the paper with the entire French faculty occurs at the end of the fall semester.

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 an interdisciplinary minor in Francophone studies in cooperation with other departments. See the Francophone Studies section for descriptions of programs and requirements.

Courses and seminars in literature before 1800 are marked with a *. Those with a Francophone component are marked with a #.

French Minor in Course

Course minors are required to:

1. Complete 5 credits in courses or seminars numbered 004 or above. Four of these credits must be completed on the Swarthmore campus. Note that Advanced Placement credits won't count toward the minor.
2. Complete at least a 6-week program of study in a French-speaking country. It is strongly recommended that minors spend at least one semester abroad in the Grenoble program. In any case, only 1 credit from this study abroad may count toward the minor. (Under certain circumstances, students may petition to have more than 1 credit from abroad count toward the minor.)
3. Complete "Senior Colloquium" (FREN 091) in the fall semester of the senior year.

French Honors Program

Requirements

Majors and minors in the Honors Program are expected to be sufficiently proficient in spoken and written French to complete all their work in French (i.e., discussions and papers and all oral and written assignments). All majors in honors must complete at least one semester of study abroad in a French-speaking country. Minors in honors must complete at least a 6-week program of study in a French-speaking country. It is strongly recommended that they spend at least one semester abroad in Grenoble.

Candidates are expected to have a B average in coursework both in the department and at the College and to have demonstrated interest in and aptitude for the study of literature or culture in the original language.

Prerequisites

To demonstrate the linguistic and analytical abilities necessary for seminar work, students must take the following before taking a seminar:

1. *Major*. At least one advanced course in literature or culture above FREN 012.
2. *Minor*. At least two advanced courses in literature or culture above FREN 012.

Preparations

1. Majors in the Honors Program must do three preparations (consisting of 6 units of credit). Two of the preparations must be done through seminars. The third preparation may be a seminar, a 2-credit thesis, or two paired courses chosen from a list available from the department.
2. Minors must 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 choose one question for each seminar and prepare a 2,500- to 4,000-word paper in French in response to that question. The preparation of this essay will not be supervised by members of the faculty. Conversation among students preparing these essays is encouraged, but each student must produce an independent, original essay of his or her own. The essays must be submitted to the department the first day of the written examination period, to be forwarded to the examiner.

Modern Languages and Literatures

The paper will form part of the student's portfolio.

2. *Paired course preparation.* A one-page prospectus on a topic that addresses and integrates the two courses in a meaningful way must be approved by the instructor of each of the courses by the end of the fall semester. Once the prospectus has been approved, the essay will not be supervised by members of the faculty. Conversation among students preparing these essays is encouraged, but each student must produce an independent, original essay of his or her own. The essays must be submitted to the department the first day of the written examination period, to be forwarded to the examiner. The paper will form part of the student's portfolio.

Portfolio

1. The syllabus of the seminar or paired courses.
2. The SHS paper if the student chooses to complete SHS.

Mode of Examination

A 3-hour written examination and a 0.5-hour oral examination, both in French, will be required for each preparation.

COURSES

Not all advanced courses are offered every year. Students wishing to major or minor in French should plan their program in consultation with the department.

* = Pre-1800

= Francophone

FREN 001B–002B, 003B. Intensive French

Students who start in the 001B–002B sequence must complete 002B to receive credit for 001B.

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 2005. Moskos, Boutouba, Chérel.

FREN 002B

Spring 2006. Boutouba, Netter, Chérel.

FREN 003B

Fall 2005. Blanchard, Netter, Chérel.

FREN 004. Advanced French: Nouvelles voix françaises

Transformations in French culture, literature, and society will be explored through literary texts as well as films, television programs, and the press. Particular attention will be paid to perfecting analytical skills in written and spoken French.

1 credit.

Fall 2005. Netter.

Spring 2006. Boutouba.

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.

Each semester. Chérel.

FREN 012. Introduction aux études littéraires et culturelles françaises et francophones

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 examination, or the equivalent with permission.

1 credit.

Fall 2005 and spring 2006. Blanchard.

Note: FREN 012 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. 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 occur. 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 2005–2007.

FREN 025. Introduction au monde francophone#

(Cross-listed with black studies)

This Francophone literature course is designed to give students an insight into the postcolonial cultures of Africa (North and Sub-Saharan) and an understanding of the literary, social, political, cultural, and historical issues that dominate these Francophone literatures. Through novels, short stories, poems, and plays, we will explore concepts and themes such as ethnicity and religion, gender and sexuality, politics and aesthetics, history and memory, discourse and identity, and so forth.

1 credit.

Spring 2006 and spring 2007. Boutouba.

FREN 028. Francophone Cinema#

This course is an introduction to Francophone African film. We will concentrate on films from West Africa: Senegal, Cameroon, The Democratic Republic of Congo, and Burkina Faso. We begin with familiarizing ourselves with the colonial and postcolonial history of this region, before taking on in-depth film analyses of each film. The course will focus on a study of the representations of West African culture and will help students develop their ability to read films.

(Cross-listed as LITR 028F)

1 credit.

Not offered 2005–2007.

FREN 033. 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, Pineau, Maximin, Saint-John Perse, Ollivier, Lahens, Dominique, Ferraoun, Sebbar, Le Clézio, Lefèvre, Carrier, Laye, Bugul, and Salvayre, among others.

1 credit.

Spring 2006. Rice-Maximin.

FREN 036. Poésies d'écritures françaises#*

(Cross-listed with black studies)

A thematic study of poetry with an emphasis on both pre-18th-century hexagonal and contemporary African, Caribbean, Guyanese, and Haitian authors.

1 credit.

Not offered 2005–2007.

FREN 037. Littératures Francophones

In this course, we will focus on literary texts (novels, poems, short stories) and films by Francophone writers and filmmakers from different geographical areas (Caribbean Islands, North and Sub-Saharan Africa, and Metropolitan France). This course will introduce students to the cultural diversity of the Francophone world and explore how these texts and films come to terms with the conflicts and tensions engendered by the colonial encounter. We will also examine the various theoretical, literary, and filmic strategies they elaborate to express their perspectives and to articulate modes of resistance as well as new cultural spaces of representation.

1 credit.

Fall 2006. Boutouba.

FREN 038. Littératures francophones et cultures de l'immigration en France#+

(Cross-listed with black studies)

This course focuses on works by writers and filmmakers from the Maghreb (Morocco, Tunisia, and Algeria) and from contemporary France. We shall consider how this literary and filmic production reflects on the colonial past and the postcolonial condition. Other topics include the way these writers and filmmakers seek to construct identities in the wake of profound cultural changes brought about by colonization, decolonization, and immigration and how they expose the power conflicts along the lines of class, gender, race, ethnicity and national belonging. Attention will also be devoted to the discursive strategies and filmmaking practices that they elaborate to address these issues in resistant, subversive, and direct criticism.

1 credit.

Fall 2005. Boutouba.

FREN 040. Tyrants and Revolutionaries*

(Cross-listed with interpretation theory)

The course will explore the works of Molière, Voltaire, and Robespierre, among others, to provide a genealogy of the French Revolution. Proposed topics include: How can one write when facing radical political adversity? Must historical accounts be read as literary texts? Can books cause revolutions?

Satisfies the early modern requirement.

1 credit.

Spring 2007. Blanchard.

Modern Languages and Literatures

FREN 060. Le Roman du XIXe Siècle

A study of the main themes and technical innovations in narrative fiction as it reflects an age of great sociopolitical change. Based primarily on novels of Stendhal, Balzac, Flaubert, and Zola.

1 credit.

Spring 2007. 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.

This course is taught in French.

1 credit.

Not offered 2005–2007.

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 2005–2007.

FREN 071F. Violence, Politics, and the Media

(Cross-listed as LITR 071F and with interpretation theory as INTP 091)

This course is taught in English.

1 credit.

Spring 2006. Blanchard, Halpern.

FREN 072. Le Roman du XXe Siècle

1 credit.

Not offered 2005–2007.

FREN 073. Roman et cinéma

1 credit.

Not offered 2005–2007.

FREN 075F. Haïti, the French Antilles, and Guyane in Translation#

(Cross-listed as LITR 075F and with black studies)

Study of literary texts from Guadeloupe, Guyane, Haïti, and Martinique and their rewriting of the local colonial history. Writers will include A. and I. Césaire, Condé, Glissant, Maximin, Ollivier, Roumain, Schwarz-Bart, Warner-Vieyra, Zobel, and others.

1 credit.

Fall 2006. Rice-Maximin.

FREN 075F. French Language Attachment to Haïti, the French Antilles, and Guyane in Translation#

1 credit.

Fall 2006. Rice-Maximin.

FREN 076. Ecritures au féminin#

(Cross-listed with black studies and women's studies)

A study of the work of women from Africa, the Caribbean, France, and Vietnam. Material will be drawn from diverse historical periods and genres.

1 credit.

Not offered 2005–2007.

FREN 091. Senior Colloquium: Littérature, Mode, Modernité

Based on works by 18th- and 19th-century authors (including a novel by Emile Zola, poems by Baudelaire, fashion journalism, and historical documents on costumes), our inquiry will define how French fashions and tastes reveal the relation between texts, economic realities, and gender in the age of the Enlightenment and industrial revolution.

Satisfies the early modern requirement.

1 credit.

Fall 2005. Blanchard.

FREN 091. Senior Colloquium: Ecriture féminine au XXe siècle

1 credit.

Fall 2006. Moskos.

FREN 093. Directed Reading

FREN 096. Thesis

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.

Not offered 2005–2006.

FREN 104. Le Roman du XIXe Siècle

A study of the main themes and technical innovations in narrative fiction as it reflects an age of great sociopolitical change. This course is based primarily on the novels of Stendhal, Balzac, Flaubert, and Zola.

2 credits.

Fall 2005. Moskos.

FREN 106. L'Expérience poétique: romance et mélancolie

In this course, we will examine poetry of modernity and the city. We will examine how the city's complexities—its development, cultures, revolutions, and inhabitants—contribute to a poetic vision that is reflected in the texts of 19th- and 20th-century major and minor writers of the French-speaking world. Poets include Baudelaire, Rimbaud, Apollinaire, and the Surrealists, among others.

2 credits.

Not offered 2005–2007.

FREN 108. Le Roman du XXe Siècle: romans modernes et contemporains

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. Discussions will center on thematic developments of these intersections, and readings will be taken from a wide selection of writers from throughout the 20th and 21st centuries.

2 credits.

Not offered 2005–2007.

FREN 109. Le Romantisme

The trauma of the Revolution of 1789 gave birth to the individual even as it put the very concept of individual agency into question. We will interrogate the theater, poetry, and prose of this period as imaginary, sometimes almost magical,

solutions to cultural, political, and personal dislocations. Particular attention will be paid to questions of gender and power.

2 credits.

Not offered 2005–2007.

FREN 110. Histoires d'îles#

Through the study of poetry; prose, theater; non-fictional texts; and films from and about the French Antilles, Guyane, and Haïti, we will examine the re-writing of the French colonial narratives. Topics will include slavery, the triangular trade, and the slave revolts; the historical, political, social, and literary movements and their impact, then and now, on the populations and the former colonial power; the poetics of memory and the identity quest; the styles and techniques used by writers to translate the complexity of the new Caribbean consciousness; and the dialogue with Africa, France, and the Americas.

2 credits.

Not offered 2005–2007.

FREN 111. Espaces francophones#

During the last two decades, while the political scene in France has been mostly dominated by increasingly inflamed debates about the presence of immigrants, the literary scene has witnessed the emergence of a growing number of literary and filmic productions by individuals living outside the bounds of mainstream society. As French citizens but born to immigrant parents, they inhabit the geographical and conceptual periphery of the modern French nation. In this course, we will examine this body of texts and films as they relate to the development of a post-colonial space in contemporary French society and literature. We will trace its evolution and variations since the 1980s, and we will explore how these writers and filmmakers elaborate new modes and spaces of representation that reveal and displace sociopolitical as well as cultural mechanisms of domination and silencing. How do these recent literary and cinematic discourses negotiate between the personal and the political, the social and the individual, the national and the postcolonial?

2 credits.

Spring 2007. Boutouba.

Modern Languages and Literatures

FREN 112. Ecritures francophones: fiction et histoire dans le monde francophone#+

(Cross-listed with black studies)

Historical and literary examination of texts from Africa, the Caribbean, and Vietnam.

2 credits.

Not offered 2005–2007.

FREN 114. Théâtre d'écritures françaises#

(Cross-listed with black studies)

A close examination of plays in French, from and beyond the Hexagon. Topics discussed will include representation of collective consciousness, myths and politics in post/neocolonial situations, theater and therapy, rituals and subversion, the different theatrical texts, and staging. Fictional readings by J. Anouilh, S. Beckett, A. Césaire, I. Césaire, M. N'Diaye, Dembele and Guimba, G. Dambury, J. Genet, E. Glissant, O. de Gouges, M. Kacimi, B.M. Koltès, K. Kwahulé, K. Lambo, Marivaux, J. Métellus, V. Placolý, S. Schwarz-Bart, and collateral readings by Shakespeare and Sophocles, and theoretical texts by Fanon, Césaire, Ashcroft, Glissant, Ha, Ubersfeld, and others.

2 credits.

Spring 2006. Rice-Maximin.

FREN 115. Paroles de femmes#

(Cross-listed with black studies and women's studies)

2 credits.

Not offered 2005–2007.

FREN 116. La Critique littéraire: Racine, Rousseau, Baudelaire, Proust

This seminar's first and principal goal is to foster a direct and in-depth discussion of the works of four major figures of French literature. Readings include Racine's *Phèdre*, the autobiography of Rousseau titled *Les Confessions*, Baudelaire's poetic masterpiece *Les Fleurs du mal*, and the first tome of *A la Recherche du temps perdu*. We will also define the principal strands of thought in French literary criticism by supplementing the core readings with a selection of crucial studies on these four authors.

2 credits.

Not offered 2005–2007.

FREN 180. Honors Thesis

FREN 199. Senior Honors Study

* = Pre-1800

= Francophone

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.

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.

Major in Course

Requirements

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 a bibliography of 20 works to form the basis of a discussion and an extended, integrative paper (approximately 15 double-spaced pages in length) on a 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.

Minor in Course

Requirements

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 coursework 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 examinations 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 examinations by taking one seminar.

Senior Honors Study (SHS) and Mode of Examination

For SHS, students are required to present an annotated bibliography of criticism—articles or books—concerning at least five of the texts in each seminar offered for external examination. Students are required to meet with the respective instructor(s) of the seminars being examined by Feb. 15 to discuss their planned bibliography and to meet with the instructors for a second time when the approved bibliography is handed in by May 1. The annotated bibliography, which carries no credit, will be added to course syllabi in the honors portfolio. The honors examination will take the form of a 3-hour written examination based on each seminar and its SHS preparation as well as a 1-hour oral panel examination based on the three written examinations for majors or a 30- to 45-minute oral examination for minors.

COURSES

Not all advanced courses or seminars are offered every year. Students wishing to major or minor in German should plan their program in consultation with the section. All courses numbered 050 and above are open to students after 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 earlier. Normally followed by 004, 013, or 014.

1.5 credits.

GERM 001B

Fall 2005. Werlen, Plaxton.

GERM 002B

Spring 2006. Werlen, Plaxton.

GERM 003B

Fall 2005. Simon, Plaxton.

GERM 004. Advanced Conversation and Composition

Emphasis is on the development of communicative skills in speaking and writing. Selected readings of general interest include 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 2006. Simon.

GERM 005A. German Conversation

A 0.5-credit conversation course, concentrating on the development of the students' speaking skills.

Prerequisite: GERM 004 in a current or a previous semester or the equivalent Placement Test score.

0.5 credit.

Each semester. Plaxton.

Modern Languages and Literatures

GERM 013. Introduction to German Literature

Survey of German literature from the 18th century to the present, focusing on themes of mystery, deception, and searching, especially in relation to crime. Poetic works and one or two films will be discussed, but our attention will fall mainly on narrative prose and drama. Authors include Kleist, Hoffmann, Büchner, Droste-Hülshoff, Kafka, Brecht, Dürrenmatt, and Wolf. Students will develop speaking and writing skills through short assignments intended to familiarize them with the vocabulary of literary analysis in German.

1 credit.

Fall 2005. Werlen.

GERM 014. Introduction to German Studies

This introduction to the interdisciplinary field of German Studies will focus on the major social, political, historical, and philosophical events and debates in the postwar era. From the "Teilung," the "Wiederbewaffnung" in the Adenauer era, the student protest of 1968, women's emancipation and German terrorism in the 1970s, the impact of the Holocaust ministries, the "Historikerstreit," the "Gastarbeiter-Problem," German-U.S. relations throughout the decades, to unification in 1989 and German-German differences today, we will read, look at, and discuss the visual, artistic, and literary texts that help us understand and analyze how German "culture" is defined and what it has become since 1945.

1 credit.

Spring 2006. Simon.

GERM 054. Postwar German Cinema

(Cross-listed as LITR 054G)

A study of German Cinema from the "rubble films" of the immediate postwar 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 2005–2006.

GERM 055. Film and Literature in Weimar Germany

(Cross-listed as LITR 055G)

1 credit.

Not offered 2005–2006.

GERM 066. Gegenwartsliteratur

In this course, we will read a wide variety of texts representing the literary production of German-speaking countries from the mid-'90s 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.

Not offered 2005–2006.

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 '20s and '30s, fascist cinema, postwar "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 2005–2006.

GERM 091. Special Topics

Advanced literature and culture course in German required for all German majors and minors. For honor students, this class together with an attachment counts as an honors preparation. Topics change each year and include (partial list):

- 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
- Gegenwartsliteratur
- Contemporary Literature of German-speaking Countries

Topic for spring 2006:

GERM 091. Special Topics: Das deutsche Drama

This course examines the German drama tradition and its most important genres and authors.

Plays read include Lessing's "Ideendrama" *Nathan der Weise*, Schiller's historical play *Maria Stuart*, Goethe's *Faust I*, the experimental drama of German romanticism (Tieck's *Der Gestiefelte Kater*), Büchner's historical-philosophical play *Danton's Tod*, the naturalist drama of Hauptmann (*Die Ratten*), the social critique of Wedekind (*Frühlingserwachen*), the "epic theater" of Bertolt Brecht (*Mutter Courage*), the critical "folk" drama of Ödön von Horváth (*Geschichten aus dem Wienerwald*), the satirical-political theater of Peter Weiss (*Marat/Sade*), theater of language experimentation (Peter Handke's *Kaspar Hauser*), and plays by Heiner Müller (*Der Auftrag*) and Elfriede Jelinek (*Ein Sportstück*).

1 credit.

Spring 2006. Werlen.

Not offered 2005–2006.

GERM 093. Directed Reading

SEMINARS

Five German seminars are normally scheduled on a rotating basis. Preparation of topics for honors may be done by particular courses plus attachments only when seminars are not available.

Note: Students enrolling in a seminar are expected to have done the equivalent of at least one course beyond the 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 2005–2006.

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 2005–2006.

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 Hauptmann, 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 2005. 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 2005–2006.

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
- Das deutsche Drama
- Der deutsche Roman

2 credits.

Not offered 2005–2006.

GERM 199. Senior Honors Study

Modern Languages and Literatures

Japanese

Courses in Japanese language, literature, and culture may be combined with courses taken at Haverford and with study abroad toward a special major or a minor in Japanese studies or may be counted toward a major or minor in Asian studies (see Asian studies). Interested students should consult with the section head of Japanese or with the chair of Asian studies.

COURSES

JPNS 001B–002B. Introduction to Japanese

Students who start in the 001B–002B sequence must complete 002B to receive credit for 001B.

This intensive introduction to Japanese attempts to develop the four language skills of speaking, writing, listening, and reading. Spoken component will cover both formal and casual forms of speech; the written component will introduce the hiragana and katakana syllabaries; and about 200 kanji characters.

1.5 credits.

JPNS 001B.

Fall 2005. Suda, Hayashi.

JPNS 002B.

Spring 2006. Suda, Hayashi.

JPNS 003B–004B. Second-Year Japanese

Combines intensive oral practice with writing and reading in the modern language. The course attempts to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Japanese expression through several media. The course will introduce approximately 300 new kanji characters in addition to the 200 covered in JPNS 001B–002B.

1.5 credits.

JPNS 003B.

Fall 2005. Gardner, Suda.

JPNS 004B.

Spring 2006. Gardner, Suda.

JPNS 005A. Japanese Conversation

This course attempts to improve students' command of spoken Japanese at the intermediate level. It meets for 90 minutes each week. Can be repeated for credit.

Prerequisite: Concurrent enrollment in JPNS 003B–004B or permission of the instructor.

0.5 credit.

Not offered 2005–2006.

JPNS 012–013. Third-Year Japanese

This course aims to lead Japanese students into the intermediate-advanced level, deepening students' exposure to Japanese culture through the study of authentic materials and the application of language skills in diverse linguistic contexts. It will combine oral practice with reading, viewing, and discussion of authentic materials including newspaper articles, video clips, and literary selections. Students will continue to develop their expressive ability through use of more advanced grammatical patterns and idiomatic expressions, and will gain practice in composition and letter writing. The course will introduce approximately 300 new kanji characters in addition to approximately 500 covered in first- and second-year Japanese.

Prerequisite: Completion of JPNS 004B or demonstration of equivalent language skills.

This course must be taken together with JPNS 012A/JPNS 013A, which will provide additional opportunities for application and extension of newly acquired skills.

1.5 credits.

Fall 2005. Hayashi. Spring 2006. Gardner, Hayashi.

JPNS 017. Introduction to Japanese Culture: The Cosmology of Japanese Drama

(Cross-listed as LITR 017J)

This course will provide an introduction to Japanese culture through a study of its three great dramatic traditions: Noh masked drama, Bunraku puppet theater, and Kabuki. These fascinating and distinctive dramatic forms offer a microcosm of Japanese religion, history, literature, and visual aesthetics. In our course, we will explore how the Japanese stage becomes a pathway between human beings and the supernatural and between present times and the legendary past. The course will proceed through readings of plays, aesthetic treatises, and articles on the cul-

tural and historical contexts of Japanese drama. Screenings of theatrical performances and films based on classic plays will offer a glimpse of the continuing legacy of these dramatic forms. No previous knowledge of Japanese language, history, or culture is required.

1 credit.

Not offered 2005–2006.

JPNS 021J. Modern Japanese Literature

(Cross-listed as LITR 021J)

An introduction to Japanese fiction from the Meiji Restoration (1868) to the present day, focusing on how literature has been used to express the personal voice and to shape and critique the concept of the modern individual. We will discuss the development of the mode of personal narrative known as the “I novel” as well as those authors and works that challenge this literary mode. In addition, we will explore how the personal voice in literature is interwoven with the great intellectual and historical movements of modern times, including Japan’s encounter with the West and rapid modernization, the rise of Japanese imperialism and militarism, World War II and its aftermath, the emergence of an affluent consumer society in the postwar period, and the impact of global popular culture and the horizon of new transnational identities in the 21st century. All readings and discussions will be in English.

1 credit.

Fall 2005. Gardner.

JPNS 024. Japanese Film and Animation

(Cross-listed as LITR 024J)

This course offers a historical and thematic introduction to Japanese cinema, one of the world’s great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki.

1 credit.

Spring 2006. Gardner.

JPNS 041J. Fantastic Spaces in Modern Japanese Literature

(Cross-listed as LITR 041J)

As Japanese society has transformed rapidly in the 20th century and beyond, a number of authors have turned to the fantastic to explore the pathways of cultural memory, the vicissitudes of interpersonal relationships, the limits of mind and body, and the nature of storytelling itself. In this course, we will consider the use of anti-realistic writing genres in Japanese literature from 1900 to the present, combining readings of novels and short stories with related critical and theoretical texts. Fictional works examined will include novels, supernatural tales, science fiction, and cyber-fiction by authors such as Tanizaki Junichirō, Abe Kōbō, Kurahashi Yumiko, and Murakami Haruki.

Readings will be in English; no previous experience in Japanese studies is required.

1 credit.

Not offered 2005–2006.

JPNS 083. War and Postwar in Japanese Culture

(Cross-listed as LITR 083J)

What was the Japanese experience of World War II and the Allied Occupation? We will examine literary works, films, and graphic materials (photographs, prints, advertisements, etc.), together with oral histories and historical studies, to seek a better understanding of the prevailing ideologies and intellectual struggles of wartime and postwar Japan as well the experiences of individuals living through the cataclysmic events of midcentury. Issues to be investigated include Japanese nationalism and imperialism; women’s experiences of the war and home front; changing representations and ideologies of the body; war writing and censorship; the atomic bombings of Hiroshima and Nagasaki; Japanese responses to the Occupation; and the war in postwar memory. The course readings and discussions will be in English. Prerequisite: HIST 075 or permission of the instructor.

1 credit.

Not offered 2005–2006.

JPNS 094. Independent Study

JPNS 180. Thesis

1 credit.

Fall 2005 and 2006. Gardner.

Russian

Russian may be offered as a major or minor in the Course Program or as a major or minor in the Honors Program.

Russian is the primary or sole language of instruction in all courses except courses cross-listed with the literature program. The major itself emphasizes literature and culture, supported by proficiency in reading, writing, listening and speaking. Both the major and the minor can be supported by work in allied disciplines (history, anthropology, other literatures), and Russian can be a supporting subject to numerous other majors. Students interested in a combined Russian language and linguistics major may develop a program with advanced courses and seminars in the language offered at Bryn Mawr College and the Linguistics Program at Swarthmore College.

Prerequisites for both course students and honors candidates are RUSS 004B, 011, and 013 or equivalent work. Study abroad in Russia is strongly recommended.

Major in Course

Requirements

A minimum of 8 credits in courses and seminars, which may include Russian 003B and 004B but must include RUSS 011, RUSS 013, and RUSS 091 (Special Topics) plus one other course in translation.

Students are expected to take a minimum of two seminars in Russian literature. (Students who spend a year on the ACTR, CIEE, Middlebury, or Smolny programs in Russia might offer a seminar taken there in lieu of one Swarthmore seminar.)

The Comprehensive Examination is based on work completed in courses and seminars numbered 011 and above.

Minor in Course

Requirements

Five or 5.5 credits, which must include:

1. RUSS 004B (or placement above 004B)
2. Either RUSS 011 or RUSS 013 or an equivalent course taken in Russia
3. One of the following: RUSS 013 (if not used to fulfill item 2); another course in Russian literature in translation, LITR 015R, LITR 068R, or a comparable literature course in Russia or at Bryn Mawr College or the University of Pennsylvania

4. One seminar in Russian

Honors Program in Russian Language and Literature

The minimum grade for acceptance into the Honors Program in Russian: B-level work in courses taken at Swarthmore in language and culture.

Requirements for Majors

1. RUSS 004B or equivalent study
2. RUSS 011 and RUSS 013 or equivalent courses taken elsewhere
3. One more course in Russian literature in translation or one advanced literature course in another language (e.g., ENGL 071K, CHIN 066, CLAS 104, FREN 040, GERM 066, SPAN 060)
4. At least three seminars

Requirements for Minors

1. RUSS 004B or equivalent study
2. RUSS 011 and RUSS 013 or equivalent courses taken elsewhere
3. One more course taken in Russian literature in translation or one advanced literature course in another language (see examples above)
4. One seminar

Senior Honors Study

At the beginning of their final semester, seniors will meet with the Russian section head. (1) In consultation with the section head, majors will prepare a bibliography of additional readings related to the content of their three (2-credit) honors preparations. Majors will write three 3,000- to 3,500-word papers in Russian, one for each honors preparation, or a 6,000-word paper that integrates the three honors preparations. These papers (or this paper) will be presented to the external examiners along with the syllabi of the three 2-credit seminars and any other relevant material. (2) In consultation with the Russian section head, minors will prepare a bibliography of additional readings related to the content of their one 2-credit honors preparation. Minors will write one 3,000-word paper that expands on and extends the single honors preparation and integrates it, whenever possible, with the honors major. This paper will be presented to the external examiner along with the syllabus of the honors seminar and any other relevant material. (3) Mode of examination: Majors will take three 3-hour written examinations pre-

pared by the external examiners as well as a 0.5-hour oral examination for each, based on each written examination and materials submitted to the examiner. Minors will take one 3-hour written examination prepared by the external examiner as well as a 0.5-hour oral examination based on the written examination and materials submitted to the examiner.

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 and pass 002B in order to receive credit for 001B.

For students who wish to begin Russian in college or did not move beyond an introduction in high school. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, work on phonetics, writing, Web materials, and readings in literary and expository prose. Conducted primarily in Russian; normally followed by 004B and 011. See the explanatory note on language courses earlier.

1.5 credits.

RUSS 001B.

Fall 2005. Rojavin, Fedchak.

RUSS 002B.

Spring 2006. Rojavin, Fedchak.

RUSS 003B.

Fall 2005. Rojavin, Fedchak.

RUSS 004B. Advanced Intensive Russian

For majors and those interested in reaching advanced levels of proficiency in the language. Advanced conversation, composition, translation, and stylistics. Considerable attention to writing skills, phonetics, and spontaneous speaking. Readings include short stories, poetry, newspapers, and Web sites.

Conducted in Russian.

1.5 credits.

Spring 2006. Rojavin, Fedchak.

RUSS 006A. Russian Conversation

This course meets once a week for 1.5 hours. Students will read newspapers, explore the Internet, and watch videos to prepare for conversation and discussion. Each student will design and complete an individual project based on his or her own interest and goals.

Prerequisite: 004B in current or a previous semester or the permission of the instructor.

0.5 credit.

Spring 2006. Fedchak.

RUSS 008A. Russian Phonetics

(Cross-listed as LING 008A)

This course will enable Russian speakers and nonspeakers alike to learn to pronounce Russian fluently. Focused work on individual phonemes and the Russian “articulation foundation” will accompany the study of phonetic rules and intonational constructions. We will devote practical attention to issues in both Russian language acquisition and linguistics; individual assignments will reflect each student’s experience, interests, and goals.

0.5 credit.

Spring 2006. Fedchak.

RUSS 011. Russian Culture

An interdisciplinary introduction to contemporary Russian culture within a framework of continuing enrichment of vocabulary and developing fluency in speaking and writing Russian. Topics will emphasize high culture and history, with occasional guest presentations by faculty in associated disciplines from Swarthmore and Bryn Mawr colleges.

Readings, lectures, papers, and discussions are in Russian.

Prerequisite: Russian 004B or the equivalent.

1 credit.

Fall 2005. Fedchak.

RUSS 013. The Russian Novel

(Cross-listed as LITR 013R)

The Russian novel represents Russia’s most fundamental contribution to world culture. The course surveys classic authors and experimental works from the 19th and 20th centuries. Students in the course will deepen their understanding of the context for writers including Dostoevsky and Tolstoy. They will gain familiarity with literary movements and genres includ-

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ing romanticism, realism, the psychological novel, the picaresque novel, modernism and the postmodern as they developed in Russia. We will highlight issues including the relationship of Russia to the West, national identity and the complex relationship of literature and politics.

No prerequisite.

Writing course.

1 credit.

Fall 2005. Pesenson.

RUSS 015. First-Year Seminar: East European Prose in Translation

(Cross-listed as LITR 015R)

Novels and stories by the most prominent 20th-century writers of this multifaceted and turbulent region. Analysis of individual works and writers with the purpose of appreciating the religious, linguistic, and historical diversity of Eastern Europe in an era of war, revolution, political dissent, and outstanding cultural and intellectual achievement. Readings, lectures, writing, and discussion in English; qualified students may do some readings in the original languages. Writing-intensive course limited to 15 students.

Writing course.

1 credit.

Not offered 2005–2006.

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 2005–2006.

RUSS 021. Dostoevsky (in Translation)

(Cross-listed as LITR 021R)

Writer, gambler, publicist, and visionary Fedor Dostoevsky is one of the great writers of the modern age. His work influenced Nietzsche, Freud, Woolf, and others and continues to exert a profound influence on thought in our own society to the present. Dostoevsky confronts the “accursed questions” of truth, justice, and free will set against the darkest examples of human suffering: murder, suicide, poverty, addiction, and obsession. Students will consider artistic,

philosophical, and social questions through texts from throughout Dostoevsky’s career. Students with Russian may read some or all of the works in the original.

1 credit.

Spring 2006. Pesenson.

RUSS 024. Russian and East European Cinema

(Cross-listed as LITR 024R)

This course will introduce students to cinema from the “other Europe.” We will begin with influential Soviet avant-garde cinema and survey the traditions that developed subsequently with selections from Russian, Polish, Caucasian, Czech, Hungarian, Ukrainian and Yugoslav cinema. Screenings will include films by Eisenstein and Tarkovsky, Wajda, Kusturica, and Paradzhanov, among others. Students will hone critical skills in filmic analysis while considering the particular cultural, national and political forces shaping the work of filmmakers in this “other Europe” from the early 20th to the early 21st century.

No prerequisite.

1 credit.

Not offered 2005–2006.

RUSS 041. War and Peace in Russian Literature and Culture

(Cross-listed as LITR 041R)

This exciting new course explores Russian literary and cinematic responses to the ravages of war and revolution, heroic and bloody conflicts that repeatedly devastated the country throughout its long and tumultuous history. We will read a variety of texts dealing with wars in the Middle Ages, the Napoleonic invasion, the Revolution of 1917, the Civil War, World War II, and the present-day conflict in Chechnya and explore how individual writers portrayed the calamity of war and its devastating effect on people’s lives, while expressing hope for ever-elusive peace and prosperity. Works to be read include Tolstoy’s *War and Peace*, Bulgakov’s *White Guard*, Grossman’s *Life and Fate*, Babel’s *Red Cavalry*, and Akhmatova’s *Poem Without a Hero*. Films to be screened include *Alexander Nevsky*, *Battleship Potemkin*, *Ballad of a Soldier*, *My Name Is Ivan*, and *Prisoner of the Mountains*. All readings and discussion will be in English. All films will be screened with English subtitles.

1 credit.

Not offered 2005–2006.

RUSS 047. Russian Fairy Tales

(Cross-listed as LITR 047R)

Folk beliefs are a colorful and enduring part of Russian culture. This course introduces a wide selection of Russian fairy tales in their aesthetic, historical, social, and psychological context. We will trace the continuing influence of fairy tales and folk beliefs in literature, music, visual arts, and film. The course also provides a general introduction to study and interpretation of folklore and fairy tales, approaching Russian tales against the background of the Western fairy-tale tradition (the Grimms, Perrault, Disney, etc.). No fluency in Russian is required, though students with adequate language preparation may do some reading, or a course attachment, in the original.

1 credit.

Spring 2006. Pesenson.

RUSS 066. Antichrist and Apocalypse in Russian Literature and Culture

(Cross-listed as LITR 066R)

The Russians have been famously termed "wanderers in search of God's truth." In much of their literature, there is a discernable thirst for another life, another world; a clear displeasure at what is. There is an eschatological directedness; an expectation that there will be an end to all that is finite; that a final truth will be revealed; that, in the future, an extraordinary event will occur. This new course will explore and analyze apocalyptic consciousness in Russian literature and culture from the Middle Ages to the present. Emphasis will be on such themes as the expectation of the end of the world, identity of the Antichrist, and visions of an afterlife. Authors to be read include Dostoevsky, Tolstoy, Merezhkovsky, Bely, Solovyov, Bulgakov, Remizov, and Blok. All discussions and readings will be in English.

1 credit.

Fall 2006. Pesenson.

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. Students taking

the course will write a final paper supported by a smaller portfolio of translations. No prerequisites exist, but excellent knowledge of a language other than English (equivalent to a 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.

Offered 2006–2007.

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, Petrushevskaya, and Vasilenko. Students with good Russian skills may do part or all of the readings in the original.

1 credit.

Not offered 2005–2006.

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 19th- and 20th-century Russian poetry and prose.

1 credit.

Not offered 2005–2006.

RUSS 091. Special Topics

For senior majors. Study of individual authors, selected themes, or critical problems.

1 credit.

Spring 2006. Staff.

RUSS 093. Directed Reading

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SEMINARS

RUSS 101. Tolstoy

Novelist, Christian philosopher, pacifist, and educator, the monumental Leo Tolstoy's thought inspired communities of "Tolstoyans" and influenced Gandhi. Tolstoy's treatment of moral and historical issues in literature continues to move readers to our day. Students in this course will examine Tolstoy's idea and art in the harmonious Russian style of the original.

2 credits.

Not offered 2005–2006.

RUSS 102. Russian Short Story

Counterpoint to the sprawling Russian novel, the short story in Russia possesses a long and distinguished pedigree. Russian writers have used the genre to create polished and brilliant gems demonstrating the possibilities of character development, voice, plot, and the right exposition of ideas in prose. This seminar will explore a selection of examples from the likes of Pushkin, Chekhov, Zoshchenko, Bulgakov, Nabokov, and others.

2 credits.

Not offered 2005–2006.

RUSS 103. Pushkin and Lermontov

This course will acquaint students with two of the seminal figures of 19th-century Russian literature, Aleksandr Pushkin and Mikhail Lermontov, looking at their criticism, dramatic works, poetry and prose, as well as their cultural and literary context.

2 credits.

Not offered 2005–2006.

RUSS 104. Dostoevsky

Students will read the works of this compelling visionary in the original Russian. The course will survey key works from Dostoevsky's oeuvre, examining Dostoevsky's use of language and his literary style. Dostoevsky's art and ideas will be discussed in the context of major critical works by Mikhail Bakhtin and others.

2 credits.

Fall 2005. Pesenson.

RUSS 105. Literature of the Soviet Period

This course treats the literature associated with one of the most remarkable social experiments in human history. Students will examine the re-

lation of literature to ideology and social reality based on a selection of works reflecting the avant-garde experimentation of the 1920s, the official doctrine of Socialist Realism, underground and émigré literature, and/or literature addressing the historical situation and the legacy of Stalinism.

2 credits.

Not offered 2005–2006.

RUSS 106. Russian Drama

2 credits.

Not offered 2005–2006.

RUSS 107. Russian Lyric Poetry

2 credits.

Not offered 2005–2006.

RUSS 108. Russian Modernism

The period spanning roughly 1890 to 1925 is often referred to as the Silver Age of Russian literature. This course will survey the rich achievements of Russian culture in the fin-de-siècle, with opportunities to study particular topics more deeply according to students' interests and preferences.

2 credits.

Not offered 2005–2006.

RUSS 109. Chekhov

Readings from Chekhov's dramatic works and stories, with attention to the rich body of scholarship on the author in Russian and in English.

2 credits.

Not offered 2005–2006.

RUSS 110. Bulgakov

Doctor, dramatist, and dissident, Mikhail Bulgakov is one of the most significant prose authors of the Soviet period. His writings embody scrupulous honesty; recognition of moral complexity; deeply thoughtful awareness of political, religious, and philosophical traditions; and the life-affirming force of humor. We will read from his short stories, feuilletons, and dramatic works, ending the semester with his masterpiece, *Master i Margarita*, arguably the most fun novel of the 20th century.

2 credits.

Not offered 2005–2006.

RUSS 111. Tsvetaeva and Mayakovsky

Poetic, dramatic, and prose works of the "hysterical poets," Marina Tsvetaeva and Vladimir

Mayakovsky, two of the greatest Russian writers of the 20th century. Focus on their volcanic poetic development, interactions, and creative responses to gender, decadence, revolution, civil war, emigration, and Soviet repression.

2 credits.

Not offered 2005–2006.

RUSS 112. The Acmeists

Several great Russian 20th-century poets led the group called “Acmeists” for their emphasis on verbal clarity, specificity of imagery, and attitude of “nostalgia for world culture.” Nikolai Gumilev was shot in 1921 for supposed participation in a monarchist plot. Osip Mandel’shtam spent years in “internal exile” for overly honest writing and died in a camp in 1938. Anna Akhmatova, perhaps the most translated Russian poet into English, witnessed all the horrors of Stalinism but survived to mentor a new generation of poets in the 1960s. The course will concentrate on these three poets, with attention to their literary and cultural context.

2 credits.

Not offered 2005–2006.

RUSS 113. Russian Cinema

Examples from Soviet avant-garde, High Stalinist, Thaw Era, perestroika, and post-Soviet Cinema, considering the role of film as both ideology and entertainment.

2 credits.

Not offered 2005–2006.

RUSS 114. Folklore in Russian Literature

Folklore is both an enormous field of human culture, and a rich source of literary plots, genres, ideas and materials for writers, scholars, and theorists of all directions. In this course, we will read works of Russian literature in which folklore plays a significant role as well as explore several of the areas of Russian folklore that have most influenced literature.

2 credits.

Not offered 2005–2006.

Spanish

The Spanish section of the Modern Languages and Literatures Department works with students who want to learn the language and familiarize themselves with the cultures of Spain and Latin

America, regardless of their intended majors. As Spanish becomes the second language of the United States, the program recognizes the importance of teaching students whose engagement with literature is not the main goal of language study. In addition, the program prepares a group of specialists in Spanish and Latin American literature as majors and minors, in course or honors. Nonspecialists who have completed the four-semester sequence or its equivalent are welcome in literature courses. The program also teaches literary courses in English (listed as LITR in the first part of the description of the Modern Languages and Literatures Department), recognizing the importance of Spanish and Latin American literary traditions for those who wish to become acquainted with leading world fiction and poetry. In all cases, the program teaches language and literature within their diverse cultural and historical contexts as dynamic worlds.

Major

Requirements

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; (7) a minimum of 4 of the 8 courses must be taken at Swarthmore College; (8) seminars in the major count as two courses; (9) in their senior year, majors will rewrite two of the best essays that they have submitted as term papers for courses given by the section. Each research paper should consist of 15 to 20 pages and should be based on ample critical documentation. The first paper will be due in December and the second in April. These two essays—and the student’s overall course preparation—will provide the basis for the oral examination in May. The Spanish-language ability of majors, as revealed in these papers and the oral examination, will be part of their final evaluation.

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All majors are strongly encouraged to maintain a balance in their overall program by taking advanced work in different periods from Spain and Latin America.

Minor

Requirements

(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. Admission to seminars, however, must be approved by instructors; and (5) seminars in the minor count as one of five courses.

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 coursework at the College; (2) the completion at Swarthmore of either SPAN 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: (a) 2-credit seminars offered by the section or (b) 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 examinations 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 examination based on the contents of the written examination. All examinations will be conducted exclusively in Spanish.

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.

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 each semester to students who have had at least a year of Spanish but require a review of basic concepts before moving forward.

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 complex concepts of Spanish grammar. An ideal course before studying abroad.

1.5 credits.

Each semester.

SPAN 006A. Spanish Conversation

This conversation course 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. Not an appropriate course for native speakers.

Prerequisite: SPAN 004B or its equivalent, or permission of the instructor.

0.5 credit.

Each semester. Friedman, Vargas.

SPAN 010S. Culturas de España

Embark on a cultural journey through Spain! Focusing primarily on a cultural perspective, we will explore various topics pertaining to all periods of Spanish history, society, culture, literature, politics, art, music, and film. We will devote special attention to contemporary Spanish film and current events. We will study these aspects in relation to different regions (Cataluña, Andalucía, Galicia, País Vasco, Castilla) and particular cities (Madrid, Barcelona, Sevilla). We will examine how the medieval concept of Spain ("las Españas") may still apply today with respect to the linguistic and cultural diversity within the Iberian Peninsula. The student will develop advanced skills in speaking, writing, and reading in Spanish. This is designated as a writing course and limited to 15 students.

Prerequisite: SPAN 004B or its equivalent or permission of the instructor.

Writing course.

1 credit.

Fall 2005. Rivera-Cordero.

SPAN 010SA. En busca de América Latina

Is there a Latin America? Is it a geographical, cultural, or political entity? How has it constructed itself through literature, films, music, popular and fine arts, photography, cuisine? How does it reconcile its deep roots in Europe, Africa, and the Americas? This course explores how Latin Americans see themselves and their vibrant cultures. Emphasis is not literary but linguistic and cultural. Students develop fluency in speaking, writing, and reading in Spanish.

Prerequisite: SPAN 004B or its equivalent or permission of the instructor.

1 credit.

Spring 2006. Machuca.

SPAN 011. Introducción a la literatura española

This course covers representative Spanish literary works from the 18th century to the present. We will read about times of political and civil upheaval, of soaring ideologies and crushing defeats that depict the changing social, economic, and political conditions in Spain during the last

three centuries. Each reading represents a particular literary period; neoclassicism, romanticism, realism, naturalism, the Generation of 98, vanguardism, surrealism, the postwar, and postmodernism. The emphasis of this course is to introduce students to literary analysis to build a base for further study of Spain's literature.

Prerequisite: SPAN 004B or 010 or their equivalent or permission of the instructor.

Writing course.

1 credit.

Fall 2005. Guardiola.

SPAN 013. Introducción a la literatura latinoamericana

This course presents a selection of texts from the mid-19th 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 the equivalent or permission of the instructor.

1 credit.

Spring 2006. Camacho de Schmidt.

Note: SPAN 011 or 013, or the equivalent, or permission of the instructor is a prerequisite for the courses in literature that follow:

SPAN 060. La poética del cuerpo en la temprana edad moderna española: Representación del cuerpo en la literatura, la pintura y el cine

This course will focus on the treatment of the body in Golden Age literary works as well as in film and painting. We will concentrate on the relationship between the body and identity; the representation of the male and female body; roles in society; the body in pain, violence, and beauty; metaphoric bodies; the body as a poetic space; eroticism; and mystical ecstasies. What happens to the representation of the body when gender roles are subverted? What do representations of the body in this period suggest about contemporary views on identity? Works by Tirso de Molina, Cervantes, Ana Caro and María de Zayas will be read. Paintings by El Greco, Luis de Morales, Francisco Ribalta, Velázquez, Zurbarán will be examined. We will read works by critics

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such as Elaine Scarry, Peter Stallybrass, K. Conboy, N. Medina, S. Stanbury, Robert Stam, T. Miller, Jean Baudrillard, Susan Sontag, and Caroline Walker Bynum.

1 credit.

Spring 2006. Rivera-Cordero.

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 literature, film, music and other cultural testimonies. The course will present poetry by Pablo Neruda, Antonio Machado, who felt the war as a premonition, and other poets. Alternative texts such as testimonial war references, both visual and written, will present the experience of the men and women who lived the conflict. The postwar years will be studied in novels by Ana María Matute, Juan Goytisolo, Miguel Delibes, Merce Rodoreda, Montserrat Roig, and others. The films and novels of the democratic years, with the war theme, will offer the necessary tools to uncap the collective memory in order to observe important aspects of present Spanish society.

1 credit.

Fall 2005. Guardiola.

SPAN 068. Identidades híbridas/nomádicas en España y el Nuevo Mundo: Individuo, nación e imperio.

Within the notion of hybridity, one finds the double movement of the diasporic subject consisting in dislocation and relocation. It is, therefore, applicable to racial mestizaje, religion, ethnicity, or culture and to cultural products such as literary works. This course takes as its point of departure the idea of multiple Spains existent from the very beginnings of the literary and cultural production of the Iberian Peninsula. We will focus on the concept of the nomad and hybridity from various perspectives including religion, literature, and medicine. We will also explore the questions of personal identity and the discovery and the narration of the self. What were the diverse visions and constructions of the Other in terms of race, gender, or ethnicity in Early Modern Spain and the New World? Is the Other imagined in an essentialized difference or as fundamentally the same? The ethical consequences of these choices will be explored, both within the official colonial discourse and subversive texts of the time. Works from both Spain

and the New World will be examined as well as those of critics such as Edward Said, Homi Bhabha, Gayatri C. Spivak, Américo Castro, J.H. Elliott, Anthony Padgen, Stephen Greenblatt, Michael Hardt, and Antonio Negri, who will allow us to examine notions of sameness and difference in the construction of national identity.

1 credit.

Fall 2005. Rivera-Cordero.

SPAN 071. Memoria e identidad

(Cross-listed with film and media studies)

This course will focus on memory making as an identity-building agent. We will study literary texts, films and other cultural artifacts to commemorate the silenced voices of the past, a post-modern task, according to British director Ken Loach. We will study the work of several Spanish authors, film directors, and intellectuals of the last decades of the 20th century who try to recover the silenced voices of the past in an effort to contest the "rhetoric of amnesia," so persistent in the early transition to democracy in Spain. Special emphasis will be placed on the role of memory in literary, film, and cultural narratives to build national identity.

1 credit.

Spring 2006. Guardiola.

SPAN 083. El tirano latinoamericano en la literatura

Self-infatuated and grotesque, almighty and naïve, hypermasculine and insecure, the Latin American fictional dictator rests on abundant historical inspiration. This course focuses on 20th-century works that explore the incontestable power of *El Jefe Máximo* in a postcolonial region struggling to build new nations, hoping for prosperity and peace under reigns of terror. Complexity, humor, irony, and narrative brilliance are the marks of novels by Carpentier, Martín Luis Guzmán, Asturias, Julia Alvarez, Avilés Favila, Subercaseaux, Tomás Eloy Martínez, Graham Greene and Vargas Llosa, and poems by Neruda and Cardenal.

1 credit.

Fall 2005. Camacho de Schmidt.

Note: Other offerings by the Spanish section may be listed in the Literatures in Translation section of this catalog, after the introduction to the Modern Languages and Literatures Department. The prefix for these courses is LITR, not SPAN. These courses are taught in English.

- Courses to Be Offered in Subsequent Years**
- SPAN 061. La figura bufonesca del gracioso en la comedia española del Siglo de Oro
- SPAN 062. Entre historia y ficción: textos historiográficos y literarios de la Edad Media a la época colonial
- SPAN 063. Cine contemporáneo español
- SPAN 065. Los indígenas en la literature latinoamericana
- SPAN 066. Escritoras españolas del siglo 19 y 20
- SPAN 069. Ciudad y literatura
- SPAN 070. Rebelión y renovación artística: el modernismo y la generación del 98
- SPAN 072. La décima musa: escritoras del Renacimiento y Barroco
- SPAN 073. Representaciones del amor en la literatura: de la Edad Media al Siglo de Oro
- SPAN 074. Cristianos, moros y judíos—literatura multicultural en España (711–1609)
- SPAN 075. La narrativa de Mario Vargas Llosa
- SPAN 076. Grandes voces de América: la poesía latinoamericana del siglo XX
- SPAN 077. La novela hispanoamericana del siglo XX
- SPAN 078. Movimientos sociales y literatura en México
- SPAN 079. El cuento hispanoamericano
- SPAN 080. Narrativa chilena desde el golpe military
- SPAN 082. La mujer mirando al hombre: Escritoras hispanoamericanas del siglo
- SPAN 084. Hacia Cervantes: el desarrollo de la novela en España
- SPAN 085. Narrativa Hispánica Contemporánea de los Estados Unidos
- SPAN 087. Nuevos mundos transatlánticos: viajes épicos, utopías fantásticas y conquistas imperiales en textos histórico-literarios
- SPAN 093. Directed Reading

SEMINARS

Students wishing to take seminars must have completed at least one course in Spanish numbered 030 or above. Students are admitted to seminars on a case-by-case basis by the instructor according to their overall preparation.

SPAN 102. Cervantes: novelista, poeta y dramaturgo

We shall explore the life and works of what may be the most fascinating, intriguing, and enigmatic Spanish writer of all time, Miguel de Cervantes. We shall study the impressive array of works by this veritable Renaissance man, including his poetry, short plays (*entremeses*), short stories (*novelas ejemplares*), and his indelible masterpiece, rightly acclaimed as the first modern novel, *Don Quixote*. Literary criticism as well as the history, politics, and social issues of Cervantes' times will be included. All readings, class discussions, and assignments are in Spanish.

2 credits.

Spring 2007. Chiong-Rivero.

SPAN 106. Visiones narrativas de Carlos Fuentes

The seminar explores the vast and textured work of a Mexican craftsman of language who writes for the world and is a profound observer of history. We read novels, short stories, and essays.

2 credits.

Spring 2006. Camacho de Schmidt.

Seminars to Be Offered in Subsequent Years (Each for 2 credits)

- SPAN 101. La novela hispanoamericana del siglo XX
- SPAN 103. La guerra civil española
- SPAN 104. La narrativa de Mario Vargas Llosa
- SPAN 105. Federico García Lorca
- SPAN 107. Héroes y villanos: el siglo XIX español y la democratización literaria
- SPAN 108. La narrativa de Isabel Allende: la escritura como sobrevivencia
- SPAN 109. Unamuno o el hambre de Dios
- SPAN 110. Política y poética: los mundos de Pablo Neruda, Octavio Paz y Ernesto Cardenal
- SPAN 111. Teatro español de los siglos XIX y XX
- SPAN 112. Carmen Martín Gaité

Music and Dance

MUSIC

GERALD LEVINSON, Professor of Music³
MICHAEL MARISSSEN, Professor of Music
JOHN ALSTON, Associate Professor of Music
THOMAS WHITMAN, Associate Professor of Music and Chair
BARBARA MILEWSKI, Assistant Professor of Music
JAMES FREEMAN, Professor Emeritus of Music (part time)
JANICE HAMER, Visiting Associate Professor of Music (part time)
JOEL FRIEDMAN, Visiting Assistant Professor of Music (part time)
JONATHAN KOCHAVI, Visiting Assistant Professor of Music (part time)⁵
MARCANTONIO BARONE, Associate in Performance (Music)
MICHAEL JOHNS, Associate in Performance (Music)
I NYOMAN SUADIN, Associate in Performance (Music and Dance)
BERNADETTE DUNNING, Administrative Coordinator

DANCE

SHARON E. FRIEDLER, Professor of Dance, Director of the Dance Program
KIM D. ARROW, Associate Professor of Dance (part time)
SALLY HESS, Associate Professor of Dance (part time)
PALLABI CHAKRAVORTY, Assistant Professor of Dance (part time)²
LADEVA DAVIS, Associate in Performance (Dance)
NI LUH KADEK KUSUMA DEWI, Associate in Performance (Dance)
DOLORES LUIS GMITTER, Associate in Performance (Dance)
C. KEMAL NANCE, Associate in Performance (Dance)
JON SHERMAN, Associate in Performance (Dance)
LEAH STEIN, Associate in Performance (Dance)
WIL SWANSON, Associate in Performance (Dance) (part time)
STEPHEN WELSH, Associate in Performance (Dance)
HANS BOMAN, Dance Accompanist
BERNADETTE DUNNING, Administrative Coordinator

2 Absent on leave, spring 2006.
3 Absent on leave, 2005–2006.

5 Fall 2005.

MUSIC

The study of music as a liberal art requires an integrated approach to theory, history, and performance, experience in all three fields being essential to the understanding of music as an artistic and intellectual achievement. Theory courses train students to understand and hear how compositions are organized. History courses introduce students to methods of studying the development of musical styles and genres and the relationship of music to other arts and areas of thought. The department encourages students to

develop performing skills through private study and through participation in the chorus, gamelan, jazz ensemble, orchestra, wind ensemble, and the Fetter Chamber Music Program, which it staffs and administers.

The department assists instrumentalists and singers to finance the cost of private instruction. (See "Individual Instruction" under the heading "Credit for Performance" later.)

We do not have a minimum grade-point average (GPA) for admission as a major or minor. In its place is a consensus of music faculty that the stu-

dent can do good work in the discipline. The situation is perhaps more complex in music than in other fields because we think that a major (or minor) should have basic musical as well as purely intellectual abilities, not all of which can be measured by a GPA. We do consider the likelihood of a student's passing the Comprehensive Examination. Students applying for admission as majors in the Honors Program should have done exceptionally high-quality work in the department and should have shown strong self-motivation.

Courses marked with an asterisk (*) are prerequisites for acceptance into the program. They are strongly recommended for first-year students and must be completed before the junior year. If a student has not completed all of these prerequisites at the time of an application for a major/minor, but has done good work in one or more courses in the department, he or she may be accepted on a provisional basis.

Music Major in the Course Program

Required. Five courses in harmony and counterpoint plus musicianship sections (MUSI 040). MUSI 040 may be taken for 0.5 credit at the student's option.

- *MUSI 011 and 040A
- *MUSI 012 and 040B
- MUSI 013 and 040C
- MUSI 014 and 040D
- MUSI 015 or MUSI 103

Required. Four-and-a-half courses in music history and literature:

- *MUSI 010/DANC 010 (0.5-credit course)
- MUSI 020 (Medieval and Renaissance)
plus at least three of the following:
- MUSI 021 (Baroque and Classical)
- MUSI 022 (Nineteenth-Century Europe)
- MUSI 023 (Twentieth Century)
- Another history course numbered above 023

Majors are strongly advised to take more than four-and-a-half history courses if possible.

Additional Requirements

- Keyboard skills
- Score reading
- Department ensemble for at least four semesters
- Senior comprehensive examination

Here is a description of these additional requirements.

Keyboard skills. This program is designed to develop keyboard proficiency to a point where a student can use the piano effectively as a tool for studying music. Students learn to perform repertoire and, in addition, play standard harmonic progressions in all keys. The department offers a free weekly private lesson to any student enrolled in a Harmony and Counterpoint numbered 011 or higher who needs work in this area and requires it of all students in MUSI 012. Music majors and minors who have completed the theory sequence but who need further instruction are still eligible. No academic credit is given for these lessons. All music majors are expected to be able to perform a two-part Invention of J.S. Bach (or another work of similar difficulty) by their senior year.

Score reading. By the end of their senior year, all majors are expected to be able to read an orchestral score that includes c-clefs and some transposing instruments. The department provides at least a semester of private instruction in score reading to assist majors in meeting this requirement. No academic credit is given for this.

Department ensemble. The department requires majors and minors to participate in any of the departmental ensembles (Orchestra, Chorus, Wind Ensemble, Jazz Ensemble, and Gamelan). We also recommend that students participate in other activities, such as playing in Chamber Music ensembles or seeking out service-learning experiences that incorporate music.

Comprehensive examination. During their senior year, majors in the Course Program will take the departmental comprehensive examination, which normally consists of the study of a single musical work (selected in advance by the student, subject to the approval of the department) from the triple viewpoint of analysis, historical research, and performance.

Music Minor in the Course Program

Required. At least two courses in harmony and counterpoint plus musicianship sections (MUSI 040):

- *MUSI 011 and 040A
- MUSI 012 and 040B

Required. At least two-and-a-half courses in music history and literature:

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- *MUSI 010/DANC 010 (0.5-credit course) plus at least two of the following:
- MUSI 020 (Medieval and Renaissance)
- MUSI 021 (Baroque and Classical)
- MUSI 022 (Nineteenth-Century Europe)
- MUSI 023 (Twentieth Century)
- Other history course numbered above 023

Required. At least one of the following:

- Harmony and counterpoint (MUSI 013 or higher)
- Upper-level history course
- MUSI 019 (Composition)

Additional Requirements

- Department ensemble for at least two semesters plus at least one of the following, subject to departmental approval:
- Keyboard skills
- Service-learning project in music
- Senior recital
- Special project in music

Music Major in the Honors Program

Summary. The Music major in honors is identical to the music major in course in its prerequisites, required coursework, and requirements for keyboard skills, score reading, and Department Ensemble membership. The honors major differs in that there is no senior comprehensive exam. Instead, honors majors do three honors preparations in music.

Three Honors Preparations

1. Music theory. A 2-credit honors preparation in music theory is normally based on MUSI 015 in combination with one lower-level harmony and counterpoint course.
2. Music history. A 2-credit honors preparation in music history may be based on any music seminar numbered 100 or higher or on any other music history course when augmented by concurrent or subsequent additional research, directed reading, or tutorial, with faculty approval.
3. Elective (may be based on any of the following):
 - At least two semesters of MUSI 019 (Composition)
 - An additional preparation in another area of music history
 - A senior honors recital

A 2-credit senior honors recital preparation is available to only students who have distinguished themselves as performers. It is, therefore, limited to those who have won Garrigues Scholarships. Students who wish to pursue this option must follow all of the steps listed in the departmental guidelines for senior recitals (see department Web site) and obtain approval of their program from the music faculty during the semester preceding the proposed recital. They should register for MUSI 099: Senior Honors Recital. This full credit, together with at least another full credit of coursework in music, will constitute the 2-credit honors preparation. One faculty member will act as head adviser on all aspects of the honors recital. As part of the honors recital, the student will write incisive program notes on all of the works to be performed. This work will be based on substantive research—including analytical as well as historical work—and will be overseen by one or more members of the music faculty.

Students are encouraged to propose honors preparations in any areas that are of particular interest, whether or not formal seminars are offered in those areas. The music faculty will assist in planning the most appropriate format for these interests.

Written and Oral Examinations for Honors Preparations

Oral examinations are given for all honors preparations in music. Written examinations, in addition to oral examinations, are given only for those preparations based on courses or seminars.

Senior Honors Study in Music

There is no senior honors study in music.

Music Minor in the Honors Program

Required. Four courses in harmony and counterpoint plus musicianship sections (MUSI 040):

- *MUSI 011 and 040A
- *MUSI 012 and 040B
- MUSI 013 and 040C
- MUSI 014 and 040D

Required. Two-and-a-half courses in music history and literature:

- *MUSI 010/DANC 010 (0.5-credit course) plus at least two of the following:
- MUSI 020 (Medieval and Renaissance)
- MUSI 021 (Baroque and Classical)

- MUSI 022 (Nineteenth-Century Europe)
- MUSI 023 (Twentieth Century)
- Other history course numbered above 023

One honors preparation

- Music theory, music history, or elective

The possibilities for preparations are the same as those listed above for major in the Honors Program.

Additional Requirements (same as for course minors)

- Departmental ensemble for at least two semesters
plus at least one of the following, subject to departmental approval:
- Keyboard skills
- Service-learning project in music
- Senior recital
- Special project in music

Special Majors

The department welcomes proposals for special majors involving music and other disciplines. Recent examples include the following:

- Special major in music and education
- Special major in ethnomusicology

Other special majors are possible. For more information, contact the department chair.

Language Requirements for Graduate Schools

Students are advised that many graduate programs in music require a reading knowledge of French and German.

Foreign Study

Students are encouraged to seek out possibilities for foreign study, in accordance with their particular interests, in consultation with the music faculty and the foreign studies adviser.

A unique resource of the department is its ensemble in residence, Orchestra 2001, directed by Professor Emeritus James Freeman. This nationally renowned ensemble offers an annual concert series at the College, focusing on contemporary music. The series features distinguished soloists and often includes advanced Swarthmore students in its concerts.

Special scholarships and awards in music include the following:

The Edwin B. Garrigues Music Awards: See p. 91.

The Renee Gaddie Award: See p. 91.

Music 048 Special Awards: See p. 93.

Friends of Music and Dance Summer Awards: See p. 91.

The Boyd Barnard Prize: See p. 90

The Peter Gram Swing Prize: See p. 94.

The Melvin B. Troy Prize in Music and Dance: See p. 95.

CREDIT FOR PERFORMANCE

Note: All performance courses are for half-course credit per semester. *No retroactive credit is given for performance courses.*

Individual Instruction (MUSI 048)

Academic credit and subsidies for private instruction in music are available to qualified students. For further details, consult the MUSI 048 guidelines on the Music Program Web site.

Orchestra, Chorus, Wind Ensemble, Gamelan, Chamber Music, Jazz Ensemble

Students may take Performance Chorus (MUSI 043), Performance Orchestra (MUSI 044), Performance Jazz Ensemble (MUSI 041), Performance Wind Ensemble (MUSI 046), Performance Chamber Music (MUSI 047), or Performance Gamelan (MUSI 049a) for credit with the permission of the department member who has the responsibility for that performance group. The amount of credit received will be a half-course in any one semester. Students applying for credit will fulfill requirements established for each activity (i.e., regular attendance at rehearsals and performances and participation in any supplementary rehearsals held in connection with the activity). Students are graded on a credit/no credit basis.

Students wishing to take MUSI 047 (Chamber Music) for credit must submit to the chamber music coordinator at the beginning of the semester a proposal detailing the repertory of works to be rehearsed, coached, and performed during the semester. It should include the names of all student performers and the proposed performance dates, if different from the Elizabeth Pollard Fetter Chamber Music Program performance dates.

A student taking MUSI 047 for credit will rehearse with his or her group or groups at least 2

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hours every week and will meet with a coach (provided by the department) at least every other week. All members of the group should be capable of working well both independently and under the guidance of a coach. It is not necessary for every person in the group to be taking MUSI 047 for credit, but the department expects that those taking the course for credit will adopt a leadership role in organizing rehearsals and performances.

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 popular music and various non-Western repertoires, the course focuses primarily on the art music of Europe and the United States. Prior musical training is not required. It is assumed that MUSI 001 students will not know how to read music. This course is taught with little or no use of musical notation.

Open to all students without prerequisite.

1 credit.

Fall 2005. 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).

0.5 credit.

Not offered 2005–2006, but see MUSI 002B.

MUSI 002B. How to Read Music—Intensive

Same as MUSI 002A but with an additional weekly class focused on sight singing and general musicianship. Recommended for students who need additional preparation for MUSI 011 or to join the College chorus.

1 credit.

Fall 2005. Kochavi.

MUSI 003. Jazz History

This course traces the development of jazz from its roots in West Africa to the free styles of the 1960s. The delineation of the various styles and detailed analysis of seminal figures are included. Emphasis is on developing the student's ability

to identify both style and significant musicians. Open to all students without prerequisite.

1 credit.

Fall 2005. Friedman.

MUSI 004A. Opera

Combine great singing with the vivid colors of an orchestra, with acting and theater, with poetry, dance, painting, spectacle, magic, love, death, history, mythology, and social commentary, and you have opera: an art of endless fascination. This course will survey the history of opera (from Monteverdi through Mozart, Wagner, and Verdi to Gershwin and Stravinsky), with special emphasis on and study of scenes from selected works.

Open to all students without prerequisite.

1 credit.

Spring 2006. Milewski.

MUSI 004B. The Symphony

This course will examine the history of the symphony from its beginnings in music of the late Baroque period to the end of the 20th century. We will examine a number of important symphonic works by such composers as Haydn, Mozart, Beethoven, Berlioz, Brahms, Tchaikovsky, Mahler, Shostakovich, and Gorecki in order to discuss issues of genre, form, and performance forces in the context of shifting historical and social trends.

Open to all students without prerequisite.

1 credit.

Fall 2005. Milewski.

MUSI 005. Patterns of Asian Dance and Music

(Cross-listed as DANC 005)

The course will examine converging and diverging patterns in Asian dance and music. Our focus will be on dance traditions of Indonesia, India, Sri Lanka, Afghanistan, the Philippines, and Japan and will incorporate musical traditions that are integral to dance. Readings will situate the traditions in their sociocultural, religious, and aesthetic contexts. This is a reading, viewing, listening, and writing intensive course.

Open to all students without prerequisite.

1 credit.

Not offered 2005–2006.

MUSI 007A. W.A. Mozart

Study of Mozart's compositions in various genres and of interpretive problems in Mozart biography. Prior musical training is not required. It is assumed that MUSI 007A students will not know how to read music. This course is taught with little or no use of musical notation. Students with a musical background may nonetheless find the class interesting.

Open to all students without prerequisite.

Writing course.

1 credit.

Fall 2005 and spring 2006. Marissen.

MUSI 007B. Beethoven and the Romantic Spirit

An introduction to Beethoven's compositions in various genres. We will consider the artistic, political, and social context in which he lived and examine his legacy among composers later in the 19th century (Berlioz, Chopin, the Schumanns, Brahms, Wagner, and Mahler).

Open to all students without prerequisite.

Writing course.

1 credit.

Not offered 2005–2006.

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.

1 credit.

This course counts toward a program in Asian studies.

Not offered 2005–2006.

MUSI 009A. History of the Modern Musical

A survey of the history and development of a unique American creation: the musical. Selected musicals and their creators will be examined in-depth, illuminating the evolution and structural design of the genre with special emphasis placed on the "Rodgers & Hammerstein model" that still holds sway today.

Open to all students without prerequisite.

1 credit.

Not offered 2005–2006.

MUSI 009B. The Beatles

This course will offer a clear-eyed assessment of The Beatles' work as they developed from a local cover band to arguably some of the most influential musicians of the 20th century. In-depth analysis of the band's music, lyrics, performances, recording procedures and techniques, and creative influences (including such Chess/R&B and Motown artists as Chuck Berry, Larry Williams, Little Richard, Smokey Robinson; Classic Rockers such as Elvis Presley, Buddy Holly, and Carl Perkins; later peer-influences such as Bob Dylan, the Beach Boys, and the British Blues Revival; and decidedly nonrock influences such as British Music Hall, Indian classical music, and avant-garde composer Karlheinz Stockhausen) will be offered. The impact the Fab Four had on the entertainment industry, fashion, business, and society as a whole will also be examined.

Open to all students without prerequisite.

1 credit.

Spring 2006. Friedman.

MUSI 010/DANC 010. Dance and Music: A Social Dialogue

An introduction to selected masterworks investigating a wide variety of styles drawn from different historical periods and cultures. This course also introduces the disciplines of historical musicology, ethnomusicology, dance history, and dance ethnography. Serves as a prerequisite for all courses in dance and is also required of all prospective majors and minors in dance or music before the junior year.

0.5 credit.

Fall 2005. Milewski and staff.

THEORY AND COMPOSITION

Students who anticipate taking further courses in the department or majoring in music are urged to take MUSI 011 and 012 as early as possible. Advanced placement is assigned on a case-by-case basis, after consultation with the theory faculty. Majors will normally take MUSI 011 to 015.

MUSI 011. Harmony and Counterpoint 1

Musical exercises include harmonic analysis and four-part choral-style composition.

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Prerequisites: Knowledge of traditional notation and major and minor scales; ability to play or sing at sight simple lines in treble and bass clef.

All MUSI 011 students must register for an appropriate level of MUSI 040, with or without 0.5 credit.

Basic piano is also required for some students.

1 credit.

Fall 2005. 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 an appropriate level of MUSI 040, with or without 0.5 credit.

Basic piano is also required for some students.

1 credit.

Spring 2006. 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 an appropriate level of MUSI 040, with or without 0.5 credit.

Basic piano is also required for some students.

1 credit.

Fall 2005. Friedman.

MUSI 014. Harmony and Counterpoint 4

Advanced work with chromatic harmony and tonal counterpoint.

All MUSI 014 students must register for an appropriate level of MUSI 040, with or without 0.5 credit.

Basic piano is also required for some students.

1 credit.

Spring 2006. Friedman.

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.

Fall 2005. Kochavi.

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 at the piano, and preparing a score for rehearsal and performance.

1 credit.

Not offered 2005–2006.

MUSI 019. Composition

1 credit.

Fall 2005 and spring 2006. 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.

Not offered 2005–2006.

HISTORY OF MUSIC

MUSI 020. Medieval and Renaissance Music

A survey of European art music from the late Middle Ages to the 16th century. Relevant extramusical contexts will be considered.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Spring 2006. Marissen.

MUSI 021. Baroque and Classical Music

This course will survey European art music from the 16th-century Italian madrigal to Beethoven's Eroica symphony. Relevant extramusical contexts will be considered.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Spring 2006. Milewski.

MUSI 022. Nineteenth-Century European Music

This survey will consider European art music against the background of 19th-century Romanticism and nationalism. Composers to be studied include Beethoven, Schubert, Chopin, Berlioz, Robert and Clara Schumann, Wagner, Verdi, Brahms, Dvorak, Musorgsky, and Tchaikovsky.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Fall 2005. Milewski.

MUSI 023. Twentieth-Century Music

A study of the various stylistic directions in music of the 20th century. Representative works by composers from Debussy, Stravinsky, and Schoenberg through Copland, Messiaen, and postwar composers such as Boulez and Crumb, to the younger generation will be examined in detail.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2005–2006.

MUSI 032. History of the String Quartet

A history of the string quartet from its origins to its development into one of the most prestigious genres of Western classical music. The course will focus on the quartets of Haydn, Mozart, and early Beethoven.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2005–2006.

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 19th century (Schubert and Schumann); its later development (Brahms, Strauss, Wolf, Mahler, Schoenberg, and Berg); and its adaptation by French (Debussy, Ravel, and Messiaen) and American (Ives, Barber, and Crumb) composers. For students who are either singers or pianists, informal performances may replace papers.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2005–2006.

MUSI 034. J.S. Bach

Study of Bach's compositions in various genres. For the instrumental music, this involves close consideration of style and signification. For the vocal music, it also involves study of ways Bach's music interprets, not merely expresses, his texts.

This is a lecture and discussion course; see also MUSI 101 (Bach), whose format and content is quite different.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Fall 2005. Marissen.

MUSI 036. Music Since 1945

A study of contemporary concert music, including such composers as Messiaen, Crumb, Boulez, Cage, Babbitt, Carter, Lutoslawski, and 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.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2005–2006.

MUSI 037. Contemporary American Composers

A study of the works and thought of six important American composers. The course will stress intensive listening and will include discussion meetings with each of the composers.

Open to all students without prerequisite.

1 credit.

Spring 2006. Freeman.

MUSI 038. Color and Spirit: Music of Debussy, Stravinsky, and Messiaen

A study of 20th-century music focusing on the great renewal of musical expressions, diverging from the Austro-German classic-Romantic tradition, found in the works of these three very individual composers, as well as the connections among them, and the resonance of their music in the work of their contemporaries and successors.

Prerequisite: MUSI 011 or the equivalent.

1 credit.

Not offered 2005–2006.

MUSI 092. Independent Study

1 credit.

MUSI 093. Directed Reading

1 credit.

MUSI 094. Senior Research Topics in Music

Required of all senior majors as preparation for the senior comprehensive in music.

0.5 credit.

Spring. Milewski.

MUSI 095. Tutorial

Special work in composition, theory, or history.

1 or 2 credits.

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MUSI 096. Senior Thesis

1 or 2 credits.

MUSI 099. Senior Honors Recital

Honors music majors who wish to present a senior recital as one of their honors preparations must register for MUSI 099, after consultation with the music faculty. See Honors Program guidelines.

1 credit.

SEMINARS

MUSI 100. Harmony and Counterpoint 5

(See MUSI 015)

Prerequisite: MUSI 014.

1 credit.

Fall 2005. Kochavi.

MUSI 101. J.S. Bach

(Compare with MUSI 034, which is a different offering with a different format, content, and prerequisites.)

Study of Bach's compositions in various genres, examining music both as a reflection of and formative contribution to cultural history.

Prerequisites: MUSI 012 and GERM 001B (higher levels in German and music theory both strongly recommended; RELG 004 or 005B also recommended) or permission of the instructor.

1 credit.

Not offered 2005–2006.

MUSI 102. Color and Spirit: Music of Debussy, Stravinsky, and Messiaen

(See MUSI 038)

Prerequisite: MUSI 013 (concurrent enrollment possible by permission of the instructor).

1 credit.

Not offered 2005–2006.

MUSI 103. Mahler and Britten

This course is an intensive study of the music of two seminal 20th-century composers. We will consider song cycles by both composers and their connections to larger genres: Mahler's symphonies and Britten's operatic works as well as the *War Requiem*.

Prerequisites: MUSI 011 to 014; a knowledge of German is recommended. This seminar may be

counted as the fifth music theory course required of majors.

1 credit.

Not offered 2005–2006.

PERFORMANCE

Note: The following performance courses are for 0.5-course credit per semester.

MUSI 040. Elements of Musicianship

Sight-singing and rhythmic and melodic dictation. Required for all MUSI 011 to 014 students, with or without 0.5 credit. Also open to other students. The instructor will place students at appropriate levels.

0.5 credit.

Fall 2005 and spring 2006. Hamer.

MUSI 041. Performance (Jazz Ensemble)

0.5 credit.

Fall 2005 and spring 2006. Staff.

MUSI 043. Performance (Chorus)

0.5 credit.

Fall 2005 and spring 2006. Alston.

MUSI 044. Performance (Orchestra)

0.5 credit.

Fall 2005 and spring 2006. Alston.

MUSI 046. Performance (Wind Ensemble)

0.5 credit.

Fall 2005 and spring 2006. Johns.

MUSI 047. Performance (Chamber Music)

(See guidelines for this course on p. 295.)

0.5 credit.

Fall 2005 and spring 2006. Johns.

MUSI 048. Performance (Individual Instruction)

Please consult the MUSI 048 guidelines on the Music Program Web site.

0.5 credit.

Fall 2005 and spring 2006.

MUSI 049A. Performance (Balinese Gamelan)

Performance of traditional and modern compositions for Balinese Gamelan (Indonesian percussion orchestra). Students will learn to play

without musical notation. No prior experience in Western or non-Western music is required. The course is open to all students.

0.5 credit.

Fall 2005 and spring 2006. Whitman.

MUSI 049B. Performance: African Dance Repertory Music Ensemble

Performance of traditional and modern compositions as accompaniment for and collaboration with the development of a dance piece for concert performance.

0.5 credit.

Fall 2005. Staff.

MUSI 050. Performance (Chamber Choir)

Students in MUSI 050 must also be in MUSI 043 Performance (Chorus).

0.5 credit.

Not offered 2005–2006.

MUSI 071. Afro-Caribbean Drum Circle

(Cross-listed as DANC 071)

This repertory course draws on a variety of dancing and drumming traditions from around the world as well as creating new hybrid forms. In 2005, focus will be on material from Ghana, Haiti, and Japan. Guests will include Jeannine Osayande and others. Students can participate as dancers, drummers, xylophone (*gyil*) players or all three.

Open to all students without prerequisite.

0.5 credit.

Fall 2005. Friedler.

MUSI 078. Dance/Drum Ensemble

(Cross-listed as DANC 078)

This repertory course draws on a variety of dancing and drumming traditions from around the world as well as creating new hybrid forms. In 2004, focus will be on material from Ghana and Mali, and Japan. Guests will include Jeannine Osayande and others. Students can participate as dancers, drummers, or both.

Open to all students without prerequisite.

0.5 credit.

Fall 2005. Arrow, Friedler, and guests.

MUSI 091. Special Projects (Issues in Music and Dance Education)

(Cross-listed as EDUC 071 and DANC 091)

This course is an introduction to the fields of

music and dance education. It 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.

Prerequisite: Open to any student who has taken at least one course in music, dance, or education or with permission of one of the instructors.

0.5 credit (CR/NCR).

Fall 2005. Arrow, Whitman.

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, fosters camaraderie, and both offers and values a wide variety of dance traditions. Information about the dance program in addition to that listed in this bulletin is available via the World Wide Web at the following address: <http://www.swarthmore.edu/humanities/dance/>.

REQUIREMENTS FOR THE MAJOR IN COURSE: DANCE

Prerequisites for the Major

- DANC 002, DANC 010, a dance course numbered 040 to 061 appropriate to the student's ability and interest, or 071, and DANC 011 with a grade of B or better; and
- A conference with the dance faculty to assess familiarity with dance vocabularies and determine additional coursework in dance technique. Whether they enroll for credit or audit, all dance majors and minors are strongly en-

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	couraged to participate in technique and repertory classes each term.		
Additional Course Requirements		Credits	
<i>Composition</i>		2	
DANC 012. Dance Composition II (1 credit) and either DANC 013 Dance Composition Tutorial (0.5 credit) (twice) or once plus			
DANC 014. Special Topics in Dance Composition (0.5 credit)			
<i>History</i> (two of the following six)		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: 20th and 21st 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)			
<i>Theory</i> (two of the following five)		2	
DANC 035. Women Choreographers and Composers (1 credit)			
DANC 036. Dancing Identities (1 credit)			
DANC 037. Current Trends in Dance Performance (1 credit)			
DANC 038. Sacred Movement, Sacred Dance (1 credit)			
DANC 039. Music and Dance: Criticism and Reviewing (1 credit)			
<i>Technique</i> (two of the following three)		1-1.5	
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)			
<i>One or two additional dance technique courses for academic credit or</i>			
DANC 094. Senior Project (1 credit)			
<i>Repertory</i> (once or twice)		0.5-1	
DANC 049. Performance Dance: Repertory (0.5 credit)			
			<i>Senior Project/Thesis*</i> 1-2
			DANC 094. Senior Project (1 credit) or DANC 095 and/or 096. Senior Thesis (1 or 2 credits)
			Total credits for the major 9-11
			Total of prerequisite and major credits 11.5-13
			The dance faculty encourages students to pursue a senior project/thesis that incorporates a comparison or integration of dance and some other creative or performing art (creative writing, music, theater, or visual art) or another academic discipline of the student's interest.
			Additional Requirements for the Major
			A comprehensive experience including essays on coursework, reading and video lists, and the senior project/thesis.
			A senior colloquium with monthly meetings will be held during the final semester of the student's senior year. These meetings, which will be led by the dance faculty, will be linked to concert performances, guest lecturers, and assigned articles.
			<hr/>
			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. Whether they enroll for credit or audit, all dance majors and minors are strongly encouraged to participate in technique and repertory classes each term.
			Prerequisites for the Minor
			• DANC 010, a dance course numbered 041 to 061 appropriate to the student's ability and interest, or 071 (Rhythmic Analysis) and DANC 002 (World Dance Forms), or Dance 140 (Approaches to Dance) at Bryn Mawr College

Total prerequisite credits	2
Course Requirements	Credits
<i>Composition</i>	1
DANC 011. Dance Composition I (1 credit)	
<i>History</i> (one of the following six)	1
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: 20th and 21st 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)	
<i>Theory</i> (one of the following five)	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. Sacred Movement, Sacred Dance (1 credit)	
DANC 039. Music and Dance: Criticism and Reviewing (1 credit)	
<i>Technique</i>	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.	
<i>Additional Coursework</i>	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.	
Total credits for dance minor	5
Total of prerequisite and minor credits	7

REQUIREMENTS FOR THE SPECIAL COURSE MAJOR IN DANCE AND A SECOND DISCIPLINE

The program for a special major in dance comprises 12 units of coursework: 6 in dance and 6 in another discipline. The two disciplines in this major may be philosophically linked or may represent separate areas of the student's interest.

Whether they enroll for credit or audit, all dance majors and minors are strongly encouraged to participate in technique and repertory classes each term.

Prerequisites for the Special Course Major in Dance and a Second Discipline

- DANC 010, DANC 011, a dance course numbered 041 to 061 appropriate to the student's ability and interest, or 071 (Rhythmic Analysis) and DANC 002 (World Dance Forms), or Dance 140 (Approaches to Dance) at Bryn Mawr College.

Required Dance Courses

The core program (totaling 5.5 credits) includes the following courses:

1. Two composition/repertory (DANC 012 [1 credit] or 014 [0.5 credit] and/or DANC 013 [0.5 credit] and DANC 049 [0.5 credit])
2. Two history/theory (one from DANC 021–025 or 028 [1 credit] and one from DANC 035–039 [1 credit])
3. Two or three in performance technique (DANC 050 [0.5 credit] and one other technique at the 050 level or above [0.5 credit])
4. One senior project or thesis (DANC 094, 095, or 096 [1 credit])

These six courses from the core program will be joined by 6 credits from another discipline or disciplines. Courses for the program must be approved both by the faculty of the other departments and by the dance faculty. The senior project or thesis must also be approved and monitored by those departments involved.

Total credits for special major	5.5
Total of prerequisite and major credits	8.5

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REQUIREMENTS FOR THE MAJOR IN HONORS: DANCE

The minimum requirement for admission to the honors major is at least three courses in dance; normally DANC 010, an introductory history/theory course (DANC 002, 005, 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 noted later, each honors major will be responsible for the material designated on the reading and video lists for senior honors study available from the department office. Honors majors will also be expected to participate in the senior colloquium. Whether they enroll for credit or audit, all dance majors and minors are strongly encouraged to participate in technique and repertory classes each term.

All dance majors in the Honors Program must do three preparations in the department and one outside (in a related or unrelated minor). Two of the departmental preparations will be based on course combinations (one in history or theory and one in composition). 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 and theory.* One area of emphasis linking a course from DANC 021 to 025 or 028 with a course from DANC 035 to 039. Each student will demonstrate this integration via a paper written as an attachment. This paper, along with appropriate papers from each history and theory class submitted for preparation, will be sent to the examiner. The written and oral exam for this preparation will consist of a response to three questions set by the examiner.
2. *Composition.* Each student may submit a combination of Composition I (DANC 011) plus either Composition II (DANC 012), Special Topics in Composition (DANC 014), and Composition Tutorial (DANC 013) or two of Dance 013 or 014. 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 adviser who will assist the student in the creation of an initial bibliography or videography or both as well as an outline for the project or thesis. It will then be the student's responsibility to proceed with the work independently.

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 No. 1 or 2 described earlier in the text concerning honors majors in dance. The choice regarding focus for a student's minor will be determined in consultation with an adviser from the dance faculty. Honors minors will also be expected to participate in the senior colloquium. Whether they enroll for credit or audit, all dance majors and minors are strongly encouraged to participate in technique and repertory classes each term.

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 No. 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 or theory course 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 adviser, who will assist the student in the creation of an initial bibliography or videography or both as well as an outline for the project or thesis. It will then be the student's responsibility to proceed with the work independently.

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 earlier for the major.

Additional guidelines concerning the honors major and minor in dance are available from the Music and Dance Department office or from the director of dance.

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 to 058, and 060 or 061, may be taken for academic credit or may be taken to fulfill physical education requirements. Advanced dancers are encouraged to 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 teaching and performance residencies, which in 2005–2006 may include Jane Comfort, Doug Varone, and Wil Swanson. In addition, the program regularly hosts guest choreographers who work with student ensembles in technique and repertory classes. During 2005–2006, Lacy James and Brian Sanders, artists from the Swarthmore Project, will be working in that capacity.

Scholarships and Awards

Scholarships for summer study in dance are available through funds provided by The Friends of Music and Dance. The Hally 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, theater, African studies, and intensive Twi (an Akan language widely spoken in Ghana), a menu of 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 the programs in Dance and Theater catalog listings for information on the types of academic credit offered.

Poland Program

The programs in Dance and Theater offer a semester-abroad program based at the Silesian Dance Theatre (Slaski Teatr Tanca) in Bytom in conjunction with the Jagiellonian University of Krakow 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 administration, scenography, etc.) within the environment of a professional dance theater company for credit. Participating students are housed in Bytom and attend weekly tutorials in Krakow. 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 theater, dance, and intensive Polish, a menu of pos-

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sible 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, chair of theater, as early as possible for advising purposes and updated information on the status of the program. See course listings in both dance and theater for types of academic credit offered.

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 periods through a combination of lectures, readings, and video and film viewings as well as discussions 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 without prerequisite; no prior dance training required.

1 credit.

Fall 2005. Friedler.

DANC 003. Shall We Dance? Dance in the Movies

A first-year seminar focused on dance in the movies. We will look at how dance has served as a catalyst and a vehicle for investigating class, gender, politics, race, romance, and technology in films from the early 20th century through the present. Documentaries, feature-length and short films, produced in the United States and abroad by small independent and major motion picture industry companies, will be included.

Freshman seminar.

1 credit.

Spring 2006. Friedler.

DANC 005. Patterns of Asian Dance and Music

(Cross-listed as MUSI 005)

The course will examine converging and diverging patterns in Asian dance and music. Our focus will be on dance traditions of Indonesia, India, Sri Lanka, Afghanistan, the Philippines, and Japan and will incorporate musical tradi-

tions that are integral to dance. Readings will situate the traditions in their sociocultural, religious, and aesthetic contexts. This is a reading, viewing, listening, and writing-intensive course.

Open to all students without prerequisite.

1 credit.

Not offered 2005–2006.

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 2005–2006.

DANC 010 / MUSI 010. Dance and Music: A Social Dialogue

An introduction to selected masterworks investigating a wide variety of styles drawn from different historical periods and cultures. This course also introduces the disciplines of historical musicology, ethnomusicology, dance history, and dance ethnography. Serves as a prerequisite for all courses in dance history and is also required of all prospective majors and minors in dance or music before the junior year.

0.5 credit.

Fall 2005. Milewski and staff.

COMPOSITION, HISTORY, AND 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.

Prerequisite: Any dance course or permission of the instructor. A course in dance technique must be taken concurrently.

1 credit.

Fall 2005. Hess, Arrow.

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. Coursework emphasizes using various approaches and methods (e.g., theme and variation, motif and development, structured improvisation, and others). Reading, video and live concert viewing, movement studies, journals, and a final piece for public performance that may include a production lab component are required.

Prerequisites: DANC 011 or its equivalent. A course in dance technique must be taken concurrently.

1 credit.

Spring 2006. Hess.

DANC 013. Dance Composition: Tutorial

The student enrolling for a tutorial will enter the semester having identified a choreographic project and will be prepared to present material weekly. Projects in any dance style are encouraged. All students proposing tutorials are advised to discuss their ideas with a member of the dance faculty before enrollment.

Choreography of a final piece for public performance is required, as are weekly meetings with the instructor and directed readings and video and concert viewings. A journal may also be required.

Prerequisites: DANC 011 or its equivalent. A course in dance technique must be taken concurrently.

0.5 credit.

Fall 2005 and spring 2006. Staff.

DANC 014. Special Topics in Dance Composition

A course that focuses on intensive study of specific compositional techniques and subjects. Topics may include autobiography, dance and text, partnering, interdisciplinary collaboration, reconstruction, and technology, including videography. Choreography of a final piece for performance is required. Weekly meetings with the instructor, directed readings, video and concert viewing, and a journal will be required.

Prerequisite: DANC 011. A course in dance technique must be taken concurrently.

0.5 credit.

Spring 2006. Staff.

DANC 021. History of Dance: Africa and Asia

This course will move through an exploration of dance forms from Africa, from African and Asian cultures, and from the perspectives of stylistic characteristics, underlying aesthetics, resonances in general cultural traits, and developmental history. Coursework will occasionally focus on one dance style for close examination. Study will be facilitated by guest lecturers, specialists in particular dance forms from these cultures.

Prerequisite: DANC 002. Two lectures and 1-hour video viewing per week.

1 credit.

Not offered 2005–2006.

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 19th century. Influential choreographers, dancers, and theorists representative of the periods will be discussed.

Prerequisite: DANC 002; DANC 024 strongly recommended. Two lectures and 1-hour video viewing per week.

1 credit.

Not offered 2005–2006.

DANC 023. History of Dance: 20th and 21st Centuries

This course is designed to present an overview of 20th- and 21st-century social and theatrical dance forms in the context of Western societies with an emphasis on North America. Focusing on major stylistic traditions, influential choreographers, dancers, and theorists will be discussed. Through readings, video and concert viewings, research projects, and class discussions, students will develop an understanding of these forms in relation to their own dance practice.

Prerequisite: DANC 002; DANC 021 and 022 strongly recommended. Two lectures and 1-hour video viewing per week.

1 credit.

Spring 2006. Arrow.

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

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Europe, North America, the Caribbean, and South America. A variety of dance forms in their historical and cultural contexts will be analyzed. Readings, video and concert viewings, research projects, and class discussions are included. Three hours per week.

Prerequisite: DANC 002 or permission of the instructor.

1 credit.

Not offered 2005–2006.

DANC 025. Mapping Culture and Difference Through Dance

(Cross-listed with SOAN 020H)

The course uses anthropological approaches to examine the interrelationship of dance with social relations of culture and power. The course is shaped as a cross-cultural journey through South Asian, Brazilian, Haitian, West African, and North American dance styles for understanding cultural difference through dance and human movement. The first part of the course will focus on various theoretical models in anthropology for studying dance/performance. This will entail analyzing dance in terms of semiotic or symbolic approaches (i.e., tradition, spirituality, and ritual) and political-economic approaches (i.e., national/gender identity, and commodities and sites of resistance). The second part of the course will focus on specific dance ethnographies (such as classical Indian dance, Vodou, capoeira, Yoruba, contact improvisation, and hip-hop) for exploring contemporary anthropological concerns about representation, globalization, history, and identity.

Prerequisites: DANC 002, an introductory course in anthropology, or permission of the instructor.

1 credit.

Fall 2005. Chakravorty.

DANC 028. Special Topics in Dance History: Politics and Aesthetics of Classical Indian Dance

(Cross-listed with SOAN 0201)

The course looks at dance/performance as social practice in India. We will take the anthropological approach of immersion in a particular culture to examine classical Indian dance in political, historical, and aesthetic terms. This will include looking at the local histories of some of the regional dance styles that got incorporated within the classical label, such as Bharatanatyam,

Kathak, Odissi, Kathakali, among others. The three main elements we will explore in the course are (1) how the body as a sensuous aesthetic realm enters the discourse of religious practice (of which dance and music are important components); (2) the ways in which classical Indian dances have come to be constructed through nationalism and gender identity constructs in postcolonial India; and (3) the notions of modernity, tradition, and globality in relation to classical dance in India and the diaspora.

1 credit.

Not offered 2005–2006.

DANC 035. Women Choreographers and Composers

This course is 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 and political comment.

Open to all students without prerequisite.

1 credit.

Not offered 2005–2006.

DANC 036. Dancing Identities

This course explores ways that age, class, gender, and race have informed dance, particularly performance dance, since 1960. The impact of various cultural and social contexts will be considered. Lectures, readings, and video and concert-viewings will be included. Students will be expected to design and participate in dance and movement studies as well as submit written work.

Prerequisite: DANC 002 or permission of the instructor.

1 credit.

Fall 2005. Friedler.

DANC 037. Current Trends in Dance Performance

A look at contemporary dance performance as a social construct that embodies change and relationship in production to other art forms and global discourse. The course will seek answers to questions such as: How does federal art policy affect the way dance performance is presented to and perceived by the community? What constitutes censorship, and what are the ramifications? What are modernism, postmodernism, and globalism, and to what degree are they social, polit-

ical, and/or aesthetic philosophies? What does this mean for dance performance? What is the relationship between performance and social activism? What is the relationship between American, European, and Asian dance practices today?

Open to all students without prerequisite.

1 credit.

Not offered 2005–2006.

DANC 038. Dance and the Sacred

Through readings, discussion, and our own sacred dances, we will examine the role of sacred movement in performance, ritual, and contemplative practices. We will explore several dance and movement traditions from the ancient (India) to the contemporary (American modern/concert dance). Students will be expected to design and participate in dance studies as well as to write.

Prerequisite: Some dance experience in any technique.

1 credit.

Not offered 2005–2006.

DANC 039. Music and Dance: Criticism and Reviewing

(Cross-listed as MUSI 039)

This course will be team-taught by the music and dance faculty with supplemental visits by guest lecturers who are prominent in the field of reviewing. It will cover various aspects of writing about the performance of music and dance: pre-viewing, 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 2005–2006.

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. All dance technique courses numbered 040 to 048 are open to all students without prerequisite. Courses numbered 050 to 058 and 060

to 061 have a prerequisite of either successful completion of an 040s course in that style or permission of the instructor.

DANC 040. Performance Dance: Modern I

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, and basic locomotion. If taken for academic credit, concert attendance and one or two short papers are required.

0.5 credit.

Fall 2005 and spring 2006. Arrow, Friedler.

DANC 041. Performance Dance: Ballet I

An introduction to the fundamentals of classical ballet vocabulary: correct body placement; positions of the feet, head and arms; and basic locomotion in the form. If taken for academic credit, concert attendance and one or two short papers are required.

0.5 credit.

Fall 2005 and spring 2006. Sherman.

DANC 043. Performance Dance: African I

African Dance I introduces students to *Umfundalai*. In a contemporary context, the *Umfundalai* dance tradition surveys dance styles of African people who reside on the continent of Africa and in the Diaspora. Upon completion of the course, students will gain a beginning understanding of how to approach African dance and the aesthetic principles implicit in African-oriented movement. Students enrolled in DANC 043 for academic credit are required to keep a weekly journal and write two short papers.

0.5 credit.

Fall 2005 and spring 2006. Nance.

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 2006. Davis.

DANC 045. Performance Dance: Yoga

The course will focus on experiencing and understanding a variety of *asanas* (physical postures) from standing poses to deep relaxation. Following the approach developed by B.K.S.

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Iyengar, its aim is to provide the student with a basis for an ongoing personal practice. If taken for academic credit, reading, journal writing, and two short papers are required.

0.5 credit.

Fall 2005 and spring 2006. Hess.

DANC 046. Performance Dance: Kathak

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 and expressive gestures, and the rhythmic musical patterns that structure the dance vocabulary. 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 or choreographies.

0.5 credit.

Fall 2005. Chakravorty.

DANC 047. Performance Dance: Flamenco

This course will introduce the basic principles of performance technique in the Spanish dance form, flamenco. Focus will be on studying both footwork (*zapateado*) and armwork (*braceo*). A variety of rhythmic groupings and styles within flamenco will be explored. Students who are enrolled for academic credit will be required to write papers and/or create performance texts or choreographies. Some Saturday meetings are required.

0.5 credit.

Fall 2005. Luis-Gmitter.

DANC 048. Performance Dance: Special Topics in Technique

Intensive study of special topics falling outside the regular dance technique offerings. Topics may include Alexander technique, contact improvisation, jazz, Pilates, and musical theater dance. If taken for academic credit, concert attendance and one or two short papers are required.

Section 1: Contact Improvisation

This improvisational dance practice is based on moving in contact with others through touching, leaning on, lifting, balancing, and supporting. The resulting duets and ensembles are propelled by the momentum of the dancers' weight. Students who enroll for academic credit will be required to write papers and/or create perfor-

mance texts or choreographies.

0.5 credit.

Spring 2006. Stein.

DANC 049. Performance Dance: Repertory (Cross-listed as THEA 007)

The various sections of this course offer opportunities for study of repertory and performance practice. Students are required to perform in at least one scheduled dance concert during the semester. Three hours per week.

Prerequisite: Placement for all sections is by audition or permission of the instructor unless otherwise stated. A course in dance technique should be taken concurrently.

Fall Sections

Section 1: Tap

Open to students with some tap experience, this class draws on the tradition of rhythm tap known as "hoofin'." A new dance is made each semester, working with the varying levels of skill present in the student ensemble.

0.5 credit.

Fall 2005. Davis.

Section 2: Modern

In our repertory workshop, we will work with the bones as foundation and also as energetic vessels for energy and movement. We will then move on to working in spatial explorations that involve perception and sensation. We will develop new phrase material with an emphasis on clear, vibrant, conscious, and elegant dancing. The process will then move onto weaving the material into the space to create our final piece.

A course in dance technique should be taken concurrently.

0.5 credit.

Fall 2005. Swanson.

Section 3: Kathak

This section of DANC 049 will explore the two aspects of Kathak technique—*nrta* (abstract movement) and *nritya* (expressive gestures). These will be used to create a dance that 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. Students will also be exposed to poetry and literature relevant to their study.

0.5 credit.

Fall 2005. Chakravorty.

Spring Sections

Section 1: Modern

This course will develop a new performance dance. A course in modern dance technique should be taken concurrently. Additional information about the class will be available from the Dance Program office during fall semester 2005.

Prerequisite: DANC 040 or its equivalent.

0.5 credit.

Spring 2006. Staff.

Section 2: African

Auditions for admission to the course will be held during the first class meeting. Additional information regarding the course is available from the instructor.

Prerequisite: DANC 043 and prior or concurrent enrollment in DANC 053.

0.5 credit.

Spring 2006. Nance.

Section 3: Taiko Repertory

The class will offer experience in traditional or traditionally based Japanese drumming repertory. Open to the general student with performances in April.

0.5 credit.

Spring 2006. Arrow.

Section 4: Lecoq and the Theater of Gesture

This class will offer an orientation to movement-based acting through various approaches: traditional performance traditions in Bali and elsewhere, *commedia dell'arte*, the teachings of Jacques Lecoq, etc. Taught by Gabriel Quinn Bauriedel of the Pig Iron Theatre Company in Philadelphia, the class will require rehearsal with other students outside of class time and will end with a public showing of work generated by the students.

Prerequisites: THEA 001 or 002, any dance course number 040 to 044, or consent of the instructor.

1 credit.

Spring 2006. Bauriedel.

DANC 050. Performance Dance: Modern II

An elaboration and extension of the principles addressed in DANC 040. If taken for academic

credit, concert attendance and one or two short papers are required.

Prerequisite: DANC 040 or its equivalent.

0.5 credit.

Fall 2005 and spring 2006. Welsh.

DANC 051. Performance Dance: Ballet II

An elaboration and extension of the principles addressed in DANC 041. If taken for academic credit, concert attendance and one or two short papers are required.

Prerequisite: DANC 041 or its equivalent.

0.5 credit.

Fall 2005 and spring 2006. Sherman.

DANC 053. Performance Dance: African II

African dance for experienced learners aims to strengthen students' African dance technique. The course will use the *Umfundalai* technique allied with neo-traditional West African Dance vocabularies to enhance students' visceral and intellectual understanding of African dance. Students who take African Dance II for academic credit should be prepared to explore and access their own choreographic voice through movement studies.

Prerequisite: DANC 043.

0.5 credit.

Fall 2005 and spring 2006. Nance.

DANC 055. Performance Dance: Yoga II

A continuation and deepening of the practice of the *asanas* explored in DANC 045. Students will work in several of the more advanced *asanas*, particularly in the backward bending and inverted poses. If taken for academic credit, readings and two short papers are required.

Prerequisite: DANC 045 or its equivalent with permission of the instructor.

0.5 credit.

Spring 2006. Hess.

DANC 057. Performance Dance: Flamenco II

Continued practice in movement skills in the Flamenco idiom. Students who are enrolled for academic credit will be required to write papers and/or create performance texts or choreography. Some Saturday meetings are required.

0.5 credit.

Spring 2006. Luis-Gmitter.

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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 2005–2006.

DANC 060. Performance Dance: Modern III

Continued practice in technical movement skills in the modern idiom, including approaches to various styles. If taken for academic credit, concert attendance and one or two short papers are required.

0.5 credit.

Fall 2005 and spring 2006. 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. If taken for academic credit, concert attendance and one or two short papers are required.

0.5 credit.

Fall 2005 and spring 2006. Sherman.

UPPER-LEVEL CROSS-LISTED COURSES

DANC 070. Theater of Witness

(Cross-listed as THEA 070)

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 class will focus on the process of creating original theater from real-life stories and explore 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.

1 credit.

Fall 2005. Sepinuck.

DANC 071. Afro-Caribbean Drum Circle

(Cross-listed as MUSI 071)

A practical experience in the theoretical analysis of rhythmic structure, applying techniques of Afro-Cuban drumming and East Indian rhythmic theory, with an introduction to Taiko drumming. For the general student, emphasis will be placed on understanding these rhythms within a cultural and contemporary context. For students of dance, additional focus will be provided on the uses of drumming in dance composition and improvisation and as accompaniment in the teaching of dance technique. Three hours per week.

Open to all students without prerequisite.

0.5 credit.

Fall 2005 and spring 2006. Arrow.

DANC 073. Arts Administration for Performance

(Cross-listed as THEA 073)

This course is available to students participating in the Poland Program and will require them to extend their stay in Poland through early July 2006.

By arrangement with Allen Kuharski.

1 credit.

Spring 2006.

DANC 074. Scenography for Dance Theater Performance

(Cross-listed as THEA 074)

Available to students participating in the study abroad programs coordinated by Swarthmore in Ghana, India, Japan, or Poland. In Poland, enrollment in this course will require students to extend their stay through early July 2006.

Prerequisites: THEA 004B and 014.

1 credit.

Spring 2006.

DANC 075. Special Topics in Dance Theater

Available to students participating in the study abroad programs coordinated through Swarthmore in Ghana, India, Japan, or Poland.

By arrangement with Sharon Friedler.

Prerequisites: DANC 002, DANC 010, DANC 011, or consent of the dance program director.

1 credit.

Fall 2005 and spring 2006.

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 spatial symmetries of the dances. One focus will be a comparison of the insights offered by the mathematical and linguistic approaches.

Prerequisites: One course in linguistics and a willingness to move your body and learn some basic math.

1 credit.

Not offered 2005–2006.

DANCE 078. Dance/Drum Ensemble

(Cross-listed as MUSI 078)

This repertory course draws on a variety of dancing and drumming traditions from around the world as well as creating new hybrid forms. In 2005, focus will be on material from Ghana, Haiti, and Japan. Guests will include Jeannine Osayande and others. Students can participate as dancers, drummers, xylophone (*gyil*) players or all three.

Open to all students without prerequisite.

0.5 credit.

Fall 2005. Friedler.

DANC 091. Special Projects (Issues in Music and Dance Education)

(Cross-listed as EDUC 071 and MUSI 091)

This course is an introduction to the fields of music and dance education. It 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.

Prerequisite: Open to any student who has taken at least one course in music, dance, or education.

0.5 credit (CR/NCR).

Fall 2005. Arrow and Whitman.

ADVANCED INDEPENDENT WORK**DANC 092. Independent Study**

Available on an individual or group basis, this course offers students an opportunity to do special work with performance or compositional emphasis in areas not covered by the regular curriculum. Students will present performances and/or written reports to the faculty supervisor, as appropriate. Permission must be obtained from the program director and from the supervising faculty.

1 credit.

Each semester. Staff.

DANC 093. Directed Reading

Available on an individual or group basis, this course offers students an opportunity to do special work with theoretical or historical emphasis in areas not covered by the regular curriculum. Students will present written reports to the faculty supervisor. Permission must be obtained from the program director and from the supervising faculty.

1 credit.

Each semester. 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.

Prerequisite: Previous or concurrent enrollment in an advanced-level technique course or demonstration of advanced-level technique.

1 credit.

Each semester. Friedler, Hess, or Arrow.

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DANC 095, 096. Senior Thesis

Intended for seniors pursuing the special major or the major in course or honors, the thesis is designed by the student in consultation with a dance faculty adviser. The major part of the semester is spent conducting independent research in conjunction with weekly tutorial meetings under an adviser's supervision. The final paper is read by a committee of faculty members or, in the case of honors majors, by external examiners who then meet with the student for evaluation of its contents. Proposals for a thesis must be submitted to the dance faculty for approval during the semester preceding enrollment.

1 or 2 credits.

Each semester. Friedler, Hess, or Arrow.

Peace and Conflict Studies

Coordinator: **LEE A. SMITHEY** (Sociology and Anthropology)
Jenny Gifford (Administrative Assistant)

Committee: **Amanda Bayer** (Economics)
Wendy E. Chmielewski (Peace Collection)
Raymond F. Hopkins (Political Science)
Jennie Keith (Sociology and Anthropology)³
Jeffrey S. Murer (Political Science)
Andrew H. Ward (Psychology)

³ Absent on leave, 2005–2006.

Students who minor in peace and conflict studies at Swarthmore will (1) understand the role played by various factors, including psychological, social, cultural, political, economic, biological, religious, and historical, in human conflict; (2) analyze specific cases of conflict, including interpersonal, intergroup, and interstate disputes; (3) examine theories and models of peace building and reconciliation and evaluate attempts to manage, resolve, or transform conflict; (4) investigate various forms of oppression and injustice and their relationship to conflict, locally and around the world; and (5) explore opportunities to study topics relevant to peace and conflict through fieldwork, internships, or other experiences outside the classroom.

Students with any major, whether in course or in the Honors Program, may add a course minor in peace and conflict studies. Alternatively, students in the Honors Program may choose an honors minor in peace and conflict studies. Students who intend to minor in peace and conflict studies should submit a copy of their sophomore paper to the coordinator of the program during the spring of the sophomore year, after consultation with program faculty members. The paper should present a plan of study that satisfies the requirements stated later, specifying the courses to count toward the minor. All applications must be approved by the Peace and Conflict Studies Committee. For more information on the program, see the Peace and Conflict Studies Program Web site at <http://www.swarthmore.edu/socsci/peace>.

REQUIREMENTS AND RECOMMENDATIONS

Minor

A minor in peace and conflict studies consists of 6 credits, of which only 2 may be taken in the student's major. Introduction to Peace Studies (PEAC 015) is the only required course.

Student programs can include an internship or fieldwork component (e.g., in a peace or conflict management organization such as the United Nations or Suburban Dispute Settlement). An internship is highly recommended. Fieldwork and internships normally do not receive credit. However, students can earn up to 1 credit for special projects that are developed with an instructor and approved in advance by the Peace and Conflict Studies Committee.

Honors Minor

Students in the Honors Program who choose an honors minor in peace and conflict studies must complete one preparation for external examination. This 2-credit preparation can be a seminar, a combination of two courses in different departments, a 2-credit thesis, or a combination of a thesis and a course. Any thesis must be multidisciplinary. The proposed preparation must be approved by the Peace and Conflict Studies Committee.

Any student who minors 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, fieldwork or an internship is highly recommended.

Peace and Conflict Studies

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 the guidelines for the integration exercise with the student and the major department.

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, the University of Pennsylvania, and abroad.

PEAC 015. Introduction to Peace Studies

This course addresses not only the proliferation of coercive and violent means of conducting conflict but especially the growth of nonviolent alternatives, both institutional and grassroots, global and local. These include nonviolent collective action, diplomacy, mediation, peacekeeping, community relations work, social work, and aid and development work. Several theoretical and philosophical lenses will be used to explore human nature, conflict in human societies, and conceptualizations of peace. The course will take an interdisciplinary approach with significant contributions from the social sciences.

1 credit.

Fall 2005. Smithey.

PEAC 056. Human Rights, Refugees, and International Law

This course will explore international human rights vis-à-vis the United Nations and related agencies (including the politics leading to their development, their mandate, and their limits). In addition, the course will analyze major human rights treaties and the politics of their enforcement in the international arena. Finally, the course will examine causes and effects of human rights violations, resulting in refugees and their search for asylum.

1 credit.

Not offered 2005–2006.

PEAC 070. Research Internship/Fieldwork

Credit hours to be arranged with the coordinator.

PEAC 077. Peace Studies and Action

Peace studies' basis in peace values and action distinguishes it from many other academic disciplines or programs. What are the values and theory that undergird peace research and activism? How do peace research, education, and action inform one another (or fail to)? Each student will partner with a local peace organization to study its mode of action and develop a document or brief that brings useful peace research to the service of the organization. During the course of the semester, students will also examine their own values, intellectual interests, actions, vocational plans and the future they envision for human relations locally and globally.

Prerequisite: PEAC 015. Introduction to Peace and Conflict Studies.

1 credit.

Spring 2006. Smithey.

PEAC 090. Thesis

Credit hours to be arranged with the coordinator.

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. Global Policy and International Institutions: Hunger and Environmental Threats

POLS 068. International Political Economy*

POLS 073. Comparative Politics: Special Topics*

POLS 074. International Politics: Special Topics*

POLS 075. Theorizing Terror*

POLS 111. International Politics: Seminar
PSYC 026. Prejudice and Social Relations
PSYC 047. Applications of Social Psychology*
RELG 023. Quakers Past/Present*
RELG 110. Religious Belief and Moral Action
SOAN 003B. Nations and Nationalism
SOAN 022G. Social Movements in Latin
America
SOAN 025B. Transforming Intractable
Conflict
SOAN 026C. Power, Authority, and Conflict
SOAN 035B. Nonviolent Social Movements
SOAN 046B. Social Inequality
SOAN 056B. Standoffs, Breakdowns, and
Surrenders

Please consult departmental course listings for
descriptions and scheduling.

* Courses marked with an asterisk are eligible for
a peace and conflict studies minor on special
arrangement with the instructor and the pro-
gram coordinator.

Philosophy

RICHARD ELDRIDGE, Professor and Chair
HANS F. OBERDIEK, Professor
CHARLES RAFF, Professor
RICHARD SCHULDENFREI, Professor²
GRACE M. LEDBETTER, Associate Professor
TAMSIN LORRAINE, Associate Professor and Acting Chair⁵
ALAN R. BAKER, Assistant Professor
W. MARK GOODWIN, Visiting Assistant Professor
DONNA MUCHA, Administrative Assistant

2 Absent on leave, spring 2006.

5 Fall 2005.

Philosophy analyzes and comments critically on concepts that are presupposed, embodied, and developed in other disciplines and in daily life: the natures of knowledge, meaning, reasoning, morality, the character of the world, God, freedom, human nature, justice, and history. Philosophy is thus significant for everyone who wishes to live and act in a reflective and critical manner.

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites

The Philosophy Department offers several kinds of courses designed to engage students in philosophical practices. Courses and seminars are offered to introduce students to the major systematic works of the history of Western philosophy and works by Plato and Aristotle (Ancient Philosophy); Descartes, Hume, and Kant (Modern Philosophy); Hegel and Marx (19th-Century Philosophy); Kierkegaard, Nietzsche, Sartre, Heidegger, and de Beauvoir (Existentialism); and Russell and Wittgenstein (Contemporary Philosophy). Some courses and seminars consider arguments and conclusions in specific areas of philosophy: Theory of Knowledge, Logic, Moral Philosophy, Metaphysics, Aesthetics, and Social and Political Philosophy. Other courses and seminars are concerned with the conceptual foundations of various other disciplines: Aesthetics, Philosophy of Science, Philosophy of Language, Philosophy of Law, Philosophy of the Social Sciences, Philosophy of Psychology, Philosophy of Mathematics, and Philosophy of

Religion. From time to time, courses and seminars are offered on meaning, freedom, and value in various domains of contemporary life: Values and Ethics in Science and Technology, Feminist Theory, and Biotechnology and Society.

Students majoring in philosophy must complete at least one course or seminar in Logic and 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 philosophy by earning any 5 credits in philosophy courses.

Satisfactory completion of either any section of an introductory course in philosophy (any philosophy course numbered 1–10) or PHIL 012: Logic is a prerequisite for taking any further course in philosophy. Students may not take two different sections of Introduction to Philosophy.

COURSES

PHIL 001. Introduction to Philosophy

Philosophy addresses fundamental questions that arise in various practices and inquiries. Each section addresses a few of these questions to introduce a range of sharply contrasting positions.

Readings are typically drawn from the works of both traditional and contemporary thinkers with distinctive, carefully argued, and influential views regarding knowledge, morality, mind, and meaning. Close attention is paid to formulating questions precisely and to the technique of analyzing arguments through careful consideration of texts.

1 credit.

Each semester. Staff.

Section 2: Philosophy, Criticism, and Culture

This course will consider philosophy as a form of argumentative reflection on and criticism of some central cultural practices: political organization, natural science, and morality. In addition, philosophy as itself a cultural practice will be compared and contrasted with art and literature, history, and natural and social science. We will study Plato, Descartes, Marx, and Marcuse as well as a few films and poems.

Writing course.

1 credit.

Fall 2005 and spring 2006. Eldridge.

PHIL 002. First-Year Seminar: Modernity/Post-Modernity

This course will examine conceptions of modernity as it emerges in key texts from philosophers such as Descartes, Kant, and Hegel. We will discuss the implications of these conceptions of modernity for us today on such topics as the nature and relationship of mind and body, and self and society, and evaluate how far we may (or may not) have entered a "postmodern" era by examining texts by such philosophers as Nietzsche and Heidegger as well as sampling some of the contemporary debate on this subject.

Writing course.

1 credit.

Spring 2006. Lorraine.

PHIL 003. First-Year Seminar: The Philosophy of Freedom in America

This course will be primarily concerned with the meaning of freedom in the British and American traditions. It will consider the relations between freedom and some closely associated notions such as majority rule, equality, liberty, rights, tolerance, individualism, virtue, and the Enlightenment. It will also consider issues concerning the matter of the appropriate areas of freedom (religion, speech, sexuality, economics) and the

philosophical foundations of freedom. Major philosophical figures from the history of the discussion of freedom will be considered and some historical material will be woven into the reading and discussions.

1 credit.

Not offered 2005–2006.

PHIL 004. First-Year Seminar: Classics in Ancient and Modern Philosophy

Historically organized readings from Plato, Aristotle, Descartes, Hume, and Dewey focused on the nature, source, and value of knowledge. The course will consider such questions as: How, if at all, is knowledge related to action? What are the roles of experience and reason in the acquisition of genuine knowledge? and In what way, if any, is knowledge valuable?

1 credit.

Fall 2005. Schuldenfrei.

PHIL 005. First-Year Seminar: About Morality

Morality (or ethics) refers both to how we should live our lives and to rules and precepts of right conduct toward others, including non-human animals and the environment. Some philosophers are *moral skeptics* who argue that we cannot know what is right or good. Others argue that what is true in morality can be *explained* in terms of sociological, biological, or rational choice theories. Still others argue that morality is impossible because it presupposes that we are free when, in fact, our thoughts and behavior are *determined*. These are questions *about* morality, not questions *of* morality or *in* morality. This writing- and discussion-intensive first-year seminar will examine representatives of each of these approaches.

Writing course.

1 credit.

Fall 2005. Oberdiek.

PHIL 011. Moral Philosophy

Although some attention will be 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. Other values that may be discussed are tranquility, human relationships, autonomy, and the search

Philosophy

for objective good.

1 credit.

Not offered 2005–2006.

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 2005. Baker.

PHIL 013. Modern Philosophy

Seventeenth- and 18th-century theories of knowledge, morals, and metaphysics studied in works by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

1 credit.

Spring 2006. Raff.

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.

Spring 2006. Eldridge.

PHIL 018. Philosophy of Science

(See PHIL 119)

1 credit.

Spring 2006. Baker.

PHIL 020. Plato and His Modern Readers

(Cross-listed as CLAS 020)

Modern thinkers have ascribed to Plato some of the fundamental good and ills of modern thought. It has been claimed, for example, that Socrates and Plato distorted the entire course of Western philosophy, that Plato was the greatest political idealist, that Plato was the first totalitarian, that Plato was a feminist, and that Plato betrayed his teacher, Socrates. In this course, we will view Plato through the lens of various modern and postmodern interpretations (e.g., Nietzsche, Heidegger, Foucault, Irigaray, Rorty, Murdoch, Nussbaum, Vlastos) alongside a close analysis of ethical, metaphysical, and epistemolog-

ical issues as they arise in the dialogues themselves.

Writing course.

1 credit.

Not offered 2005–2006.

PHIL 021. Social and Political Philosophy

(See PHIL 121)

1 credit.

Fall 2005. Schuldenfrei.

PHIL 023. Contemporary Philosophy

Current topics in metaphysics: identity, freedom, God, time, reality.

1 credit.

Not offered 2005–2006.

PHIL 024. Theory of Knowledge

Classical and contemporary theories of the nature, varieties, and limits of rationality inform treatment of, among other current questions about knowledge, what sort of value does knowledge have?

1 credit.

Not offered 2005–2006.

PHIL 025. Philosophy of Mathematics

Topics will include the nature of mathematical objects and mathematical knowledge, proof and truth, mathematics as discovery or creation, the character of applied mathematics, and the geometry of physical space. A considerable range of 20th-century views on these topics will be investigated including logicism (Frege and Russell), formalism (Hilbert), intuitionism (Brouwer and Dummett), platonism (Gödel), and empiricism (Kitcher). Important mathematical results pertaining to these topics, their proofs, and their philosophical implications will be studied in depth (e.g., the paradoxes of set theory, Gödel's incompleteness theorems, and relative consistency proofs for non-Euclidean geometries).

Prerequisites: Logic, acceptance as a major in mathematics, or approval of instructor.

1 credit.

Not offered 2005–2006.

PHIL 026. Language and Meaning

(See PHIL 116)

1 credit.

Not offered 2005–2006.

PHIL 029. Philosophy of Modern Music

This course will survey the rise and evolution of so-called absolute music as a significant form of cultural expression from 1750 to the present. The focus of attention will be various historic-philosophical accounts of the meanings and functions of such musical works in culture. 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 20th-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 2005–2006.

PHIL 031. Advanced Logic

A survey of various technical and philosophical issues arising from the study of deductive logical systems. Topics are likely to include extensions of classical logic (e.g. the logic of necessity and possibility [modal logic], the logic of time [tense logic], etc.); alternatives to classical logic (e.g., intuitionistic logic, paraconsistent logic); metatheory (e.g., soundness, compactness, Gödel's incompleteness theorem); philosophical questions (e.g., What distinguishes logic from non-logic? Could logical principles ever be revised in the light of empirical evidence?).

Prerequisite: PHIL 012.

1 credit.

Not offered 2005–2006.

PHIL 039. Existentialism

In this course, we will examine existentialist thinkers such as Nietzsche, Kierkegaard, Heidegger, Sartre, Beauvoir, and Camus to explore themes of contemporary European philosophy, including the self, responsibility and authenticity, and the relationships between body and mind, fantasy and reality, and literature and philosophy.

1 credit.

Spring 2006. Lorraine.

PHIL 040. Semantics

(See LING 040)

PHIL 048. German Romanticism

This colloquium will focus on theories of subjectivity, aesthetic experience, and ethical life developed in the immediate post-Kantian context. The principal figures considered will be Schiller, Hölderlin, and Schlegel.

1 credit.

Not offered 2005–2006.

PHIL 049. Marx, Nietzsche, and Freud

This course will examine the work of three 19th-century "philosophers of suspicion" who challenged the self-presence of consciousness by considering consciousness as an effect of other forces. Their investigations into one's understanding of truth as the effect of will-to-power (Nietzsche), one's understanding of reality as the effect of class position (Marx), and consciousness as the effect of unconscious forces (Freud) provide an important background to contemporary questions about the nature of reality, human identity, and social power.

1 credit.

Fall 2005. 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.

Fall 2005. Oberdiek.

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 2005–2006.

PHIL 086. Philosophy of Mind

(See PHIL 118)

1 credit.

Not offered 2005–2006.

Philosophy

PHIL 088. Wittgenstein

Wittgenstein's analyses of thought and language are central to contemporary philosophical debates. We will read his two major works, *Tractatus-Logico Philosophicus* and *Philosophical Investigations* in connection with the development of 20th- and 21st-century analytical philosophy of mind, language, consciousness, and value.

1 credit.

Fall 2005. Eldridge.

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 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 2006. 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 2005–2006.

PHIL 103. Selected Modern Philosophers

One or more masterpiece of 17th- or 18th-century philosophy selected for systematic study by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Reid, or Kant.

2 credits.

Not offered 2005–2006.

PHIL 104. Contemporary Philosophy

Sources of contemporary analytic philosophy explored in 20th-century works by Frege, Moore, Russell, Wittgenstein, Quine, and Lewis '61.

2 credits.

Not offered 2005–2006.

PHIL 106. Aesthetics and Theory of Criticism

On the nature of art and its roles in human life, considering problems of interpretation and evaluation and some specific medium of art.

2 credits.

Spring 2006. Eldridge.

PHIL 109. Semantics

(See LING 109)

PHIL 113. Theory of Knowledge

Questions such as: Can skepticism be refuted? What can be known a priori? How does context bear on the extent of knowledge? How is truth a goal of inquiry? What is intellectual virtue? Is knowledge finally practical? How does sense perception contribute?

2 credits.

Not offered 2005–2006.

PHIL 114. Nineteenth-Century Philosophy

The historical treatment of such topics as knowledge, morality, God's existence, and freedom in Kant, Fichte, Hegel, Feuerbach, Marx, and Nietzsche.

2 credits.

Not offered 2005–2006.

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.

Not offered 2005–2006.

PHIL 118. Philosophy of Mind

The course is divided into three principal sections, focusing on philosophy of mind, artificial intelligence, and cognitive science. Section 1 covers four core positions in the philosophy of mind "dualism, behaviorism, materialism, and functionalism," and it serves as an overview of traditional philosophy of mind. Section 2 explores how the philosophical ideas developed above connect to ongoing research in artificial

intelligence. Section 3 concerns the philosophy of cognitive science, a field that investigates the biological and neurophysiological underpinnings of human mentality. Part of the aim is to clarify the goals and methods of cognitive science and to investigate ways in which advances in cognitive science may yield philosophical insights into the nature of mind.

2 credits.

Fall 2005. Baker.

PHIL 119. Philosophy of Science

A study of philosophical problems arising out of the presuppositions, methods, and results of the natural sciences, focusing particularly on the effectiveness of science as a means for obtaining knowledge. Topics include the difference between science and pseudoscience; the idea that we can "prove" or "confirm" scientific theories; explanation and prediction; the status of scientific methodology as rational, objective, and value free; and the notion that science aims to give us (and succeeds in giving us) knowledge of the underlying unobservable structure of the world.

2 credits.

Not offered 2005–2006.

PHIL 121. Social and Political Philosophy

This seminar will trace the history of political philosophy in the West primarily via discussion of selected major figures such as Plato, Aristotle, Hobbes, Locke, Rousseau, and Mill, with an emphasis on the transition from classical to modern political theory. Contemporary theorists such as Rawls, Sandel, and Charles Taylor may also be considered.

2 credits.

Fall 2005. Schuldenfrei.

PHIL 125. Philosophy of Mathematics

Mathematics is a discipline whose elegance, rigor, and stunning usefulness across a huge variety of applications has made it a central part of every school and college curriculum. But what exactly is mathematics about? At one level, the answer seems obvious: Mathematics is about numbers, functions, sets, geometrical figures, and so on. But what are these things? Do they exist? If so, where? And how do we come to know anything about them? If they do not exist, what makes mathematics true? This seminar will tackle these issues and look at what some of the

great philosophers such as Plato, Descartes, Kant, and Wittgenstein have had to say about mathematics.

2 credits.

Spring 2006. Baker.

PHIL 139. Phenomenology, Existentialism, and Poststructuralism

In this course, we will examine the themes of reality, truth, alienation, authenticity, death, desire, and human subjectivity as they emerge in contemporary European philosophy. We will consider thinkers such as Nietzsche, Husserl, Heidegger, Derrida, and Irigaray to place contemporary themes of poststructuralist thought in the context of the phenomenological, existential, and structuralist thought out of which they emerge.

2 credits.

Spring 2006. 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, to examine questions about desire, sexuality, and embodied identities, and various resolutions to this dilemma.

2 credits.

Not offered 2005–2006.

PHIL 180. Thesis

A thesis may be submitted by majors in the department in place of one honors paper, on application by the student and at the discretion of the department.

PHIL 199. Senior Honors Study

Spring semester.

Physical Education and Athletics

ADAM HERTZ, Director of Athletics
CHRISTYN CHAMBERS, Assistant Director of Athletics
KAREN BORBEE, Professor, Senior Woman Administrator
ROBERT E. WILLIAMS, Professor³
SUSAN P. DAVIS, Professor
MICHAEL L. MULLAN, Professor
LEE WIMBERLY, Professor
FRANK AGOVINO, Head Coach/Instructor
TODD ANCKAITIS, Head Coach/Instructor
PETER CARROLL, Head Coach/Instructor
RENEE CLARKE, Head Coach/Instructor
RENEE L. DEVARNEY, Head Coach/Instructor
PAT GRESS, Head Coach/Instructor
JEREMY LOOMIS, Head Coach/Instructor
HARLEIGH LEACH, Head Coach/Instructor
ERIC WAGNER, Head Coach/Instructor
KELLY WILCOX, Head Coach/Instructor
SHARON GREEN, Administrative Assistant
MARIAN FAHY, Administrative Assistant

³ Absent on leave, 2005–2006.

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 Athletics Program is comprehensive, including varsity with teams in 22 different sports: 10 for men and 12 for women.

Ample opportunities exist for large numbers of students to engage in intercollegiate competition, and those who qualify may be encouraged to participate in regional and national championship contests. Several club teams in various

sports are also organized, and a program of intramural activities is sponsored.

REQUIREMENTS AND RECOMMENDATIONS

Students are encouraged to enjoy the instructional and recreational opportunities offered by the department throughout their college careers. As a requirement for graduation, all students not excused for medical reasons are required to complete 4 units of physical education by the end of their sophomore year. In addition, all students must pass a survival swimming test or take up to one-quarter of swimming instruction.

Courses offered by the department are listed subsequently. Credit toward completion of the physical education requirement will also be given for participation in intercollegiate athletics as well as PE Dance Courses (listed subsequently), which are semester-long courses. Independent study for physical education is not permitted.

COURSES

Fall

Aerobics
Aikido I, II
Aquatics I, II/III
Basketball
Badminton
Fencing I
Fitness Training
Folk Dance
Just Jump—Plyometrics Training
Introduction to Orienteering
Power Yoga
Squash
Swiss Ball Training
Tennis
Ueche Rye Karate

Spring

Aerobics
Aikido I, II
Aquatics I, Aquatics for Fitness
Basketball
Badminton
Fencing I, II
Fitness Fun
Fitness Training
Folk Dance
Lifeguard Training
Power Yoga
Squash
Swiss Ball Training
Tennis
Ultimate Frisbee
Ueche Rye Karate
Volleyball

PE Dance Courses

These courses are offered through the Dance Department. See the Music and Dance section of the course catalog and the Swarthmore College Schedule of Courses and Seminars for fall and spring PE dance course offerings.

Intercollegiate Athletics

Fall

Men's Cross-Country
Women's Cross-Country
Field Hockey
Men's Soccer
Women's Soccer
Women's Volleyball

Winter

Badminton
Men's Basketball
Women's Basketball
Men's Swimming
Women's Swimming
Men's Indoor Track
Women's Indoor Track

Spring

Baseball
Golf
Men's Lacrosse
Women's Lacrosse
Softball
Men's Tennis
Women's Tennis
Men's Outdoor Track
Women's Outdoor Track

Physics and Astronomy

JOHN R. BOCCIO, Professor
AMY L.R. BUG, Professor and Chair
PETER J. COLLINGS, Professor
FRANK A. MOSCATELLI, Professor
MICHAEL R. BROWN, Associate Professor³
CARL H. GROSSMAN, Associate Professor
ERIC L.N. JENSEN, Associate Professor of Astronomy
DAVID H. COHEN, Assistant Professor of Astronomy
CATHERINE H. CROUCH, Assistant Professor
PAUL C. BLOOM, Visiting Assistant Professor
CHRISTOPHER BURNS, Postdoctoral Research Scientist
CHRISTOPHER D. COTHRAN, Postdoctoral Research Scientist
MARY ANN KLASSEN, Lecturer
PRUDENCE G. SCHRAN, Lecturer
JAMES HALDEMAN, Instrumentation/Computer Technician
STEVEN PALMER, Machine Shop Supervisor
CAROLYN R. WARFEL, Administrative Assistant

³ Absent on leave, 2005–2006.

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, 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 and 004 cover both classical and modern physics and is an appropriate introductory physics sequence for those students majoring in engineering, chemistry, and biology. PHYS 007 and 008, on the other hand, which is normally preceded by PHYS 006, PHYS 006P, 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://physics.swarthmore.edu/>.

REQUIREMENTS AND RECOMMENDATIONS

Major Degree Requirements

The basic Physics Program is intended for students not planning to pursue graduate work. It consists of PHYS 006 or ASTR 003, and PHYS 007, 008, 014, and 050 in the first two years, fol-

lowed by PHYS 111, 112, 113, and 114 in the last two years. In addition, the shop course PHYS 063 and the advanced laboratory courses PHYS 081 and PHYS 082 and MATH 015, 023, 025, 027, and 033 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 015, 023, 025, and 033 must be taken.

The basic programs listed earlier cover all of the fundamental areas in the discipline. However, students preparing for graduate study in physics or astronomy should consider one of the advanced programs listed later.

The advanced program in physics is PHYS 006 or ASTR 003, and PHYS 007, 008, 014, and 050 in the first two years followed by PHYS 111, 112, 113, 114, and 115 in the last two years. In addition, the shop course PHYS 063 and the advanced laboratory courses PHYS 081 and PHYS 082, and MATH 015, 023, 025, 027, and 033 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 015, 023, 025, 027, and 033 must be taken.

Students wishing an even stronger background for graduate work and a deeper look at one or more special fields may take an extended program by adding elective seminars in physics or astronomy and/or a research project/thesis.

Seniors not taking the external examinations must complete a comprehensive exercise in the senior year, which is intended not only 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

Students applying to become a physics major should have completed or be completing PHYS 014, PHYS 050, and MATH 033. If applying for an astrophysics or astronomy major, they should also have completed ASTR 016. Applicants must normally have an average grade of C or better in all physics and astronomy courses as well as in MATH 027 and 033.

Because almost all advanced work in physics and astronomy at Swarthmore is taught in seminars,

where the pedagogical responsibility is shared by the student participants, an additional consideration in accepting and retaining majors is the presumed or demonstrated ability of the students not only to benefit from this mode of instruction but also to contribute positively to the seminars.

Advanced Laboratory Program

The advanced laboratory courses, namely, PHYS 081 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). Many opportunities exist for students to work with faculty members on research projects during the summer or semester. In preparation for independent experimental work, prospective physics majors are urged to take the required course PHYS 063: Procedures in Experimental Physics during the fall semester of their sophomore year, which will qualify them to work in the departmental shops.

Teacher Certification

We offer teacher certification in physics through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies Department chair, the Physics Department chair, or the Educational Studies Department Web site at www.swarthmore.edu/SocSci/Education/.

Minor Degree Requirements

Our department offers two types of course minors: 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 015, 023, and 033. (*In some cases, PHYS 003 and/or PHYS 004 may be substituted for PHYS 007 and/or PHYS 008.) (+Minors should have two advanced seminars, preferably one in "classical" and one in "quantum" physics. PHYS 111 is a prerequisite for the future seminars and fulfills

Physics and Astronomy

the "classical" requirement. Although we recommend PHYS 113 as the second advanced seminar, a different seminar may be substituted on consultation with the chair.)

The astronomy minor consists of PHYS 006 or ASTR 003, PHYS 007 or PHYS 003, PHYS 008 or PHYS 004, ASTR 016, one astronomy seminar numbered 100 or above, and one semester of ASTR 061 (0.5 credits). Corequisites are MATH 015 and 023.

EXTERNAL EXAMINATION PROGRAM

To be accepted into the External Examination Program in the department, the applicant must normally have an average grade of B or better in all physics and astronomy courses.

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, or 114); two of the following (ASTR 121, 123, 126, or 128), plus a research or library thesis; Astronomy: ASTR 121, 123, 126, and 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.

PHYSICS COURSES

PHYS 001. First-Year Seminar: Relativity, Quantum Mechanics, and Chaos

Seminar for first-year students only. An introduction to the concepts of modern physics as examples of the thought processes inherent to the discipline of physics. Not designed for students seeking a more rigorous course as a preparation for further work in physics. Includes one laboratory every other week.

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Collings.

PHYS 003. General Physics I

Topics include vectors, kinematics, Newton's laws and dynamics, conservation laws, work and energy, oscillatory motion, systems of particles,

and rigid body rotation. Possible additional topics are special relativity and thermodynamics. Includes one laboratory weekly.

Prerequisite: MATH 015 (previously MATH 005) (can be taken concurrently).

1 credit.

Fall 2005. Bloom.

PHYS 004. General Physics II

Topics include wave phenomena, geometrical and physical optics, electricity and magnetism, and direct and alternating current circuits. Possible additional topics may be added. Includes one laboratory weekly.

Prerequisites: MATH 023 (previously MATH 006A)(can be taken concurrently). PHYS 003 or the permission of the instructor.

1 credit.

Spring 2006. Crouch.

PHYS 006. The Character of Physical Law

Seminar format with laboratory. 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. Covers special relativity, introduction to general relativity and introduction to quantum theory. Suitable for students seeking a rigorous course as a preparation for further work in physics and an entry point for those interested in majoring in physics, astrophysics, or astronomy. Enrollment limited to 12. Consultation with instructor required.

Prerequisite: MATH 023 or higher.

1 credit.

Fall 2005. Boccio.

PHYS 006P. The Character of Physical Law

Seminar format with laboratory. 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. Covers special relativity, introduction to general relativity and introduction to quantum theory. Suitable for students

seeking a rigorous course as a preparation for further work in physics and an entry point for those interested in majoring in physics, astrophysics, or astronomy. Students should be concurrently enrolled in MATH 028P. Enrollment limited to 12. Consultation with instructor required.

Prerequisite: MATH 028P (concurrent registration).

1 credit.

Fall 2005. Boccio.

PHYS 007. Introductory Mechanics

An introduction to classical mechanics and continuation (from PHYS 006 or ASTR 003) of the study of 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 dynamics. Includes one laboratory weekly.

Prerequisites: MATH 023 (can be taken concurrently), PHYS 006 or ASTR 003, or permission of the instructor.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Moscatelli.

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 023; MATH 027 or 033 (can be taken concurrently).

Natural sciences and engineering practicum.

1 credit.

Fall 2005. Crouch.

PHYS 014. Thermodynamics and Quantum Physics

An introduction to thermodynamics and temperature, heat, work, and entropy. Introduction to quantum mechanics using one-dimensional systems. Includes one laboratory weekly.

Prerequisites: PHYS 003 and 004 or PHYS 007 and 008.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. Bloom.

PHYS 020. The Earth and Its Climate

A study of the complex interplay of factors influencing conditions on the surface of the Earth. Basic concepts from geology, oceanography, and atmospheric science lead to an examination of how the Earth's climate has varied in the past, what changes are occurring now, and what the future may hold. Includes one laboratory every other week.

Natural sciences and engineering practicum.

1 credit.

Spring 2006. 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 2005–2006.

PHYS 022. Physics of Musical Sounds

An introduction to the science and technology of musical sounds and the instruments that make them. Particular attention is paid to electronic music and instruments. Topics include complex wave forms, scales and temperament, basic electronic sound devices, and digital sound technology. The course has a weekly laboratory requirement.

1 credit.

Not offered 2005–2006.

PHYS 023. Relativity

A nonmathematical introduction to the special and general theories of relativity as developed by Einstein and others during the 20th century.

1 credit.

Not offered 2005–2006.

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 2005–2006.

Physics and Astronomy

PHYS 029. Seminar on Gender and (Physical) Science

This seminar will take a multifaceted approach to the question: "What are the connections between a person's gender, race, or class and their practice of science?" The history of science, the education of women and feminist pedagogy, and philosophy of science will be addressed. Physical science will be the principal focus. Includes some laboratory work.

1 credit.

Not offered 2005–2006.

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 027 and either 023 or 033.

1 credit.

Spring 2006. Boccio.

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 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 vari-

ational principles; systems of particles; collisions and cross sections; motion of a rigid body; Euler's equations; rotating frames of reference; small oscillations; normal modes; and wave phenomena.

Prerequisites: PHYS 014 and 050; MATH 033.

1 credit.

Fall 2005. Bug.

PHYS 112. Electrodynamics

Electricity and magnetism using vector calculus, electric and magnetic fields, dielectric and magnetic materials, electromagnetic induction, Maxwell's field equations in differential form, displacement current, Poynting theorem and electromagnetic waves, boundary-value problems, radiation and four-vector formulation of relativistic electrodynamics.

Prerequisites: PHYS 014 and 050; MATH 033.

1 credit.

Fall 2005. Grossman.

PHYS 113. Quantum Theory

Postulates of quantum mechanics, operators, eigenfunctions, and eigenvalues, function spaces and hermitian operators; bra-ket notation, superposition and observables, fermions and bosons, time development, conservation theorems, and parity; angular momentum, three-dimensional systems, matrix mechanics and spin, coupled angular momenta, time-independent and time-dependent perturbation theory.

Prerequisites: PHYS 111 and MATH 027.

1 credit.

Spring 2006. 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 023 or 033.

1 credit.

Spring 2006. Grossman.

PHYS 115. Modern and Quantum Optics

A modern treatment of matrix optics, interference, polarization, diffraction, Fourier optics, coherence, Gaussian beams, resonant cavities, optical instruments. The quantization of the elec-

tromagnetic field, single mode coherent and quadrature squeezed states. The interaction of light with atoms using second quantization and dressed states. Spontaneous emission.

Prerequisites: PHYS 111, 112 (or concurrently with instructor's permission), and 113.

1 credit.

Fall 2005. Moscatelli.

PHYS 130. General Relativity

Newton's gravitational theory, special relativity, linear field theory, gravitational waves, measurement of space-time, Riemannian geometry, geometrodynamics and Einstein's equations, the Schwarzschild solution, black holes and gravitational collapse, and cosmology.

Prerequisites: PHYS 111 and 112.

1 credit.

Not offered 2005–2006.

PHYS 131. Particle Physics

A study of the ultimate constituents of matter and the nature of the interactions between them. Topics include relativistic wave equations, symmetries and group theory, Feynman calculus, quantum electrodynamics, quarks, gluons, and quantum chromodynamics, weak interactions, gauge theories, the Higgs particle, and some of the ideas behind lattice gauge calculations.

Prerequisites: PHYS 113 and 115.

1 credit.

Not offered 2005–2006

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 2005–2006.

PHYS 133. Atomic Physics and Spectroscopy

Review of quantum theory, hydrogen atom, multi-electron 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 and 115.

1 credit.

Not offered 2005–2006.

PHYS 134. Quantum Mechanics: Mathematical and Physical Foundations

What is measurement? Repeatable, maximal and consecutive tests, Bayesian probability, infinite dimensions, projection operators, Spectral Theory for self-adjoint operators, logical structure of classical physics, rules of Quantum Theory, mixed states and density matrices, time development, uncertainty relations, quantum correlations, Schmidt Decomposition, meaning of probability, reduction of State Vector, quantum entanglement, measurement problem, Kochen-Specker Theorem, logic of Quantum propositions, nonlocality, EPR and Bell Inequalities, nonlocality versus Contextuality, Gleason's Theorem, and logical aspects of inseparability are explored.

Prerequisites: PHYS 113 and 115.

1 credit.

Not offered 2005–2006.

PHYS 135. Solid-State Physics

Crystal structure and diffraction, the reciprocal lattice and Brillouin zones, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for specific heat, free electrons and the Fermi surface, electrons in periodic structures, the Bloch Theorem, band structure, semiclassical electron dynamics, semiconductors, magnetic and optical properties of solids, and superconductivity.

Prerequisites: PHYS 113, 114, and 115.

1 credit.

Not offered 2005–2006.

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 115.

1 credit.

Not offered 2005–2006.

PHYS 137. Computational Physics

Along with theory and experiment, computation is a third way to understand physics and do research. We will study concepts of scientific computing and apply these within techniques like Monte Carlo, Molecular Dynamics, Finite-Element, and Fourier Transform methods. We will explore high-performance and object-ori-

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ented strategies for scientific problem solving. The essentials of a couple of programming environments (e.g., ones based on Java, Fortran 9x, and Python) will be taught and used. Simulations relevant to classical mechanics, electromagnetism, quantum mechanics, and statistical physics will be written. Students will do an extended independent project of their choice.

Prerequisites: PHYS 050 and 111 and, taken previously or concurrently, PHYS 113 and 114, or special permission of the instructor.

1 credit.

Spring 2006. Bug.

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 2005–2006.

PHYS 180. Honors Thesis

Theoretical or experiment work culminating in a written honors thesis. Also includes an oral presentation to the department. This course must be completed by the end of, and is normally taken in, the fall semester of the student's final year.

0.5, 1, or 2 credits.

Each semester. Staff.

PHYSICS LABORATORY PROGRAM

PHYS 063. Procedures in Experimental Physics

Techniques, materials, and the design of experimental apparatus; shop practice; printed circuit design and construction. This is a 0.5-credit course open only to majors in physics, astrophysics, or astronomy.

0.5 credit.

Fall 2005. Technical staff.

PHYS 081. Advanced Laboratory I

Experiments in mechanics, electricity and magnetism, waves, thermal and statistical physics, atomic, and nuclear physics.

Writing course.

0.5 credit.

Each semester. Staff.

PHYS 082. Advanced Laboratory II

Experiments in mechanics, electricity and magnetism, waves, thermal and statistical physics, atomic, and nuclear physics.

Writing course.

0.5 credit.

Each semester. Staff.

ASTRONOMY COURSES

ASTR 001. Introductory Astronomy

The scientific investigation of the universe by observation and theory, including the basic notions of physics as needed in astronomical applications. Topics may include the appearance and motions of the sky; history of astronomy; astronomical instruments and radiation; the sun and planets; properties, structure, and evolution of stars; the galaxy and extragalactic systems; the origin and evolution of the universe. Includes six evening labs.

Natural sciences and engineering practicum.

1 credit.

Each semester. Jensen or Cohen.

ASTR 003. The Physical Universe

This introductory course emphasizes three major areas of modern astronomy and physics: cosmology, Einstein's theory of special relativity, and astrobiology. Topics include the birth, expansion, and fate of the universe; the theory of special relativity and its counterintuitive consequences for our notions of absolute time; the formation and detection of planets around other stars; and the prospects for life beyond Earth. Suitable as an entry point for students interested in majoring in astronomy, astrophysics, or physics. Includes six evening labs.

Natural sciences and engineering practicum.

1 credit.

Each semester. Jensen or Cohen.

ASTR 016. Modern Astrophysics

This is a one-semester calculus- and physics-based introduction to astrophysics as applied to stars, the interstellar medium, galaxies, and the large-scale structure of the universe. The course includes four evening laboratories and observing sessions.

Prerequisites: MATH 015 and 023, PHYS 003 and 004, or PHYS 007 and 008. (PHYS 004 or 008 may be taken concurrently.)

1 credit.

Fall 2005. Cohen.

ASTR 061. Current Problems in Astronomy and Astrophysics

Reading and discussion of selected research papers from the astronomical literature. Techniques of journal reading, use of abstract services, and other aids for the efficient maintenance of awareness in a technical field. May be repeated for credit. Credit/no credit only.

Prerequisite: ASTR 016.

0.5 credit.

Spring 2006. Jensen and Cohen.

ASTR 093. Directed Reading

(See PHYS 093)

ASTR 094. Research Project

(See PHYS 094)

ASTRONOMY SEMINARS**ASTR 121. Research Techniques in Observational Astronomy**

This course covers many of the research tools used by astronomers. These include instruments used to observe at wavelengths across the electromagnetic spectrum; techniques for photometry, spectroscopy, and interferometry; and various methods by which images are processed and data are analyzed. Students will perform observational and data analysis projects during the semester.

Prerequisite: ASTR 016.

1 credit.

Alternate years.

Fall 2005. Jensen.

ASTR 123. Stellar Astrophysics

An overview of physics of the stars, both atmospheres and interiors. Topics may include hydrostatic and thermal equilibrium, radiative and convective transfer nuclear energy generation, degenerate matter, calculation of stellar models, interpretation of spectra, stellar evolution, white dwarfs and neutron stars, nucleosynthesis, supernovae, and star formation.

Prerequisite: ASTR 016 (PHYS 014 recommended).

1 credit.

Alternate years.

Not offered 2005–2006. Next offered spring 2007.

ASTR 126. The Interstellar Medium

Study of the material between the stars and radiative processes in space, including both observational and theoretical perspectives on heating and cooling mechanisms, physics of interstellar dust, chemistry of interstellar molecules, magnetic fields, emission nebulae, hydrodynamics and shock waves, supernova remnants, star-forming regions, the multiphase picture of the interstellar medium.

Prerequisite: ASTR 016 (PHYS 014 recommended).

1 credit.

Alternate years.

Not offered 2005–2006. Next offered fall 2006.

ASTR 128. Galaxies and Galactic Structure

Study of our own galaxy and other galaxies, including galaxy morphology; observational properties of galaxies; kinematics: stellar motions, galaxy rotation, spiral density waves, and instabilities; galaxy and star formation; starburst galaxies; quasars and active galaxies; galaxy clusters and interactions; and large-scale structure of the universe.

Prerequisite: ASTR 016.

1 credit.

Alternate years.

Spring 2006.

ASTR 180. Honors Thesis

(See PHYS 180)

Political Science

RAYMOND F. HOPKINS, Professor
JAMES R. KURTH, Professor²
CAROL NACKENOFF, Professor
RICHARD L. RUBIN, Professor (part time)
KENNETH E. SHARPE, Professor
RICHARD VALELLY, Professor
CYNTHIA PERWIN HALPERN, Associate Professor
KEITH REEVES, Associate Professor²
TYRENE WHITE, Associate Professor and Chair
BENJAMIN BERGER, Assistant Professor³
JEFFREY S. MURER, Assistant Professor
DOMINIC TIERNEY, Assistant Professor
KATHLEEN KERNS, Administrative Assistant
DEBORAH SLOMAN, Administrative Assistant

² Absent on leave, spring 2006.

³ Absent on leave, 2005–2006.

COURSE OFFERINGS AND PREREQUISITES

Courses and seminars offered by the Political Science Department deal with the place of politics in society and contribute to an understanding of the purposes, organization, and operation of political institutions, domestic and international. The department offers courses in all four of the major subfields of the discipline: American politics, comparative politics, international politics, and political theory. Questions about the causes and consequences of political action and normative concerns regarding freedom and authority, power and justice, human dignity, and social responsibility are addressed throughout the curriculum.

Prerequisites

Students planning to study political science are advised to start with two of the following introductory courses: Political Theory, American Politics, Comparative Politics, and International Politics (POLS 001–004). Normally, any two of these courses constitute the prerequisite for further work in the department.

REQUIREMENTS

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 001–004) 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. No more than one course may be an Advanced Placement.

Distribution requirements. All political science majors are required to take one course or seminar in three subfields: (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 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 adviser. Detailed information about these options is available at the beginning of the junior year.

Honors Major

To be accepted into the Honors Program, students should normally have at least an average of 3.5 or better inside and 3.0 (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 2-unit preparations, which will help prepare honors majors for outside written and oral examinations. These 2-unit preparations will normally be either a 2-credit honors seminar or a "course-plus" option. Of these three 2-unit preparations, no more than 2 may be in a single field in the department. The course-plus option will normally consist of two 1-unit courses or seminars that have been designated to count as an honors preparation. One example is POLS 013 (Feminist Political Theory) plus either POLS 031 (Difference and Dominance) or POLS 032 (Gender, Politics, and Policy in America). Another example is POLS 068 (International Political Economy) plus POLS 047 (Global Policy). The department does not normally advise theses, course attachments, or directed readings as a substitute for the honors seminars and course-plus options.

All prospective honors majors should have completed one of their four honors preparations before their senior year.

Senior honors majors satisfy the College's senior honors study (SHS) requirement by revising one seminar paper for submission to external examiners. No academic credit is awarded for this exercise.

Honors Minor

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 2-unit honors preparations offered by the department. There is no senior honors study requirement for honors minors.

Honors Examinations

The honors examinations will normally consist of a 3-hour written examination in each of the student's seminars and an oral examination conducted by the external examiner.

CONCENTRATION IN PUBLIC POLICY

Students have the option of pursuing interdisciplinary work as an adjunct to a major in political science in the public policy concentration. Comprehensive requirements (for course majors) or the external examination requirements (for candidates for honors) will be adjusted to allow students to demonstrate their accomplishment in the concentration. For further information, consult the separate catalog listing for public policy. Tom Dee is the acting coordinator of the concentration in public policy for 2005-2006.

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 coursework. By integrating reflection and experience, the project will enable students to study the ways in which diverse communities define and seek to empower themselves in the United

Political Science

States and to discover the relationship between individual activism, social responsibility, and political change at the grassroots level.

ADVANCED PLACEMENT

The department grants 1 unit of college credit to students who have achieved a score of 5 on the College Board Advanced Placement (AP) examination in Government and Politics (either United States or Comparative but not both). This credit may be counted toward the major and toward satisfaction of the College distribution requirement in the social sciences. Normally, students awarded AP credit will still be expected to complete two introductory courses at Swarthmore as a prerequisite for more advanced work in the department.

TEACHER CERTIFICATION

Political science majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, please contact the Educational Studies Department director, the Political Science Department chair, or the Educational Studies Department Web site: www.swarthmore.edu/SocSci/Education/.

COURSES

POLS 001. Political Theory

This course is an introduction to political theory by way of an introduction to some of its most important themes, problems, and texts. It seeks to elicit understanding of theory as a way of thinking about the world, as related to political practices and institutions, and as a form of politics. Different instructors and sections will emphasize different central issues of politics such as justice, freedom, power and knowledge, and religion and politics.

Writing course for Sharpe's section only.

1 credit.

Fall 2005. Halpern, Sharpe. Spring 2006. Sharpe.

POLS 002. American Politics

How do American institutions and political processes work? To what extent do they produce democratic, egalitarian, or rational outcomes? The course examines the exercise and distribution of political power. Topics include presidential leadership and elections; legislative politics; the role of the Supreme Court; federalism; parties, interest groups, and movements; public policy; the politics of class, race, and gender; voting; mass media; and public discontent with government.

Writing course for Nackenoff's section only.

1 credit.

Fall 2005. Nackenoff, Reeves, Valelly.

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 socioeconomic development, the role of institutions and social transformation in promoting political change, the causes of regime change, and pathways to democracy.

Writing course.

1 credit.

Fall 2005 and spring 2006. Murer.

POLS 004. International Politics

An introduction to the analysis of the contemporary international system and its evolution in the 20th and 21st centuries. The course will examine various approaches to explaining major international wars, intrastate conflicts, and economic problems.

1 credit.

Fall 2005. Hopkins, Tierney. Spring 2005. Tierney.

POLS 010. Freshmen Seminar: Reason, Power, and Happiness

This seminar will look at what classical theorists—particularly Plato, Aristotle, and Hobbes—can teach us about the relationship between reason, power, and happiness. Among the questions we will explore are the following: What, if anything, is the difference between happiness and pleasure? Do we need to be powerful in order to be happy, and, if so, what kind of power do we need? What do we mean by reason? Is it a neutral capacity—silent about ends or values? Is it

something that we can acquire that will simply be a tool to help us find the best means to our ends, to break down complex problems into understandable parts? Or is reason always the servant of powerful interests (our own or those of others) and thus inevitably a tool of the powerful to manipulate the weak? In this sense, are policy analysts, skilled at using reason to do cost-benefit calculations, simply hired guns, serving the interests of the powerful? Or is reason actually an integral part of the daily moral choices we make, as Aristotle argued when he wrote about practical wisdom (*phronesis*)? But if he is right, how is this kind of reason different from contemporary views of reason? And what is the relationship between such practical reason, power, and happiness?

1 credit.

Fall 2005. Sharpe.

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 2005. Nackenoff.

POLS 012. Modern Political Theory

This course will be concerned with the nature of modernity, constructed through theory and politics. We will examine the transitions to modernity through the Reformation and the foundational constructions of Hobbes, Locke, and Rousseau and explore the culmination of modernity in the Enlightenment projects of rationality in the works of Kant, Marx, and Weber. We will then examine the breakdown of the Enlightenment through Freud and Nietzsche and the critiques of modernist rationality by Marcuse and Foucault. In this way, the course will explore the creation of the individual, the concept of the universal, and the political consequences of these projects.

1 credit.

Spring 2006. Murer.

POLS 013. Feminist Political Theory

Key contributions and debates in feminist political, philosophical, and legal theory. The course draws on feminist psychoanalytic, poststructural, and queer theory as well as on feminists from non-Western societies.

Not offered 2005–2006.

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.

Spring 2006. 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.

Not offered 2005–2006.

POLS 017. American Political Thought

American political thought and political culture are explored in topics including national identity; struggles of inclusion and exclusion; individualism and community; moral crusades; democratic visions; race, class, ethnicity, and gender; and the role of the state.

1 credit.

Not offered 2005–2006.

POLS 019. Democratic Theory and Practice

This course begins with the questions: What is democracy and what does it require? Widespread political participation? Economic equality? Good education? Civic virtue? If any of these conditions or characteristics are necessary, how might they be promoted? In addition to theoretical questions, we will investigate one of the hottest debates in contemporary political sci-

ence: whether political participation, social connectedness, and general cooperation have declined in the United States over the past half-century. If so, why? What might be done? This course draws upon classic and recent texts in democratic theory, works of political science and sociology, and also a vital participatory component: student engagement with a voter registration and voter mobilization drive in Chester, Pa.

1 credit.

Not offered 2005–2006.

POLS 022. American Elections: Ritual, Myth, and Substance

In this examination of the role of policy issues, candidate images, media, marketing, and political parties in the American electoral process, students will learn how to use and interpret survey data and will have an opportunity to consider the role of race, gender, class, and other variables in voting behavior. Do elections matter, and, if so, how? Historical trends in electoral politics will provide the basis for analyzing 2005.

1 credit.

Not offered 2005–2006.

POLS 024. American Constitutional Law

The Supreme Court in American political life, with emphasis on civil rights, civil liberties, and constitutional development. The class examines the court's role in political agenda-setting in arenas including economic policy, property rights, separation of powers, federalism, presidential powers and war powers, and interpreting the equal protection and due process clauses as they bear on race and gender equality. Judicial review, judicial activism and restraint, and theories of constitutional interpretation will be explored.

1 credit.

Spring 2006. Nackenoff.

POLS 029. Polling, Public Opinion, and Public Policy

Public opinion polling has become an essential tool in election campaigning, public policy decision making, and media reporting of poll results. As such, this course focuses on helping students interested in these areas learn the fundamental skills required to design, empirically analyze, use, and critically interpret surveys measuring public opinion. Because the course emphasizes the application of polling data about public policy issues and the political process, we will examine

the following topics: abortion, affirmative action, 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.

Not offered 2005–2006.

POLS 031. Difference, Dominance, and the Struggle for Equality

This course examines how unequal power relations are maintained and legitimated and explores different strategies and routes for achieving equality. Struggles involving gender, race, ethnicity, religion, class, and colonial and post-colonial relationships are compared.

1 credit.

Not offered 2005–2006.

POLS 032. Gender, Politics, and Policy in America

Gender issues in contemporary American politics, policy, and law. Policy issues include the feminization of poverty, employment discrimination, pornography, surrogate parentage, privacy rights and sexual practices, workplace hazards, and fetal protection.

1 credit.

Not offered 2005–2006.

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.

Fall 2005. Reeves, Rubin.

POLS 034. Race, Representation, and Redistricting in America

This course will explore the controversial political and public policy questions surrounding the reshaping and redrawing of congressional districts to increase minority black, 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? 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 concentrations in public policy and black studies.

1 credit.

Not offered 2005–2006.

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 2005–2006.

POLS 042. Congress in the American Political System

Institutional evolution, lawmaking, and the uses of roll-call voting information for understanding American politics are the primary topics. Other issues may include House-Senate differences, how congressional elections shape the institution, lobbying and campaign finance, public dissatisfaction with Congress, congressional control of the bureaucracy, congressional intent and statutory interpretation by federal judges, representation, and the causes and impact of increased congressional office-holding by women, African Americans, and Hispanic Americans.

1 credit.

Spring 2006. Valelly.

POLS 043. Environmental Policy and Politics

Topics in environmental politics, policy, and law. In the United States, environmental movements and environmental justice; regulation and

its alternatives; the role of science in democratic policy making; the courts and the impact of federalism, commerce clause, and rights on regulation. The role of national and supranational organizations and institutions in managing environmental problems, with attention to developed/developing world environmental controversies.

1 credit.

Not offered 2005–2006. Next offered 2006–2007. Nackenoff.

POLS 045. Defense Policy

American defense policy will be analyzed, 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 or the equivalent.

1 credit.

Fall 2005. 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 examination 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 the consent of the instructor. This course may be counted toward the concentrations in public policy and environmental studies.

1 credit.

Fall 2005. Hopkins.

POLS 048. The Politics of Population

The role of population and demographic trends in local, national, and global politics will be examined. Topics include the relationship between population and development, causes of fertility decline, the impact and ethics of global and national family planning programs, and contemporary issues such as population aging and the

AIDS pandemic. This course may be counted toward concentrations in public policy and environmental studies.

1 credit.

Spring 2006. 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 19th and early 20th 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 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.

Not offered 2005–2006.

POLS 053. The Politics of Eastern Europe: Polities 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.

Spring 2005. Murer.

POLS 055. China and the World

The rise of China in the late 20th and early 21st centuries and its implications for domestic, regional, and international politics are explored. Topics include China’s reform and development strategy, the social and political consequences of reform, and the prospects for regime liberalization and democratization, and patterns of governance. The course will also examine patterns of political resistance and China’s changing role in global affairs.

This course may be counted toward a program in Asian studies or a concentration in public policy.

1 credit.

Fall 2005. White.

POLS 056. Patterns of Asian Development

Patterns of political, social, and economic development in Asia will be traced, with special focus on China, Japan, North and South Korea, Taiwan, Vietnam, and India. Topics include the role of authoritarianism and democracy in the development processes, the legacies of colonialism and revolution and their influences on contemporary politics, sources of state strength or weakness, nationalism and ethnic conflict, gender and politics, and patterns of political resistance.

This course may be counted toward a program in Asian studies.

1 credit.

Not offered 2005–2006.

POLS 057. Latin American Politics

This comparative study will focus on the political economy of Mexico, Chile, Guatemala, Nicaragua, Colombia, and Cuba. Topics include the tensions between representative democracy, popular democracy, and market economies; the conditions for democracy and authoritarianism; the sources and impact of revolution; the political impact of neo-liberal economic policies and the economic impact of state intervention; and the role of the United States in the region.

1 credit.

Fall 2005. Sharpe.

POLS 059. Contemporary European Politics

Europe today is a microcosm of global politics. This course will explore the effects of globalization, increasingly integrated economies, and new capital flows that alter earlier equilibriums of finance and development, while also examin-

ing issues of migrations and the necessity and affordability of state welfare systems. Students will examine new approaches to international cooperation that are challenged by continued ethnic conflicts, xenophobia, and localism. This course will explore the roles of institutions such as the European Union and NATO.

Writing course.

1 credit.

Not offered 2005–2006.

POLS 061. American Foreign Policy

This course seeks to provide an analytic understanding of the formation and conduct of foreign policy in the United States. The course combines three elements: a study of the history of American foreign policy since 1945; an analysis of the central theoretical debates that animate the field such as the impact of the international system, Congress, public opinion, the media and personalities on decision making; and a discussion of the major controversies in contemporary U.S. foreign policy, including grand strategy, terrorism, civil wars and intervention, economic policy, and environmental politics.

Prerequisite: POLS 004 or the equivalent.

1 credit.

Spring 2006. Tierney.

POLS 064. American-East Asian Relations

This course examines international relations across the Pacific and regional affairs within East Asia (including China, Japan, North and South Korea, Taiwan, Vietnam and the United States). Topics include the impact of Sept. 11 and its aftermath on regional and cross-Pacific relationships, the significance of growing Chinese power, tensions on the Korean peninsula and between China and Taiwan, and the impact of globalization on cross-Pacific interactions. This course may be counted toward a program in Asian studies.

1 credit.

Not offered 2005–2006. White.

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 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. This course may be counted toward a concentration in public policy.

Prerequisites: POLS 004 and ECON 001.

1 credit.

Spring 2006. Hopkins, Golub.

POLS 071. Special Topics: American Politics and Immigration

Considers the current wave of immigration, and its impact, by comparing it to previous waves. We pay special attention to responses in all of the major eras by political parties and secondary associations such as unions and churches. We also consider who makes immigration policy and the logics of policy design and implementation. Finally, we treat impact on native-born African Americans and Hispanic Americans.

1 credit.

Fall 2005. Valelly.

POLS 072. Constitutional Law: Special Topics

Students will explore in depth several recent issues and controversies, most likely drawn from First-, Fourth-, Fifth-, Sixth-, and/or 14th-Amendment jurisprudence. Attention will also be given to theories of interpretation. Designed for students who want to deepen their work in constitutional law.

Prerequisites: POLS 024 and permission of the instructor.

1 credit.

Not offered 2005–2006. Nackenoff.

POLS 073. Comparative Politics: Special Topics: The Psychological Constructions and Politics of Ethno-Conflict

This course will examine the complex and troubling origins of a series of conflicts often defined as ethnic in nature. Students will explore alternate discussions of the character of each conflict, including economic and psychoanalytic explanations. In addition students will explore the processes by which enemies are identified and maintained, how collectivities define their membership, and whether reconciliation is possible. Cases include the former Yugoslavia, Rwanda and the Congo, Cyprus, and Chechnya.

1 credit.

Not offered 2005–2006.

Political Science

POLS 074. International Politics: Special Topics

Each year, this course will study a major topic in international politics and examine the development of the topic from its historical origins to contemporary issues.

Prerequisite: POLS 004 or the equivalent.

1 credit.

Not offered 2005–2006.

POLS 076. Theory, Method, and Research Design in the Social Sciences

1 credit.

Not offered 2005–2006.

POLS 077. Practical Wisdom

(Cross-listed as PSYC 029)

What is practical wisdom (what Aristotle called “phronesis”)? Is it necessary to enable people to flourish in their friendships, loving relations, education, work, community activities, and political life? What is the relevance of this Aristotelian concept for the choices people make in everyday life, and how does it contrast with contemporary Kantian, utilitarian, and emotivist theories of moral judgment and decision making? What does psychology tell us about the experience and character development necessary for practical wisdom and moral reasoning? And how do contemporary economic and political factors influence the development of practical wisdom?

Prerequisites: Some background in psychology and in philosophy or political theory.

Enrollment is limited and by permission of the instructors. (Applications are available from either department.)

1 credit.

Not offered 2005–2006.

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. Keith Reeves, coordinator. Staff.

POLS 095. Thesis

A 1-credit thesis, normally written in the fall of the senior year. Students need the permission of the department chair and a supervising instructor.

1 credit.

SEMINARS

The following seminars prepare for examination for a degree with honors:

POLS 100. Political Theory: Plato to Hobbes

This course is concerned with the two great traditions that constitute the origins of Western political theory and practice. We begin with the Greeks, with tragedy and democracy as the context out of which politics and philosophy arose. We will start with Nietzsche’s *The Birth of Tragedy* to establish theoretical context. We will study texts by Sophocles, Plato, and Aristotle. We will contrast this tradition with that of the Hebrew Bible, looking first at texts from the first five books of the Bible and secondary sources, and then looking at the three great prophets of the period of the exile, Jeremiah, Ezekiel and Deutero-Isaiah. These traditions present different ways of understanding justice, authority, suffering and liberation, community, self, and politics from the Greeks. We will explore how these two traditions converged in the period of the New Testament, looking at the synoptic gospels and the Pauline letters and including the alternative transformational tradition of the Gnostic gospels. Finally, we will study the work of Augustine as the ultimate point of convergence for these two traditions over time, leading to the Middle Ages and ultimately to the Modern Age.

2 credits.

Fall 2005. Halpern.

POLS 101. Political Theory: Modern

In this seminar, we will study the construction of the modern liberal state and capitalism through the works of Hobbes, Locke, and Rousseau, and then, in more detail, we will examine the greatest critics of the modern age—Marx, Nietzsche, Freud, and Foucault. 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 2006. Halpern.

POLS 104. American Political System

This seminar aims to confound fashionably jaded views of contemporary American politics and its performance. Standard topics are covered, although topical emphasis may vary from year to year.

Prerequisite: POLS 002 or an intermediate American politics course.

2 credits.

Spring 2006. Valelly.

POLS 105. Constitutional Law in the American Polity

The Supreme Court in American political life will be examined, with emphasis on civil rights, civil liberties, and 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. Judicial review, judicial activism and restraint, and theories of constitutional interpretation will be explored.

2 credits.

Spring 2006. Nackenoff.

POLS 106. The Urban Underclass and Public Policy

This seminar is a critical examination of some of the most pressing (and contentious) issues surrounding the nation's inner cities today and the urban underclass: the nature, origins, and persistence of ghetto poverty; racial residential segregation and affordable public housing; social organization, civic life, and political participation; crime and incarceration rates; family structure; adolescent street culture and its impact on urban schooling and social mobility; and labor force participation and dislocation. We conclude by examining how these issues impact distressed urban communities, such as the neighboring city of Chester.

2 credits.

Not offered 2005–2006. Reeves.

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 engage the historical

processes and conceptual orientations that have contributed to the social patternings of difference that have qualified Europe at different moments as East/West, Northern/Southern, socialist/capitalist, and so forth. Students will follow the development of liberalism and market capitalism in Europe as well as study the forces that grew to form oppositions. From the fall of autocracy to the rise of fascism and socialism, students will examine the political formation of Europe as a series of conflicts over the power of liberalism that continues today.

2 credits.

Spring 2006. Murer.

POLS 108. Comparative Politics: East Asia

This course examines the politics of China, Japan, the two Koreas, Vietnam and Taiwan. It compares pathways to development, the role of authoritarianism and democracy in the development process, the conditions that promote or impede transitions to democracy, and the impact of regional and global forces on domestic politics and regime legitimacy. It also explores the ideas and cultural patterns that influence society and politics, and the role of social change and protest in regime transformation.

This course may be counted toward a concentration in public policy or a program in Asian studies.

2 credits.

Fall 2005. White.

POLS 109. Comparative Politics: Latin America

This comparative study will focus on the political economy of Mexico, Chile, Guatemala, Nicaragua, Colombia, El Salvador, and Cuba. Topics include the tensions between representative democracy, popular democracy, and market economies; the conditions for democracy and authoritarianism; the sources and impact of revolution; the political impact of neo-liberal economic policies, and the economic impact of state intervention; and the role of the United States in the region.

2 credits.

Fall 2005. Sharpe.

POLS 111. International Politics: Economic and Organizational Issues

This seminar will explore selected problems in international politics related to institutions of state and supranational governance. Topics in-

Political Science

clude major theories of international politics, causes and consequences of war, management of global economic issues, political integration, and dilemmas of global governance.

Prerequisite: POLS 004 or the equivalent.

2 credits.

Spring 2005. Hopkins.

POLS 112. Democratic Theory and Civic Engagement in America

This course begins with the questions: What is democracy and what does it require? Widespread political participation? Economic equality? Good education? Civic virtue? If any of these conditions or characteristics are necessary, how might they be promoted? In addition to theoretical questions, we will investigate one of the hottest debates in contemporary political science: whether political participation, social connectedness, and general cooperation have declined in the United States over the past half-century. If so, why? What might be done? We will consider the potential civic impact of economic and social marginalization in inner-city areas, the role of education in promoting civic engagement, the problem of civic and political disengagement among America's youth, and the potential for the Internet and other communications technology to resuscitate democratic engagement among the citizenry. We will close by considering some lessons from successful community activists, politicians, and political mobilizers.

2 credits.

Not offered 2005–2006.

POLS 113. International Politics: Security Issues

This intensive seminar will investigate in depth the major contemporary problems and issues in international security. The seminar will explore the changing meaning of security in international relations. It will consider the causes of major security issues and discuss the wisdom and efficacy of different international solutions. Topics studied will include U.S. grand strategy in the war on terror, alliances and great power behavior, civil wars and international intervention, human rights and democracy as a security issue; and environmental security.

2 credits.

Spring 2006. Tierney.

POLS 180. Thesis

With the permission of the department, honors candidates may write a thesis for double course credit.

Psychology

ALFRED H. BLOOM, Professor*
KENNETH J. GERGEN, Professor
DEBORAH G. KEMLER NELSON, Professor
JEANNE MARECEK, Professor
ALLEN M. SCHNEIDER, Professor
BARRY SCHWARTZ, Professor and Acting Chair
FRANK H. DURGIN, Associate Professor and Chair³
ANDREW H. WARD, Associate Professor
JANE E. GILLHAM, Assistant Professor (part time)
ETSUKO HOSHINO BROWNE, Assistant Professor
EDWARD T. KAKO, Assistant Professor
MICHELE REIMER, Assistant Professor (part time)
JULIA L. WELBON, Academic Coordinator
JOANNE M. BRAMLEY, Administrative Coordinator

* President of the College.

³ Absent on leave, 2005–2006.

The work of the Psychology Department 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 Biology Department. Consult either department chair and the department information brochure.

A special major in psychology and education is offered in cooperation with the Educational Studies Department. Consult either department chair and the department information brochure.

REQUIREMENTS AND RECOMMENDATIONS

PSYC 001: Introduction to Psychology is a prerequisite for further work in the department.

A course major consists of at least 8 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 solely by members of other departments. Four should be core courses (with course numbers in the 030s): Physiological Psychology; Perception; Cognitive Psychology; Psychology of Language; Social Psychology; Thinking, Judgment, and Decision Making; 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.

The first way, open to all majors, is to complete the comprehensive project, a substantial paper on a topic of the student's choice in psychology, approved by the faculty. See PSYC 098 and the department brochure. Students 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.

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 adviser, and sufficient background to undertake the proposed work. See PSYC 096, 097, and the department brochure.

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 STAT 011, offered by the Mathematics and Statistics Department. 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 consists of at least 5 credits in psychology taken at Swarthmore. These five courses must include PSYC 001: Introduction to Psychology and two core courses.

Honors Program

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 previously described.

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 a 1-credit seminar and its approved prerequisite. A detailed description of the program is available in the department brochure.

TEACHER CERTIFICATION

Students who wish to pursue certification at the secondary school level should consult faculty in the Educational Studies Department.

Psychology majors can complete the requirements for teacher certification in social science. For further information about the relevant set of requirements, please contact the Educational

Studies Department chair, the Psychology Department chair, or the Department of Educational Studies Web site at www.swarthmore.edu/SocSci/Education/.

COURSES

PSYC 001. Introduction to Psychology

An introduction to the basic processes underlying human and animal behavior—studied in experimental, social, and clinical contexts. Analysis centers on the extent to which normal and abnormal behaviors are determined by learning, motivation, neural, cognitive, and social processes.

In addition to the course lectures, students are required to participate in four small group discussions during the semester, each meeting for 1 hour and 15 minutes during the Monday and Wednesday (1:15–4 p.m.), or Friday (2:15–5 p.m.) class periods. Students will be assigned to a group after classes begin but should keep at least one period open.

Students also participate as subjects in Psychology Department student and faculty research projects.

PSYC 001 is a prerequisite to further work in the department.

Social sciences.

1 credit.

Each semester. Staff.

COGS 001. Introduction to Cognitive Science

(See COGS 001)

COGS 001 is offered in the cognitive science concentration. It will count toward the minimum required credits in a psychology major when a member of the Psychology Department teaches it.

Spring 2006. Harrison.

PSYC 005. First-Year Seminar: Nature and Nurture

An entry-level course that focuses on how nature and nurture combine to produce human universals as well as human differences. It draws on insights derived from studies of the human infant, language and language acquisition, the perception and experience of emotions, and human

intelligence. Consideration is given to the variety of methodologies and approaches that can shed light on nature/nurture issues—including those of evolutionary psychology and behavior genetics.

No prerequisite.

Social sciences.

1 credit.

Spring 2006. Kemler Nelson.

PSYC 008. First-Year Seminar: Body and Mind

What is the nature of the human mind? How do our minds relate to our bodies? To have a mind, one must obviously have a brain. But what about the rest of the body? Many philosophers and psychologists have seen the mind as largely separate from the body. Recently, however, the division between the mind and the body has begun to fall away, as evidence mounts that our minds depend crucially upon how our bodies work internally, and how they interact with the environment around us. In this seminar, we will consider several sources of evidence that support a more complete marriage of mind and body. These include our use of language, particularly metaphors (e.g., "Love is a journey"); the efforts of computer scientists to create artificial intelligence, both with and without a robotic body; and the role of the body in shaping our emotions and giving rise to our sense of self-awareness and consciousness.

No prerequisite.

Social sciences.

1 credit.

Spring 2006. Kako.

Note: The Educational Studies Department offers the following three courses. They do not count toward the minimum required credits for a psychology major.

PSYC 021. Educational Psychology

(See EDUC 021)

Fall 2005. Renninger.

PSYC 022. Counseling

(See EDUC 025)

Not offered 2005–2006. Brenneman.

PSYC 023. Adolescence

(See EDUC 023)

Spring 2006. Brenneman.

PSYC 024. Qualitative Research Methods

Many classic studies in psychology used qualitative rather than quantitative methods. We consider several examples of such studies and learn several contemporary approaches to gathering and analyzing qualitative data, including open-ended interviewing, focus groups, case studies, participant-observation, discourse analyses, and narrative analysis.

Prerequisites: PSYC 001 and one additional psychology course.

Social sciences.

1 credit.

Spring 2006. Marecek.

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.

In the laboratory component, students learn to use a standard statistical data analysis package (SPSS), to design experiments, and to collect and analyze data. The laboratory meets approximately every other week.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2005. Ward. Spring 2006. Hoshino Browne.

PSYC 026. Prejudice and Intergroup Relations

This course focuses on prejudice and intergroup relations, mainly from social psychological perspectives. Where does prejudice or an intergroup conflict come from, and what are possible consequences? We examine the issues of racism, sexism, ingroup bias, stereotyping, stereotype threat, as well as affirmative action and its fairness and justice issues. Not only explicit but also implicit attitudes are considered. We approach prejudice and intergroup relations from two perspectives: from the perspective of those who hold prejudicial attitudes and discriminate

against others and from the perspective of those who are the target of prejudice and discrimination.

Prerequisite: PSYC 001.

Social science.

1 credit.

Fall 2005. Hoshino Browne.

PSYC 029. Practical Wisdom

(Cross-listed as POLS 077)

What is practical wisdom (what Aristotle called "phronesis")? Is it necessary to enable people to flourish in their friendships, loving relations, education, work, community activities, and political life? What is the relevance of this Aristotelian concept for the choices people make in everyday life, and how does it contrast with contemporary Kantian, utilitarian, and emotivist theories of moral judgment and decision making? What does psychology tell us about the experience and character development necessary for practical wisdom and moral reasoning? And how do contemporary economic and political factors influence the development of practical wisdom?

Prerequisites: Some background in psychology, philosophy, or political theory.

Enrollment limited and by permission of the instructors (applications available from either department).

Social sciences.

1 credit.

Not offered 2005–2006. Schwartz, Sharpe.

PSYC 030. Physiological Psychology

A survey of the neural and biochemical bases of behavior with special emphasis on sensory processing, motivation, emotion, learning, and memory. Both experimental analyses and clinical implications are considered.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Spring 2006. Schneider.

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 homunculus watching the world. Required laboratory meets approximately every other week.

Prerequisite: PSYC 001.

Natural sciences and engineering practicum.

1 credit.

Not offered 2005–2006. Durgin.

PSYC 033. Cognitive Psychology

An overview of the psychology of knowledge representation, beginning from the foundations of perception, attention, memory, and language to examine concepts, imagery, thinking, decision making, and problem solving.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Not offered 2005–2006. 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 accurately? How do we understand and produce it, seemingly without effort? What are its biological underpinnings? What is the relationship between language and thought? How did language evolve? And to what extent is the capacity for language "built in" (genetically) versus "built up" (by experience)?

Prerequisite: PSYC 001 or permission of the instructor.

Social sciences.

1 credit.

Fall 2005. 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 theory and research. The dynamics of cooperation and conflict, group identity, conformity, social influence, help giving, aggression, persuasion, attribution, and attitudes are discussed.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2005. Hoshino Browne. Spring 2006. Ward.

PSYC 036. Thinking, Judgment, and Decision Making

People in the modern world are flooded with major and minor decisions on a daily basis. The available information is overwhelming, and there is little certainty about the outcomes of any of the decisions people face. This course explores how people *should* go about making decisions in a complex, uncertain world; how people *do* go about making decisions in a complex, uncertain world; and how the gap between the two can be closed.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2005. Schwartz.

PSYC 037. Concepts of the Person

An exploration of central conceptions of psychological functioning from 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 post-modern period.

Prerequisite: PSYC 001 or permission of the instructor.

Social sciences.

1 credit.

Spring 2006. 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.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2005. Reimer. Spring 2006. Gillham.

PSYC 039. Developmental Psychology

A selective survey of cognitive and social devel-

opment from infancy to adolescence. Major theoretical perspectives on the nature of developmental change are examined. 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.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2005. Kemler Nelson.

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.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Spring 2006. Reimer.

PSYC 042. Human Intelligence

This course adopts a broad view of its topic, human intelligence. One major set of subtopics is drawn from the intelligence-testing (IQ) tradition. Other concerns include cognitive theories of intelligence, developmental theories of intelligence, everyday conceptions of intelligence, the relation between infant and adult intelligence, and the relation between human and animal intelligence.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2005. Kemler Nelson.

PSYC 043. Evolutionary Psychology

Psychologists have recently 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.

This course is built around two related maxims: that the best way to learn anything is to write about it, and that the best way to become a better writer is to write about challenging, important material. And so we will write and think extensively about a topic of profound importance: who and why we are.

Prerequisite: PSYC 001.

Writing course.

Social sciences.

1 credit.

Fall 2005. Kako.

PSYC 044. Psychology and Gender

This course concerns psychological approaches to studying gender and gender relations as well as feminist critiques of psychological theories and methods of inquiry. Specific topics include gendered experiences of the body, gender-linked violence, and constructions of sexuality. In addition, we study the ways that gender is represented in research and clinical theories and in popular psychology.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Spring 2006. 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.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Not offered 2005–2006. 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.

Prerequisite: PSYC 001 or permission of the instructor.

Social sciences.

1 credit.

Not offered 2005–2006. Gergen.

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. A heavy emphasis is on current research questions and empirical findings related to each disorder.

Prerequisites: PSYC 001 and either Abnormal (PSYC 038) or Developmental (PSYC 039) Psychology or permission of the instructor.

Social sciences.

1 credit.

Fall 2005. Gillham.

PSYC 055. Family Systems Theory and Psychological Change

In this course, we explore family systems perspectives on mental illness and therapeutic change. We use theoretical readings to challenge our understanding of human interaction in school and health care settings, and to envision new research on development and psychopathology. Theoretical readings are supplemented by fictional and nonfictional narratives as we critically analyze dramatic family encounters from popular film, documentaries, and therapeutic case histories. Throughout, we consider concepts of normality, gender, and power in family functioning, ethnicity, and sociocultural influences.

Prerequisites: PSYC 001 and permission of the instructor.

Social sciences.

1 credit.

Not offered 2005–2006. Reimer.

PSYC 056. Modes of Psychotherapy

We consider mainstream psychotherapies (such as cognitive-behavior therapy, psychodynamic therapies, and family systems therapies) and therapies informed by social critique (such as narrative, feminist, and multicultural therapies). We also study community-based interventions for persons with chronic mental illnesses. What works? How do we know? We ask how current developments such as managed care, the burgeoning psychopharmacology industry, and the profusion of self-help groups are reshaping psychotherapy.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Fall 2005. Marecek.

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: PSYC 001 or WMST 001: Introduction to Women's Studies.

Social sciences.

1 credit.

Not offered 2005–2006. 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 ethno-political conflict.

Is culture an external force that determines indi-

viduals' behavior, or do people produce 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 researchers or practitioners enter a cultural setting different from our own?

Prerequisites: PSYC 001 and one additional psychology course.

Social sciences.

1 credit.

Not offered 2005–2006. Marecek.

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 procedures and methods while allowing the student to design and perform a research project tailored to her or his interests.

Prerequisites: PSYC 001 and 039 or permission of the instructor.

Social sciences.

1 credit.

Not offered 2005–2006. Kemler Nelson.

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.

Social sciences.

1 credit.

Not offered 2005–2006. 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.

Social sciences.

1 credit.

Fall 2005. Reimer. Spring 2006. Gillham.

PSYC 091. Advanced Topics in Behavioral Neuroscience

Current issues in behavioral neuroscience are considered from both a clinical and an experimental perspective. Topics include learning and memory, with a focus on emotional memory and its relation to anxiety disorders; memory storage, with a focus on the impact of brain damage; neuropsychiatric and degenerative disorders, including schizophrenia, clinical depression, Alzheimer's and Parkinson's diseases; psychopharmacology, with a focus on drug addiction.

Prerequisites: PSYC 001 and 030 or permission of the instructor.

Social sciences.

1 credit.

Fal 2005. Schneider.

PSYC 094. Independent Research

Students conduct independent research projects. They typically study problems with which they are already familiar from their coursework. Students must submit a written report of their work. Registration for independent research requires the sponsorship of a faculty member in the Psychology Department who agrees to supervise the work.

Each semester. Staff.

PSYC 095. Tutorial

Any student may, under the supervision of a

member of the Psychology Department, work in a tutorial arrangement for a single semester. The student is thus allowed to select a topic of particular interest and, in consultation with a faculty member, prepare a reading list and work plan. Tutorial work may include field research outside Swarthmore.

Each semester. Staff.

PSYC 096 and 097. Senior Thesis

With permission of the department, qualified students may conduct a yearlong, 2-credit research project in the senior year as one way to meet the comprehensive requirement. Such theses must be supervised by a member of the Psychology Department. A supervisor and an additional reader evaluate the final product. Students should develop a general plan by the end of the junior year and apply for departmental approval. By application.

Social sciences.

1 credit each semester.

Each semester. Staff.

PSYC 098. Senior Comprehensive Project

As one means of meeting the comprehensive requirement, each student selects a topic in psychology with the approval of the psychology faculty. During the fall 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.

Social sciences.

0.5 credit.

Fall semester. Staff.

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.

Prerequisites: PSYC 001 and 030. By permission of the instructor.

Social sciences.

1 credit.

Spring 2006. Schneider.

PSYC 132. Perception and Attention

(See 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.

Prerequisites: PSYC 001 and 032. By permission of the instructor.

Social sciences.

1 credit.

Not offered 2005–2006. Durgin.

PSYC 133. Cognitive Psychology

(See 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.

Prerequisites: PSYC 001 and 033. By permission of the instructor.

Social sciences. 1 credit.

Not offered 2005–2006. Durgin.

PSYC 134. Psycholinguistics

(See PSYC 034)

An advanced study of special topics in the field. A research component is frequently included.

Prerequisites: PSYC 001 and 034. By permission of the instructor.

Social sciences.

1 credit.

Spring 2006. Kako.

PSYC 135. Seminar in Social Psychology

(See PSYC 035)

A critical exploration of substantive topics in social psychology and an interrogation of the field's perspectives and methods.

Prerequisites: PSYC 001 and 035. By permission of the instructor.

Social sciences.

1 credit.

Fall 2005. Ward. Spring 2006. Hoshino Browne.

PSYC 136. Thinking, Judgment, and Decision Making

(See PSYC 036)

The seminar considers in depth several of the topics introduced in PSYC 036.

Prerequisites: PSYC 001 and 036. By permission of the instructor.

Social sciences.

1 credit.

Spring 2006 and 2007. Schwartz.

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.

Prerequisites: PSYC 001 and one of the following: Concepts of the Person (PSYC 037); Technology, Self, and Society (PSYC 048); Reading Culture (PSYC 068); or by permission.

Social sciences.

1 credit.

Fall 2005. Gergen.

PSYC 138. Abnormal Psychology

An advanced study of several psychological conditions and their treatment. These include chronic mental illness, suicide, eating disorders, and depression. We draw on an array of disciplines, including psychology, psychiatry, the history of medicine, social anthropology, feminist studies, and cultural studies. We pay critical attention to the differing practices of producing knowledge and the different kinds of knowledge that result.

Prerequisites: PSYC 001 and 038. By permission of the instructor.

Social sciences.

1 credit.

Fall 2005. Marecek.

Psychology

PSYC 139. Developmental Psychology

(See PSYC 039)

The seminar considers special topics of interest in the field at an advanced level. An original group research component is included.

Prerequisites: PSYC 001 and 039. By permission of the instructor.

Social sciences.

1 credit.

Spring 2006. Kemler Nelson.

PSYC 180. Honors Thesis

An honors thesis must be supervised by a member of the department and must be taken as a two-semester sequence for 1 credit each semester. A thesis is required for an honors major in psychology.

Social sciences.

1 credit each semester.

Each semester. Staff.

Public Policy

Coordinator: **THOMAS DEE** (Economics)
Cathy Wareham (Administrative Assistant)

Committee: **John Caskey** (Economics)
Robinson Hollister (Economics)
Raymond Hopkins (Political Science)
Ellen Magenheim (Economics)
Arthur McGarity (Engineering)³
Carol Nackenoff (Political Science)
Virginia O'Connell (Sociology and Anthropology)
Keith Reeves (Political Science)²
Richard Rubin (Political Science)
Eva Travers (Education)
Richard Valelly (Political Science)
Robert Weinberg (History)³

² Absent on leave, spring 2006.

³ Absent on leave, 2005-2006.

The public policy concentration 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.

REQUIREMENTS AND RECOMMENDATIONS

The public policy concentration 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 and approved by the coordinator of the public policy concentration, 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 later.

In addition to these three foundation courses, 3 credits must be taken from among the substantive policy courses listed later, one of which must be the public policy thesis. These courses deal with substantive sectors and institutional aspects of public policy analysis. The substantive policy requirement may be fulfilled through courses and seminars. Only 1 credit of a 2-credit seminar can be counted toward the public policy requirements. Please note that seminars are limited in size and that most departments give priority to departmental majors and minors, so public policy concentrators might not be admitted. In addition, students should consider course prerequisites when planning the Concentration Program.

Internships

Some direct experience or practical responsibility in the field, through work in a public, private, or voluntary agency, is required to graduate with a concentration in public policy. Normally, students will hold internships between their junior and senior years. The internship program is supervised by the coordinator for the concentration. Students should plan for the internship experience six to eight months before it begins. The College has developed a network of contacts in Washington, D.C., and overseas and

would like to have qualified students each year to fill positions already identified. Funding for an internship is occasionally provided by the agency in which a person serves. Typically, however, students require support to cover their travel and maintenance costs during the eight to 10 weeks of a summer internship.

The College attempts to provide support for those students with public policy concentrations who are unable to fund themselves, but such support cannot be guaranteed. Other possible sources of support for an internship include the James H. Scheuer Summer Internship in Environmental and Population Studies Endowment, the J. Roland Pennock Fellowships in Public Affairs, the Joel Dean Awards, the Samuel L. Hayes III Award, the Lippincott Peace Fellowships, and the David G. Smith Internship in Health and Social Policy. Public policy concentration funding for domestic internships will be limited to \$3,500; funding for international internships will be limited to \$3,750. Please note that airfare will not be covered for students traveling home for their internship. The total award from all College sources may not exceed \$3,750. Information on these sources can be obtained in the Public Policy Concentration Office, 105 Trotter Hall.

Public Policy Thesis

A senior thesis, which constitutes one of the three units of substantive policy work, is one of the requirements of the concentration. The thesis requirement is designed to provide a structured opportunity to write a substantial paper on a public policy issue. It is especially designed to allow those who have cultivated (through internships and academic work) a well-developed understanding of some policy question to complete research and analysis under the supervision of the coordinator of the public policy concentration and one or more other core faculty members. Paper topics may focus on national or international policy issues and may range widely within areas of competence.

Students writing a 1-credit thesis should register for PPOL 097 in the fall of the senior year. Students doing a 2-credit thesis should register for PPOL 097 in the fall and PPOL 098 in the fall or spring of the senior year. Only 1 credit of the 2-credit thesis will count toward the 6 credits required by the concentration.

Honors Program

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, 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. Two examples of such policy study for a minor in honors are (1) the combination of a course on welfare policy and a course on health policy or (2) the combination of work on economic development and a history or political science class on some region in which development issues are a central theme. Combinations of this sort would be developed through consultation with the coordinator of the 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 student's major department is also relevant to those students offering a 2-credit thesis for examination. In the case of a 2-credit thesis, the 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., a 3-hour written examination or oral examination alone) will depend on the nature of the student's preparation (e.g., thesis, course, or seminar combination).

AREAS OF POLICY FOCUS

Some students may wish to focus their substantive work in policy heavily in a particular field (e.g., environmental studies, food studies, welfare issues, health, or education). Given the size and interests of the faculty, not every area of public policy is well represented in courses and faculty. Nevertheless, there are several policy areas in which a student can take multiple courses, often in a variety of departments. Courses that fulfill the public policy foundation requirements in political analysis, economic analysis, and quantitative analysis as well as other courses that count toward the concentration are listed subsequently.

Foundation Requirements

Political Analysis Courses

POLS 002. American Politics or equivalent policy analysis in political science

Economic Analysis Courses

ECON 011. Intermediate Microeconomics

ECON 041. Public Finance

ECON 141. Public Finance*

Quantitative Analysis Courses

STAT 011. Statistical Methods

STAT 053. Mathematical Statistics

ECON 031. Statistics for Economists

ECON 035. Econometrics

ENGR 057/ECON 032. Operations Research

*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. Poverty, Public Opinion, and Public Policy

POLS 032. Gender, Politics, and Policy

POLS 041. Political Economy and Social Policy: The U.S. in the 1990s

POLS 043. Environmental Politics and Policy

POLS 045. Defense Policy

POLS 047. Global Policy and International Institutions: Hunger and Environmental Threats

POLS 048. The Politics of Population

POLS 055. China and the World

POLS 068. International Political Economy
(Cross-listed as ECON 053)

POLS 106. The Urban Underclass and Public Policy

POLS 107. Comparative Politics: Greater Europe*

POLS 108. Comparative Politics: East Asia*

POLS 110. 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 041. Public Finance

ECON 042. Law and Economics

ECON 044. Urban Economics

ECON 051. The International Economy

ECON 053. The International Political Economy (Cross-listed as POLS 068)

ECON 061. Industrial Organization

ECON 073. Race, Ethnicity, and Gender in Economics

ECON 075. Health Economics

ECON 076. Economics of the Environment and Natural Resources

ECON 081. Economic Development

ECON 082. Political Economy of Africa

ECON 083. Asian Economies

ECON 101A. Economic Theory: Advanced Microeconomics*

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

LING 018. Language Policy in the United States

SOAN 08C. Bioethics

Public Policy

SOAN 020B. Urban Education (Cross-listed
as EDUC 068)

SOAN 058B. America by the Numbers

BIOL 210. Biology and Public Policy
(Bryn Mawr)

ENGR 066. Environmental Systems
Engineering

Descriptions of the courses listed previously can
be found in each department's course listings in
this catalog.

* *Note:* Seminars are limited in size, and most
departments give priority to departmental ma-
jors and minors, so public policy concentrators
might not be admitted.

For more information on the public policy con-
centration, internships, theses, and related top-
ics, please see our Web site at <http://www.swarthmore.edu/SocSci/PublicPolicy>.

Religion

YVONNE P. CHIREAU, Associate Professor and Chair
NATHANIEL DEUTSCH, Associate Professor
STEVEN P. HOPKINS, Associate Professor³
ELLEN M. ROSS, Associate Professor
MARK I. WALLACE, Associate Professor
SUSAN SCHOMBURG, Visiting Assistant Professor
HELEN PLOTKIN, Visiting Instructor (part time)
BARBARA ROMAINE, Visiting Instructor (part time)
EILEEN McELRONE, Administrative Assistant

³ Absent on leave, spring 2006.

The Religion Department plays a central role in the Swarthmore academic program. More than one-third of the student body annually takes a course in religion, and about 40 students in the junior and senior classes choose to major or minor in the discipline.

One attraction of the study of religion is the cross-cultural nature of its subject matter. The discipline addresses the complex interplay of culture, history, text, orality, performance, and personal experience. Religion is expressed in numerous ways: ritual and symbol, myth and legend, story and poetry, scripture and theology, festival and ceremony, art and music, moral codes and social values. The department seeks to develop ways of understanding these phenomena in terms of their historical and cultural particularity and in reference to their common patterns.

Courses offered on a regular cycle in the department present the development of Judaism, Islam, Buddhism, Hinduism, Afro-Caribbean religions, and Christianity as well as the development of religion and religions in the regional areas of the Indian Sub-Continent (Hindu, Jain, Buddhist, Muslim, Sikh), Sri Lanka and Southeast Asia (Buddhism, Hinduism, and Islam), China (Taoist, Confucian, spirit cults), Japan (Buddhist and Shinto), Africa (Fon, Yoruba, Dahomey, and Kongo), the Middle East (Christian, Islamic, Jewish, Gnostic, Mandaean), Jewish, Christian, and Islamic Europe and the Americas (from New World African traditions, Vodou and Candomblé, to Neo Paganism and Civil Religion in North America). Breadth in subject matter is complemented by strong methodological diversity; questions raised in-

clude those of historical, theological, philosophical, literary, feminist, sociological, and anthropological interests. *This multifaceted focus makes religious studies an ideal liberal arts major.*

REQUIREMENTS AND RECOMMENDATIONS

Major and Minor in the Course Program

Normally, the student who applies for a major or minor in religion will have completed (or be in the process of completing) two courses in the discipline with an honor grade.

Majors successfully complete 8 credits in religion, including the required Senior Symposium (Religion Café) in the fall of the senior year, to meet departmental and College graduation requirements. Successful completion of the symposium will be the culminating requirement for the course major. For all religion majors, the symposium will be a 1-credit seminar and will include a term essay assignment.

Writing a thesis is an option for course students. Those seniors who desire to complete a long paper (1 credit) or thesis (2 credits) as part of the major will need to obtain permission from a faculty adviser in consultation with the department. For majors, this exercise will not substitute for the Senior Symposium.

Minors complete 5 credits in the Religion Department and are not required to take the Senior Symposium.

Up to three courses cross-listed but not housed within the Religion Department will count

Religion

toward the major. Only one such cross-listed course will count toward the minor. Up to two non-Swarthmore courses (i.e., courses taken abroad or domestically) may count toward the major; only one such course is permissible for the minor. The department will accept two courses in language (Arabic, Hebrew, or other proposed research languages) toward the major or minor.

For many students, courses numbered RELG 001–013 serve as points of entry for advanced work in the department and sometimes as prerequisites for higher-level courses, though this is not always the case. Students come to the study of religion through various courses at various levels, and the department encourages this flexibility and diversity of entry points by having *no introductory course requirements, nor are there required distribution courses*. The major in religion is planned in consultation with faculty members in the department, the individual student's adviser, along with other relevant faculty, who encourage curricular breadth (close work in more than one religious tradition) and methodological diversity in the proposed program. Such breadth and diversity in the program is encouraged at the beginning in the major's sophomore paper statement.

The curriculum in the Religion Department is strongly comparative, thematic, and interdisciplinary, so it is relatively easy for students to propose programs that are cross-cultural and trans-disciplinary in scope. Religion majors are encouraged to include study abroad in their program, planned in collaboration with the department. Often a student's independent study projects done while studying abroad is expanded into a 1 or 2-credit honors or course thesis upon return to Swarthmore.

Admission to the Major

The Religion Department considers two areas when evaluating applications: overall GPA and quality of prior work in religion courses. Applicants are sometimes deferred for a term so the department can better evaluate an application for the major. A student's demonstrated ability to do at least B/B- work in religion is required for admission to the major in course.

Admission to the Honors Program

Because of the nature of different instructional formats (e.g., seminars) and of the culminating exercise in the Honors Program, the department expects applicants to this program to have at least a B+/B average in religion courses as well as

an overall average above the College graduation requirement for admission to the Honors Program.

Major and Minor in the Honors Program (External Examination Program)

All honors major and minors fulfill requirements for the course program. Beyond this step, the normal method of preparation for the honors major will be done through three seminars, although with the consent of the department, single 2-credit thesis, a 1-credit thesis/course combination, or a combination of two courses (including attachments and study abroad options) can count for one honors preparation. In general, *only one* such preparation can consist of non-seminar-based studies.

In the religion major, the mode of assessing a student's three 2-credit preparations in religion (seminars or course combinations, but not 2-credit theses) will be a 3-hour written examination set by an external examiner. In addition, with the exception of a thesis preparation, a student will submit to each external examiner a Senior Honors Study (SHS) paper. SHS papers will be between 2500 and 4000 words and will normally be a revision of the final seminar paper or, in the event of a nonseminar mode of preparation, a revised course paper. A final oral examination by the examiner follows the written examination. Two-credit theses will be read and orally examined by an external examiner (with no extra SHS requirement).

In the minor, the mode of assessing a student's one 2-credit preparation in Religion will also be a 3-hour written examination (and the oral) set by an external examiner, along with an SHS paper.

Seminars and the written and oral external exam are the hallmarks of honors. Seminars are a collaborative and cooperative venture among students and faculty members designed to promote self-directed learning. The teaching faculty evaluates seminar performance based on the quality of seminar papers, comments during seminar discussions, and a final paper. Since the seminar depends on the active participation of all its members, the department expects students to live up to the standards of honors. These standards include attendance at every seminar session, timely submission of seminar papers, reading of seminar papers before the seminar, completion of the assigned readings prior to the seminar, active engagement in seminar discussions, and respect for the opinions of the members of the seminar.

Students earn double-credit for seminars and should expect twice the work normally done in a course. The external examination, both written and oral, is the capstone of the honors experience.

COURSES

RELG 001. Religion and Human Experience

This course introduces the nature of religious worldviews, their cultural manifestations, and their influence on personal and social self-understanding and action. The course explores various themes and structures seminal to the nature of religion and its study: sacred scripture, visions of ultimate reality and their various manifestations, religious experience and its expression in systems of thought, and ritual behavior and moral action. Members of the department will lecture and lead weekly discussion sections.

Writing course.

1 credit.

Not offered 2005–2006.

RELG 002. First-Year Seminar: Animal Human Spirit

We human beings define our uniqueness in relationship to a concept of the divine, but we also define ourselves against a concept of what is animal in other beings. How are the two relationships related? In other words, how does our relationship with our natural environment shape our experience of religion? This first-year seminar will explore these questions by taking a journey through the field of comparative religion. This journey will bring us to a place where we can interrogate the contemporary relationship between animals and spirituality in the context of our modern industrial consumer economy. We will examine the ethics of animal rights, theological critiques of “speciesism,” and the reduction of food to the product of an industry.

1 credit.

Not offered—2005–2006.

RELG 002B. Religion in America

This course is an introduction to religion in the United States, beginning with Native American religions and European-Indian contact in the colonial era, and moving forward in time to present-day movements and ideas. The course will explore a variety of themes in American reli-

gious history, such as slavery and religion, politics and religion, evangelicalism, Judaism and Islam in the United States, “cults” and alternative spiritualities, New Age religions, popular traditions, and religion and film, with an emphasis on the impact of gender, race, and national culture on American spiritual life.

1 credit.

Spring 2006. 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 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 2005. Deutsch.

RELG 004. New Testament and Early Christianity

A discussion-rich introduction to the New Testament in light of recent biblical scholarship. The class engages the issues of authorship and redaction, purpose and structure, and historical context and cultural setting. Some of the particular themes that are studied include the dynamic of canon formation, the synoptic problem in relation to the Gospel of John, first-century Judaism, Greek and Roman influences, the messianic consciousness of Jesus, the use of epistolary literature in Paul, the problem of apocalyptic material, and the wealth of extra-canonical writings (e.g. Gospel of Thomas) that are crucial for examining the rise of Christianity in the years from 30 CE to 150 CE. Novels and films inspired by the New Testament are read and viewed as well.

1 credit.

Spring 2006. Wallace.

RELG 005B. Introduction to Christianity

This course is a selective introduction to Christian religious beliefs and practices. This course introduces students to the development and diverse forms of Christianity, drawing on categories from the study of religion including ritual, narrative, art, and theology.

Religion

1 credit.

Not offered 2005–2006.

RELG 007B. Women and Religion

This course will examine the variety of women's religious experiences in the United States. Topics will include the construction of gender and religion, religious experiences of women of color, spiritual autobiographies and narratives by women, Wicca and witchcraft in the United States, and feminist and womanist theology.

1 credit.

Not offered 2005–2006.

RELG 008. Patterns of Asian Religions

A thematic introduction to the study of religion through an examination of selected texts, teachings, and practices of the religious traditions of South and East Asia structured as patterns of religious life. Materials are drawn from the Buddhist traditions of India, Tibet, China, and Japan; the Hindu and Jain traditions of India; the Confucian and Taoist traditions of China; and the Shinto tradition of Japan. Themes include deities, the body, ritual, cosmology, sacred space, religious specialists, and death and the afterlife.

Writing course.

1 credit.

Not offered 2005–2006.

RELG 009. The Buddhist Traditions of Asia

This course explores the unity and variety of the Buddhist tradition within its historical development in South, Central, and East Asia, by way of the study of its texts and visual arts, as well as other forms of material culture, such as shrines and their relics, pilgrimage places, mummies and portraits, and the cult of the book. The course will be organized thematically, and to a lesser extent chronologically and geographically, focusing on the formations of the Theravada in Sri Lanka and Thailand, Mahayana Zen traditions in China and Japan, and Vajrayana (tantra) traditions in Tibet. Themes include narratives of the Buddha and the consecration of Buddha images; gender, power, and religious authority; meditation, liberation, and vision; devotion, the body, and the social construction of emotions and asceticism. Texts will range widely from the *Jataka Tales*, Sinhala devotional narratives from Sri Lanka, nun's Pali lyrics and narratives of the *Therigatha*, *The Lotus Sutra*, *Zen koans*, Basho's haiku journals, the autobiography of Satomi

Myodo to essays on Buddhist activism, peace, and social justice by Sulak Sivaraksa and Thich Nhat Hanh.

1 credit.

Fall 2005. Hopkins.

RELG 010. African American Religions

What makes African American religion "African" and "American"? Using texts, films, and music, we will examine the sacred institutions of Americans of African descent. Major themes will include Africanisms in American religion, slavery and religion, gospel music, African American women and religion, black and womanist theology, the civil rights movement, and Islam and urban religions. Field trips include visits to Father Divine's Peace Mission and the first independent black church in the United States, Mother Bethel A.M.E. Church.

1 credit.

Fall 2005. Chireau.

RELG 011. First-Year Seminar: Religion and the Meaning of Life

"Whoever wants to save their life will lose it, but whoever loses their life for my sake will save it." One of the most intriguing contradictions in comparative religious studies is the claim that only when one forfeits the self can one discover genuine selfhood; the journey to the true self begins by first abandoning one's assumptions about selfhood through practicing the disciplines of self-emptying and self-giving. In this seminar, we will analyze the collapse of the received notions of the stable self in classical thought and then move toward a postmodern recovery of the self-that-is-not-a-self founded on the spiritual practice of solicitude for the other, both humans and other beings. Readings will include Plato, Augustine, Rumi, Kierkegaard, Weil, Nishitani, Leopold, Levinas, Ricoeur, and Irigaray. This is a discussion-rich seminar with regular student presentations and a community service learning component.

1 credit.

Not offered 2005–2006.

RELG 011B. Introduction to Islam

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 experi-

ence of religion by exploring textual and historical sources, classical and contemporary, from Africa, Arabia, and Asia.

Writing course.

1 credit.

Fall 2005. Schomberg.

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.

Not offered 2005–2006.

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 2005–2006.

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.

Not offered 2005–2006.

RELG 015B. Philosophy of Religion

(Cross-listed as PHIL 016)

Searching for wisdom about the meaning of life? Curious as to whether there is a God? Questioning the nature of truth and falsehood? Right

and wrong? You might think of Philosophy of Religion as your guide to the universe. This course considers Anglo-American and Continental philosophical approaches to religious thought using different disciplinary perspectives; it is a selective overview of the history of philosophy with special attention to the religious dimensions of many contemporary thinkers' intellectual projects. Topics include rationality and belief, proofs for existence of God, the problem of evil, moral philosophy, biblical hermeneutics, feminist revisionism, postmodernism, and inter-religious dialogue. Thinkers include, among others, Anselm, Kierkegaard, Dostoevsky, Nietzsche, Kant, Wittgenstein, Derrida, Levinas, Weil, and Abe. Recent films *Wittgenstein* and *Angels in America* will be viewed in class and discussed.

1 credit.

Fall 2005. 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 2005–2006.

RELG 017B. 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.

1 credit.

Spring 2006. 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 20th-century Jewish philosophy.

1 credit.

Not offered 2005–2006.

RELG 019. First-Year Seminar: Religion and Food

Why do some people eat the body of their god? What is soul food? Is the pig an abomination? Is there such a thing as "devils food" and "angel's

Religion

food”? Which is more spiritual, feasting or fasting? All of these questions are tied together by a common theme: They point to the relationship between food, eating, and the religious experiences of human beings. This seminar will introduce students to the study of religion, using food as an entry point. We will investigate the significance of food across a variety of traditions and explore such issues as diet, sacrifice, healing, the body, ethics, and religious doctrines concerning food. Topics will include religious fasting, vegetarianism, eating rituals, food controversies, purity and pollution, theophagy and cannibalism as sacred practice, with readings by Levi-Strauss, Douglas, Bynum, Feeley-Harnick, and others. There will also be a required seminar project that will involve preparing at least one food dish, which will be graded on research, organization, and presentation, though not necessarily on taste.

1 credit.

Fall 2005. Chireau.

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.

Not offered 2005–2006.

RELG 020B. Prophets and Visionaries: Christian Mysticism Through the Ages

This course considers topics in the history of Christian mysticism. Themes include mysticism as a way of life, relationships between mystics and religious communities, physical manifestations and spiritual experiences, varieties of mystical union, and the diverse images for naming the relationship between humanity and the Divine. Readings that explore the meaning, sources, and practices of Christian mystical traditions may include Marguerite Porete, Francis of Assisi, Julian of Norwich, Simone Weil, Thomas Merton, and Dorothee Soelle.

1 credit.

Spring 2006. Ross.

RELG 022. Religion and Ecology

This course focuses on how different religious traditions have shaped human beings' funda-

mental outlook on the environment in ancient and modern times. In turn, it examines how various religious worldviews can aid the development of an earth-centered philosophy of life. The thesis of this course is that the environmental crisis, at its core, is a spiritual crisis because it is human beings' deep ecocidal dispositions toward nature that are the cause of the earth's continued degradation. Course topics include ecological thought in Western philosophy, theology, and biblical studies; the role of Asian religious thought in forging an ecological worldview; the value of American nature writings for environmental awareness, including both Euroamerican and Amerindian literatures; the public policy debates concerning vegetarianism and the anti-toxics movement; and the contemporary relevance of ecofeminism, deep ecology, Neopaganism, and wilderness activism. In addition to writing assignments, there will be occasional contemplative practicums, journaling exercises, and a community-based learning component.

1 credit.

Not offered 2005–2006.

RELG 023. Living in the Light: Quakers Past and Present

This course explores Quaker history and religious ideas in America from the 17th century to the present. Topics we will study in this course include Quakers and social reform; Quakers and nature; Quakers and education, with a focus on the history of Swarthmore College; and Quaker writings about God, self, and the world. Readings will include the work of George Fox, Margaret Fell, William Penn, John Woolman, John Bartram, Lucretia Mott, Elias Hicks, Elise Boulding, and Rufus Jones.

1 credit.

Fall 2005. Ross.

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.

1 credit.

Foreign study credit may be available.

Not offered 2005–2006.

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 2005–2006.

RELG 030B. The Power of Images: Icons and Iconoclasts

This course is a cross-cultural, comparative study of the use and critique of sacred images in biblical Judaism; Eastern Christianity; and the Hindu, Buddhist, and Jain traditions of India. Students will explore differing attitudes toward the physical embodiment of divinity, including issues of divine "presence" and "absence"; icons, aniconism, and "idolatry"; and distinctions drawn in some traditions between different types of images and different devotional attitudes toward sacred images, from Yahweh's back and bleeding icons to Jain worship of "absent" saints.

1 credit.

Not offered 2005–2006.

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 2005–2006.

RELG 036. Christian Visions of Self and Nature

This course is a thematic introduction to Christianity. Beginning with early Christian writings and moving historically up through the contemporary period, we will explore a wide variety of ideas about God, self, and nature. Readings will focus on scientific and natural history treatises in dialogue with theological texts. We will explore the writings of Christian naturalists to study the linking of science and religion, and we will investigate a multiplicity of views about Christian understandings of the relationship between the human and non-human world. This class includes a community-based learning component: Students will participate in designing and teach-

ing a mini-course on "Nature and Chester" to students in the nearby community of Chester. Readings include Aristotle (critical for understanding science in the later Middle Ages), Hildegard of Bingen, Roger Bacon, Galileo Galilei, Charles Darwin, Herman Melville, Ralph Waldo Emerson, John Muir, Graceanna Lewis, Thomas Berry, Nalini Nadkarni, and Terry Tempest Williams.

1 credit.

Not offered 2005–2006.

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 2005–2006.

RELG 046. Justice and Conscience in Islam

Muslim intellectuals and religious leaders reacted to the political success of Islam with a strong emphasis on justice and conscience to critique this prosperity and power. "Classical Islam" was shaped by the varied movements of jurists, mystics, and philosophers (and revolutionaries) who upheld conflicting visions of justice and conscience.

1 credit.

Not offered 2005–2006.

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.

1 credit.

Not offered 2005–2006.

RELG 048. The Summoned Self: Levinas and Ricoeur

This course will ask how Paul Ricoeur and Emmanuel Levinas use philosophical and biblical texts to construe the project of selfhood in terms of being called to take responsibility for one's neighbor. Other topics include Christian-

Jewish dialogue, rabbinic exegesis, moral philosophy, political theory, and biblical hermeneutics.

1 credit.

Not offered 2005–2006.

RELG 053. Gender and Sexuality in Islamic Societies

This course explores the complexities of gender roles and sexuality norms in Islamic societies. It includes examples from the time of the prophet Muhammad through the medieval era and into the present. The course will focus on the roles of women in Islamic history, law, literature, and scripture. The goal is for students to understand the complex background to contemporary debates on the status of women and to assess movements of Islamic feminism.

1 credit.

Spring 2006. Staff.

RELG 056. Arabic for Text Study I: First Year

(Cross-listed as LING 009)

This course gives students the basic skills in classical Arabic (which is also called “Standard” Arabic). This is the language of the Quran, Islamic texts, medieval literature, contemporary scholarship, and media throughout the Arab world. The focus will be on reading and writing as well as spoken articulation and listening skills. With these introductory skills, students can pursue their studies of Islam or the Middle East in new depth, or study abroad with more facility. The course is for students with no prior background or with the ability to recite phonetically. The fall and spring courses under this title are in a progressive series; it is highly recommended to take both in sequence.

1 credit.

Fall 2005. Romaine.

RELG 057. Hebrew for Text Study I

(Cross-listed as LING 007)

This course is designed both for students who have no Hebrew experience and for those who are already able to read phonetically without comprehension. In two semesters, students will learn enough grammar and vocabulary to read the Hebrew Bible and some rabbinic material with the help of a Hebrew-English dictionary. In addition to the primary textbook for the course, students will use the BDB Hebrew Lexicon of the Bible and the Hebrew Concordance to in-

vestigate the meanings and uses of word roots. Beginning early in the semester, students will be presented with selected passages from the Bible and the rabbinic midrash collections that illustrate the grammatical forms they are studying. Students will work in groups to prepare these passages and will then present their interpretations to the class.

1 credit.

Not offered 2005–2006.

RELG 059. Hebrew for Text Study II

(Cross-listed as LING 10)

This course is a continuation of Hebrew for Text Study I. Students who have not completed that course will require the permission of the instructor to enroll in this course. The goal of the course is to learn the grammar and vocabulary required to read the Hebrew bible and some rabbinic material with the help of a Hebrew-English dictionary. In addition to the primary text for the course, students will read and translate passages from the Hebrew Bible, midrash, and Mishna. Students will work with the BDB Hebrew Lexicon of the Bible and the Hebrew Concordance to investigate the meanings and uses of word roots.

1 credit.

Fall 2005. Plotkin.

RELG 066. Arabic for Text Study I: Second Year

(Cross-listed as LING 011)

This course is a continuation of Arabic for Text Study I first year (RELG 056 and 058). It is designed to give students skills in classical Arabic (which is also called standard Arabic, taking them from a beginning level to intermediate level). The course emphasizes grammar for reading texts such as the Quran and literary prose, and aims to help students internalize and master grammar through listening, speaking, and writing.

1 credit.

Fall 2005. Romaine.

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. This 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 may include Mircea Eliade, Victor Turner, René Girard, Mary Douglas, Mikhail Bakhtin, Martin Buber, Jacques Derrida, and Michel Foucault.

1 credit.

Fall 2005. Deutsch.

RELG 096. Thesis

1 credit.

Staff.

SEMINARS

RELG 101. Jesus in History, Literature, and Theology

This seminar explores depictions of Jesus in narrative, history, theology, and popular culture. We consider Jesus as historical figure, trickster, mother, healer, suffering savior, visionary, embodiment of the Divine, lover, victorious warrior, political liberator, and prophet.

2 credits.

Not offered 2005–2006.

RELG 102. Folk and Popular Religion

This seminar investigates the cultural complexity of the American religious experience through the lens of folk and popular traditions. We will utilize historical, anthropological, and literary approaches to explore folk Catholicism in the United States, local religious celebrations, 19th- and 20th-century popular movements, and folk art and other material representations of religion. Topics include serpent handling in Appalachia; American consumerism as religion; heterodox spiritualities in America; Marian shrines and spirit apparitions; and black Gods and racial folk religions.

2 credits.

Not offered 2005–2006.

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 2005–2006.

RELG 109. Afro-Atlantic Religions

This seminar explores the historical experiences of the millions of persons who worship African divinities in the West. We will consider the following questions: How were these religions and their communities created? How have they survived? How are African-based traditions perpetuated through ritual, song, dance, drumming, and healing practices? Special attention will be given to Yoruba religion and its New World offspring, Santeria, Voodoo and Candomblé.

2 credits.

Spring 2006. Chireau.

RELG 110. Religious Belief and Moral Action

The seminar will explore the relationship between religion and morality. Basic moral concepts in Buddhism, Christianity, Judaism, Taoism, Islam and Hinduism will be studied in relationship to their cosmological/theological frameworks and their historical contexts. The course will analyze concepts of virtue and moral reasoning, the religious view of what it means to be a moral person, and the religious evaluation of a just society.

2 credits.

Spring 2006. Deutsch.

RELG 112. Postmodern Religious Thought

This seminar asks whether religious belief is possible in the absence of a “transcendental signified.” Topics include metaphysics and theology, the death of God, female divinity, apophatic mysticism and deconstruction, ethics without foundations, the question of God beyond Being, and analogues to notions of truth in ancient Buddhist thought. Readings include Eckhart, Kierkegaard, Nietzsche, Wittgenstein, Derrida, Nagarjuna, Nishitani, Ricoeur, Marion, Rorty, Loy, Taylor, Pannikar, Vattimo.

2 credits.

Fall 2005. Wallace.

Religion

RELG 114. Love and Religion

An exploration of the concept of "love" in selected Western, Near-Eastern, and Indian traditions. The uses of love and sexuality, the body and the passions, in religious discourse to describe the relationship between the human and divine. Sources range from Plato and the Troubadours to Angela of Foligno and from Bengali devotional poetry to motions of "love" in a Tamil family. Major theoretical questions—the culture construction of emotions, the erotic life, the body, and religion—will be derived from Nussbaum, Biale, Bynum, Ramanujan, and Trawick.

2 credits.

Not offered 2005–2006.

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 2005–2006.

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 2005–2006.

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 2005–2006.

RELG 119. Sufism: Muslim Mystics, Saints, and Poets

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, saints' 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.

Spring 2006. Staff.

RELG 121. Midrash Tisch

(See RELG 017b)

Before deconstructionism there was midrash, a sophisticated, imaginative, and entertaining method of interpreting the Bible. Open to students with intermediate or advanced knowledge of Hebrew.

2 credits.

Not offered 2005–2006.

RELG 125. Islamic Society in North Africa and Andalusia

This seminar focuses on what Arabs called "The West" (al-Maghrib: the Mediterranean region from North Africa to Spain). The seminar will trace the foundations of Islamic society in the region, focusing on the complex interplay between Islamic law, mysticism, and rational philosophy through primary Arabic sources (in translation) as well as secondary scholarly studies.

2 credits.

Not offered 2005–2006.

RELG 126A. The Poetry and Prophecies of William Blake

This course focuses on the lyric poems, extended epic cycles, and illuminated books of one of the most unique poets in English literature, William Blake (1757–1827). We will do a close reading of the poetry and images of the major works of Blake, with the help of text-critical, theoretical, and historical perspectives of scholars such as Saree Makdisi, Mary Lynn Johnson, Robert Essick, Harold Bloom, Leopold Damrosch Jr., David Erdman, W.J.T. Mitchell, Irene Taylor, and the early seminal work of Northrup Frye. Themes will include symbol, myth, and perlocutionary language in Blake's "prophetic" texts; religion, politics, writing, and resistance in Blake's "impossible" 1790s; women, gender, and the problem of "otherness"; the asymmetry and

ironies of word and image in the illuminated books; views of the body, sexuality, the "margins" of literature, and Blake's ideas of unity, opposition, and synthesis in the poems and in the designs. Images from the on-line "Blake Archive" of Eaves and Viscomi will be used for "close reading" of Blake's illuminated books and visionary designs. Additional readings from Jewish, Christian, Buddhist, and Hindu sources, along with passages from Irigaray, Derrida, Idel, and Wolfson, will complement our readings of this most remarkable artist/engraver/poet.

2 credits.

Fall 2005. Hopkins.

RELG 199. Senior Honors Study

0.5 credit. Staff.

Sociology and Anthropology

JOY CHARLTON, Professor
JENNIE KEITH, Professor³
MICHAEL L. MULLAN, Professor
BRAULIO MUÑOZ, Professor³
STEVEN I. PIKER, Professor
ROBIN E. WAGNER-PACIFICI, Professor
MIGUEL DÍAZ-BARRIGA, Professor and Chair³
SARAH WILLIE, Associate Professor
FARHA N. GHANNAM, Assistant Professor
LEE A. SMITHEY, Assistant Professor
MIMI SELLER, Visiting Associate Professor
AYA EZAWA, Visiting Assistant Professor³
VIRGINIA ADAMS O'CONNELL, Visiting Assistant Professor
ROSE MAIO, Administrative Coordinator

³ Absent on leave, 2005–2006.

The Sociology and Anthropology Department provides students with intellectual tools for understanding contemporary social issues, such as globalization, nationalism, race relations, bioethics, and the complex layering of social inequalities in everyday life. The department attracts students who seek knowledge about societies of the world and the opportunity to conduct independent projects based on primary research and fieldwork.

Courses cover social theory, the microtechnologies of social change, the symbolic aspects of culture, and the historical development of the disciplines. Methodology courses both generate a firm understanding of research design and explore the social dynamics behind the production of texts and visual representations. These intellectual foundations are brought to bear, in turn, in the study of social institutions such as religion and the workplace and geographical areas such as the Middle East, Latin America, Europe, Asia, and the United States.

Because of its strong cross-cultural and transnational orientations, the department encourages students to study abroad. For many, foreign study provides a basis for their senior thesis project (see the department's Web site at <http://www.swarthmore.edu/SocSci/SocAnth/> for a listing of students' projects). The senior thesis project allows students to develop their research interests through working directly with a faculty member.

This combination of breadth of knowledge, global understanding, and independent research make sociology and anthropology an ideal liberal arts major.

REQUIREMENTS AND RECOMMENDATIONS

Applicants for the major normally have completed at least two courses in the department. Majors complete a minimum of 8 units of work 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.

Courses numbered SOAN 001 to 020 serve as points of entry for students wishing to begin work in the department and normally serve as prerequisites to higher-level work in the department (SOAN 021–099). (Some higher courses may, however, with permission of the instructor, be taken without prerequisite.) Seminars are numbered SOAN 100 to 199. For current seminar listings, please consult our Web site at <http://www.swarthmore.edu/SocSci/SocAnth/> or 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.)

Honors Major and Minor

Candidates for an honors major in sociology and anthropology must complete three honors preparations, one of which must be SOAN 180: Thesis. The other two preparations may be a seminar, or, with permission, course plus attachment, paired upper-level courses, or 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.

CERTIFICATION FOR SECONDARY SCHOOL TEACHING

Sociology and anthropology majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Sociology and anthropology majors are eligible for social science certification. Students contemplating teacher certification would normally schedule their program in a semester that does not conflict with their senior thesis. Such programs should be developed in close consultation with advisers in the Department of Educational Studies. For further information about the relevant set of requirements, please contact the Educational Studies chair, the Sociology and Anthropology Department chair, or the Education program Web site at www.swarthmore.edu/SocSci.Education/.

COURSES

SOAN 001C. First-Year Seminar: Everyday Life

This seminar will examine contemporary America by way of two central social arenas through which people find meaning: work and religion. We will do so via the reading of ethnographic accounts of ordinary people in everyday

settings—such as bars, Wal-Marts, school cafeterias, soup kitchens, churches, and neighborhoods—and via the social theory used to understand them. Students will also practice directly becoming more attentive observers and analysts of social life.

1 credit.

Fall 2005. Charlton.

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 Chicana feminism, working-class sexuality, and 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.

1 credit.

Not offered 2005–2006.

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 minor in Latin American studies.*

1 credit.

Not offered 2005–2006.

SOAN 003C. First-Year Seminar: Japan and Globalization

This course places Japanese society in a global context. Rather than examining Japan as an isolated island nation, we will explore the rise of modern Japan in its broader geopolitical and historical context of territorial expansion and colonialism, defeat, and reconstruction under the U.S. occupation. Further, we will examine how Japan’s integration into the global economy has not only had an impact on everyday life in Japan but also has led to the export of familiar cultural products such as Pokemon, manga, and sushi. In exploring these processes from the perspective of Japan, the course seeks to decenter discussions of

global and transnational processes fixed on the influence of the West and explore new conceptualizations of globalization. *This course may be counted toward an Asian studies major or special major in Japanese.*

1 credit.

Not offered 2005–2006.

SOAN 004B. First-Year Seminar: Introduction to Contemporary Social Thought

A general introduction to major theoretical developments in the study of social life since the 19th century. Selected readings will be drawn from the work of such modern social theorists as Marx, Weber, Durkheim, Freud, and Simmel. Readings from contemporary authors such as Geertz, Goffman, Adorno, and Arendt will also be included. These developments will be studied against the background of the sociophilosophical climate of the 19th century.

1 credit.

Not offered 2005–2006.

SOAN 005B. First-Year 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. This seminar will have a fieldwork component.

Writing course.

1 credit.

Spring 2006. Piker.

SOAN 005C. First-Year Seminar: Learning Cultures

This course enables students to use fieldwork 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 what these mean to natives. The topical focus of the course will be gender definitions because

everywhere these are of fundamental importance to local life. The work of the course will prominently feature the direct study of gender, mainly through observations, in local life situations, toward the production of field reports, which will be reviewed and discussed by the class as a whole. Films will be used as cultural documents.

1 credit.

Not offered 2005–2006.

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 the same.

Writing course.

1 credit.

Not offered 2005–2006.

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.

1 credit.

Not offered 2005–2006.

SOAN 007B. Introduction to Race and Ethnicity in the United States

This course uses classic ethnographies, current race theory, and journalistic accounts to examine the experiences of selected ethnic groups in the United States and to investigate theories of racism, the meaning of race and ethnicity in the 20th century, and contemporary racialized public debates over affirmative action, welfare, and English-only policies. *This course may be counted toward a minor in black studies.*

1 credit.

Not offered 2005–2006.

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 minor in black studies.*

1 credit.

Fall 2005. 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?

1 credit.

Fall 2005. O'Connell.

SOAN 008E. Sociology of Law

The fields of sociology and anthropology study human organization. Behavior in human society is governed by a host of informal and formal "laws" that codify rules of organization and interaction. In this introductory class, we will explore a variety of questions about the function and structure of law in human societies. We will explore what law is, what law does, and how it does it. We will look at the social basis of law and the distinction between folkways/mores and more formal legal structures, the influence of culture on law, the legitimization and codification of law, and how law frames social life. We will also explore how and why conflicting and overlapping interests must be harmonized or adjusted by the legal order. How does law serve as a tool for social change while preserving solidarity and stability?

1 credit.

Not offered 2005–2006.

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.

Writing course.

1 credit.

Fall 2005. Ghannam.

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 2005–2006.

SOAN 009E. First-Year Seminar: Social Change and Social Responsibility

We will explore the conditions and consequences of various types of effort to bring about positive social change, using theory and case studies from sociology and anthropology; class visits from individuals working directly with different strategies for social change; and off-campus opportunities for students to contribute to as well as learn from groups dedicated to activism and service.

1 credit.

Not offered 2005–2006.

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.

Sociology and Anthropology

Readings will be drawn from the work of sociologists and historians working directly in sport studies.

1 credit.

Fall 2005. Mullan.

SOAN 010E. Statistical Methods

(Cross-listed as STAT 011)

STAT 011 prepares students to carry out basic statistical analyses with the aid of computer software. Topics include basic summary statistics and graphics, design of surveys and experiments, one and two-sample *t*-tests and tests of proportions, chi-square tests, and an introduction to linear regression and analysis of variance. The course is intended for students who want a practical introduction to statistical methods and who intend to do, or think they may eventually do, statistical analysis, especially in the biological and social sciences. Students who receive credit on entrance for the Statistics AP Examination should not take this course; they have placed out of it and will lose their AP credit if they take it. Students who have earned credit for the former STAT 002 or STAT 002C will not receive credit for STAT 011. Note that STAT 011 overlaps considerably with ECON 031; both courses cover similar topics, although ECON 031 focuses more on economic applications, whereas STAT 011 draws examples from a variety of disciplines.

Prerequisite: Four years of traditional high school mathematics (precalculus).

1 credit.

Each semester.

Fall 2005. Everson. Spring 2006. Stromquist.

SOAN 010H. The Tribal Identity of Sport: Nationalism, Ethnicity, and the Rise of Sport in the Modern Era

This course focuses on the development of modern sport of multiple levels of analysis. First, it is a primer on the descriptive facts of sport development in the late 19th and early 20th centuries and the social theory employed to study it. Second, it is more detailed at the connections between nationalism and sport, the nexus of national, communal association with sporting achievement as a social mechanism in the construction of group identity.

1 credit.

Not offered 2005–2006.

SOAN 010J. War, Sport, and the Construction of Masculine Identity

The course will concentrate on the themes of sport and war and the historical construction of male identity. Our culturally endorsed ideals of manhood are related to tests of skill and physical exertion. The influence of the sport/warrior ethic on modern sensibilities will take us to 19th-century England and the United States as these nations grappled with the meaning of sport and war as markers of the adult male. Contemporary works that challenge stock impressions of masculinity will be read.

1 credit.

Not offered 2005–2006.

SOAN 013C. Politics of Family and Reproduction

Family and reproduction—from welfare policies to abortion—are highly contested issues. This course introduces the politics of reproduction with an examination of policies and ideologies surrounding family diversity, including poor families and gay parenting as well as struggles over women's bodies and reproductive capabilities. Readings will focus on central debates within the United States but will also explore how the structure of the economy, state policies, and nationalism affect families and reproduction elsewhere. *This course may be counted toward a minor in women's studies.*

Writing course.

1 credit.

Not offered 2005–2006.

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. Fieldwork is required.

1 credit.

Spring 2006. Grossman.

SOAN 020C. School and Society

(Cross-listed as EDUC 063)

This course examines various aspects and perspectives 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 2005–2006.

SOAN 020H. Mapping Culture and Difference Through Dance

(Cross-listed as DANC 025)

The course will use anthropological approaches to examine the interrelationship of dance with social relations of culture and power. We will go on a cross-cultural journey for understanding cultural difference through dance and human movement. This will include South Asian, Brazilian, Haitian, West African, and North American dance styles. The first part of the course will focus on various theoretical models in anthropology for studying dance/performance. This will entail analyzing dance in terms of tradition, spirituality, and ritual (semiotic or symbolic approaches); national/gender identity; and commodities and sites of resistance (political economic approaches). The second part of the course will focus on specific dance ethnographies (such as classical Indian dance, Vodou, capoeira, Yoruba, contact improvisation, and hip-hop) for exploring contemporary anthropological concerns of representation, globalization, history, and identity. Gender and sexuality will be important analytical foci for several of these dance styles. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, history and power that inform and continue to reshape these dance forms.

1 credit.

Fall 2005. Chakravorty.

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 2006. 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 minor in interpretation theory.*

1 credit.

Not offered 2005–2006.

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 2005–2006.

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 2004–2005.

SOAN 022G. Social Movements in Latin America

During the last 50 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 minor in peace and conflict studies.*

1 credit.

Fall 2005. Díaz-Barriga.

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 2005–2006.

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 2005–2006.

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 2005–2006.

SOAN 025B. Transforming Intractable Conflict

This course will address the sociology of allegedly intractable identity conflicts in deeply divided societies and their potential transformation toward peace. Northern Ireland will serve as the primary case study, and the course outline will include the history of the conflict, the peace process, and grassroots conflict transformation initiatives. Special attention will be given to the cultural underpinnings of division, such as sectarianism and collective identity, and their expression through symbols, language, and collective actions, such as parades and commemorations. *This course may be counted toward a minor in peace and conflict studies.*

1 credit.

Spring 2006. Smithey.

SOAN 026B. Discourse Analysis

(Cross-listed as LING 024)

We are what we speak—or largely so. This is the premise of “discourse analysis.” This course will concentrate on language in a variety of social contexts: conversations, media reports, and legal settings. We will analyze these speech and writing interventions via the tools of sociolinguistics, ethnomethodology, critical legal studies, and discourse analysis. The essential issue of the course can be boiled down to the question: Who gets to say what to whom? *This course may be counted toward a minor in interpretation theory.*

1 credit.

Fall 2005. 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 minors in interpretation theory and peace and conflict studies.*

1 credit.

Not offered 2005–2006.

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-19th century, we then concentrate on "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; 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 2005–2006.

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 2005–2006.

SOAN 027C. Classical Theory

Through the works of Marx, Weber, Durkheim, Simmel, DuBois, and Freud, the recurrent and foundational themes of late 19th- and early 20th-century social theory will be examined: capitalism, class conflict and solidarity, alienation and loneliness, social disorganization and community, and secularization and new forms of religiosity.

1 credit.

Not offered 2005–2006.

SOAN 029B. Ethnography: Theory and Practice

This class maps anthropological theories and methods through reading and critically analyzing the discipline's flagship genre, ethnography. We work historically by reading classical texts that exemplify different approaches (such as functionalism, structuralism, symbolic anthropology, and reflexive anthropology) used to analyze culture and social structure. We address questions such as: How did Malinowski understand ethnography? How does this understanding compare to more recent views of anthropologists such as Geertz? How did the meaning of fieldwork change over time? We pay special attention to the politics of representation and the anthropologists' continuous struggle to find new ways to write about culture.

Writing course.

1 credit.

Fall 2005. Ghannam.

SOAN 030J. Race, Gender, and Nation

Nations are defined, constructed, and unified through symbolic systems that play on categories of gender, race, and sexuality. This course explores the different ways that these categories are mobilized in the creation of racial, ethnic, and national boundaries in the United States, Latin America, and the Caribbean, from the colonial era until today. How are national identity, international relations, and transnational processes all implicated in the racialization, sexualization, and gendering of relations between included and excluded groups? Other topics include the social construction of whiteness, diaspora, and multiculturalism; sexualities and nationalism; and transnational feminism.

1 credit.

Fall 2005. Sheller.

SOAN 030K. Producing and Consuming the Caribbean

This course explores the production, consumption and "performance" of the Caribbean as well as the "performativity" of the Caribbean in global culture. Using interdisciplinary methods of cultural analysis, we will consider histories of imperialism, nationalism, and postnationalism that link together the "macro" and the "micro" scales, including a focus on gender, embodiment, and sexuality. Readings include studies of creolization and culture building in Jamaica; food and

nationalism in the Dominican Republic; Caribbean diasporas in London and New York; high-tech industries in Barbados; musical cultures including dancehall, samba, and salsa; and sex tourism in Cuba.

1 credit.

Spring 2006. Sheller.

SOAN 032B. Visualizing Latino Culture: Art, Media, and Social Change

This course examines visual practices surrounding Latino/a culture (mainly in the United States) both around dominant images of Latinos/as and attempts to provide alternative representations of Latino/a culture. The class will have a service-learning component through working with the well-known Chicana artist Carmen Lomas-Garza. Our goal will be to engage the Latino/a community in an art exhibition of Lomas-Garza's work that Swarthmore College is organizing. We will also examine how the Taller Puertorriqueño has used art and media in its education programs for Latino/a youth in Philadelphia. Readings for the course include Arlene Davila's *Latinos Inc.*, Clara Rodriguez's *Latin Looks: Images of Latinas in the U.S.*, Alicia Gaspar de Alba's *Chicano Art*, and Chon A. Noriega's and Ana M. López's *The Ethnic Eye: Latino Media Arts*. The class will also view a number of documentaries. To help coordinate our community outreach efforts and help define our conceptual frameworks, Rafael Zapata from the Intercultural Center and Andrea Packard from the List Gallery will also be active in the class.

1 credit.

Not offered 2005–2006.

SOAN 033B. Colloquium: Japanese Society and Culture

This course provides a critical introduction to postwar Japanese society. Readings will examine the impact of postwar social, economic, and political changes on the lives of different social groups, including salaried workers, women, ethnic minorities, activists, and youth. Using a sociological angle, we will explore power, ideology, and social change in postwar Japanese society. *This course may be counted toward a major in Asian studies.*

Writing course.

1 credit.

Not offered 2005–2006.

SOAN 035B. Nonviolent Social Movements

Nonviolent Social Movements will address the sociological literature on social movements, including their emergence and maintenance. Why do people participate? We will also take a strategic perspective and investigate movements that employ nonviolent tactics and methods. We will explore the power in social relations upon which collective nonviolent action capitalizes and the effects of strategic choices within movements. Case studies may include but are not limited to the U.S. civil rights movement, the Soviet bloc revolutions, People Power in the Philippines, the Peace People in Northern Ireland, and the Indian Freedom movement. *This course may be counted toward a minor in peace and conflict studies.*

1 credit.

Fall 2005. Smithey.

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 2005–2006.

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 2005. O'Connell.

SOAN 039B. Globalization and Culture

What is globalization? Is globalization "cultural imperialism," Westernization, Americanization, or McDonaldization? Our class will examine such questions and critically analyze how global flows (of goods, capital, labor, information, and people) are shaping cultural practices and identities. We will study recent theories of globalization and transnationalism and read various ethnographic studies of how global processes are articulated and resisted in various cultural settings.

Writing course.

1 credit.

Not offered 2005–2006.

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 varieties, creoles, languages and gender, and language and education.

Prerequisite: At least one linguistics course.

1 credit.

Not offered 2005–2006.

SOAN 043C. Gender in Contemporary East Asia

Gender structures the situation of women and men in all societies yet varies in shape and dynamics. The study of gender in contemporary East Asia provides a unique opportunity to explore differences in the articulation of gender between countries and regions as well as compare and critically examine existing conceptualizations of gender. Going beyond dichotomies of East and West, traditional and modern, this course will examine gender issues from a theoretically informed and comparative perspective. In discussing different conceptualizations of feminism, gendered effects of economic change, women's relationship to politics and the state, and transnational contexts that shape gender relations, the course will provide insight into the situation of women in contemporary East Asia as well as extend our understanding of the dynamics of gender in the contemporary world. *This*

course may be counted toward a major in Asian studies.

1 credit.

Not offered 2005–2006.

SOAN 044B. Colloquium: Art and Society

An examination of the relationship between art and society from a socio-hermeneutical perspective. Literary and socio-theoretical works will be the main focus of analysis this semester. Selected works by Plato, Nietzsche, Hegel, Mann, Dostoevski, Kafka, Benjamin, Lukacs, Freud, Borges, Foucault, and Sontag will be examined. *This course may be counted toward a minor in interpretation theory.*

1 credit.

Not offered 2005–2006.

SOAN 044C. Colloquium: Contemporary Social Theory

A discussion of contemporary social theory and its antecedents. The first part of the course will be devoted to a discussion of works by Nietzsche, Marx, and Freud. The second part will deal with works by contemporary theorist such as Charles Taylor, Jürgen Habermas, Michael Foucault, Anthony Giddens, Pierre Bourdieu, Jana Sawicki, Luce Irigaray, and Jean Baudrillard.

Prerequisite: SOAN 044E. Limited enrollment.

1 credit.

Not offered 2005–2006.

SOAN 044D. Colloquium: Critical Social Theory

An overview of major developments of critical social theory since the 19th century. Readings from Marx, Freud, Nietzsche, Adorno, Horkheimer, Benjamin, Habermas, Foucault, and Freire.

1 credit.

Not offered 2005–2006.

SOAN 044E. Colloquium: Modern Social Theory

This course is an analysis of the rise and development of modern social theory. The introduction to the colloquium deals with works by such social philosophers as Rousseau, Kant, and Hegel. The core of the colloquium focuses on selected works by Marx, Weber, Durkheim, and Freud. The colloquium is recommended as general background for advanced work in the social sciences. The colloquium serves particularly well

Sociology and Anthropology

for students interested in the areas of sociology and anthropology and interpretation theory.

1 credit.

Not offered 2005–2006.

SOAN 045B. Culture, Illness, and Health

Everything humans do is culturally constructed. Our experiences of health, illness, and healing are no exception. 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.

Spring 2005. 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 the instructor.

1 credit.

Not offered 2005–2006.

SOAN 045D. The Triumph of the Therapeutic

In middle-class American society, the last half of the 20th century has witnessed the rise to cultural importance of a psychotherapeutic ethos, manifestations of which are that vast numbers of Americans are seeking therapy or allied forms of counseling or support; a flourishing psychotherapy and counseling industry has arisen in response to this; and Americans increasingly phrase issues such as, for example, social relationships and personal well-being in psychotherapeutic terms. This course looks at this phenomenon from the perspectives of ethnomedicine and social history: How does the content of this

new ethos respond to issues of personal well-being (and its opposite) that in all cultures are phrased by ethnomedical systems? Why is this happening in our American world now? Therapeutic fads, and the claims of the therapy industry, will be critically evaluated. Upon completion of this course, you should be equipped to think and converse and write usefully about the following: Most Americans who, in seeking therapy, profess distress are among the most privileged, pampered, protected, and affluent people who have ever walked the face of the earth. Just what the hell is actually going on here?

SOAN 045B and 045D are closely complementary in content and orientation. With permission of the instructors, a student may take both.

1 credit.

Spring 2006. Elverson, 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.

Not offered 2005–2006.

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. *This course may be counted toward*

a minor in women studies.

1 credit.

Spring 2006. 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) shapes 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 societies. 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 2005–2006.

SOAN 053B. Colloquium: Theories of the State

This course explores theories of the state from the emergence of the modern state to contemporary discussions of the receding of boundaries in a globalizing world. Readings will include classical social theory and historical analysis as well as ethnographies.

1 credit.

Not offered 2005–2006.

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. It also initiated 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 occurred north of the Rio Grande River, attending especially to the issues, tradi-

tion, mutual accommodation, resistance, revitalization, and modernity. Case materials will be drawn from among the following cultures: Navaho, Iroquois, Cherokee, Creek, Nez Perce, Crow, Ojibwa, Comanche, Pueblo, and Cheyenne.

1 credit.

Fall 2005. 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 2006. 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.

Fall 2005. O'Connell.

SOAN 062B. Sociology of Education

(Cross-listed as EDUC 062)

This course explores the countless connections between schooling and society. The course will look at educational policy and practice, applying prominent sociological perspectives to a broad array of educational and social problems. The course will examine schools as socializing institutions, the ways in which schooling influences social stratification, social mobility, and adult

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socioeconomic success. Topics will include unequal access to education, what makes schools effective, dropping out and persisting in school at various levels, ability grouping and tracking, and school restructuring. Fieldwork is required.

Prerequisite: EDUC 014 or permission of the instructor.

1 credit.

Fall 2005. Grossman.

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 021B.

Section 1: 1 credit. Section 2: 0.5 credit.

Fall 2005 and spring 2006. Staff.

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: 1 credit. Section 2: 0.5 credit.

Fall 2005 and spring 2006. Staff.

SOAN 091B. Practicum in Visual Methodologies

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. Limited to eight students.

1 credit.

Spring 2006. Díaz-Barriga.

SOAN 092. Practical Work

Faculty regulations permit up to 1 credit for practical work 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. In the Sociology and Anthropology Department, this option is intended to apply to work in which direct experience of the off-campus world or responsible applications of academic learning are the primary elements.

Students who wish to register for this credit need the advance consent of an instructor to supervise the project and approval by the department. They must demonstrate to the instructor and department a basis for the work in previous academic study. Students will normally be required to examine pertinent literature and produce a written report to receive credit.

Credit is awarded CR/NC.

1 credit.

Fall 2005 and spring 2006. Staff.

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 2005 and spring 2006. Staff.

SOAN 096-097. Thesis

Theses will be required of all majors. Seniors will normally take two consecutive semesters of thesis tutorial. Students are urged to discuss their thesis proposals with faculty during the spring semester of their junior year, especially if they are interested in the possibility of fieldwork.

1 credit each semester.

Fall 2005 and spring 2006. Staff.

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 seminar is strongly recommended for those students planning to take SOAN 101: Critical Social Theory. *This course may be counted toward a concentration in interpretation theory.*

2 credits.

Not offered 2005–2006.

SOAN 101. Critical Social Theory

The development of critical theory from Kant to Habermas. Works by Hegel, Marx, Nietzsche, Lukacs, Adorno, Benjamin, Horkheimer, and Foucault will be examined.

Prerequisites: Advanced work in sociology and anthropology, philosophy, or political science, or the 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 minor in interpretation theory.*

2 credits.

Not offered 2005–2006.

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 life ways argues that such creative construction is a—perhaps *the*—hallmark of human adaptation. Specific topics include 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 2005–2006.

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 2005–2006.

SOAN 108. Women and the State

This seminar explores theories of women's relationship to the state, as workers, activists, and mothers. In addition to examining feminist theories of the state, we will investigate state interventions and mechanisms of power, which influence the lives, bodies, identities, and well-being of women through case studies and ethnographies from different national contexts.

2 credits.

Not offered 2005–2006.

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 2005–2006.

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 2005–2006.

SOAN 114. Political Sociology

This seminar analyzes the ways in which power

Sociology and Anthropology

emerges, circulates, and is augmented and resisted in diverse political contexts. Readings include Marx, Weber, Gramsci, Arendt, Parsons, and Foucault.

2 credits.

Fall 2005. Wagner-Pacifici.

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: Advanced work in sociology and anthropology, philosophy, or political science; or permission of the instructor.

2 credits.

Not offered 2005–2006.

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 2005–2006.

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 atten-

tion 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 2005. 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 Paulo, and Shanghai. We read these ethnographies to (1) discuss different techniques and approaches used to study urban cultures and identities, (2) examine how the collection of data relates to anthropological theories and methods, and (3) explore how research in cities shapes the field of cultural anthropology. In our discussions, we also explore important urban problems such as poverty, gangs, violence, and homelessness.

2 credits.

Not offered 2005–2006.

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 2006. Ghannam.

SOAN 127. Race Theories

Contemporary theories of race and racism by sociologists such as Winant, Gilroy, Williams, Gallagher, Ansell, Omi, and others will be explored. Concepts and controversies explored will include racial identity and social status, the question of social engineering, the social construction of justice, social stasis, and change. The United States is the focus, but other countries will be examined. Without exception, an introductory course on race and/or racism is a prerequisite.

2 credits.

Not offered 2005–2006.

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 2005–2006.

SOAN 148. Social Construction of Bioethics

Does the bioethical enterprise cross cultural boundaries? Or does the definition of bioethics vary from country to country? Using medical practice and human experimentation as the focus of our analyses, we will look at the four principles of bioethics. To what degree do these principles frame bioethical debates in the United States and abroad? We will take a look at the historical development of the field and examine how culture shapes bioethical issues. How do broader theories of culture and social structure help us understand cross-cultural differences in bioethics and acknowledge the benefits and limitations of bioethical inquiry?

2 credits.

Spring 2006. O'Connell.

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 2005 and spring 2006. Staff.

Theater

ALLEN KUHARSKI, Associate Professor and Chair
MARSHA GINSBERG, Assistant Professor (part time)
ERIN B. MEE, Assistant Professor
K. ELIZABETH STEVENS, Assistant Professor (part time)⁶
URSULA NEUERBURG-DENZER, Visiting Instructor⁵
GABRIEL QUINN BAURIEDEL, Visiting Assistant Professor (part time)⁶
JAMES MAGRUDER, Visiting Assistant Professor (part time)⁶
LIZZIE OLESKER, Visiting Assistant Professor (part time)⁵
JONATHAN HART MAKWAIA, Visiting Instructor (part time)⁵
JAMES MURPHY, Visiting Instructor (part time)
FELICIA LEICHT, Arts Administration Intern (part time)
PAUL MOFFITT, Production Manager/Technical Director (part time)

5 Fall 2005.

6 Spring 2006.

The theater 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 department address the processes of play production, especially as they involve collaboration; all production for performance in the department is part of coursework.

The Theater Department emphasizes writing as an important aspect of discursive thinking and communication. All courses have a significant writing component, the nature of which varies from course to course.

Because all work in theater eventually issues in a public occasion, classes are usually open to visitors.

REQUIREMENTS AND RECOMMENDATIONS

Planning a major or minor in theater can be complicated. First- and second-year students thinking about a theater major should read these requirements and recommendations closely and should consult with the chair of the Theater Department early and often. Leave schedules, a wide variety of intern and apprentice programs, and the importance of course sequences make long-range planning essential.

THEA 001: Theater and Performance is a prerequisite for most intermediate and advanced classes and seminars.

Courses numbered 001 to 010 are introductory and are prerequisite to intermediate courses.

Courses numbered 011 to 049 are intermediate and are prerequisite to advanced courses numbered 050 through 099.

Seminars carry numbers 100 and above.

Intermediate work in each of the course sequences requires a beginning course in that area.

Some advanced courses carry additional prerequisites that are listed in the course descriptions.

For those majors who intend a career in professional theater, whether academic, not-for-profit, or commercial, internships in professional theaters are strongly recommended. Because of scheduling difficulties, students should plan and apply for internships, time spent off campus, and community projects as far in advance as possible.

The Pig Iron Theatre Company and other alumni guest artists are typically in residence on campus during the summer as part of the Swarthmore Project in Theater. Positions are usually available in production, development, public relations, marketing, box office, and house or stage management. Positions are usually not available in acting, directing, or design.

Course Major

Ten credits of work including THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in scenography (THEA 004A, 004B, 004C, or 004D); THEA 015: Performance

Theory and Practice; *either* THEA 016: Playwriting Workshop, *or* THEA 021: Production Dramaturgy, *or* THEA 035: Directing I; THEA 022: Production Ensemble I *or* THEA 054: Advanced Design; THEA 099: Senior Company; and THEA 106: Theater History Seminar. In addition, each major will choose an area of specialization and take one additional course in that area.

The areas of specialization are acting, directing, scenography, playwriting/dramaturgy, and theater history. Special arrangements will be made for students who seek secondary school certification. Prospective majors should consult with the chair of the department about their choice.

In addition to these course requirements, the major includes a comprehensive examination in two parts: (1) an essay relating the student's experience in Senior Company; and (2) an oral examination on the essay and related subjects by theater faculty and visitors.

Course Minor

Seven credits of work including: THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in scenography (THEA 004A, 004B, 004C, or 004D); THEA 015: Performance Theory and Practice; *either* THEA 016: Playwriting Workshop, *or* THEA 021: Production Dramaturgy, *or* THEA 035: Directing I; and THEA 022: Production Ensemble I *or* THEA 054: Advanced Design. In addition, each minor will choose an area of specialization and take one additional course in that area. Course minors who complete these requirements by the end of the junior year may petition to enroll in THEA 099: Senior Company in the fall semester of their senior year.

Honors Major

General requirements include THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in scenography (THEA 004A, 004B, or 004C); THEA 015: Performance Theory and Practice; *either* THEA 016: Playwrights' Lab, *or* THEA 021: Production Dramaturgy, *or* THEA 035: Directing I; THEA 022: Production Ensemble I *or* THEA 054: Advanced Design; THEA 099: Senior Company; and THEA 106: Theater History Seminar. In addition, each major will choose an area of specialization and take one additional course in that area. Honors students majoring in theater will make a total of three preparations as follows:

1. Theater History Seminar (listed earlier), written examination, and an oral set by an outside examiner.
2. THEA 021 and a production thesis attachment to the course to be evaluated by an outside examiner along with an oral.
3. A production project in one of the following fields:

Directing

The student will, under faculty supervision, read around a given playwright's work, make a director's preparation for the entire play, and rehearse for public presentation a locally castable portion of the chosen play. Original developmental projects may be proposed, subject to the approval of the faculty adviser for the thesis. The department will hire 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 theater. The external examiner will visit this project several times (depending on schedule and available funds). These visits (to rehearsal or planning session) will not include feedback from the examiner. The examiner attends rehearsal to know as much as possible about the student's methods of making the work. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.

Scenography

The student will function as the designer for a production presented by the Theater Department in one area of scenography. Also, the student will prepare all research, sketches, mechanical drawings, models, and preliminary writing for this project. Because this is a collaborative project, a production time line will need to be prepared and production meetings scheduled. In addition to the development of the design, the student will collaborate with all craftsmen during the fabrication phase, ensuring the full-scale scenography is executed as designed. The local instructor will supervise these activities appropriately, on the model of a special project in the-

ater. The external examiner will receive copies of all materials as the student creates them and will pay close attention to the way in which the project develops under continual revision. The examiner will attend one of the public performances and be presented with the student's completed project portfolio. The examiner will question the student on the model of advanced classes in architecture.

Dramaturgy

This project will generally be in the form of an attachment to the Production Dramaturgy class (THEA 021), and consist of work with a faculty or student director on a production project. This will typically be in connection with Junior Company or an honors thesis in directing. The student will create a body of writing appropriate to the specific project. This will include (but is not limited to) notes on production history, given circumstances, script analysis, program and press-kit notes, study guide, and a grant proposal. 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

The student, with the advice of an adviser, will select and prepare a role from an appropriate script. The program will hire a professional director for a set number of rehearsal hours, which the student will supplement with practice and other acting "homework." The adviser will assist in this work on a regular basis. The external examiner will attend as many rehearsal sessions as possible to observe the student's process. The 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 theater. Honors students will take Senior Company in the fall of senior year, while they are planning their production project. The usual schedule will be spring of junior year, Theater History Seminar; fall of senior year, THEA 099 and pre-rehearsal thesis project preparation; and spring of senior year, rehearsal and performance of the thesis project.

Double majors taking three examinations in theater will also follow that schedule.

For double majors taking one honors examination and comps in theater, the examination may be a production project, depending on available resources.

Honors Minor

Seven credits of work including THEA 001: Theater and Performance; THEA 002A: Acting I; 1 credit in scenography (THEA 004A, 004B, or 004C); THEA 015: Performance Theory and Practice; *either* THEA 016: Playwriting Workshop, *or* THEA 021: Production Dramaturgy, *or* THEA 035: Directing I; and THEA 106: Theater History Seminar *or* THEA 022: Special Project in Dramaturgy. Honors minors who complete these requirements and complete a sequence in acting, design, directing, or playwriting/dramaturgy by the end of the junior year may petition to enroll in THEA 099: Senior Company in the fall semester of their senior year.

Co-curricular and extracurricular work in the Theater Department, although not specifically required, is strongly recommended for majors. Opportunities include paid and volunteer staff positions with the department, in-house projects for various classes, production work in The Eugene M. and Theresa Lang Performing Arts Center, and Drama Board productions.

With respect to the 20-course rule, courses in dramatic literature taught in the English Literature, Classics, or Modern Languages and Literatures departments may be designated as part of the major. Courses in nondramatic literatures taught in those departments will not be considered part of the major.

Semester Abroad in Poland

The Theater Department and the Dance Program have jointly developed a 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 Krakow and other institutions in the vicinity. The program in Bytom is intended to provide participating students with a combination of foreign study with the experience of working in various capacities (dance performance, arts administration, scenography, etc.) within the environment of a professional dance theater company for credit. Participating students would be housed in Bytom and have the option of taking additional courses in Krakow. Intensive study of Polish while in the country will be required of all participating students. Students participating will be able to enroll for the equivalent of a full semester's credit (4 to 5 credits).

Theater majors and minors can also enroll in a semester of theater-related study conducted in English at the Jagiellonian University in Krakow. 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.

Students participating in the programs in both Bytom and Krakow will be able to enroll for the equivalent of a full semester's credit (4 to 5 credits). Beyond credits in theater, 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, art history, and other fields. Participation in the Annual International Dance Conference and Performance Festival hosted by Silesian Dance Theatre in June and July is highly recommended and can be funded completely or in part by the College in many cases. Interested students should contact Professor Kuharski, co-director of the Semester Abroad Program, as early as possible for advising purposes and updated information on the status of the program. See course listings in both Theater and the Music and Dance departments for types of academic credit being offered.

Funding support (including travel) is available for intensive language study in Poland during the summer before the student's planned semester abroad. Interested students should contact Professor Kuharski for details.

A separate but parallel semester abroad option in Krakow is being offered through the Engineering and Environmental Studies departments. Interested students should contact Professor

Arthur McGarity in the Engineering Department for details.

Semester Abroad in India

The Theater Department and the Dance Program are researching the possibility of a semester-abroad program in India in ways that would roughly parallel our existing programs in Poland and Ghana. Although the initiative remains in the planning stages, interested students are invited to discuss prospects for foreign study related to theater and dance in India with either Professor Mee in Theater or Professor Chakravorty in the Dance Program.

INTRODUCTORY COURSES

THEA 001. Theater and Performance

Combining a survey of classical and cross-cultural approaches to theatrical performance with the hands-on study of how theater is made. Study will include history, performance theory, and production dramaturgy in relationship to play scripts and videotaped or live performances. Sessions will include exercises in acting, design, directing, and text adaptation/playwriting. Writing requirements will include journal keeping, responses to readings and performances, the student's own projects, and research papers.

Writing course. 1 credit.

Fall 2005 and spring 2006. Mee.

THEA 002A. Acting I

This course is designed as a practical introduction to some of the principles, techniques, and tools of acting. We will use theater games and improvisation exercises (from Stanislavsky, Viola Spolin, Viewpoints, and other sources) to unleash the actor's imagination, expand the boundaries of accepted logic, encourage risk taking, and prepare the actor for the creative process. We will focus on preparing the body and voice for rehearsal and performance and will pay special attention to vocal and physical imagination. We will focus on increasing "presence" on stage, developing a character, learning how to rehearse, and evoking a response from the audience in the context of scene study. Six hours per week.

1 credit. CR/NC grade.

Fall 2005. Denzer. Spring 2006. Stevens.

Theater

THEA 002B. Voice Workshop

Foundations of vocal technique for actors, including work with breath, projection, resonators, diction, and so forth are covered. The class is strongly recommended to all acting students and may be taken without prerequisite. Three hours per week.

0.5 credit. CR/NC grade.

Fall 2005. Makwaia.

THEA 002C. Special Project in Acting

By individual arrangement with the directing or acting faculty for performance work in connection with department directing workshops, honors thesis projects, or Senior Company.

Prerequisite: Concurrent or past enrollment in THEA 002A.

0.5 or 1 credit. CR/NC grade.

Fall and spring semesters. Staff.

THEA 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.

1 credit.

Fall 2005. Ginsberg.

THEA 004B. Lighting Design

This class explores the fundamentals of lighting design. The course objective is to introduce lighting concepts and how to express them for both theater and dance. It is intended to demystify an enormously powerful medium. Reading and class discussion provide a theoretical basis for such creativity while the assignments and projects provide the practice for this artistic endeavor.

1 credit.

Fall 2005 and spring 2006. Murphy.

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 theater 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.

1 credit.

Fall 2005. Ginsberg.

THEA 004D. Media and Technology Design for Performance

The purpose of this course is to introduce students to the application of various visual and audio technologies in live theater and dance performance. Discussion of the historical and theoretical context of contemporary mixed-media performance will be combined with an orientation to the available technologies found at Swarthmore and beyond. The class will include the conceptualization and preparation of a series of individual studio projects.

1 credit.

Next offered 2006–2007.

THEA 004E. Sound Design

A laboratory introduction to the technical and artistic practice of sound design for live performance. Laboratory assignments will include sound design for current theater and dance performances on campus.

0.5 credit.

Spring 2006. TBA.

THEA 005. Theater of Witness

(Cross-listed as DANC 070)

Based on Teya Sepinuck's model of the Theater of Witness developed during the past 15 years, the class will focus on creating original theater with people and communities who have not had a voice in mainstream society. The class will be highly experiential, with students exploring techniques to build safe community, elicit stories, and create theater that gives voice to social issues. The class, open to sophomores, juniors, and seniors, does not require prior theater experience. Students will participate in an internship/apprenticeship, matched with artists who are working in various communities creating and/or directing Theater of Witness projects.

1 credit.

Fall 2005. Sepinuck.

THEA 006. Playwriting Workshop

A hands-on course introducing students to the essential elements of dramatic writing. In-class

writing exercises and weekly assignments lead to the development of character monologues, scenes, and two original one-act plays. A variety of stylistic approaches and thematic concerns are identified through the reading and discussion of plays by contemporary playwrights including Maria Irene Fornes, Suzan-Lori Parks, Caryl Churchill, and Tony Kushner, among others. Emphasis will be given to finding the student's individual, theatrical voice; on how to translate one's own vision and experience into another character and onto the page.

1 credit.

Fall 2005. Olesker.

THEA 008. Movement Theater Workshop (Cross-listed as DANC 049)

This class will offer an orientation to movement-based acting through various approaches: traditional performance traditions in Bali and elsewhere, *commedia dell'arte*, the teachings of Jacques Lecoq, and so forth. Taught by Gabriel Quinn Bauriedel of the Pig Iron Theatre Company in Philadelphia. The class will require rehearsal with other students outside of class time and will end with a public showing of work generated by the students. Six hours per week.

Note: Movement Theater Workshop cannot be taken in lieu of THEA 012 either as a prerequisite for Acting III or by students seeking a major or a minor with an emphasis in acting.

Prerequisites: THEA 001 or 002A, any dance course numbered 040-044, or consent of the instructor.

1 credit. Graded course.

Spring 2006. Bauriedel.

INTERMEDIATE COURSES

THEA 012. Acting II

In this course, we will use scene work as a tool to sharpen the actor's skill. The course will include physical exercises designed to remind the actor that acting is about give and take. We then begin work on scenes by a variety of playwrights as a way of investigating what is required of the actor at all times vs. what is required of the actor in different situations and genres. While working on these scenes, actors will learn how to develop a character; how to rehearse; how to interact with other actors; how to increase their vocal, physi-

cal, and emotional flexibility; and how to evoke a response from the audience. Actors will also learn how to increase their presence onstage, how to harness their imagination, sharpen their observations, and how to become, in Artaud's words, an "athlete of the emotions." Six hours per week.

Prerequisites: THEA 002A. Interested students may simultaneously enroll in THEA 001 if they have not previously taken the class.

1 credit.

Fall 2005. Mee. Spring 2006. Stevens.

THEA 014. Special Project in Scenography, Sound, and Technology

By individual arrangement for a production project in connection with department directing workshops, Junior Company, honors thesis projects, Acting III, or Senior Company.

Prerequisite: Current or past enrollment in THEA 004A, 004B, 004C, or 004D.

0.5 or 1 credit.

Fall and spring semesters. Staff.

THEA 015. Performance Theory and 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.

Writing course. 1 credit.

Fall 2005. Kuharski.

THEA 016. Special Project in Playwriting

An independent study in playwriting taken either as a tutorial or in connection with a production project in the department. By individual arrangement between the student and department faculty.

Prerequisites: THEA 001 and 006.

1 credit.

Fall and spring semesters. Staff.

Theater

THEA 021. Production Dramaturgy

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.

Prerequisites: THEA 001.

1 credit.

Spring 2006. Magruder.

THEA 022. Production Ensemble I

Rehearsal of a full-length work for public performance with a faculty director: ensemble techniques, improvisation, using the audience as part of the given circumstances. Required for all course and honors majors in acting, directing, and dramaturgy; also required for course minors in acting, directing, and dramaturgy.

Prerequisites for acting students: THEA 002A and audition in fall semester.

Prerequisites for directing students: THEA 001, 002A, and 035.

Prerequisites for dramaturgy students: THEA 001; THEA 021 or 035.

1 credit.

Spring 2006. Mee.

THEA 025. Special Project in Stage Management

By individual arrangement for a production project in connection with department directing workshops, honors thesis projects, Acting III, or Senior Company.

Prerequisite: THEA 004B or 035.

0.5 or 1 credit.

Fall and spring semesters. Staff.

THEA 035. Directing I: Directing Workshop

This course focuses on the theater director's role in a collaborative ensemble and on the ensemble's relation to the audience. Units cover the director's relationship with actors, designers, composers, technicians, and choreographers as well as playwrights and their playscripts. The student's directorial self-definition through this collaborative process is the laboratory's ultimate concern. Final project consists of an extended scene to be performed as part of a program presented by the class.

Prerequisites: THEA 001 and 002A.

1 credit.

Fall 2005. Kuharski.

THEA 042. Production Ensemble II

Available by audition or consent of instructor to students who have successfully completed THEA 022.

Prerequisites for acting students: THEA 002A, 022, and audition in fall semester.

Prerequisites for directing students: THEA 001, 002A, 022, and 035.

Prerequisites for dramaturgy students: THEA 001, 021 or 035, 022.

1 credit.

Spring 2006. Mee.

ADVANCED COURSES

THEA 051. Special Project in Production Dramaturgy

Production dramaturgy in connection with a production completed on or off campus. To be taken concurrently with or following THEA 021: Production Dramaturgy. By individual arrangement between the student and the department faculty.

Prerequisites: THEA 001 and 021.

1 credit.

Fall and spring semesters. Staff.

THEA 052. Production Ensemble III

Available by audition or consent of instructor to students who have successfully completed THEA 022 and 042.

Prerequisites for acting students: THEA 002A, 022, 042, and audition in fall semester.

Prerequisites for directing students: THEA 001, 002A, 022, 035, and 042.

Prerequisites for dramaturgy students: THEA 001, 021 or 035, 022, and 042.

1 credit.

Spring 2006. Mee.

THEA 054. Special Project: Advanced Design

For the student, this course is an advanced study in set or costume design. This special project will examine complex forms and techniques of

scenography applied in actual production. Students will develop the design of the sets and costumes for Junior Company as assistants under the mentorship of the faculty resident designer.

Prerequisites: THEA 004A or 004C.

1 credit.

Spring 2006. Ginsberg.

THEA 054B. Special Project: Advanced Lighting Design

For the student, this course is an advanced study in lighting design. This project will examine complex forms and techniques of lighting design applied in actual production. Students will develop the design of the lights for Junior Company as assistants under the mentorship of a faculty lighting designer. By individual arrangement between the student and the department faculty.

Prerequisites: THEA 004B.

1 credit.

Fall and spring semesters. Murphy.

THEA 055. Directing II: Advanced Directing Workshop

Directing II requires students to apply the exercises from THEA 035: Directing I to a variety of scene assignments. These will address a variety of theatrical genres (farce, epic theater, verse drama, etc.) and various approaches to dramatic text (improvisation, cutting, and/or augmentation of play scripts, adaptation of nondramatic texts for performance, etc.). Projects will usually be presented for public performance.

Prerequisites: THEA 001, 002A, 015, 035, and any class in design.

1 credit.

Spring 2006. Kuharski.

THEA 062. Production Ensemble IV

Available by audition or consent of instructor to students who have successfully completed THEA 022, 042, and 052.

Prerequisites for acting students: THEA 002A, 022, 042, 052, and audition in fall semester.

Prerequisites for directing students: THEA 001, 002A, 022, 035, 042, and 052.

Prerequisites for dramaturgy students: THEA 001, 021 or 035, 022, 042, and 052.

1 credit.

Spring 2006. Mee.

THEA 076. Polish Theater and Drama

Available to students participating in the Semester Abroad Program in Poland. No reading knowledge of Polish required.

By arrangement with Allen Kuharski.

Prerequisite: THEA 001.

1 credit.

Spring 2006.

THEA 092. Off-Campus Projects in Theater

Residence at local arts organizations and theaters. Fields include management, financial and audience development, community outreach, and stage and house management.

Prerequisites: THEA 001 and appropriate preparation in the major.

1 credit.

Fall and spring semesters. Staff.

THEA 093. Directed Reading

1 credit.

Fall and spring semesters. Staff.

THEA 094. Special Projects in Theater

1 credit.

Fall and spring semesters. Staff.

THEA 099. Senior Company

A workshop course emphasizing issues of collaborative play making across lines of specialization, ensemble development of performance projects, and the collective dynamics of forming the prototype of a theater company. Work with an audience in performance of a single project or a series of projects.

This course is required of all theater majors in their senior year and 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. Course and honors minors may petition to enroll, provided they have met the prerequisites.

Prerequisites: THEA 001; 002A; any design class; 015; 016, 021, or 035; 022 and the completion of one three-course sequence in theater.

1 credit.

Fall 2005. Mee.

Theater

SEMINARS

THEA 106. Theater History Seminar

A critical comparative study 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.

Spring 2006: Ariane Mnouchkine and the Théâtre du Soleil (Cross-listed with Franco-phone studies and women's studies). Kuharski.

Prerequisites: THEA 001 and 015.

Writing course. 2 credits.

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 adviser in theater.

Fall and spring semesters. Staff.

THEA 181. Honors Thesis Project

Credit for honors thesis projects in directing, scenography, acting, and so on. By arrangement with the student's faculty adviser in theater.

Fall and spring semesters. Staff.

Women's Studies

- Coordinator: **SUNKA SIMON** (Modern Languages and Literatures, German)
Jenny Gifford (Administrative Assistant)
- Committee: **Amy L.R. Bug** (Physics)
Sibelan Forrester (Modern Languages and Literatures, Russian)²
Farha N. Ghannam (Sociology and Anthropology)
Cynthia Perwin Halpern (Political Science)
Carolyn Lesjak (English Literature)
Tamsin Lorraine (Philosophy)
Bakirathi Mani (English Literature)³
Patricia White (English Literature)³
-

² Absent on leave, spring 2006.

³ Absent on leave, 2005–2006.

The Women's Studies Program provides students with the opportunity to study gender in a variety of social and historical contexts; to relate issues of gender to those of race, class, nationality, and sexuality; to examine the experiences of women in specific cultural contexts and social groups; and to explore the new methods and theories that arise from interdisciplinary study. Women's studies courses encourage students to examine critically the representations of women across the curriculum as well as in society at large.

Students in any major, whether in course or in the Honors Program, may elect a minor in women's studies by fulfilling the requirements stated later. Students may also design a special major in consultation with the women's studies coordinator. Students who intend to pursue women's studies should submit their proposed programs to the coordinator when they submit their sophomore papers. All program proposals must be approved by the Women's Studies Program.

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.

COURSE MINOR

To minor in women's studies, students in course must take a minimum of 5 credits in women's studies. Because women's studies is an interdisciplinary program, the courses (or seminars) must

be selected from at least two different divisions. Only one course counted for women's studies may overlap with the student's major. The senior seminar (WMST 091), normally taken in the spring of a student's senior year, is required. 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 coursework. Students may also, with the approval of the coordinator, include in their program courses on women and gender offered at Bryn Mawr and Haverford colleges and the University of Pennsylvania and in a foreign study program. 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.

It is recommended that students take WMST 001: Introduction to Women's Studies in their first or second year.

HONORS MINOR

Students in the Honors Program may minor in women's studies by completing 6 credits in women's studies and preparing for and taking the external examination. The examination preparation consists of WMST 091: Seminar in Women's Studies.

Women's Studies

COURSES

The program offers the following courses and seminars:

WMST 001. Introduction to Women's Studies

This interdisciplinary course, addressing gender, sexuality, and culture in a global framework, introduces students to concepts, questions, and analytic tools that have been developed by feminist scholars in diverse fields.

1 credit.

Spring 2006. Staff.

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, and feminist utopias in science fiction. Expected workload includes 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 minor.

1 credit.

Not offered 2005–2006. Contact Professor Everbach in the Engineering Department for a directed reading.

WMST 091. Seminar in Women's Studies

An advanced seminar emphasizing theoretical and methodological questions that occur when women are placed at the center of study. The seminar has a substantial community-based learning component. This class is required of, and normally limited to, students with minors or special majors in women's studies. It must be taken in the senior year and cannot be used to fulfill distribution requirements in the concentration.

2 credits.

Spring 2006. Simon.

WMST 092. Thesis

1 credit.

Each semester. Staff.

WMST 093. Directed Readings

1 credit.

Each semester. Staff.

WMST 192A and B. Thesis

For students completing a special major in honors (1 credit must be taken in each semester of the senior year).

2 credits. Staff.

The following departmental courses have been approved by the Women's Studies Committee for women's studies credit:

ARTH 076. The Body in Contemporary Art

BIOL 006. History and Critique of Biology

BIOL 093. Directed Reading in Feminist

Critiques of Biology

DANC 025. Mapping Culture Through Dance

DANC 028. Politics and Aesthetics of Classical Indian Dance

DANC 035. Women Choreographers and Composers

DANC 036. Dancing Identities

ECON 073. Race, Ethnicity, and Gender in Economics

EDUC 061. Gender and Education

ENGL 005R. Fictions of Identity

ENGL 009N. Illicit Desires in Literature

ENGL 009P. Women and Popular Culture: Fiction, Film, and Television

ENGL 023. Renaissance Sexualities

ENGL 024. Witchcraft and Magic

ENGL 034. Restaging Romanticism

ENGL 036. The Age of Austen

ENGL 048. Contemporary Women's Poetry

ENGL 071J. Cherchez la femme: The "Mystery" of Woman in the Mystery Genre

ENGL 071K. Lesbian Novels Since World War II

ENGL 082. Transnational Feminist Theory

ENGL 083. Feminist Theory

ENGL 090. Queer Media

ENGL 091. Feminist Film and Media Studies

ENGL 112. Women and Literature

FREN 030. L'invention de la modernité féminine en France

FREN 061. Odd Couplings: Writings and Readings Across Gender Lines

-
- FREN 076. *Ecritures au feminine*
GERM 108. *Wien und Berlin*
HIST 001C. *Sex and Gender in Western Traditions*
HIST 001G. *Women, Family, and the State in China*
HIST 016. *Sex, Sin, and Kin in Early Europe*
HIST 017. *Family, Gender, and Sexuality in the Islamic Middle East*
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 015R. *East European Prose in Translation*
LITR 051G. *Gender and Race in European Cinema*
LITR 061SA. *Women's Testimonial Literature of Latin America*
MUSI 035. *Women Composers and Choreographers*
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 Gender*
PSYC 058. *Gender, Culture, and Mental Health*
RELG 007B. *Women and Religion*
RELG 025B. *Black Women and Religion in the United States*
RELG 053. *Gender and Sexuality in Islamic Societies*
RUSS 015. *East European Prose in Translation*
RUSS 111. *Tsvetaeva and Mayakovsky*
RUSS 112. *The Acmeists*
SOAN 007C. *Sociology Through African American Women's Writing*
SOAN 010K. *Gender and Sexuality*
SOAN 013B. *Women, Family, and Reproduction*
SOAN 013C. *Politics of Family and Reproduction*
SOAN 043C. *Gender in Contemporary East Asia*
SOAN 049B. *Comparative Perspectives on the Body*
SOAN 108. *Women and the State*
SOAN 110. *Performance Theory, Gender, and Sexuality*
SPAN 066. *La escritora española en los siglos XIX y XX*
SPAN 072. *La décima musa*
THEA 106. *Theater History Seminar*
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VI

The Corporation and
Board of Managers
Alumni Association
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Council
Faculty

Administration
Visiting Examiners
Conferred
Awards and Distinctions
Enrollment Statistics

The Corporation

May 7, 2005, to May 6, 2006

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Barbara Hirshfeld, A.B., Cornell University, Administrative Assistant.

HEALTH SERVICES

Linda Echols, R.N., C.R.N.P.; Diploma, Hospital of the University of Pennsylvania; B.S.N., M.S.N., Ph.D., University of Pennsylvania; M.B.A., Wharton School; N.P. Certificate, Johns Hopkins Hospital, Director of Worth Health Center.

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, Nurse.

Barbara Krohmer, R.N.; A.S., Delaware County Community College, Nurse.

Eileen Stasiunas, R.N., B.S.N., Villanova University, Nurse.

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 Himelstein, M.D.; B.S., University of Pennsylvania; Consultant, Adolescent Medicine.

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.

Nancy Horvitz, M.D., B.S.N., University of Delaware; M.D., Temple University School of Medicine.

Christine Johnston, M.D., B.A., Georgetown University; M.D., Thomas Jefferson University School of Medicine.

Barry Rinker, M.D.; B.S., Muhlenberg College, M.S., University of Michigan, M.D., Jefferson Medical College, Consultant, Internal Medicine.

Paul S. Zamostien, M.D.; B.S., Ursinus College; M.D., Jefferson Medical College, Consultant, Obstetrics and Gynecology.

Alan Zweben, M.D.; B.S., State University of New York at Stony Brook; M.D., New York Medical College, Consultant, Internal Medicine.

Mary Jane Palma, Medical Assistant.

Carolyn D. Evans, A.A., Neumann College; B.S., Neumann College, Administrative Assistant.

HUMAN RESOURCES

Melanie Young, B.A., Michigan State University; M.C., Arizona State University, Associate Vice President, Human Resources.

Lee Robinson, B.A., Rhode Island College; M.S., Villanova University, Employee Relations Manager.

Carolyn Hatt, B.A., University of Delaware; M.S., Widener University, Employment Manager.

Martin Cormican, B.A., Widener University; M.S.T., Widener University; J.D., Widener University, Associate Director.

Mildred L. Connell, Manager, Human Resources Information Systems.

Theresa Handley, Benefits Administrator.

Carole Forsythe, Senior Human Resources Assistant.

Janis Leone, Administrative Coordinator.

INFORMATION TECHNOLOGY SERVICES

Judy R. Downing, Director.

Administration

Eric Behrens, B.A., Swarthmore College, Associate Director, 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, Business Manager.

Mark J. Dumic, B.A., M.B.A., University of Rochester, Associate Director, Networking and Systems.

Heather Dumigan, Client Services Coordinator.

Elizabeth Evans, B.A., Bennington College; Ph.D., Cornell University, Academic Computing Coordinator.

Seth Frisble-Fulton, B.A., Antioch College, Client Services Coordinator.

Thomas Horton, B.S., Thomas Jefferson University; M.B.A., La Salle University, Business Systems Analyst.

Robin Jacobsen, B.B.S., Temple University, Associate Director, Client Services.

Jane F. James, B.S., State University of New York at New Paltz, Academic Computing Coordinator.

Marc Lewis, Web Developer.

Frank Milewski, B.S., St. John's University, Associate Director, Application Support.

Kenneth Collins, B.A., Temple University, Client Services Coordinator.

Vincent Chambers, B.A., Swarthmore College, Client Services Coordinator.

Fran Gelfand, M.S., Michigan State, 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, Associate Director, Database Management.

Edward Siegle, B.A., West Chester University, Banner Application Support Analyst.

Donald Tedesco, B.A., Rutgers University, Systems Analyst.

Robert Velez, B.S., Liberty University, Network Administrator.

Doug Willen, B.A., Princeton University; Ph.D., University of California, Academic Computing Coordinator.

Media Services

Michael Patterson, B.A., Temple University, Media Services Manager.

Michael Bednarz, B.A., Pennsylvania State University, Media Services Technician.

David T. Neal Jr., B.A., Temple University, Media Services Technician.

INSTITUTIONAL RESEARCH OFFICE

Robin H. Shores, B.A., M.A., Ph.D., University of Delaware, Director of Institutional Research.

Deborah L. Thompson, B.S., Kutztown University, Institutional Research Assistant.

INVESTMENT OFFICE

Mark C. Amstutz, B.A., College of William and Mary; M.A., University of Virginia, C.F.A., Director of Investments.

Lori Ann Johnson, B.A., Rutgers University; M.B.A., Villanova University, Assistant Treasurer.

Louisa C. Ridgway, B.A., Vassar College; M.B.A., University of Pennsylvania, Senior Investment Officer.

Carmen Duffy, Treasury Operations Assistant.

LANG CENTER FOR CIVIC AND SOCIAL RESPONSIBILITY

Jennie Keith, B.A., Pomona College; M.A. and Ph.D., Northwestern University, Executive Director.

Cynthia Jetter, B.A., Swarthmore College, Acting Director, 2005–2006.

Ellen B. Magenheimer, B.A. University of Rochester; M.A., Ph.D., University of Maryland, Professor of Economics; Director for Academic Relations, 2005–2006.

Patricia James, B.A., Colorado College; M.Ed., Temple University, Associate Director for Student Programs and Training.

Debra Kardon-Brown, B.S., Pennsylvania State University, Assistant to the Executive Director and Programs Coordinator.

Delores Robinson, Administrative Assistant.

Upward Bound

Cynthia Jetter, B.A., Swarthmore College, Interim Director.

Lang Visiting Professor for Issues of Social Change, 2005–2006

Herbert R. Kohl, B.A. Harvard University; M.A. Teachers College, Columbia University, Eugene M. Lang Visiting Professor for Issues of Social Change. Swarthmore College.

LANG PERFORMING ARTS CENTER

James P. Murphy, B.F.A., State University of New York at Albany, Acting Managing Director.

Nick Kourtides, Acting Manager of Operations.

LIBRARIES

COLLEGE LIBRARY

Peggy Ann Seiden, B.A., Colby College; M.A., University of Toronto; M.L.I.S., Rutgers University, College Librarian.

Kelly A. Mueller, B.A., Bryn Mawr College; M.L.I.S., University College, London, Digital Information Services Coordinator.

Annette Newman, B.A., Evergreen State College, Assistant to the College Librarian.

Kiana T. Nesbitt, B.S., Widener University, Financial Administrator.

Reference and Bibliographic Instruction

Anne Garrison, B.A., Drew University; M.A., University of Washington; M.L.S., University of Washington, Head of Reference Services and Humanities Librarian.

Megan Adams, B.A., College of St. Benedict; M.L.S., Syracuse University, Social Sciences 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.L.S., Drexel University, Reference/Video Resources 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.

Justin Clarke, B.A., Oberlin College, Technical Services Assistant.

Susan Dreher, B.A., Wesleyan University; M.L.I.S. Drexel University, Digital Resources Digitization Coordinator.

So-Young Jones, B.A., Euha Women's University, Korea; M.L.S., Simmons College, Technical Services Specialist.

Melinda Kleppinger, B.S., Lebanon Valley College, Technical Services Assistant.

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.

Administration

Mary Marissen, B.A., Calvin College; M.M., Catholic University of America, Technical Services Specialist.

Louise Petrilla, A.A., Delaware County Community College, Technical Services Specialist.

Netta Shinbaum, B.A., State University of New York at Oswego, Technical Services Specialist.

Sandra M. Vermeychuk, B.A., Swarthmore College; M.S. in Ed., University of Pennsylvania, Interlibrary Loan Specialist.

Anna Headley, B.A., Swarthmore College, Technical Services Specialist.

Access and Lending Services

Alison J. Masterpasqua, B.S., Millersville State College, Access and Lending Services Supervisor.

Kate Carter, B.F.A., New York University, Access and Lending Services Specialist.

Linda Hunt, B.A., West Chester University, Access and Lending Services Specialist.

Candace C. Jacobs, B.A., Mount Holyoke, Weekend Access and Lending Services Specialist.

Mary Ann Wood, B.S., Pennsylvania State University; M.Ed., Temple University, Evening Access and Lending Services Supervisor.

Cornell Science and Engineering Library

Meg E. Spencer, B.A., University of Richmond; M.S., Drexel University, Head of Cornell Library of Science and Engineering and Science Librarian.

Teresa E. Heinrichs, B.A., Waynesburg College, Cornell Access and Lending Services Supervisor.

Margaret J. Brink, B.A., University of Iowa, Serials and Access Specialist.

Daniel Underhill Performing Arts Library

Donna Fournier, B.A., Connecticut College; M.L.S., Southern Connecticut State University; M.A., West Chester University, Performing Arts Librarian.

Tricollege Library Consortium

Adam Brin, B.A., Brown University, Systems Coordinator.

Greg Posey, Web Developer.

Patrick J. Keenan, Book Van Driver.

FRIENDS HISTORICAL LIBRARY

Christopher Densmore, B.A., Oberlin College; M.A., University of Wisconsin, Curator.

Patricia Chapin O'Donnell, B.A., M.A., University of Pennsylvania; M.A., University of Delaware, Archivist.

Barbara E. Addison, B.S., University of Wisconsin-Milwaukee; M.S.L., University of Wisconsin-Madison, Technical Services Coordinator.

Susanna K. Morikawa, B.A., Dickinson College; M.F.A., Ph.D., Syracuse University, Archival Specialist.

Charlotte A. Blandford, Administrative Assistant.

Honorary Curators of the Friends Historical Library

Margaret Hope Bacon, Esther Leeds Cooperman, Mary R. Dunlap, Philip L. Gilbert, Valerie Gladfelter, James E. Hazard, Howard T. Hallowell III, Adalyn Purdy Jones, Elizabeth H. Moger, Jane Rittenhouse Smiley (emerita), Robert C. Turner, Nancy V. Webster, Signe Wilkinson, and Harrison M. Wright.

Swarthmore College Peace Collection

Wendy E. Chmielewski, B.A., Goucher College; M.A., Ph.D., State University of New York at Binghamton, George Cooley Curator.

Barbara E. Addison, B.S., University of Wisconsin-Milwaukee; M.S.L., University of Wisconsin-Madison, Technical Services Coordinator.

Mary Beth Sigado, B.A., Temple University, Technical Services Specialist.

Anne Yoder, B.A., Eastern Mennonite College; M.L.S., Kent State University, Archivist.

*Advisory Council of the Swarthmore
College Peace Collection*

Harriet Hyman Alonso, Irwin Abrams
(emeritus), **Katherine Camp, Kevin
Clements, Hilary Conroy** (emeritus), **John
Dear, Donald B. Lippincott, Hannah** and
Felix Wasserman.

LIST GALLERY

Andrea Packard, B.A., Swarthmore
College; Certificate, Pennsylvania Academy
of the Fine Arts; M.F.A., American
University, Director.

OCCUPATIONAL AND ENVIRONMENTAL SAFETY

Paul T. Rodgers, B.S., Millersville
University; M.S., Indiana University of
Pennsylvania, Occupational and
Environmental Safety Officer.

PAYROLL

Karen Phillips, Payroll Director.
Kathryn Timmons, Payroll Assistant.
Bonnie Gasperetti, Payroll Clerk.
Catherine Wilson, Payroll Clerk.

POST OFFICE

Vincent J. Vagnozzi, B.S., West Chester
University, Supervisor.
Charles Stasiunas, Assistant Supervisor.
John Quinn, Mary Hamilton, John Steel,
Earl Leight, and **Russ Quann**, Clerks.

PSYCHOLOGICAL SERVICES

David Ramirez, B.A., M.A., Ph.D.,
University of Texas, Director.

Paula S. Rosen, B.A., University of
Rochester; M.S.S., Bryn Mawr College;
Ph.D., Bryn Mawr College Graduate School
of Social Work and Social Research, Senior
Clinical Social Worker.

Kim D. Grant, B.S., Purdue University;
Ph.D., University of South Carolina,
Clinical Psychologist.

Joseph C. Hewitt, B.A., University of
Pennsylvania; D.O., University of Medicine
and Dentistry, New Jersey School of
Osteopathic Medicine; Fellow, Child and
Adolescent Psychiatry, Jefferson Medical
College, Consulting Psychiatrist.

Alex Cogswell, B.A., Wake Forest
University; M.A., Northern Arizona
University; Doctoral Candidate, Temple
University Clinical Psychology Program,
Psychology Intern.

Leslie C. Hempling, B.A., Oberlin College;
Master's Candidate, Bryn Mawr College
Graduate School of Social Work and Social
Research, Psychology Intern.

Robert M. Holaway, B.S., California
Polytechnic State University; M.A., Temple
University; Doctoral Candidate, Temple
University Clinical Psychology Program,
Psychology Intern.

Jordan F. Lief, B.A., Middlebury College;
M.A., Widener University; Doctoral
Candidate, Widener University Institute of
Graduate Clinical Psychology, Psychology
Intern.

Robin M. Ward, B.S., Grand Valley State
University; M.A., Duquesne University;
Doctoral Candidate, Widener University
Institute of Graduate Clinical Psychology,
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.

Administration

Herbert Barron, Lieutenant, B.A., Cheyney State College.

Brian Harris, Dominick Martino, Patrol Sergeants.

Jim Ellis, Joe Louderback, Bob Stephano, and **Rob Warren, Kathy Agostinelli**, Public Safety Officers.

Ray Stiles and **Joe Forgacic**, Patrol Corporals.

Ellie Jamison, George Darbes, Fire Protection Engineering, A.A.S., Safety Management, Delaware Technical Community College; and **Megan Berry**, A.S. in ECE, Delaware County Community College, Communications Center Staff.

Terri Narkin, Sally Coultres, Administrative Assistants.

REGISTRAR'S OFFICE

Martin O. Warner, B.A., University of North Carolina at Chapel Hill; M.A., Duke University, Registrar.

Diane M. Collings, B.A., Smith College, Associate Registrar.

Dorothy Kunzig, Assistant Registrar.

Janet McSwiggan, Assistant Registrar.

THE SCOTT ARBORETUM

Claire Sawyers, B.S., M.S., Purdue University; M.S., University of Delaware, Director.

Melanie Blandford, B.A., James Madison University, M.S., University of Tennessee, Educational Program Coordinator.

Andrew Bunting, A.A.S., Joliet Junior College; B.S., Southern Illinois University, Curator.

Jeff Jabco, B.S., Pennsylvania State University; M.S., North Carolina State University, Horticultural Coordinator.

Rhoda Maurer, B.A., University of Washington, Plant Records Supervisor.

Rebecca Wehry, B.S., M.S., Pennsylvania State University, Member and Visitor Programs Coordinator.

Jacqui West, Administrative Coordinator.

Jody Downer, A.A.S., Drexel University, Administrative Assistants.

ACADEMIC ADMINISTRATIVE ASSISTANTS AND TECHNICIANS

Art: June V. Cianfrana, A.A.S., Delaware County Community College, Administrative Assistant; Stacy Bomento, B.A., LaSalle University, Slide Curator; Douglas Herren, B.F.A., Wichita State University; M.F.A., Louisiana State University, Studio Technician.

Asian Studies: Jenny Gifford, Administrative Assistant.

Biology: Matt Powell, B.S., Central Michigan University, Administrative and Technology Manager; Maria E. Musika, Administrative Coordinator; John Kelly, A.A.S., Community College of Philadelphia; B.S., Wharton School, University of Pennsylvania, Senior Technical Specialist; Gwen Rivnak, B.S., Denison University; M.E., Widener University, Laboratory Coordinator; Bill Pinder, B.A., Swarthmore College, Biology Greenhouse Manager.

Black Studies: Jenny Gifford, Administrative Assistant.

Chemistry and Biochemistry: Kathryn R. McGinty, B.A., M.A., California State University at Long Beach, Administrative Assistant; David S. Trimble, B.S., Denison University; Ph.D., University of Tennessee, Instrument Coordinator.

Classics: Deborah Sloman, Administrative Assistant.

Computer Science: Bridget M. Rothera, Administrative Assistant; Jeffrey M. Knerr, B.S., College of William and Mary; M.S., Ph.D., University of North Carolina, Lab/System Administrator.

Economics: Nancy Carroll, B.A., Barat College, Administrative Assistant.

Educational Studies: Kae Kalwaic, B.S., Shippensburg University; M.Ed., Temple University, Administrative Assistant.

Engineering: Holly Castleman, Administrative Assistant; Grant Smith, Mechanician; Edmond Jaoudi, Electronics, Instrumentation, and Computer Specialist, B.S., Fairleigh Dickinson University; M.Arch., Virginia Polytechnic Institute and State University.

English Literature: Carolyn Anderson, Administrative Coordinator; Nancy Bech, Administrative Assistant.

Environmental Studies: Donna Mucha, Administrative Assistant.

Film and Media Studies: Carolyn Anderson, Administrative Coordinator; Nancy Bech, Administrative Assistant.

Francophone Studies: Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator; Anna Everetts, Administrative Assistant.

German Studies: Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator; Anna Everetts, Administrative Assistant.

History: Theresa Brown, A.A.S., Delaware County Community College; B.B.A., Temple University, Administrative Assistant.

Latin American Studies: Jenny Gifford, Administrative Assistant.

Linguistics: Bill Reynolds, Administrative Assistant.

Mathematics and Statistics: Stephanie J. Specht, Administrative Assistant; Steve Amgott, B.A., University of Pennsylvania; Ph.D., Rutgers University, Computer Laboratory Coordinator.

Modern Languages and Literatures: Eleonore Baginski, B.S., St. Joseph's University, Administrative Coordinator; Michael Jones, B.A., State University of New York at Buffalo, Language Resource Center Director; Anna Everetts, Administrative Assistant.

Music and Dance: Hans Boman, B.M., Philadelphia College of Performing Arts,

Dance Program Accompanist; Bernadette Dunning, Administrative Coordinator.

Peace and Conflict Studies: Jenny Gifford, Administrative Assistant.

Philosophy: Donna Mucha, Administrative Assistant.

Physical Education and Athletics: Christyn P. Chambers, B.A., Washington University; M.A., University of North Carolina at Chapel Hill, Assistant Director of Athletics; Marian Fahy, Administrative Assistant; Sharon J. Green, Administrative Assistant; Ray Scott, Equipment/Facilities Manager; Larry Yannelli, Equipment/Facilities Manager; Marie Mancini, A.T., C., B.S., West Chester University, Rob Roche, M.S., University of Illinois; B.S., West Chester University.

Physics and Astronomy: Carolyn Warfel, A.S., Widener University, Administrative Assistant; James Haldeman, Instrumentation/Computer Technician; Steven Palmer, Machine Shop Supervisor; Christopher D. Cothran, B.S., Stanford University; Ph.D., University of Virginia, Postdoctoral Research Scientist; Christopher Burns, B.S., Bishops University; M.S., Ph.D., University of Toronto, Postdoctoral Research Scientist.

Political Science: Kathleen Kerns, B.A., University of Pennsylvania; Deborah Sloman, Administrative Assistants.

Psychology: Joanne M. Bramley, Administrative Coordinator; Julia L. 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.

Theater: Felicia Leicht, Arts Administration Intern.

Women's Studies: Jenny Gifford, Administrative Assistant.

Visiting Examiners 2005

ART

Sarah Cohen, *SUNY-Albany*
Roger Rothman, *Bucknell University*
Stefanie Solum, *Williams College*

BIOLOGY

Christopher Cratsley, *Firchburg State College*
Joan Ehrenfeld, *Rutgers University*
Sidney Gauthreaux, *Clemson University*
Martha Grossel, *Connecticut College*
Rober Jinks, *Franklin & Marshall College*
Nancy Love, *Virginia Tech-College of Engineering*
Sharon Lynn, *College of Wooster*
Scott McRobert, *St. Joseph's University*
Jeffrey Rosen, *University of Delaware*
Mitchell Singer, *University of California-Davis*
Joseph Thompson, *St. Joseph's University*
Rocky Tuan, *National Institutes of Health*
Kenneth Weiss, *Pennsylvania State University*
David White, *University of Pennsylvania*
Juliette Winterer, *Franklin & Marshall College*

CHEMISTRY & BIOCHEMISTRY

Tony Arrington, *Furman University*
Karen Fleming, *Johns Hopkins University*
Jon Lorsch, *Johns Hopkins University*
Timo Ovaska, *Connecticut College*

CLASSICS—GREEK

Carolyn Dewald, *Bard College*
Ralph Rosen, *University of Pennsylvania*
Victoria Wohl, *The Ohio State University*

CLASSICS—LATIN

T. Corey Brennan, *Rutgers University—
New Brunswick*
Joseph Farrell, *University of Pennsylvania*

COMPARATIVE LITERATURE

Roger Allen, *University of Pennsylvania*
Stacey Schlau, *West Chester University*

ECONOMICS

Edward Buffie, *Indiana University*
David Chapman, *Boston College*
Saul Hoffman, *University of Delaware*
Christiaan Hogendorn, *Wesleyan University*
Michael Kuehlwein, *Pomona College*
Karen Pence, *Federal Reserve—Board of
Governors*

Laurence Seidman, *University of Delaware*
Charles Stone, *US Congress—Joint Economic
Committee*
Kishor Thanawala, *Villanova University*

EDUCATIONAL STUDIES

Sigal Benporath, *University of Pennsylvania*
Cynthia Lightfoot, *Pennsylvania State University*
Chris Roelke, *Vassar College*
Kathy Schultz, *University of Pennsylvania*

ENGINEERING

Maurice Aburdene, *Bucknell University*
Amir Roth, *University of Pennsylvania*
William Smart, *Washington University*
Camillo Taylor, *University of Pennsylvania*
Amy Zander, *Clarkson University*

ENGLISH LITERATURE

Susan Benston, *Haverford College*
Hester Blum, *Pennsylvania State University*
Woon Ping Chin, *Dartmouth College*
Gregory Dobbins, *University of California—Davis*
Jonathan Harris, *George Washington University*
Martin Hipsky, *Ohio Wesleyan University*
Cassandra Laity, *Drew University*
Gustavus Stadler, *Haverford College*
Katherine Stubbs, *Colby College*

FILM & MEDIA STUDIES

Anna McCarthy, *New York University*

HISTORY

Misty Bastian, *Franklin and Marshall College*
Doris Bergen, *University of Notre Dame*
Carol Bresnahan, *University of Toledo*
Janet Golden, *Rutgers University—Camden*
Dorothy Ko, *Barnard College*
Regina Kunzel, *Williams College*
John Lear, *University of Puget Sound*
Nelson Lichtenstein, *University of
California—Santa Barbara*
Gary Marker, *SUNY—Stony Brook*
Richard Pierce II, *University of Notre Dame*
Larry Simon, *Western Michigan University*
Richard White, *Stanford University*

LINGUISTICS

Joshua Katz, *Princeton University*
Phyllis Perrin Wilcox, *University of New Mexico*

MATHEMATICS & STATISTICS

Edward Mosteig, *Loyola Marymount University*
Ayse Arzu Sahin, *George Washington University*
Jim Stasheff, *University of Pennsylvania*
Robert Weiss, *University of California—
Los Angeles*

MODERN LANGUAGE—CHINESE

Robert Cutter, *University of Wisconsin—Madison*
Nicole Huang, *University of Wisconsin—Madison*
Yingjin Zhang, *University of California—
San Diego*

MODERN LANGUAGE—FRENCH

Koffi Anyinefa, *Haverford College*
Alexandre Dauge-Roth, *Bowdoin College*
Natasha Lee, *Bryn Mawr College*

MODERN LANGUAGE—SPANISH

Agnes Moncy, *Temple University*

MUSIC

Larry Nelson, *West Chester University*

PEACE & CONFLICT STUDIES

Tara Zahra, *University of Michigan*

PHILOSOPHY

Otavio Bueno, *University of South Carolina*
Robert Dostal, *Bryn Mawr College*
Malcolm Forster, *University of Wisconsin*
John Gibson, *Temple University*
Aryeh Kosman, *Haverford College*
Arthur Ripstein, *University of Toronto*

PHYSICS & ASTRONOMY

Nancy Brickhouse, *Harvard University*
Eric Carlson, *Wake Forest University*
Marc Gagne, *West Chester University*
David Griffiths, *Reed College*
Geoffrey Nunes, *DuPont de Nemours*
Mark Taylor, *Hiram College*

POLITICAL SCIENCE

Max Cameron, *University of British Columbia*
Joshua Dienstag, *University of Virginia*
Cecil Hale, *City College of San Francisco*
Janet Johnson, *University of Delaware*
Kenneth Kersch, *Princeton University*
Robert Lieberman, *Columbia University*

Renee Marlin-Bennett, *American University—
Sch. International Service*

Robert Mickey, *University of Michigan*
James Murphy, *Dartmouth College*
Patricia Thornton, *Trinity College*
Dominic Tierney, *The Olin Institute—
Harvard University*

Thomas Wilson, *SUNY—Binghamton*

PSYCHOLOGY

John Abela, *McGill University*
Dov Cohen, *University of Illinois*
Alexander Huk, *University of Texas—Austin*
Maria LaRusso, *University of Pennsylvania*
Kenneth Short, *Neurobehavioral Res. Lab—
VA Medical Center*

David Sobel, *Brown University*

Leaf Van Boven, *University of Colorado—Boulder*

RELIGION

John Lardas, *Haverford College*

Sean McCloud, *University of North
Carolina—Charlotte*

Gerald McKenny, *University of Notre Dame*

Michael Sells, *Haverford College*

Gregory Spinner, *Central Michigan University*

Joseph Thometz, *Stanford University*

SOCIOLOGY & ANTHROPOLOGY

Nancy Abelmann, *University of Illinois—Urbana*

Paul Brodwin, *University of Wisconsin—
Milwaukee*

Patrick Coy, *Kent State University*

Hocine Fetni, *University of Pennsylvania*

Kathryn Geurts, *Hamline University*

Wendy Griswold, *Northwestern University*

Karen Hill, *Pennsylvania State Univ.—
Delaware Co.*

May Joseph, *Pratt Institute, New York*

Paul Silverstein, *Reed College*

Gregory Starrett, *University of North
Carolina—Charlotte*

Pauline Strong, *University of Texas—Austin*

Stuart Youngner, *Case Western Reserve Univ. of
Medicine*

Abiola Irele, *Harvard University*

THEATER STUDIES

Kym Moore, *Sarah Lawrence College*

Maria Vail, *Ramapo College of New Jersey*

Degrees Conferred

May 29, 2005

BACHELOR OF ARTS

Hanifa Abdul Sabur, *Sociology and Anthropology*
Muhsin Kasheef Abdur-Rahman, *Economics*
Yubraj Acharya, *Economics*
Begum Adalet, *Political Science*
James Peter Addona, *English Literature*
Nicole Lauren Adelman, *Biology*
Jorge Luis Aguilar, *Biology*
Abena Tutuwa Ahwoi, *Economics and Political Science*
Emily Bergeron Allen, *Political Science*
Joseph John Paul Altuzarra, *Art*
Kira Gloria Božena Álvarez, *Religion*
Elizabeth Lynn Anderson, *Special Major in Christian History and Theology*
James Wright Andrews, *Political Science*
Santiago Augusto Andujar, *Spanish*
Cara Angelotta, *History*
M. Palmer Armstrong, *Religion*
Aviva Ronit Aron-Dine, *Philosophy*
Dina Aronzon, *Special Major in Chemical Physics*
Maile Renee Arvin, *English Literature*
Garrett Igo Ash, *Chemistry*
Vidette Eve Asher, *Biology*
Alexander Rene Atanasiu, *Physics*
Christian George Atanasiu, *English Literature*
Katherine Mary Athanasiades, *Sociology and Anthropology*
Michael David Auerbach, *Political Science*
Tanya Sara Aydelott, *Special Major in Theories of Identity*
Madalyn Paige Baker, *Religion*
Carmen Jean Barron, *Linguistics*
Megan Aimee Bartges, *Psychology*
Mariska Priya Batavia, *Sociology and Anthropology and Biology*
John Robert Beauregard, *English Literature*
Jake Seaton Beckman, *Art*
Samuel Asher Bell, *Political Science*
Justin Michael Belmont, *Art History*
Jacob Frederick Berger, *Philosophy*
Samuel Kryzan Berger, *Philosophy*
Robert Michael Berman, *Physics*
Joshua Forrest Berney, *Economics and Computer Science*
Davide Berretta, *Political Science*
Katherine Elizabeth Berry, *Special Major in Biochemistry*

Mary Elizabeth Blair, *Biology and Sociology and Anthropology*
Matthew Neill Fuërst Block, *Sociology and Anthropology*
Brendan Brett Cochran Bond, *Economics*
Robert Edward Boostrom, *Political Science*
Ivan Maxfield Boothe, *Special Major in Peace and Conflict Studies*
Alexandra Lynn Bradbury, *Sociology and Anthropology*
Johanna Leah Braff, *Greek*
Alexander Fredric Braunstein, *Special Major in Applied Mathematics*
Samuel Francis Breckenridge, *History*
Katherine Frances Bridges, *Art*
Lindsay Devon Brin, *Biology*
Amy Esther Brustein Brisson, *Special Major in African Studies*
Jason Zachary Bronstein, *English Literature*
Casey Jameson Brown, *Special Major in Biochemistry*
Sarah Payne Bryan, *History*
Robert William Buechner Jr., *Psychology*
Thu-An Thi Bui, *Sociology and Anthropology*
Amber Agnes-Chhay Cameron, *Mathematics and Psychology*
Benjamin Merrill Camp, *Theater*
Addie Helen Candib, *History*
Laura Carballo Sayão, *Biology*
Benjamin Robert Booth Carlisle, *Chemistry and Religion*
Hannah Murdock Carney, *Political Science*
Francisco Javier Castro, *Biology*
Arthur Trapp Chalmers, *Psychology*
Stephanie Lisa Chapell, *Economics*
Alena A1 Hui Chen, *Economics and Special Major in Chinese Language and Literature*
Lulu Chen, *Art*
Lauren Chiang, *History*
Marjan Goi Chittae, *English Literature*
Sherry Sunghee Choe, *Psychology*
Timothy James Chrissykos, *Biology and Sociology and Anthropology*
Paul Yongsuk Chung, *Sociology and Anthropology*
Jedd Isaac Keller Cohen, *Philosophy*
Michael Stewart Cohen, *Special Major in Psychobiology*
Sarah Rose Cohodes, *Economics*
Timothy Isaac Lobban Colman, *History*

- Jacob Josue Cortés, *Political Science*
 Thomas Richard Coughlin, *Economics and History*
 Jeremy Dov Cristol, *English Literature*
 Ryan Matthew Croken, *English Literature*
 Brian Alexander Cronin, *Mathematics*
 Elena Clare Cuffari, *Philosophy and Linguistics*
 Katharine Margaret Marchi Davenport, *Biology*
 Leah Claire Davis, *Art*
 Rebecca Judith Anne Davis, *Biology and Sociology and Anthropology*
 My Huyen Do, *Asian Studies and Chinese*
 Jeffrey Michael Donlea, *Special Major in Psychobiology*
 Matthew Knight Draper, *Special Major in Education and Sociology and Anthropology*
 Kathrinne Van Wagner Duffy, *English Literature*
 Natalie Blair Dunphy, *Special Major in Psychobiology*
 Krisna Chan Duong-Ly, *Special Major in Biochemistry*
 Justin Vale Durand, *Economics*
 Erin Margaret Dwyer-Frazier, *Political Science*
 Kirk Carr Ellison, *Economics*
 Elizabeth Marion Engelhardt, *Greek*
 Ryan Magadan Esquejo, *Biology*
 Laurel Elizabeth Evans, *Mathematics and Psychology*
 Ekuia Sarah Sarsa Ewool, *Special Major in Education and Psychology*
 William Kenny Farrell, *English Literature*
 Matthew David Fedak, *Art*
 Chelsea Marshall Ferrell, *Political Science*
 Jonathan Daniel Fisher, *Philosophy*
 Alexander Joshua Fishman, *Astronomy and Religion*
 Ian Christian Flora, *Philosophy*
 Jonathan Gabriel Chaim Fombonne, *Political Science*
 Eleanor Margot Forbes, *English Literature and Political Science*
 Edward Tran-Tai Fu, *History and Asian Studies*
 Sarah Catherine Gaertner, *English Literature*
 Rebecca Ilana Galaski, *Special Major in Education and Mathematics*
 Salid Elizabeth Garcia, *Art*
 Elizabeth Maureen Gardner, *Mathematics*
 Doru Gavril, *Political Science and Economics*
 David Gordon Gentry, *Economics*
 Kerstin Gentsch, *Economics and Special Major in Linguistics and Language*
 Adam Wallace Gerber, *Mathematics*
 Andrew Joel Gisselquist, *Economics*
 Sarah Louise Gladwin, *Dance*
 Sarah Rachel Goldberg, *Political Science*
 Randy Davis Goldstein, *Economics*
 Eric Michael Golynsky, *Economics*
 Chelain Rae Goodman, *Biology*
 Jonathan George Gorman, *Sociology and Anthropology*
 J. Martin Griffith, *Asian Studies*
 Kathryn Yntema Groner, *Religion and Biology*
 Nicholas James Guerette, *Computer Science*
 Jyoti Gupta, *Sociology and Anthropology*
 Matthew Todd Lange Gustafson, *Economics*
 Youngmee Christina Hahn, *German*
 Tanya Gene Hahnel, *Mathematics and Economics*
 Sarah Kathleen Hall, *Economics*
 Mark Edward Handler, *Music*
 Mark Hanis, *Political Science*
 Mary Harrison, *English Literature*
 Hannah Sophia Harvester, *Theater*
 Meika Hashimoto, *English Literature*
 Joshua Kautsky Hausman, *Economics*
 Blair Remley Haxel, *Economics*
 Frederick William Poe Heckel, *Computer Science and Political Science*
 Joanna Rebecca Hess, *Political Science*
 Cameron Taylor Higby-Naquin, *Special Major in Astrophysics*
 Caitlin Marissa Abascal Hildebrand, *Psychology*
 Geoffrey Anton Hollinger, *Philosophy*
 America Linnette Holloway, *Mathematics and Computer Science*
 Gregory Ham Holt, *Linguistics*
 Stephen Ralph Holt, *German*
 Jennifer Merri Holzer, *Religion*
 Sonya Yi-Yi Hoo, *Economics*
 Viva Rose Horowitz, *Physics*
 Bo Hu, *Physics*
 Bojun Hu, *Psychology*
 Joshua David Hudner, *Political Science*
 Alex Lane Valera Hudson, *English Literature*
 Carla Elena Humud Lopez, *Political Science*
 Rachel Marie Huneryager, *Biology*
 Mohammed Jawaad Hussain, *Biology*
 Brian Yu Jin Hwang, *Biology*

Degrees Conferred

- Maria Anna Hy, *Asian Studies*
Adriana Victoria Hyams, *Art History*
Britta Elisabeth Ingebretson, *Sociology and Anthropology and Chinese*
Omolola Folashade Irele, *Sociology and Anthropology and French*
Rachel Augusta Jacobs, *Economics*
Kathryn Mederise Jantz, *English Literature*
Ante Jelcic, *Economics and Mathematics*
Melanie Elizabeth Johncilla, *Biology*
Jennifer Elizabeth Johnson, *Biology*
Sheena Sherrell Johnson, *Political Science*
Benjamin Berk Kabak, *Political Science and History*
Matthew Eugene Kaelin, *Psychology*
Raghu Amay Karnad, *Political Science*
Timothy Joseph Kelliher, *Biology*
Sarah Elizabeth Kelly, *History*
Lauren Rebecca Kett, *Biology and Economics*
Daniel Jaffer Keys, *Psychology and Mathematics*
Evelyn Yilin Khoo, *Political Science*
Heather Jean Kilmartin, *English Literature*
Brandon Russell King, *Economics and Special Major in Chinese Language and Literature*
Aparna Kishor, *Special Major in Biochemistry*
Sehnaz Kiyamaz, *Biology and Sociology and Anthropology*
Kelly Joanna Kleinert, *Biology and Spanish*
Susan Joan Klostermann, *Psychology*
Carey Jason Kopeikin, *Economics*
Delia Jenny Kulukundis, *Political Science*
Stella Kyriakopoulos, *Art*
Andrew Hatfield Lacey, *Computer Science*
Chunmei Lam, *Psychology and Special Major in Chinese Language and Literature*
Monica Jean Larimer, *History*
Jamie Tranter Larsen, *Biology and Spanish*
Ernest Thanh-Tam Le, *Political Science*
Casey Mansum Lee, *Special Major in Chinese Language and Literature*
Chung Jin Lee, *Political Science*
Kristen Marie Lee, *Special Major in Education and Sociology and Anthropology*
SooKyoung Lee, *English Literature*
Jared Theodore Leiderman, *Religion*
Chloe Marie Cecile Le Pichon, *Art*
Ryan C. Lewis, *Economics*
Shavaugn Irene Lewis, *Political Science*
Qian Li, *Music*
Yijun Li, *Economics*
Sonam Liberman, *Political Science*
Andrew Ye-Jun Lim, *Political Science*
Julia Snow Lindenberg, *Biology*
Joanne Elizabeth Lipson, *English Literature*
Stephanie Edith Losq, *Biology*
Mathew Solomon Louis-Rosenberg, *Mathematics*
Shreya Mahajan, *Special Major in Education and Sociology and Anthropology*
Andrew Elliott Main, *Political Science*
Devasish Majumdar, *Mathematics and Economics*
Nicholas Vladimir Malakhov, *English Literature*
David Harry Mann, *Religion*
Marie Mark, *English Literature*
Valerie Shannon Marone, *Chemistry and English Literature*
Jessica Lee Martin, *Biology*
Paul Luigi Maurizio, *Religion and Special Major in Biochemistry*
Gregory Scott Maxwell, *History*
Katherine Anne McAlister, *Biology*
David Martin McCandlish, *Biology and Mathematics*
Daniel Christopher McCarthy, *English Literature*
Elizabeth Anne McDonald, *Biology*
Neil Jagdish Mehta, *Philosophy*
Kathleen Nicole Merrick, *Biology*
Constantinos Ioannou Michaelidis, *Biology and History*
Ian Matthew Miller, *History*
Louisa Elizabeth Miller, *History*
May Miller-Ricci, *Spanish*
Joy Isabelle Mills, *Theater and Psychology*
Mary Elizabeth Mintel, *Biology and English Literature*
Benjamin Rees Mitchell, *Computer Science*
Emily Gerson Mollenkopf, *Biology*
Rebecca Monarrez, *Art*
Benjamin Larson Morgan, *History*
Wheeler Whitcomb Morgan, *Economics*
Katherine Bishop Morrison, *Mathematics and Psychology*
Tafadzwa Muguwe, *Biology*
Jason Mui, *Asian Studies*
Jose Antonio Muñoz, *Biology and Economics*
Patrick Harrington Murray, *History*
-

- Dylan Blake Myles-Primakoff, *Special Major in Russian Studies*
- Jyothi Murali Natarajan, *Special Major in Education and English Literature*
- Erica Leigh Newton, *Psychology*
- Hang Le Ngo, *Psychology*
- Brian Edward Nolan, *Chemistry*
- Adil Nure, *Psychology*
- Ricardo Ocampo, *Sociology and Anthropology*
- Adam Seth Oleksa, *English Literature and Medieval Studies*
- Aongus Starbuck Ó Murchadha, *Physics*
- Kelly Ann Singleton O'Neil, *Psychology*
- Javier Francis O'Neil-Ortiz, *Special Major in Film and Media Studies*
- Elisabeth Mary Oppenheimer, *History*
- Lee Allison Paczulla, *Psychology*
- Adam Alfred Paiz, *Chemistry*
- Eugene Lomarda Palatulan, *Biology*
- Celia Catherine Paris, *Special Major in Education and Philosophy*
- Lilian Vieira Pascone, *Special Major in Chinese Language and Literature*
- Darshan Ashvin Patel, *Biology*
- Jennifer Eveliz Perez, *Economics*
- Jason Joseph Perini, *Computer Science and English Literature*
- Joanna Rachel Pernick, *Greek*
- George Emil Petel, *Economics*
- Elsa Miranda Peters, *Astronomy*
- Zachary Abraham Pezzementi, *Computer Science*
- Bpantamars Phadungchob, *Biology*
- Christina Elizabeth Pina, *Sociology and Anthropology and Spanish*
- Julia Sherman Pompetti, *English Literature*
- Jessica Leigh Pope, *Sociology and Anthropology*
- Keerthi Choudary Potluri, *Religion*
- Patrick Donovan Quinn, *Psychology*
- Joseph Emmanuel Raciti, *Art*
- Katherine Elizabeth Randle, *Biology*
- Clarissa Kathleen Rappoport-Hankins, *Political Science*
- Lillian Singerman Ray, *Mathematics*
- Elizabeth Helen Redden, *English Literature*
- Andrew Eric Reed, *History and Psychology*
- Catherine Lois Reed, *Psychology*
- Katherine Payne Reid, *Psychology*
- Lang Woodward Reynolds, *Biology*
- Chiara Teresa Ricciardone, *History*
- Paul Nicholas Riccio, *Biology*
- Zac William Rider, *Computer Science*
- Emiliano Rodriguez, *Political Science*
- Gabriel Rogers, *Religion*
- Jeffrey Pela Rogg, *Latin*
- Anne Elizabeth Ronan, *Art History*
- Christopher William Rose, *Economics*
- Jordan Harrison Rosen, *Mathematics*
- Christopher Jacob Ross, *Asian Studies*
- Reynetta Patrice Sampson, *Spanish*
- Cristina Margarita Sandoval Chicas, *Political Science*
- Alexandra Sastre, *Art History*
- Christopher Jeffrey Schad, *Special Major in Linguistics and Languages*
- Evan Shuman Schaffer, *Psychology*
- Maya Sofi Schenwar, *English Literature*
- Katharine Johanna Schlesinger, *Special Major in Astrophysics*
- Jeffrey Andrew Schneider, *History*
- Jonathan Schneider, *Mathematics*
- Casey Todd Schroeder, *English Literature*
- William Matthew Schwarz, *Political Science*
- Rachel Norling Scott, *Political Science*
- Rebecca Glenn Scott, *Religion*
- Shea David Claxton Scruggs, *English Literature*
- Christopher Edwin Segal, *History*
- Esha Pralay Senchaudhuri, *Philosophy and Economics*
- Sonal Shah, *Sociology and Anthropology*
- Jordan Shakeshaft, *French*
- Kaiko Shimura, *Political Science and History*
- Jiwon Shin, *Computer Science*
- Matthew John Shiroma, *English Literature*
- Nathan Cooper Shupe, *Special Major in Astrophysics*
- Supreet Kaur Sidhu, *Astronomy*
- Erica Brooke Siegel, *Sociology and Anthropology*
- Alfonso Silva, *Political Science*
- Victoria Leigh Silvera, *Art*
- Jacqueline Christine Simonet, *Biology*
- Lauren Michelle Sippel, *Psychology*
- Mali Skotheim, *Latin*
- Joseph David Small, *Dance*
- Alan Reid Smith, *English Literature and History*
- Caitlin Elizabeth Smith, *Biology*
- Troy Wellington Smith, *History and English Literature*

Degrees Conferred

Virginia Ann Smith-Bronstein, *Biology*
Matthew Wymer Sollenberger, *Political Science*
Joseph Hwanyoo Song, *Biology*
Megan Elizabeth Speare, *Biology*
Roy Sriwattanakomen, *Biology*
Edward Anthony Stehlik, *Religion*
Victoria Stern, *Chemistry*
Katie Elisabeth Stockhammer, *Art*
Ian Charles Sulam, *Political Science and Philosophy*
Ai Sumida, *Biology*
Charles Timblin Sussman, *Economics*
Emily Coyle Szydlowski, *Economics*
Emily Katherine Tancredi-Brice, *Special Major in Education and Sociology and Anthropology*
Joanna Leigh Taylor, *History*
Taru Taylor, *Philosophy*
Daren Justin Tedeschi, *Political Science and Economics*
Shiva Thiagarajan, *Physics and Economics*
Rachel Lee Thomas, *Mathematics*
Jared Jones Thompson, *Biology*
Christie Kimberly Tomm, *Economics and History*
Olivia Kim Toro, *Political Science and Psychology*
Linda Tsui, *Religion and Special Major in Chinese Language and Literature*
Michael Yu-Herng Tu, *History*
John Edward Turcik, *Economics*
Alexis Ross Turner, *Economics*
Samantha Sue Uslan, *Economics*
Anand Prabhakar Vaidya, *Biology and Sociology and Anthropology*
Myra Katherine Vallianos, *Special Major in Education and English Literature*
Milena Aurora Velis, *History*
Anton Alexey Voinov, *Economics*
Susannah Diamond Volpe, *Sociology and Anthropology*
Jacob Witt Samuel Wallace, *Economics*
Sarah Walsh, *Special Major in Education and History*
Derrick Chate Wansom, *Biology and Special Major in Chinese Language and Literature*
Christopher Douglas Ward, *Special Major in Francophone Studies*
Nicolas Cameron Ward, *Computer Science*
Aaron Samuel Wasserman, *History*
Nicola Marie Wells, *Political Science*

Christopher Underwood White, *English Literature*
Micah Moran White, *Philosophy*
Susan Jennifer Wilker, *Sociology and Anthropology*
Lauren Ja Yung Willis, *Mathematics and Special Major in Astrophysics*
Thomas Harrison Winner, *Psychology*
Alison Christen Wolff, *Economics*
Roxanne Yaghoubi, *History*
Dan Yue, *Physics*
Jessica Aya Zagory, *Biology and Religion*
Jiaxun Zhou, *Economics*

Bachelor of Science

Muhsin Kasheef Abdur-Rahman, *Engineering*
Alexander Rene Atanasiu, *Engineering*
Brendan Brett Cochran Bond, *Engineering*
Samantha Rachel Brody, *Engineering*
Kirk Carr Ellison, *Engineering*
Alexander David Flurie, *Engineering*
David Gordon Gentry, *Engineering*
James Robert Golden, *Engineering*
Nicholas James Guerette, *Engineering*
Mark Edward Handler, *Engineering*
Jesse Martin Hartigan, *Engineering*
Geoffrey Anton Hollinger, *Engineering*
Bo Hu, *Engineering*
Stephen Yusuan Huang, *Engineering*
Emery Mayon Ku, *Engineering*
Yue Li, *Engineering*
Brandon John Luzar, *Engineering*
Peter Anthony McKee, *Engineering*
Zachary Abraham Pezzementi, *Engineering*
Alexis Benavides Reedy, *Engineering*
Maila Sepri, *Engineering*
Jiwon Shin, *Engineering*
Charles Timblin Sussman, *Engineering*
Michael Yu-Herng Tu, *Engineering*
Alexis Ross Turner, *Engineering*
William Kaguru Wanjohi, *Engineering*
Nicolas Cameron Ward, *Engineering*
Jesse Alexander Young, *Engineering*

Awards and Distinctions

HONORS AWARDED BY THE VISITING

HIGHEST HONORS

Elizabeth Lynn Anderson, M. Palmer Armstrong, Aviva Ronit Aron-Dine, Katherine Elizabeth Berry, Ivan Maxfield Boothe, Timothy Isaac Lobban Colman, Elizabeth Marion Engelhardt, Ian Christian Flora, Sookyoung Lee, Celia Catherine Paris, Maya Sofi Schenwar, Sonal Shah

HIGH HONORS

James Peter Addona, Emily Bergeron Allen, Maile Renee Arvin, Megan Aimee Bartges, Jacob Frederick Berger, Samuel Kryzan Berger, Davide Berretta, Amy Esther Brustein Brisson, Casey Jameson Brown, Addie Helen Candib, Lauren Chiang, Marjan Gol Chittae, Elena Clare Cuffari, Jeffrey Michael Donlea, Krisna Chan Duong-Ly, Erin Margaret Dwyer-Frazier, Eleanor Margot Forbes, Doru Gavril, Mary Harrison, Hannah Sophia Harvester, Meika Hashimoto, Joshua Kautsky Hausman, Cameron Taylor Higby-Naquin, Geoffrey Anton Hollinger, Jennifer Merri Holzer, Sonya Yi-Yi Hoo, Joshua David Hudner, Mohammed Jawaad Hussain, Maria Anna Hy, Britta Elizabeth Ingebretson, Ante Jelcic, Jennifer Elizabeth Johnson, Raghu Amay Karnad, Sarah Elizabeth Kelly, Lauren Rebecca Kett, Daniel Jaffer Keys, Heather Jean Kilmartin, Casey Mansum Lee, Jared Theodore Leiderman, Yijun Li, Andrew Ye-Jun Lim, Joanne Elizabeth Lipson, Andrew Elliott Main, Devasish Majumdar, Constantinos Ioannou Michaelidis, Ian Matthew Miller, Aongus Starbuck Ó Murchadha, Christina Elizabeth Pina, Keerthi Choudary Potluri, Elizabeth Helen Redden, Andrew Eric Reed, Emiliano Rodriguez, Katharine Johanna Schlesinger, Mali Skotheim, Marthew Wymer Sollenberger, Ian Charles Sulam, Emily Coyle Szydlowski, Joanna Leigh Taylor, Daren Justin Tedeschi, Michael Yu-Herng Tu, Jacob Witt Samuel Wallace, Aaron Samuel Wasserman, Christopher Underwood White, Susan Jennifer Wilker

HONORS

Yubraj Acharya, Begum Adalet, Dina Aronzon, Garrett Igo Ash, Samuel Asher Bell, Justin Michael Belmont, Robert Edward Boostrom, Sarah Payne Bryan, Robert William Buechner

Jr., Thu-An Thi Bui, Jeremy Dov Cristol, Ryan Matthew Croken, My Huyen Do, Kathrinne Van Wagner Duffy, Justin Vale Durand, Chelsea Marshall Ferrell, Alexander David Flurie, Jonathan Gabriel Chaim Fombonne, Andrew Joel Gisselquist, Sarah Rachel Goldberg, Randy Davis Goldstein, Eric Michael Golynsky, Viva Rose Horowitz, Carla Elena Humud Lopez, Evelyn Yilin Khoo, Apama Kishor, Delia Jenny Kulukundis, Ryan C. Lewis, Sonam Liberman, Daniel Christopher McCarthy, Joanna Rachel Pernick, Julia Sherman Pompetti, Clarissa Kathleen Rappoport-Hankins, Katherine Payne Reid, Paul Nicholas Riccio, Jeffrey Pela Rogg, Evan Shuman Schaffer, William Matthew Schwarz, Rachel Norling Scott, Rebecca Glenn Scott, Christopher Edwin Segal, Esha Pralay Senchaudhuri, Nathan Cooper Shupe, Derrick Chate Wansom, Christopher Douglas Ward, Lauren Ja Yung Willis, Roxanne Yaghoubi, Dan Yue, Jiaxun Zhou

ELECTIONS TO HONORARY SOCIETIES

PHI BETA KAPPA

Elizabeth Lynn Anderson, M. Palmer Armstrong, Aviva Ronit Aron-Dine, Megan Aimee Bartges, Mariska Priya Batavia, Jacob Frederick Berger, Samuel Kryzan Berger, Katherine Elizabeth Berry, Mary Elizabeth Blair, Katherine Frances Bridges, Addie Helen Candib, Benjamin Robert Booth Carlisle, Lauren Chiang, Elizabeth Marion Engelhardt, Matthew David Fedak, Ian Christian Flora, Kerstin Gentsch, Sarah Rachel Goldberg, Youngmee Christina Hahn, Jesse Martin Hartigan, Joshua Kautsky Hausman, Geoffrey Anton Hollinger, Joshua David Hudner, Britta Elizabeth Ingebretson, Ante Jelcic, Lauren Rebecca Kett, Daniel Jaffer Keys, Heather Jean Kilmartin, Andrew Hatfield Lacey, Chloe Marie Cecile Le Pichon, Yijun Li, Julia Snow Lindenberg, Joanne Elizabeth Lipson, Mathew Solomon Louis-Rosenberg, Devasish Majumdar, Gregory Scott Maxwell, Katherine Anne McAlister, David Martin McCandlish, Neil Jagdish Mehta, Emily Gerson Mollenkopf, Rebecca Monarrez, Tafadzwa Muguwe, Elisabeth Mary Oppenheimer, Celia Catherine Paris, Lillian Singerman Ray, Elizabeth Helen Redden, Chiara Teresa Ricciardone,

Awards and Distinctions

Christopher Jeffrey Schad, Maya Sofi Schenwar, Rachel Norling Scott, Maila Sepri, Mali Skotheim, Shiva Thiagarajan, Rachel Lee Thomas, Jared Jones Thompson, Jacob Witt Samuel Wallace, Susan Jennifer Wilker

SIGMA XI

Jorge Luis Aguilar, Dina Aronzon, Garrett Igo Ash, Vidette Eve Asher, Alexander Rene Atanasiu, Megan Aimee Bartges, Mariska Priya Batavia, Katherine Elizabeth Berry, Mary Elizabeth Blair, Alexander Fredric Braunstein, Casey Jameson Brown, Francisco Javier Castro, Katharine Margaret Marchi Davenport, Rebecca Judith Anne Davis, Jeffrey Michael Donlea, Natalie Blair Dunphy, Krisna Chan Duong-Ly, Ryan Magadan Esquejo, Laurel Elizabeth Evans, James Robert Golden, Chelain Rae Goodman, Nicholas James Guerette, Jesse Martin Hartigan, Meika Hashimoto, Frederick William Poe Heckel, Cameron Taylor Higby-Naquin, Geoffrey Anton Hollinger, America Linnette Holloway, Viva Rose Horowitz, Bo Hu, Joshua David Hudner, Rachel Marie Huneryager, Mohammed Jawaad Hussain, Brian Yu Jin Hwang, Jennifer Elizabeth Johnson, Lauren Rebecca Kett, Daniel Jaffer Keys, Aparna Kishor, Susan Joan Klostermann, Yijun Li, Yue Li, Julia Snow Lindenberg, Stephanie Edith Losq, Devasish Majumdar, Paul Luigi Maurizio, Katherine Anne McAlister, Constantinos Ioannou Michaelidis, Benjamin Rees Mitchell, Tafadzwa Muguwe, Jose Antonio Muñoz, Brian Edward Nolan, Aongus Starbuck Ó Murchadha, Kelly Ann Singleton O'Neil, Adam Alfred Paiz, Darshan Ashvin Patel, Zachary Abraham Pezzementi, Bpantamars Phadungchob, Katherine Payne Reid, Paul Nicholas Riccio, Zac William Rider, Evan Shuman Schaffer, Katharine Johanna Schlesinger, Jonathan Schneider, Jiwon Shin, Nathan Cooper Shupe, Supreet Kaur Sidhu, Jacqueline Christine Simonet, Caitlin Elizabeth Smith, Joseph Hwanyoo Song, Ai Sumida, Rachel Lee Thomas, Nicolas Cameron Ward, Lauren Ja Yung Willis, Jessica Aya Zagory

TAU BETA PI

James Robert Golden, Mark Edward Handler, Geoffrey Anton Hollinger, Yue Li, Maila Sepri, Nicolas Cameron Ward

PENNSYLVANIA TEACHER CERTIFICATION

Samuel Francis Breckenridge, Sarah Catherine Gaertner, Rebecca Ilana Galaski, Sarah Walsh

FELLOWSHIPS

The Susan P. Cobbs Prize Fellowship to Katherine Berry '06, Abraham Howland '06, Marianne Klingaman '07, Renee Sevier '08, David Stifler '08, and Lucy VanEssen-Fishman '08

The Sarah Kaighn Cooper Scholarship to Matthew Fiedler '06

The Hannah A. Leedom Fellowship to Octavio Gonzalez '97, Kira Alvarez '05, Sarah Goldberg '05, Aryani Manring '01, Eugene Palatulan '05, Sachie Uchamaru '03, and Roxanne Yaghoubi '05

The Joshua Lippincott Fellowship to Jennifer Callaghan '01, Steve Farneth '00, Julie Gregorio '03, Lars Jan '00, Jerry Melichar '00, Benjamin Tiven '01, and Jaime Yassif '02

The John Lockwood Memorial Fellowship to , Malado Baldwin '97, Benjamin Camp '05, and Greg Holt '05

The Thomas B. McCabe Jr. and Yvonne Motley McCabe Memorial Fellowship to , Brian Burnheter '01, Jeremy Mathias '00, Brendan Pablo Montagnes '02, Alma Ortiz-Mathias '00, Douglas Rouse '98, Nathanael Stulman '01, and David Zipper '00

The Mellon Mays Undergraduate Fellowship to Saed Atshan '06, Ahmmad Brown '07, Rhiannon Graybill '06, Jayanti Owens '06, and Lisa Ubelaker Andrade '06

The Lucretia Mott Fellowship , Emma Benn '04, Ilinesa Hendrickson '97, Rochelle Laws '01, Emily Marston '97, Joy Mills '05, Bpantamars (Sang) Phadungchob '05, and Tuyet-Trinh (Trini) Truong '04

The J. Roland Pennock Undergraduate Fellowship in Public Affairs (not awarded this year)

The David G. Smith Internship in Health and Social Policy to Gian Vinelli '06

The Martha E. Tyson Fellowship to , Jenna Bondsmith '97, Hofan Chau '03, Christina Hinton '04, and Erica Turner '99

The Hans Wallach Research Fellowship to David J. Chudzicki '07

AWARDS AND PRIZES

The Adams Prize in Econometrics to Devasish Majumdar '05

The Stanley Adamson Prize in Chemistry to Robert Dorkin '06

The Jonathan Leigh Altman Summer Grant to Katia Lom '06

- The American Chemical Society Scholastic Achievement Award* to Katherine Berry '05
- The American Chemical Society Undergraduate Award in Analytical Chemistry* to Emily S. Ullman '06
- The American Chemical Society Undergraduate Award in Organic Chemistry* to Benjamin Thuronyi '07
- The American Institute of Chemists Student Honor Award* to Casey Brown '05
- The Solomon Asch Award in Psychology* to Daniel Keys '05
- The Boyd Barnard Prize* to Tamara Ryan '06
- The James H. Batton '72 Award* to Maceray Sesay '07
- The Paul H. Beik Prize in History* to Louisa Miller '05 and Elisabeth Oppenheimer '05
- The Tim Berman Memorial Award* to Jared Leiderman '05
- The Black Alumni Prize* to Jordanne Owen '06
- The Brand Blanshard Prize in Philosophy* to Aviva Aron-Dine '05
- The Sophie and William Bramson Prize* to Mariska Batavia '05 and Alexandra Bradbury '05
- The Daniel Walter Brenner Memorial Scholarship* to Adam Roddy '06
- The Heinrich W. Brinkmann Mathematics Prize* to Devasish Majumdar '05 and Rachel Thomas '05
- The Chemistry Department Service Awards* to Krisna Duong-Ly '05 and Brian Nolan '05
- The Susan P. Cobbs Award* to Lisa Hunter '06 for Latin and Jennifer Peck '06 for Greek
- The CRC Press Freshman Chemistry Achievement Award* to Hyoung Tae Kwon '08
- The Alice L. Crossley Prize in Asian Studies* to Emma Kalb '06; honorable mention to Martin Griffith '05, Casey Lee '05, and Christopher Schad '05
- The Deans' Awards* to '05 graduates Jorge Aguilar, Emily Allen, Tanya Aydelott, Sarah Goldberg, Jyoti Gupta, Jawaad Hussain, Valerie Marone, Paul Maurizio David McCandlish, Brian Nolan, Celia Paris, Emiliano Rodriguez, Myra-Kate Vallianos, Susannah Volpe, Nicola Wells
- The Robert Dunn Award* to Vernon Chaplin '07
- The Eastern Analytical Symposium Award* Nominee from Swarthmore College to Xin Wu '06
- The William C. Elmore Prize in Physics* to Shiva Thiagarajan '05
- The Lew Elverson Trophy* to Matt Gustafson '05
- The Robert Enders Field Research Award* James Kreft '06, Margaret Perry '08, and Jacob Brunkard '08
- The Robert Enders Memorial Scholarship* to Julia Lindenberg '05
- The Friedman Field Research Award* to Paul Riccio '05
- The Dorothy Ditter Gondos Award* to Anne Fredrickson '07
- The Gonzalez-Vilaplana Prize for Outstanding Achievement in Chemistry* to Katherine E. Berry '05 and Casey J. Brown '05
- The Hay-Urban Award in Religious Studies* to Amanda Winters '08
- The John Russell Hayes Poetry Prizes* to Caitlin Hildebrand '05 and Siyuan Xie '06
- The Samuel Hayes III Research Grant* (not awarded this year)
- The Eleanor Kay Hess Award* to Lindsay Roth '07
- The Philip M. Hicks Prize for Literary Criticism Essay* to Anne Fredrickson '07, Kathryn Goddard '06, Rhiannon Graybill '06, and Willa Kramer '07
- The Jesse H. Holmes Prize in Religion* to Delia Kulukundis '05
- The Gladys Irish Award* to Alison Wolff '05
- The Ivy Award* to Tafadzwa Muguwe '05
- The Naomi Kies Award* to Samuel Bell '05
- The Kwink Trophy* to Nathan Shupe '05
- The Olga Lamkert Memorial Fund Scholarship* to Jillian G. Waldman '06
- The Lande Field Research Award* to Elsita Kiekebusch '07, Cara Tigue '06, Ben Ewen-Campen '06
- The Lang Award* to Aviva Aron-Dine '05
- The Leo M. Leva Memorial Prize in Biology* to Mariska Batavia '05, Katie Davenport '05, Mary Blair '05, Jennifer Johnson '05, Brian Hwang '05, Taki Michaelidis '05, Eugene Palatulan '05, and Jared Thompson '05
- The Linguistics Prize* to Kerstin Gentsch '05
- The McCabe Engineering Award* to Maila Sepri '05
- The Norman Meinkoth Field Biology Award* to John Tuthill '06

Awards and Distinctions

The Norman Meinkoth Memorial Scholarship to Stephanie Losq '05

The Morris Monsky Prize in Mathematics to Rebecca Black '07

The Lois Morrell Poetry Award to Emily Regier '06

The Morrell-Potter Summer Stipend in Creative Writing to Caroline Carlson '06 and Micah Horwith '06

The A. Edward Newton Student Library Prizes to Katherine Bridges '05 (first prize), Anna Elena Torres '07 (second prize), and Liza Anderson '05 (third prize)

The Helen F. North Award to Michael Predmore '06, Sally O'Brien '07, and Nathaniel Erb-Satullo '07

The Oak Leaf Award to Celia Paris '05

The Mark Osterweil Prize John Williams '06

The May E. Parry Award to Mary Mintel '05

The Drew Pearson Prize to Benjamin Kabak '05

The Perdue Award to Paul Azunre '07

The William Plumer Potter Prizes in Fiction to Maya Schenwar '05 (first prize), Sonia Vallabh '06 (second prize), and Tim Colman '05 (third prize)

The Ernie Prudente Sportsmanship Award to Lang Reynolds '05 and Maila Sepri '05

The Dinny Rath Award to Natalie Dunphy '05

The Rockefeller Brothers Fund Fellowships for minority students entering the teaching profession to Ja'Dell Davis '06 and Patrice Berry '06

The Judith Polgar Ruchkin Prize to Emiliano Rodriguez '05

The James H. Scheuer Environmental Fellowship to Sonia Vallabh '06

The Frank Solomon Jr. Student Art Prize to Stella Kyriakopoulos '05, Chloë LePichon '05, and Katie Stockhammer '05

The Hally Jo Stein Memorial Award for Dance to Joseph Small '05

The Karen Dvonch Steinmetz '76 Memorial Prize to Brian Hwang '05 and Edwin Nam '04

The Peter Gram Swing Prize (not awarded this year)

The Melvin B. Troy Award to Katia Lom '06 (dance) and Greg Holt '05 (dance)

The Vollmecke Service Award to Emery Ku '05

The Eugene Weber Memorial Fund Scholarship to Scott Young '06

The Jerome H. Wood Prize in Latin American Studies (not awarded this year)

Enrollment Statistics

ENROLLMENT OF STUDENTS BY CLASSES (Fall 2004)

	MEN	WOMEN	TOTAL
Seniors	185	191	376
Juniors	175	182	357
Sophomores	167	191	358
Freshmen	178	190	368
	<u>705</u>	<u>754</u>	<u>1,459</u>
Graduate students	0	0	0
Special students	8	7	15
TOTAL	<u>713</u>	<u>761</u>	<u>1,474</u>

Note: These counts include 82 students studying abroad.

GEOGRAPHIC DISTRIBUTION OF STUDENTS (Fall 2004)

Alabama	7	North Dakota	2	Hungary	1
Alaska	1	Ohio	36	India	5
Arizona	6	Oklahoma	3	Ireland	1
Arkansas	5	Oregon	22	Israel	1
Army Post Offices	1	Pennsylvania	145	Italy	1
California	105	Puerto Rico	1	Jamaica	2
Colorado	11	Rhode Island	7	Japan	7
Connecticut	46	South Carolina	6	Luxembourg	1
Delaware	13	South Dakota	3	Malaysia	2
District of Columbia	15	Tennessee	6	Mexico	1
Florida	39	Texas	36	Myanmar	1
Georgia	17	Utah	2	Namibia	1
Guam	2	Vermont	9	Nepal	6
Hawaii	8	Virgin Islands	1	Pakistan	3
Illinois	37	Virginia	47	Palestine	1
Indiana	4	Washington	22	People's Republic of China	5
Iowa	5	West Virginia	3	Qatar	1
Kansas	3	Wisconsin	12	Romania	1
Kentucky	5	Wyoming	2	Rwanda	1
Louisiana	5	Total United States	<u>1,360</u>	Saudi Arabia	1
Maine	19	Argentina	1	Singapore	4
Maryland	104	Australia	1	Slovak Republic	1
Massachusetts	95	Bolivia	1	South Korea	11
Michigan	15	Brazil	1	Switzerland	2
Minnesota	20	Bulgaria	3	Taiwan	2
Mississippi	1	Canada	5	Trinidad and Tobago	2
Missouri	7	Costa Rica	3	Tunisia	1
Montana	3	Croatia	1	Turkey	7
Nebraska	3	Denmark	1	United Kingdom	1
Nevada	3	Ecuador	1	Venezuela	1
New Hampshire	13	France	6	Vietnam	1
New Jersey	134	Germany	2	Zimbabwe	2
New Mexico	7	Ghana	5	Total From Abroad	<u>114</u>
New York	217	Hong Kong	5	GRAND TOTAL	<u>1,474</u>
North Carolina	19				

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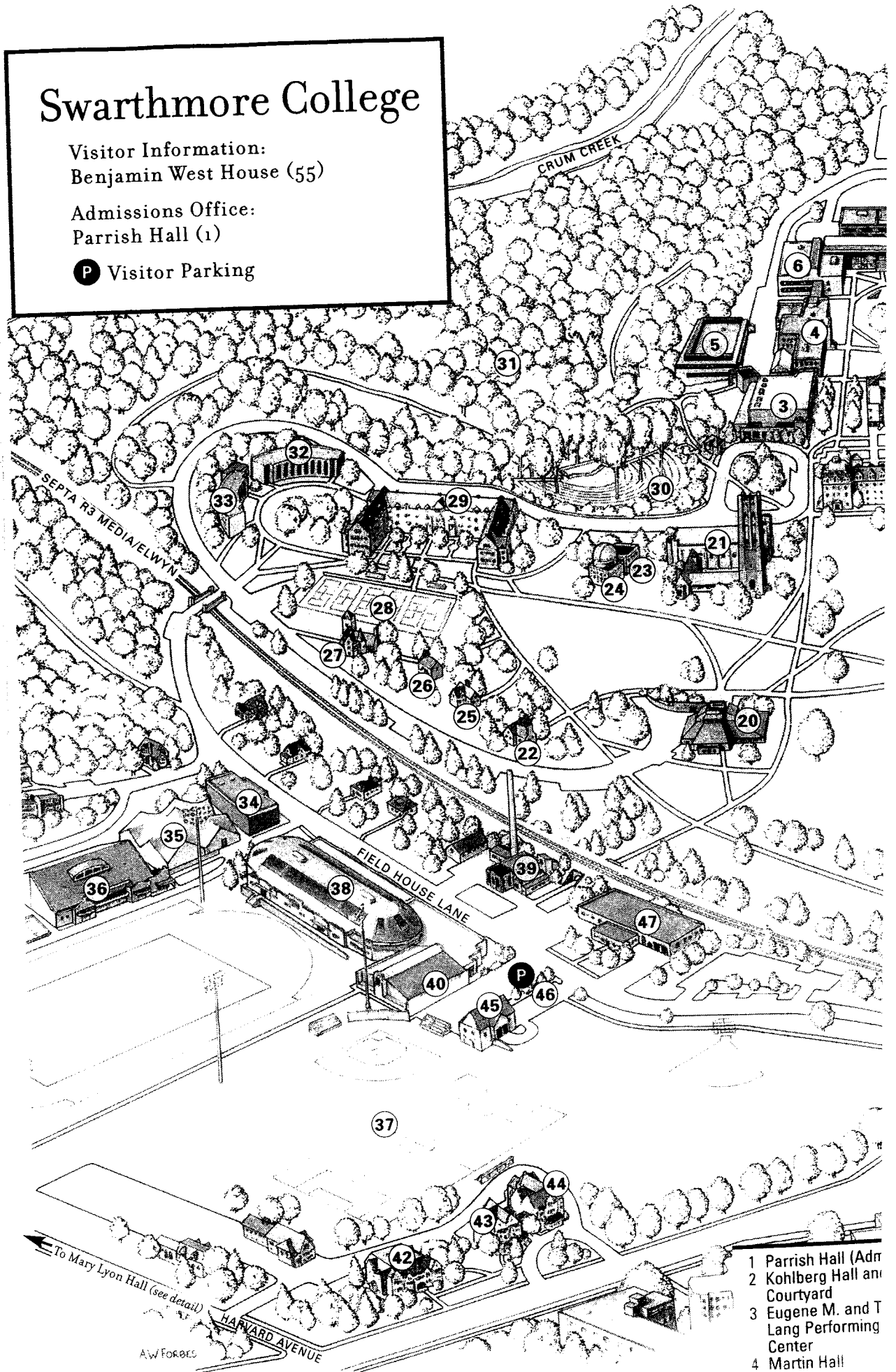
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Swarthmore College

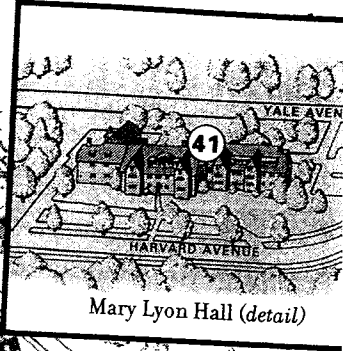
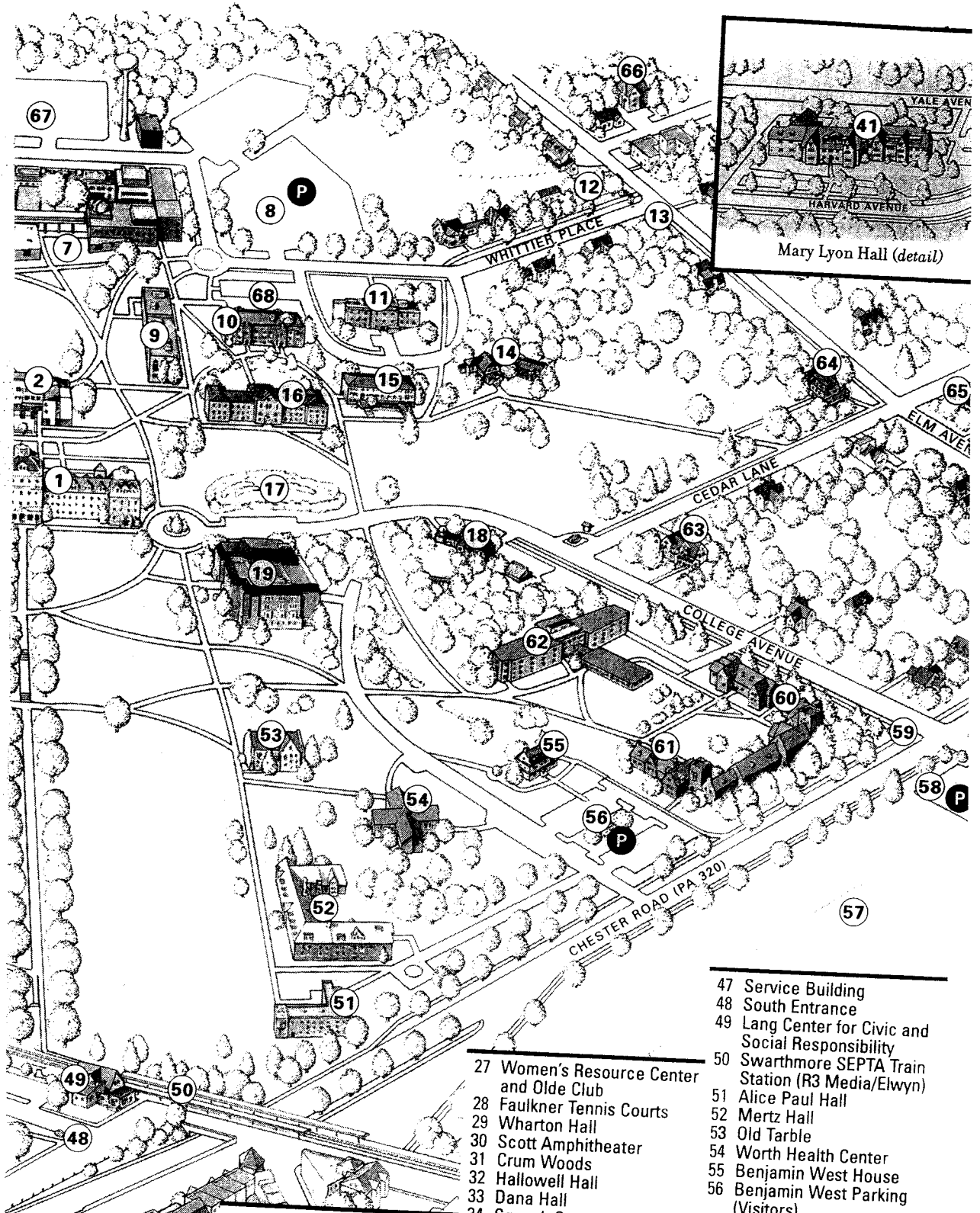
Visitor Information:
Benjamin West House (55)

Admissions Office:
Parrish Hall (1)

P Visitor Parking



- 1 Parrish Hall (Adm
- 2 Kohlberg Hall and Courtyard
- 3 Eugene M. and T Lang Performing Center
- 4 Martin Hall



- 1 Lang Music Building
- 2 Cornell Science and Engineering Library
- 3 Science Center
- 4 Parking (Visitors)
- 5 Beardsley Hall
- 6 Hicks Hall
- 7 Papazian Hall
- 8 Kyle House
- 9 North Entrance
- 10 Swarthmore Friends Meetinghouse

- 11 Pearson Hall
- 12 Trotter Hall
- 13 Dean Bond Rose Garden
- 14 Engineering Library
- 15 Science Center
- 16 Parking (Visitors)
- 17 Beardsley Hall
- 18 Hicks Hall
- 19 Papazian Hall
- 20 Kyle House
- 21 North Entrance
- 22 Swarthmore Friends Meetinghouse

- 23 Sharples Dining Hall
- 24 Clothier Memorial Hall
- 25 Phi Omicron Psi House
- 26 Sproul Alumni House
- 27 Sproul Observatory
- 28 Delta Upsilon House
- 29 Kitao Student Art Gallery
- 30 Women's Resource Center and Olde Club
- 31 Faulkner Tennis Courts
- 32 Wharton Hall
- 33 Scott Amphitheater
- 34 Crum Woods
- 35 Hallowell Hall
- 36 Dana Hall
- 37 Squash Court Building
- 38 Ware Pool
- 39 Mullan Tennis and Fitness Center
- 40 Clothier Fields
- 41 Lamb-Miller Field House
- 42 Heat Plant
- 43 Tarble Pavilion
- 44 Mary Lyon Hall
- 45 Roberts Hall
- 46 Pittenger Hall
- 47 Palmer Hall
- 48 Barn
- 49 Field House Parking (Visitors)

- 47 Service Building
- 48 South Entrance
- 49 Lang Center for Civic and Social Responsibility
- 50 Swarthmore SEPTA Train Station (R3 Media/Elwyn)
- 51 Alice Paul Hall
- 52 Mertz Hall
- 53 Old Tarble
- 54 Worth Health Center
- 55 Benjamin West House
- 56 Benjamin West Parking (Visitors)
- 57 Cunningham Field
- 58 Cunningham Parking
- 59 Main Entrance
- 60 Worth Hall
- 61 Bond Memorial Hall
- 62 Willets Hall
- 63 Robinson House (Black Cultural Center)
- 64 Courtney Smith House
- 65 Ashton House
- 66 Woolman Hall
- 67 Water Tower Parking (Faculty-Staff)
- 68 Hicks Parking (Faculty-Staff)

Directions for Reaching Swarthmore College

DRIVING

From the Pennsylvania Turnpike, Going East

From Exit 326 (Valley Forge) take I-76 East (Schuylkill Expressway) about 2 1/2 miles to I-476 South. Take I-476 approximately 13 miles to Exit 3, Media/Swarthmore. At the bottom of the exit ramp, follow the sign for Swarthmore by turning left onto Baltimore Pike. (See below for "Rest of the Way.")

From the Pennsylvania Turnpike, Going West

Take Exit 20 (I-476 South). Stay on I-476 approximately 17 miles to Exit 3, Swarthmore/Media. At the bottom of the exit ramp, follow the sign for Swarthmore by turning left onto Baltimore Pike. (See below for "Rest of the Way.")

From the New Jersey Turnpike

Take Exit 6 (to Pennsylvania 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 3, Media/Swarthmore. At the bottom of the exit ramp, follow the sign for Swarthmore by turning right onto Baltimore Pike. (See below for "Rest of the Way.")

Rest of the Way

On Baltimore Pike, stay in the right lane. In less than 1 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 approximately 23 minutes to reach the Swarthmore station, which is adjacent to campus.

AIR

An express train runs from the Philadelphia International Airport to 30th Street Station, where you can take the SEPTA Media/Elwyn Local (R3) train directly to the Swarthmore campus. The combined fare is about \$11, 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 3, Media/Swarthmore. At the bottom of the exit ramp, follow the sign for Swarthmore by turning right onto Baltimore Pike. (See above for "Rest of the Way.")

Notes



Notes
